

Lesson 14

Creation: Animals and Man

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

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 something.

I'll start. Dear God, I know that you provide all things. Please, Lord, I ask today for your help for . . . (insert personal prayer here).

Pass a special stuffed animal—prayer bear—around the circle, giving all the students an opportunity to pray, or choosing 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. Go to page 77 for the Pre-K Lesson.

Pre-K Lesson

K-1st Lesson

Pre-K Lesson

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

Review

Remember, God made everything in just six normal days about 6,000 years ago. And the Bible tells us what special things God created each day.

Refer to Lesson 13 Flip Chart. In our last lesson, we talked about the first four days of creation week.

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

What did God make on day one? Light, day, and night.

What did God make on day two? Sky above (the expanse), water below.

What did God make on day three? Dry land, plants, and trees.

And what did God make on day four? Sun, moon, and stars.

How many mornings are in one day? One.

How many evenings are in one day? One.

Right! How did God make everything? What did he do? Did he snap his fingers or put things together with a hammer and nails? No! He spoke, and everything was created.

Yes! God is so powerful that all he had to do was speak, and everything was done exactly the way he wanted it. And the Bible says that God thought all of his creation was very good.

Today we're going to take a closer look at the last two days of creation, days five and six.

Days Five and Six

Turn to the Lesson Flip Chart. What did God create on day five? Birds and sea creatures.

Show the pictures of birds and fish you brought. Yes! God created so many different birds and fish! Can you name some of these? Show pictures.

What other kinds of birds can you think of? Allow discussion.

What other kinds of sea creatures can you think of? Allow discussion.

Genesis 1:21

The Bible tells us what God thought of all these things he made. I want to read about that now. Who has the Bible? Please bring it up. Make this a special time as the student brings the Bible and opens it to where the sticky note is.

Listen and see if you can hear what God thought about these creatures he created. Read the end of Genesis 1:21, "And God saw that it was good."

What did God think of the birds and the fish he made? God saw that it was what? Good.

After God created the flying creatures and the swimming creatures, there was one more day of creation.

What was the very last day of creation? Day six!

Refer to pictures you brought. Include dinosaurs as land animals. That's right. And on day six, God made the land animals. He made wild animals like bears, lions, giraffes, and even dinosaurs. And he made pets and farm animals. God also created the creatures that creep and crawl on the ground like lizards, spiders, ants, and worms.

We're going to play a game. I'll show you a picture of an animal, and you tell me what kind of creature it is and what day God created it. So, if I show you a picture of a fish, what kind of animal is that? A flying creature, a swimming creature, or a land animal? A swimming creature.

Yes! And looking at the Flip Chart, can you tell me what day God made swimming creatures like fish? Day five or day six? Day five!

Right! Let's see how you do! Mix up pictures of sea creatures, birds, and land animals, and show one at a time. Ask questions to guide students to the kind of animal and then the correct day of creation.

Great job! And do you know how God made all these creatures? Did he use play dough or crayons? No!

No. God made the animals the same way he created everything else. How did he do that? God spoke.

Yes, God spoke and created all the animals, and he said they were very good. Now there's one more thing God said about the animals. The Bible

says that God made the birds and fish and land animals all “according to their kinds.” That means that two animals will never have babies that are a different kind of animal.

So, could two fish ever have a bird for a baby? No!

Could two dogs ever have a cat for a baby? No!

Right! God created animals to have their same kind. That’s what we see, that’s what the Bible says, and that’s the truth.

Man Is Different

Point out day six on the Lesson Flip Chart. Look again at our Flip Chart. God created something else on day six! What was that? Man. Adam and Eve.

Right! The last thing God created was man.

Genesis 1:27

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

Listen as I read Genesis 1:27. Let’s see what God said about this creation. Read Genesis 1:27 enthusiastically.

What was the last thing God created? Man!

Right. But there was more than just one man, right? God created a man and a woman.

Who were the first two people God created? Adam and Eve.

Whose image were they created in? Reread the verse if necessary. The image of God.

Yes. God created Adam and Eve in his image. What does that mean? Allow discussion.

It means they were created to be like God in some very simple ways. It means that Adam and Eve—and all people—were not created like the animals or plants were.

So what makes us different? Let’s think about this.

Refer to Lesson Illustration. Look at this picture. There is a man and a monkey. What is this monkey thinking about? A banana!

Yes! That is all the monkey cares about—eating a banana! But what about this man? Let me tell you what he is thinking about! Read the illustration. I can think, compose music, build bridges, fly airplanes, and make computers.

This man is saying to the monkey, “What can you do?”

And what is the monkey thinking? Thinking about bananas!

Right. A monkey can't do the things that a man can do. Some animals may seem pretty smart. But, animals can't think like we can! They can only do what they have been trained to do or the things that God has designed them to do. God made humans to be different from the animals. God made humans in his image!

We're going to play a little guessing game. I will act out something that only humans can do, and you see if you can guess what I'm doing. Ready? Here's the first one . Act out the following, charade-style, for the students to guess: reading a book, thinking about a problem, painting a picture, playing the piano/guitar, driving a car, laughing, acting silly, building something (using a hammer and nails), or cooking a meal. Use sound effects or give verbal hints if students have trouble guessing.

Great job! Humans can do some special things, but the most special thing about humans is that God created us to know and love him. He has made a way for all of us to live with him in heaven forever! He did not do that for ANY animal.

What did God do to make a way for us to live with him forever in heaven? Who did God send to earth? Jesus.

The Bible tells us that God sent his Son, Jesus Christ, to die on the cross and take the punishment for sin. And then he rose again from the dead. Those who turn away from their sins and trust in Jesus become children of God. They can go to heaven when they die and be with God forever!

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

Remember, God made everything in just six normal days about 6,000 years ago. And the Bible tells us what special things God created each day.

Refer to Lesson 13 Flip Chart. In our last lesson, we talked about the first four days of creation week.

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

What did God make on day one? Light, day, and night.

What did God make on day two? Sky above (the expanse), water below.

What did God make on day three? Dry land, plants, and trees.

And what did God make on day four? Sun, moon, and stars.

How many mornings are in one day? One.

How many evenings are in one day? One.

Right! How did God make everything? What did he do? Did he snap his fingers or put things together with a hammer and nails? No! He spoke, and everything was created.

Yes! God is so powerful that all he had to do was speak, and everything was done exactly the way he wanted it.

Today we're going to take a closer look at the last two days of creation, days five and six.

Day Five

Turn to the Lesson Flip Chart. What did God create on day five? Birds and sea creatures.

God created birds and sea creatures. I want to read about that from God's Word. Who has the Bible? Please bring it up. Make this a special time as the student brings the Bible and opens it to where the sticky note is.

Genesis 1:21

Listen carefully to what it says in the Bible. I'm going to read Genesis 1:21. Read Genesis 1:21 enthusiastically.

What was God creating? Great sea creatures, every winged bird.

Show the pictures of birds and fish you brought. God created so many different birds and fish! Can you name these? Show pictures.

What other kinds of birds or flying creatures can you think of? Allow discussion. Include bats, flying insects, and pteranodons.

What other kinds of sea creatures can you think of? Allow discussion.

Yes. God made all of them. Now this verse tells us what God thought of his creation. Listen again and see if you can hear it. Reread Genesis 1:21, "And God saw that it was good."

What did God think of the birds and the fish he made? God saw that it was what? Good.

And God tells us something else about the birds and the fish he created on day five. This same verse says that they were all made "according to their kinds." We've heard those words before, right?

Last time we talked about the words "according to their kinds," we were talking about plants. And we learned that God created plants so they would have seeds—and those seeds would grow more of the same kind of plant. So if I plant an apple seed, an apple tree would grow, right? And if I plant a tomato seed, I'll get tomatoes! That is the way God planned it to be!

So, what do you think "according to their kinds" means when God said it about the birds and fish? Allow discussion.

It means the same thing! Fish will always make more fish—they will NEVER have a baby bird! And there will NEVER be a fish that hatches from a bird's egg in the nest! God says in his Word that he made birds and fish according to their kinds. A bird is a bird. A fish is a fish. And they will NEVER turn into something else.

Day Six

Refer to the Lesson Flip Chart. After God created the flying creatures and the swimming creatures, there was one more day of creation.

What was the very last day of creation? Day six!

Genesis 1:25

Listen to what Genesis 1:25 says about day six! What did God make on that day? Read Genesis 1:25 emphasizing "beasts," "livestock," and "everything that creeps."

What did God make on day six? The beasts of the earth. Livestock. Things that creep on the ground!

This included wild land animals like bears, lions, giraffes, and even dinosaurs. He made animals like sheep, horses, cats, and dogs. And, it says he created the creatures that creep and crawl on the ground like lizards, spiders, ants, and worms. God spoke and created all these things on day six.

And this verse said God made animals according to their what? According to their kinds.

Refer to pictures you brought. Include dinosaurs as land animals. That's right! God made the plants "according to their kinds," and he made the birds and fish "according to their kinds." And on day six, God made land animals "according to their kinds."

So, what does it mean when we say God created all the land animals "according to their kinds?" Allow discussion.

Could two dogs ever have a cat for a baby? No!

What kind of baby would two dogs have? A puppy. A dog.

Could two horses ever have an elephant for a baby? No!

What kind of baby would two horses have? A foal (colt, filly). A horse.

Right! Two animals will never have babies that are a different kind of animal! God created animals to have their same kind. That's what we see, that's what the Bible says, and that's the truth.

We're going to play a game now. I'll show you a picture of an animal, and you tell me if it was created on day five or day six. So, if I show you a picture of a bird or a fish, what day were they created? Day five!

Right! And if I show you a picture of a land animal, like a dog or a dinosaur, what day were they created? Day six!

Let's see how you do! Mix up the pictures you brought of sea creatures, birds, and land animals, and show one at a time. Refer to the Lesson Flip Chart and ask questions to guide students to the correct answer, if necessary. What kind of animal is this? Is it a swimming creature, a flying creature, or a land animal? So what day was it created on?

Great guessing! The swimming and flying creatures were created on day five, and the land animals and creatures that creep and crawl were created on day six.

Man Is Different

Point out day six on the Lesson Flip Chart. But God created something else on day six! What was that? Allow discussion. Man. Adam and Eve.

Right! The last thing God created on day six was man.

Genesis 1:27

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

Listen as I read Genesis 1:27. Let's see what God said about this creation. Read Genesis 1:27 enthusiastically.

What was the last thing God created? Man!

Right. But there was more than just a man, right? God created a male and female. That means he created a man and a woman.

Who were the first two people God created? Adam and Eve.

Whose image were they created in? Reread the verse if necessary. The image of God.

Yes. God created Adam and Eve in his image. What does that mean? Allow discussion.

It means they were created to be like God in some very simple ways. It means that Adam and Eve—and all of us, because we are people, too—were not created like the animals or plants were.

We are created in God's image! We are very different from dogs and cats and monkeys and hippos and all the other things God made. What makes us so different? Let's think about this.

Refer to the Lesson Illustration. Look at this picture. What is this monkey thinking about? A banana!

Yes! That is all the monkey cares about—eating a banana! But what about this man? Let me tell you what he is thinking about! Read the illustration, "I can think, compose music, build bridges, fly airplanes, and make computers."

Then he asks the monkey, "What can you do?"

And what is the monkey thinking? Thinking about bananas!

Right. A monkey can't do the things that a man can do. No animals can do the same things as humans. Some animals may seem pretty smart. You might think your dog is really smart. But, animals can't think like we can! They can only do what they have been trained to do or the things that God has designed them to do. But they will never be able to think and do things the way people can because God made humans to be different from the animals. God made humans in his image!

We're going to play a little guessing game. I will act out something that only humans can do, and you see if you can guess what I'm doing. Ready? Here's the first one . Act out the following, charade-style, for the students to guess: reading a book, thinking about a problem, painting a picture, playing the piano/guitar, driving a car, laughing, acting silly, building something (using a hammer and nails), or cooking a meal. Use sound effects or give verbal hints if students have trouble guessing.

Great job! Humans can do lots of special things, but the most special thing about humans is that God created them to have a relationship with him! We can know and love God. He has made a way for all of us to live with him in heaven forever! He did not do that for ANY animal. What did God do to make a way for us to live with him forever in heaven? Who did God send to earth? Jesus.

The Bible tells us that God sent his Son, Jesus Christ, to die on the cross and take the punishment for sin. And then he rose again from the dead. Those who turn away from their sins and trust in Jesus become children of God. They can go to heaven when they die and be with God forever!

Continue with the Lesson Review Game on page 80.

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.

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.

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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