

Lesson 16

God Made Dinosaurs

Dinosaurs were created during creation week.

Studying God's Word

Lesson Time

Don't forget! Review the Optional Supplements and determine where you can use them.

Have the students assemble in a circle away from the tables—either on the floor or in their chairs.

Bring your stuffed animal, Bible, Lesson Flip Chart, and any items you prepared for this lesson.

Prayer

This prayer time is designed to help the students begin to understand some simple concepts about prayer and to encourage them to pray.

We start our Bible lesson with prayer. Turn to the Prayer Page in the Flip Chart. Briefly review the different types of prayer presented there.

Today let's say prayers of supplication—and ask God for his help.

I'll start. Dear God, you are great and good and you want us to come to you when we need your help with something. Today I ask that you would . . .
(insert personal prayer here).

Pass a special stuffed animal—prayer bear—around the circle, giving all the students an opportunity to pray, or choose a volunteer to stand beside you and pray.

Very good! Now let's put our stuffed animal away, and we'll answer our Bible Truth questions.

I love you prayers—Adoration
I'm sorry prayers—Confession
Thank you prayers—Thanksgiving
Please prayers—Supplication

Bible Truths

These four questions will be repeated each week to help the students learn foundational truths.

Who made you? God made me!
What else did God make? God made ALL things!
Why did God make you and all things? For his glory.
Is there more than one true God? No. There is only one true God.

Bible Pass Around

Before Bible Pass Around, place a sticky note in your Bible to mark the first passage to be read.

We are going to start out today by looking into God's Word, the Bible. Hold up Bible. God's Word is true, and we can trust what it says. But where should we look? One of you will help me with that. We're going to play Bible Pass Around. Whoever ends up with the Bible must hold it very carefully until it is time to look in it. When it is time to read, you can bring it to me, and we'll open it to see what we are going to talk about today! Here's what we're going to do. I want everyone to count with me up to the number choose a number. (You may also choose to recite the books of the Bible, sing one of the lesson songs, or recite the memory verse as you do this activity.) We'll start right here. Hand the Bible to the first student. As we say each number (or word), you must carefully pass the Bible to the person beside you. Remember, we don't want to drop it or tear it. Then when we get to the last number (or word), whoever has the Bible will hold on to it until we are ready for it in our lesson. Are you ready? Let's begin. Begin the lesson when finished with Bible Pass Around.

K-1st Lesson continues next. Pre-K Lesson follows.

Pre-K Lesson

K-1st Lesson

Pre-K Lesson

Don't forget! Review the Optional Supplements and determine where you can use them.

Review

As you teach, refer often to the Lesson Flip Chart to keep the children engaged.

Refer to Lesson 12 Flip Chart. How many days did it take God to create the universe? Six days.

Refer to Lesson 15 Flip Chart. And then God created something very special in his image. Who am I talking about? The first people. Adam and Eve.

How did God create Adam? What did he use? Formed him from the dust, or dirt.

God used the dust from the ground to make Adam, and then he breathed life into him.

And what did God use to make the woman, Eve? One of Adam's rib bones.

Right. Then God brought Eve to Adam. This shows us what God wants marriage to be like—one man and one woman together for life!

God Created Dinosaurs

Refer to Lesson 14 Flip Chart. What day of creation week did God create Adam and Eve? Day six.

Yes. And what else was created on that day? Land animals.

God created land animals on day six. And that means ALL land animals.

Show pictures of dinosaurs (except Leviathan). Look here. What are these animals called? Dinosaurs!

How many of you have a favorite dinosaur? How about a T. rex? Or maybe a triceratops, stegosaurus, or velociraptor? Allow answers.

We're going to play a dinosaur game. When I say, "Go!" I want you to pretend to be your favorite dinosaur. You can stomp or walk like that dinosaur and even roar or growl. When I say, "Freeze," you must freeze like a statue until I say "Go" again. Everyone ready? Go! Allow students to move around the room several times, acting like dinosaurs. Have students return to seats when finished.

When do you think dinosaurs were created? Allow discussion. Day six. 6,000 years ago. Some children may automatically say "millions of years!"

Some people think dinosaurs lived millions of years ago. But that's not what the Bible tells us. Dinosaurs are NOT millions of years old. Nothing is millions of years old because God created everything just about 6,000 years ago.

So, when were dinosaurs created? About 6,000 years ago!

Refer to the Dinosaur Pictures. That's right. Now we don't know exactly what dinosaurs looked like because they are extinct. That means that they have all died, so they aren't around anymore. But people have found dinosaur bones, and these bones give us an idea of how big dinosaurs were and if they had long legs or short legs or claws or horns on their heads. So we can figure out what they might have looked like.

What Is Behemoth?

And, guess what? The Bible tells us about dinosaurs, too! Who has the Bible? Please bring it up. We are going to read from God's Word now. Make this a special time as the student brings the Bible and opens it to where the sticky note is.

Job 40:15

I am going to read from the book of Job. Listen to what God said about this great, big animal! Read Job 40:15.

What did God call this animal? Behemoth.

What did Behemoth eat? Grass.

Yes. God was talking to Job about one of the biggest creatures he created along with man. Which day was that when God created land animals and man? Day six.

Reread the verses as necessary so the students can hear the answers straight from God's Word!

Right. God said this animal was very strong and powerful. His bones were like bronze and his legs like iron. Wow! That's super-strong!

Job 40:17

Then God gives us an idea of how huge this animal must have been. Listen to what God said about its tail! Read Job 40:17, "he makes his tail stiff like a cedar."

What is a cedar? Allow discussion.

A cedar is a very tall, very large tree!

And God said Behemoth had a tail like a cedar tree! So if a cedar tree is very big and very tall, what was Behemoth's tail like? Allow discussion. It must have been huge and long.

Now some people say that God was talking about a hippopotamus or an elephant in these verses. But does that make sense?

Refer to Lesson Flip Chart. Do you think this hippopotamus could be the animal God was talking about? Does this tail look like a cedar tree? No. What about this elephant? Does this tail look like a cedar tree? No! So, which of these animals in this picture has a tail like a cedar tree, like the one God was talking about? The dinosaur!

Right! It makes sense that a dinosaur is what God meant when he told about the Behemoth in the book of Job. And it was created along with ALL the other land animals on day six just about 6,000 years ago.

Refer to the Lesson Flip Chart. Look closely at the Flip Chart again. What else do you see in the picture? A man. What else did God create on day six? Allow discussion. People. Adam and Eve.

That's right! God created Adam and Eve on the same day. And that means that Adam and Eve—and many people after them—lived at the same time as dinosaurs! And that is what we read in the Bible.

Wouldn't that be amazing to see dinosaurs living with the other animals in the woods or maybe wandering into your mom's garden and eating all the veggies?

Continue with the Lesson Review Game below.

K-1st Lesson

Don't forget! Review the Optional Supplements and determine where you can use them.

Review

As you teach, refer often to the Lesson Flip Chart to keep the children engaged.

Refer to Lesson 13 Flip Chart and Lesson 14 Flip Chart pages. God created the entire universe in the beginning, about 6,000 years ago.

How many days did it take God to create the universe? Six days.

That's right. In just six days, God created light, darkness, air, seas, land, trees, plants, the sun and moon, stars, fish and all kinds of sea creatures, birds and other kinds of flying creatures, and all the animals that live on the land.

Refer to Lesson 15 Flip Chart. And then God created something very special. It was the last thing God created. Who am I talking about? The first people. Adam and Eve.

How did God create Adam? What did he use? Formed him from the dust, or dirt.

God used the dust from the ground to make Adam, and then he breathed life into him.

Then God put Adam to sleep. What did God do while Adam was sleeping? Took a rib bone and made Eve.

God used one of Adam's bones to make the woman, Eve. Then God brought Eve to Adam. This shows us what God wants marriage to be like—one man and one woman together for life!

God Created Dinosaurs

Refer to Lesson 14 Flip Chart. What day of creation week did God create Adam and Eve? Day six.

Right! God created Adam and Eve on day six. They were the last things God created!

But what else was created on that day? Allow discussion. Land animals.

God created land animals on day six. And that means ALL land animals.

Show one or two of the Dinosaur Pictures (except Leviathan, a sea creature). Look here. What are these animals called? Dinosaurs! How many of you have a favorite dinosaur? How about a T. rex? Or maybe a triceratops, stegosaurus, or velociraptor? Allow answers.

We're going to play a dinosaur game. When I say, "Go!" I want you to pretend to be your favorite dinosaur. You can stomp or walk like that dinosaur and even roar or growl. When I say, "Freeze," you must freeze like a statue until I say "Go" again. Everyone ready? Go! Allow students to move around the room several times, acting like dinosaurs. Have students return to seats when finished.

When do you think dinosaurs were created? Allow discussion. Day six.
6,000 years ago. Some children may automatically say “millions of years!”

Some people think dinosaurs lived millions of years ago. But that’s not what the Bible tells us. Dinosaurs are NOT millions of years old. Nothing is millions of years old because God created everything just about 6,000 years ago.

So, when were dinosaurs created? About 6,000 years ago!

That’s right! Dinosaurs were created about 6,000 years ago on the same day as the rest of the land animals.

Refer to the Dinosaur Pictures. (Save Leviathan for later.) Now we don’t know exactly what dinosaurs looked like because they are extinct.

Do you know what that means? Allow discussion.

It just means that they have all died. They aren’t around anymore. But people have found dinosaur bones, and these bones help us understand what dinosaurs looked like. The bones give us an idea of how big dinosaurs were and if they had long legs or short legs or claws or horns on their heads.

What Is Behemoth?

And, guess what? The Bible tells us about dinosaurs, too! We can read about dinosaurs in the book of Job. And that is where we are going to look today!

Who has the Bible? Please bring it up. We are going to read from God’s Word now. Make this a special time as the student brings the Bible and opens it to where the sticky note is. Show the students where the book is in your Bible.

Job 40:15–18

I am going to read from the book of Job. Listen to what God said about this great big animal! Read Job 40:15–18. Read enthusiastically!

Wow! This is a really strong, special animal!

What does the Bible call this animal? Job 40:15. Behemoth.
What did Behemoth eat? Grass.

Reread the verses as necessary so the students can hear the answers straight from God’s Word!

Where was his strength? Job 40:16. In his loins (hips).
And where was his power? In the muscles of his belly.

His bones were like tubes of bronze. And his limbs, or legs, were like iron.
Wow! That’s VERY strong!

The Bible even tells us about his tail. Job 40:17, “he makes his tail stiff like a cedar.”

What is a cedar? Allow discussion.

A cedar is a very tall, very large tree!

And God said Behemoth had a tail like a cedar tree! So if a cedar tree is big and very tall, what was Behemoth's tail like? Allow discussion.

Now some people say that God was talking about a hippopotamus or an elephant in these verses. But does that make sense?

Refer to the Lesson Flip Chart. Do you think this hippopotamus could be the animal God was talking about? Does this tail look like a cedar tree? No.

What about this elephant? Does this tail look like a cedar tree? No! So, which of these animals has a tail like a cedar tree, like the one God was talking about? The dinosaur!

Right! It makes sense that this dinosaur is what God was talking about when he told about the Behemoth in the book of Job. And it was created along with ALL the other land animals on day six of creation week just about 6,000 years ago.

Refer to the Lesson Flip Chart. Look closely at the Flip Chart. What else do you see in the picture? A man.

What else did God create on day six? Allow discussion. People. Adam and Eve.

That's right! God created Adam and Eve on the same day. And that means that Adam and Eve—and many people after them—lived at the same time as dinosaurs! And that is what we read in the Bible.

Wouldn't that be amazing to see dinosaurs living with the other animals in the woods or maybe wandering into your mom's garden and eating all the veggies?

What Is Leviathan?

The Bible also describes another great creature who lived in the sea. On what day did God create sea creatures? Day five.

Yes. On day five God created a mighty creature called Leviathan. Can you say that with me? Repeat Leviathan several times.

Job 41:14

Let's listen to what the Bible says about Leviathan. Read Job 41:14.

Yikes! The teeth in his mouth are scary—they are terrible sharp teeth! He also has scales covering his whole body, and his scales protect him from swords, spears, and arrows!

Who uses swords, spears, and arrows? Animals or people? People.

Right! So we know that people lived at the same time as Leviathan. But they wouldn't want to fight this guy—he had terrible teeth and tough scales to protect himself!

Job 41:19

Now listen for what comes out of his mouth! Read Job 41:19 emphasizing “flaming torches” and “sparks of fire.”

What comes out of his mouth? Flaming torches, sparks of fire.

What? Flaming torches and fire come out of Leviathan's mouth! What in the world is he? This sure isn't like a normal sea creature! We've never seen this at the aquarium!

What sea creature do you think Leviathan could be? Allow guesses.

There are people who say that Leviathan is some kind of crocodile, or an orca whale, or a great white shark. But that doesn't make sense based on what God's Word tells us. None of these sea creatures can spit fire from their mouths!

Show Leviathan picture from the set of Dinosaur Pictures. So, what was this powerful animal? Well, when we think about the descriptions in the Bible, it sure sounds like it must have been some sort of sea dragon!

The Bible tells us that God made dinosaurs like Behemoth on day six with the other land animals, and he created the mighty Leviathan on day five with the other sea creatures.

Continue with the Lesson Review Game.

Lesson Review

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

Basket Toss

Students give the correct answer and toss the beanbags to see how many points they can collect for their team. Each basket has greater points.

Materials

Review Questions
Two beanbags
Three laundry baskets or boxes
Masking tape

Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a tossing line. Bring in three laundry baskets or boxes. Set the baskets in a line, making each one a little farther away from the tossing line. Label the baskets with 5, 10, and 25 points so the farther away it is the higher the score.

Divide the class into two or more teams depending on size. Have the teams line up at the tossing line. Take turns asking the first students in line from each team a review question. When a student answers correctly, he will have a chance to toss a beanbag into a basket then go to the end of the line. If the beanbag misses, there are no points scored. If someone does not answer correctly, he may ask his teammates for help. Keep track of the scores for each team on the board. Continue until all the questions have been answered. Repeat questions if necessary.

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.

Bible Baseball

Students will answer questions and run the bases!

Materials

Review Questions
Three chairs set out for bases
Optional: gift wrap tube and a large balloon

Instructions

Print one copy of the Review Questions for your use. Set out chairs as bases. Have the students line up by the home base area facing you (at the pitcher's mound). Each student up to "bat" will have a chance to answer a review question. If he can answer it correctly, let him run the bases. If he can't answer correctly, give the answer and ask him to go to the end of the line and try again.

You may want the students to sit on the chair at each base while they wait to run to the next base or have them run all the way around and return to the line. Repeat the questions until all the students have run around the bases.

For some added fun, you can use a gift wrap tube as a bat and toss a large balloon for students to hit after they answer each question.

Bowling

What do you do with extra water bottles and softballs? Go bowling, of course. Students will answer questions then bowl for points.

Materials

- Review Questions
- Six to ten empty water bottles
- Softball or other small playground ball
- Masking tape
- Optional: dried corn or beans

Instructions

Print one copy of the Review Questions for your use. If available, pour a small amount of dried corn or beans into the bottom of each water bottle (to add weight) and tighten the lid. Set out the bottles on one end of the room. Use masking tape to form a "lane" from the bottles to where the students will line up across the room.

Divide students into teams. Have students line up. Ask the first student a review question. If he answers correctly, let him roll the ball down the lane toward the bottles. Each bottle that is knocked down is worth 1 point. A strike (knocking down all the bottles) is worth 20 points. Take turns asking questions of each team. If a student gives an incorrect answer or does not know the answer, he can ask his teammates for help. Keep track of scores.

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.

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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Bible Version

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