

Lesson 12

God Creates the Universe

The omnipotent God created the universe.

Studying God's Word

Introduction

Slide #3

Refer to Lesson 11 Theme Poster. What were we talking about last time? The Seven C's of History!

What are those seven C's? Briefly discuss each C—Creation, Corruption, Catastrophe, Confusion, Christ, Cross, Consummation.

The Bible is the history book of the universe. It tells about God's perfect plan. The Seven C's of History give the history of the Bible—from the Creation to the Consummation.

Refer to the Lesson Theme Poster. We are going to talk about the first C today. What is the very first C of history? Creation.

Yes. To get us thinking about creation, I'd like each of you to think of something God created that starts with the same letter as your first name. You can say, "My name is _____ (give your name as an example), and God created _____ (name something God created that starts with the same letter as your name).

Pass out the Class Notes booklet to the students.

Let's see if we can name something different for each person, even if your name starts with the same letter. Who would like to start? Choose a volunteer to start then go around the room giving each student a chance to share. If you have a large class, just take answers as time allows. You may make this activity more challenging by having each student repeat the name and item of the student before them before they name their own.

Great job! You came up with a lot of things God created. Now we're going to see what the Bible tells us about the creation of the universe!

Creation Days One–Four

Slide #4

Refer to the Seven C's of History Poster and the Lesson Theme Poster. We are going to talk about the first C today. What is the very first C? Creation.

Yes. We are going to read from Genesis 1 to see what the Bible tells us about the creation of the universe. First, I'm going to pass out posters to some of you. Just hold on to them until it's time to put them up on the board. Pass out the Creation Week Posters.

Genesis 1:1

Slide #5

We will start by reading Genesis 1:1. Turn there in your Bibles. The very first verse in the very first book of the Bible. Who will read that for us?

Assign a reader.

Good! According to this verse, who created the heavens and the earth? God.

And when did God create them? In the beginning.

Yes. This is important to think about. This was the beginning of everything, including the beginning of time. Nothing existed before this beginning except the one true God.

Genesis 1:3

Slide #6

Now look in your Bible at Genesis 1:3. This tells us what God created first. Who will read that? Assign a reader.

What did God create first? Light.

How did he create it? He spoke. He said, "Let there be light."

Yes! Just think how powerful God must be. All he had to do was speak, and it happened!

Genesis 1:5

Slide #7

The Bible says that God separated the light from the darkness. And he called light and darkness something special. Will someone read Genesis 1:5? Assign a reader.

What did God call the light and the dark? The light he called Day. The dark he called Night.

Slide #8

Who has the Day One Poster? Will you read it and put it on the board? Have student read and attach the poster to the board with tape or poster putty. God created day and night, dark and light.

God created light and darkness. And when he separated the light from the darkness, he created the first day—the very first daytime and nighttime!

But there is something in this verse you might miss. God created light, but there was no sun yet! He did not create the sun until three days later. This light came before the sun according to God's Word. Isn't that interesting?

Slide #9

Now look at your Class Notes booklet. Who will read #1 on page 1? Assign a reader. Day. Have students complete #1.

Genesis 1:6

Slide #10

And on to day two! Look at Genesis 1:6. Who will read that for us? Assign a reader.

What did God create on day two? An expanse in the midst of the waters.

God created a great expanse, or a large open space. You see, there was a lot of water at first. And the Bible says God separated the waters above from the waters below. The space in between the waters is the expanse. We usually call it the sky or atmosphere. Everyone take a very deep breath. Wait for students to breathe. What are you breathing in? Air.

Yes! And that air is part of the expanse God created on day two. God knew we would need air to live.

And how did God make this great expanse? He spoke.

Again, all he had to do was speak, and the waters separated and a great expanse appeared.

Slide #11

Who has the Day Two Poster? Will you read it and put it on the board? Have student read and put the poster on the board. God separated the waters and created the sky and air.

Slide #12

Great. Now you can answer #2 on your Class Notes booklet. Turn to page 2. Will someone read that? Assign a reader. Expanse. Air. Have students complete #2.

Genesis 1:9–10

Slide #13

Next is day three. Who will read Genesis 1:9–10? Assign readers.

God gathered all the waters together into one place. What appeared after he did that? Genesis 1:9. Dry land formed.

What did God call the dry land? Earth.

Right! The dry land was the earth. What were the waters called? It's in the same verse. Seas.

And how did God do this? Look back at the beginning of Genesis 1:9. He spoke.

Genesis 1:11

Slide #14

So God created the seas and dry land. But God wasn't finished with day three. Will someone read Genesis 1:11? Assign a reader.

What came up out of the earth? Vegetation, plants, fruit trees.

Yes! God spoke again, and grass, herbs, fruit trees, and all kinds of green plants started growing.

How many of you have ever tried to grow a plant? Show of hands.

Sometimes it's hard to get plants to grow, isn't it? But God did it just by speaking! It was not hard work for him. He has power that we can't imagine!

What kinds of plants can you think of? Show pictures if available.

Begin showing pictures of created things such as plants, astronomy, animals, and people. Ask the students to give examples as well.

Allow answers.

God created all kinds of beautiful—and tasty—fruits and plants. And you know why? God was preparing the earth for life. He created things that living creatures could eat. But the living creatures were not created yet!

Slide #15

Who has the poster for day three? Will you read that and bring it up now? Have student read and put poster on the board. God created the land and the plants.

Slide #16

And turn to page 3 on your Class Notes booklet. Someone read #3, please. How will you answer it? Assign a reader. Plants. Have students complete #3.

Genesis 1:16

Slide #17

Okay. What do you think happened on day four? Let's find out. Who will read Genesis 1:16? Assign a reader.

God created two great lights in the sky. It says the greater light rules the day. What would that be? The sun.

Right. And the lesser light that rules the night; what is that? The moon. What else did God put in the sky? Look at the end of Genesis 1:16. The stars. Show pictures if available.

Slide #18

The sun, the moon, the stars—and the planets, too! Who has the Day Four Poster? Will you read it and put it on the board? Have student read and put the poster on the board. God created the sun, moon, stars, and planets.

Slide #19

Let's answer the day four question on the Class Notes booklet. Who will read 4a for us? What is the answer? Assign a reader. Sun. Have students complete #4a.

And 4b? What is the answer? Assign a reader. Moon. Have students complete #4b.

And 4c? What else does the Bible tell us God created on day four just by speaking? Assign a reader. Stars. Have students complete #4c.

Slide #20

Slide #21

Slide #22

Slide #23

Refer to the posters on the board. So these are the first four days of creation! God created light, the sky and air, the land and plants, and everything we see in the day and night sky—the sun, moon, stars, and planets.

This was not hard work for God. He just spoke and all these things were created. God's power is greater than we can imagine! God was getting ready for what he would create next.

Creation Days Five–Six

Let's see what that was! On to day five and the first living creatures!

Genesis 1:20

Slide #24

Who will read Genesis 1:20? Assign a reader.

What did God create on day five? Sea creatures and birds.

That's right. God just spoke, and all the living creatures in the water and the air came to be.

Who can think of some sea creatures and some different kinds of birds or other flying creatures? Show pictures if available. Allow answers.

NOTE: Some creatures are a bit challenging to place. We know that "flying creatures" were created on day five, but flying insects also have "creeping" forms, like a caterpillar. If we assume that God created adult forms (e.g., chickens not eggs), then it seems that flying insects like butterflies, bees, and others would have been created on day five. Creeping things like spiders, ticks, beetles and such would have been created on day six.

Wow! Think about all the things that fly and swim. There are so many beautiful birds and colorful fish! A cardinal is very different from a peacock. A pteranodon is very different from a bat. And a fish is much different than a crab. God is so powerful and creative, isn't he?

Slide #25

So who has the Day Five Poster? Will you show that to the class and read it? Have the student read and put the poster on the board. God created the flying and swimming creatures.

Slide #26

Okay. Go back to your Class Notes booklet. Who will read 5a? Assign a reader. Waters. Have students complete #5a.

And 5b? Who will read that for us? Assign a reader. Sky. Have students complete #5b.

Genesis 1:24

Slide #27

On to day six. God's creation was nearly completed. Who will read Genesis 1:24? Assign a reader.

God created more living creatures. What kind of creatures were created on day six? Livestock, creeping things, beasts of the earth.

Yes! ALL the land animals were created on day six. Who can name some land creatures? Show pictures if available. Allow answers. And how did God create them? Look at the beginning of Genesis 1:24. He spoke.

That's right! Again, we see God's great power. He just had to SPEAK and all these animals were created.

What did God create after those animals? What was NOT created yet? Man. People.

Genesis 1:27

God ended creation week by creating people! And who were these first people God created? Adam and Eve.

Slide #28

Right! Look at Genesis 1:27. Will someone read that? Assign a reader. There is something in this verse that is very important. How did God create man? It is at the very beginning of Genesis 1:27. In his own image. What do you think it means that we were created in God's image? Allow discussion.

That means that man is a special creation of God's. The very first people were Adam and Eve—and ALL people after them were created in God's image! We are very different from animals. We are the only thing that God created in his own image. God made man to be a bit like him. People can think. They can love others. They can know right from wrong. People can create things. And most importantly, people can have a relationship with God. Man is the only creation of God who can do all these things. The Bible tells us that man is God's most extraordinary creation. And that includes us!

Slide #29

Who has the Day Six Poster? Will you read that and put it on the board? Have student read and put the poster on the board. God created land animals and made people very special—in his image.

Slide #30

Before we move on, will someone read 6a in the Class Notes booklet? What did God create first on day six? Assign a reader. Animals. Have students complete #6a.

Good. And how about 6b? Who will read that? Assign a reader. People. Have students complete #6b.

Day Seven

Slide #31

Now we have one more poster to put up. Who has the final poster? Will you read it and put it on the board? Have student read and put the poster on the board. God rested so we would rest, too.

Exodus 20:11

Slide #32

Let's read a little about that. Turn to Exodus 20:11. Exodus is the book right after Genesis. Will someone read that? Assign a reader. How many days did it take God to create? Six days. But what does it say God did on the seventh day? He rested.

Hmm. That's funny. Does God get tired? I don't think so! God didn't need to take a rest. God didn't tire himself out in six days!

How do I know that for sure? The answer has to do with one of God's attributes. What did we notice about God during creation week? How did God create the entire universe? God spoke. God is powerful.

Refer to the Attributes of God Poster. God just had to speak and everything came into existence. That is a lot of power! The attribute that means God is all-powerful is omnipotent. Say that with me : omnipotent.

God showed his amazing omnipotence—his great power—when he created everything. All God needed to do was say it, and it all appeared. That is almost too much for us to even imagine!

So why did he rest? Well, God was finished with his creating, and he rested on the seventh day to show us that we also need to rest. He set an example for us so we would know that we should rest at least one day a week. God knew we would NEED at least one day off so we could spend time resting, praying, and worshipping him.

Slide #33

Let's finish the Class Notes booklet. Who can read #7? What is the answer? Assign a reader. Rest. Have students complete #7. Good! Now turn to the last page. God is omnipotent! What does that mean? Someone read #8 for us. Assign a reader. All-powerful. Have students complete #8.

Application

Slide #34

Show the Lesson Theme Poster. The Bible tells us how God created the universe in six normal 24-hour days. We can only imagine God's amazing power—his omnipotence—as we think about how he created everything just by the power of his word.

Genesis 1 tells us how history began. No matter what we hear people say or what we see on TV—Genesis 1 is the truth. This is the way it happened!

This is very important because you will hear people say that things appeared millions of years ago. But you can know for sure that nothing in the universe existed millions of years ago. You see, the days of creation happened just about 6,000 years ago, not millions. That is what we read in the Bible, and so we know that is God's truth.

You may also hear about evolution. This idea says that all living things evolved over millions or even billions of years. But remember, NOTHING was created that long ago. And the Bible says that GOD is the one who created everything.

When you see or hear something that doesn't make sense, ask yourself, "What does the Bible say?" It is so important to know what God's Word says—to study it, trust it, and believe all of it, because God can't lie—he always tells the truth.

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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