

Lesson 16

Dinosaurs and Dragons

Dinosaurs were created during the creation week.

Studying God's Word

Introduction

Slide #3

Slide #4

Refer to Lesson 14 Theme Poster. When did God create man? On day six of creation week, about 6,000 years ago.

That's right. When I say God created "man," I mean the first man, Adam, and the first woman, Eve. And we have all come from them.

God made man different than the animals. What is it that makes man special? Man is created in God's image.

Adam and Eve were created in God's image, and so are we. That means that we are different from animals. God created people as people. We did not start out as animals of any kind—we were never ape-like creatures.

Refer to Lesson 15 Theme Poster. The Bible tells us that human beings are God's prized creation! What did God make Adam from? The dust from the ground.

And once Adam was created, God created his helper, Eve. What was Eve created from? Adam's rib.

God created Adam and Eve on day six. And that's also when God created marriage. God brought Eve to Adam and said a man and woman should be joined together! That was the first wedding. It was God's perfect plan for marriage—one man and one woman for life. And God does not change, so his plan for marriage is still the same.

Dinosaur Egg Hunt

Be sure to prepare and hide the dinosaur eggs before class!

Before class, write out the egg hunt clues on strips of paper or index cards (eats grass, powerful muscles, tail like a cedar, bones like bronze, limbs like iron, lies in the shade, untroubled by rushing rivers, too big to leash as a pet, terrible teeth, breathes fire, unharmed by swords, rows of scales). Add descriptions taken from Job 40–41 if you have more students.

Put clues in large plastic eggs (with candies) and hide around the room (or outside).

Before we get into today's lesson, it is your job to figure out what we'll be talking about! I've hidden plastic eggs with clues about our topic. When I say "Go!" I want you to search for these eggs. Once you've found one, you may help others. Don't open the eggs yet but bring them back to your seats. Ready? Go! Allow students to search for eggs and return to their seats. Give hints if necessary.

Great job tracking down all those eggs! Now I want you to open your eggs. We'll go around the room and hear your clues. Then you can guess what we'll

be talking about. Go around the room, letting students read their clues. Anyone have an idea what we'll be talking about? Allow guesses. Dinosaurs!

The Land Animal Behemoth

Pass out the Class Notes and the Scripture Sheets.

Slide #5

Slide #6

Refer to the Lesson Theme Poster. Today we are going to talk about dinosaurs—and even dragons! A lot of people are very confused about these animals and when they lived. But we don't have to be confused. It's simple; the Bible explains it.

Refer to Lesson 12 Theme Poster. When does the Bible tell us that all the sea creatures were created? Day five.

And when does the Bible tell us that all the land creatures were created? Day six.

We know on which days they were created. But did you know that the Bible also tells us what some of these creatures were like? And what the Bible describes sounds a lot like dinosaurs and dragons. That is what we are going to talk about today—dinosaurs, dragons, and great sea creatures!

Job 40:15–19

Slide #7

Slide #8

Pass out the Scripture Sheets and crayons to each student. We will read our Bible verses from these sheets today. These verses are all in the book of Job at a time when God was talking to Job. We'll start with Job 40:15–19. In these verses, we will see that God is describing a pretty amazing animal! Let's get started! Assign students to read through the first passage, or read it yourself and have them follow along.

Slide #9

Very good! Now let's look more closely at what we read. First, what is this animal called? The answer is in Job 40:15. Behemoth. Yes. Circle the word "Behemoth" on your Scripture Sheets.

Now God is speaking to Job in this verse. And do you see in verse 15 where God says, "Behemoth which I made as I made you?" What day of creation week were land animals and man created? Day six.

Right. Man and land animals were created on day six.

These verses tell us more about this animal—the Behemoth. What did Behemoth eat? Job 40:15. Grass. Circle that on the Scripture Sheets.

As you continue to teach these verses, have students circle the key words on their Scripture Sheets.

This is a very strong animal. Where is his strength? Look in Job 40:16. In his loins (hips).

And where is his power? In his belly, or stomach muscles!

Circle the words "strength" and "power" in verse 16 on the Scripture Sheet.

Look at Job 40:17. What is Behemoth's tail like? A cedar.
What is a cedar? A large tree.

Circle the word "cedar" on the Scripture Sheet.

Slide #10

Look in Job 40:18 now. What are the Behemoth's bones and limbs like? Like bronze and iron! Circle those words in that verse.

Wow! Bronze and iron are strong metals. If this animal has a tail like a cedar tree and his limbs are like iron . . . don't you think this must be a huge, strong animal? Yes!

And who is the only one that can come near this beast with a sword? Look at the end of Job 40:19. He who made him.

Who is that? Who made this great creature? God.

Slide #11

This is a really great creature! Before we go on, let's do a quick review.

Look at your Class Notes. We are going to answer questions 1-4 about the Behemoth. You will circle the picture that answers the question correctly.

You can use the Scripture Sheets to find the answers.

What is the answer to #1? What did Behemoth eat? Job 40:15. Grass.

Have students complete #1.

Great. Now look at #2. Which word describes this animal? Job 40:16.

Strong. Have students complete #2.

Very good. The answer to #3 can be found in Job 40:17. What is this animal's tail like? A cedar. Have students complete #3.

And #4. Look in Job 40:18. His bones are like bronze. What are his limbs, or legs, like? Iron. Have students complete #4.

That's right. The Bible says this animal is so big and strong that it's not afraid of anyone but God himself. This is an amazing land animal!

And when did God create the land animals? Which day of creation week?
Day six.

Slide #12

Slide #13

Show Animal Illustrations: elephant and hippo. Attach them to the board.

Behemoth is a very large and strong land animal, isn't he? There are people who think the Bible is describing an elephant or a hippopotamus.

But let's think about that for a minute. Look at these animals.

Do they fit the description of Behemoth? How about their tails? Are either of these tails like a great cedar tree? No!

Draw a red X over the illustrations. No, these animals do NOT fit the description of the Behemoth that we just read!

What animal could possibly match this description? Allow discussion.
A dinosaur!

Slide #14

Put the Behemoth illustration on the board. Of course! Behemoth sounds very much like a dinosaur! Actually, Behemoth sounds a lot like Brachiosaurus, one of the very largest dinosaurs.

Slide #15

Look again at Job 40:19. The Bible says this animal is the first of the works of God. That means this animal would have to be one of the greatest creatures God had ever made—one that stood out above all other creatures. Only an animal like the great dinosaur could fit this description!

Slide #16

The Bible describes the Behemoth—a great dinosaur. God created this animal about 6,000 years ago—not millions of years ago! Maybe you have heard that dinosaurs NEVER lived at the same time as people and that they lived and died out millions of years ago. But once again, God's Word tells us something very different. In Job 40:15, God says to Job, "Behold, Behemoth, which I made as I made you." This sure sounds like Behemoth was living at the same time as Job and many other people. We believe the Bible is true. And it tells us that ALL land animals (including dinosaurs) were created on day six—the same day as man.

The Sea Creature Leviathan

We are going to read about another great animal in the book of Job.

Job 41:1–2

Slide #17

Look on your Scripture Sheets again. Will someone read Job 41:1–2?

Assign a reader.

What is the name of this animal? Leviathan. Circle his name on your Scripture Sheets.

Job 41:1 talks about a fishhook. When do you use a fishhook?

Allow discussion.

You use a hook when you go fishing! So it sounds like the Leviathan lived in the water! And it wasn't easy to catch him with a hook. Find and circle the word "fishhook" on your Scripture Sheets.

So what was Leviathan—a land animal, a flying creature, or a sea creature? Sea creature.

Job 41:5, 41:8

Slide #18

Slide #19

Slide #20

Yes! A great sea creature. Someone read the next two verses, Job 41:5 and then 41:8. Assign readers.

Does this sound like a very gentle animal? Would you play with him? Would you put him on a leash? Is this the kind of animal you would keep as a pet? I think

the answer to all of these questions is “No way!” Circle the words “play” and “leash.”

And look at Job 41:8—what does that say about him? What would you think if you laid your hand on him and had a battle with him? You will not do it again! Right! Circle that answer.

So you wouldn’t play with him or leash him. And if you dared to have battle with him you would NOT do it again!

Job 41:14

Slide #21

Maybe that’s because of what Job 41:14 says. Someone read that!
Assign a reader.

What are Leviathan’s teeth like? What is around his teeth? Terror. Right. These teeth are SCARY! He has terrible teeth! Circle the words describing his teeth.

Job 41:18–19, 41:21

Slide #22

And that isn’t all! We can only imagine what this animal looked like because we don’t see it anymore. Someone read that next section, verses 18, 19, and 21.
Assign readers.

Job 41:18 describes his sneeze! What happens when he sneezes? Light flashes forth. Circle that on your Scripture Sheet.

Look at verse 19. What comes out of his mouth? Flaming torches, sparks of fire. Circle the words “sparks of fire” on the Scripture Sheet.

Look in verse 21. What else comes out of his mouth? A flame. Circle that on your Scripture Sheets, too.

What?! Light, sparks, fire, flames coming out of this animal’s mouth! What in the world is he? This sure isn’t just a normal fish. We’ve never seen this at the aquarium!

Job 41:25

Slide #23

Someone read Job 41:25 for us. Who is afraid of this extraordinary animal? Assign a reader. The mighty! Circle “the mighty are afraid.”

Yes! Even mighty men who are big and strong are afraid of this strange sea creature!

This is amazing! Let’s go back to the Class Notes again. Look at the next section about Leviathan.

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Where does this animal live? Circle the right picture on #5. Water. Have students complete #5.

What did we learn about his teeth? That's #6. Terrible. Have students complete #6.

And what comes from his mouth? What picture will you circle for #7? Fire. Have students complete #7.

How did the mighty men feel about Leviathan? What is the answer for #8? Afraid. Have students complete #8.

What could this Leviathan—this mighty sea creature—be according to God's Word? Allow discussion.

Slide #25

Slide #26

Put the Animal Illustrations of the crocodile, orca whale, and great white shark on the board. There are people who read about Leviathan and try to explain that this animal 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. For example, none of these sea creatures can spit fire from their mouths! Draw a red X over these illustrations.

Show the Leviathan Illustration and put it on the board. 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!

Maybe you thought stories about dragons were not about real animals. But there have been legends told about dragons all over the world. These legends tell that they were fierce and almost impossible to defeat. But they all describe the same type of animal—one that sounds a lot like the Leviathan here in the book of Job.

For all those different people around the world to be able to tell about the SAME kind of animal, there must have been dragons around for them to see, right? How else could legends from different places all around the world be so much alike? Remember there was no TV, Internet, or cameras back then, so people couldn't just send a picture or email everybody when they saw one.

Now, we can't call the Leviathan a "dinosaur" because dinosaurs were land animals. It's like a dinosaur, but since it lives in the water, it is a sea creature. So, we call it "dinosaur-like." We do know that it is a sea creature—and ALL sea creatures were created on day five of creation week. They were created in the same week as man. So they lived at the same time as man.

Why do you think people get so confused about dinosaurs, dragons, and sea creatures—when they lived, when they were created, and whether they ever lived with people? Allow answers.

It may be because we hear lies about dinosaurs all the time! We hear that dinosaurs lived 65 million years ago or even longer and that they had already gone extinct when man came along. We hear that over and over again. We hear it more than we hear the truth about them. And when you hear something over and over and over—and people say it is true—you just start believing it.

But don't you think it's time we stopped believing that stuff? We know God's Word is true. It says the land animals—including dinosaurs—were created with man on day six of creation week just about 6,000 years ago—not millions of years ago.

Some people wonder why the word dinosaur does not appear in the Bible. Why does it say Behemoth instead? Allow discussion.

It is because the word "dinosaur" wasn't made up yet when the Bible was translated! But just because the word isn't there, doesn't mean the animals God describes aren't real. They are real! God created them during creation week—when he created the rest of the universe.

Application

Slide #27

Refer to the Lesson Theme Poster. The Bible tells us that the animals Behemoth and Leviathan really lived! The dinosaur, Behemoth, and the fire-breathing dragon, Leviathan, were part of God's original creation, made on days five and six of creation week. They are extinct now. But that doesn't change the truth of God's Word.

It isn't easy to defend God's Word when it comes to dinosaurs and dinosaur-like creatures. We've heard the lies about millions of years and their extinction before man over and over again.

But if we say we believe God's Word—then we have to believe all of it. And that includes what it tells us about creation. When you hear that dinosaurs lived millions of years ago and that they could never have lived with man, remember what our Creator God has told us in Genesis and in the book of Job. God was the only eyewitness to his creation. He was there! He did it! And he does not lie.

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

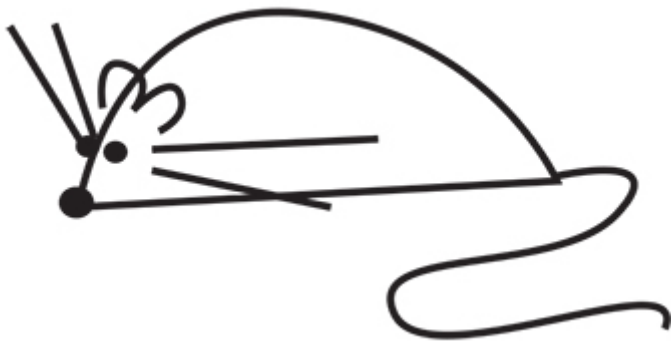
One die

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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