

Lesson 17

The Age of the Earth

The earth is about 6,000 years old!

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 adoration—and tell God we love him because he is so great.

I'll start. Dear God, You are great and worthy of our praise! . . . (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

Refer to Lesson 12 Flip Chart. Over the past weeks, we've talked about what God made on each day of creation week. As I point to each day, I want you to tell me what was created on that day. Ready? Point to each numeral on the Flip Chart as students review days one through six of creation week.

Refer to Lesson 16 Flip Chart. On day six God created ALL land animals and people, right? Who remembers what we talked about last time? What was the huge animal we read about? A dinosaur. Behemoth.

Yes! God made dinosaurs, too! We read about an animal in the book of Job that sounds a lot like a dinosaur with a tail like a cedar tree. God called it Behemoth.

Since dinosaurs are land animals that means they were created at the same time as all the other land animals like bears, elephants, bunnies, monkeys, and horses on day six.

How long ago were the dinosaurs and all of the other things created? Was it millions of years ago? No!

God created the universe only about 6,000 years ago. But how do I know that? Where should I go to find the answer to that question? The Bible.

Birthdays in the Bible

Right! We should go to the Bible to find answers to our questions. And that is what we are going to do today.

First, how many of you have ever heard this song? Sing the first lines of "Happy Birthday" or other traditional birthday song. Show of hands. When do you hear that song? Allow discussion. On our birthday. Right! That is the happy birthday song. What is a birthday? Allow discussion.

Bring out birthday candles and one cupcake if you brought it. A birthday marks the day we were born. When we celebrate our birthday, we're counting every year since the day we were first born. Put three candles into the cupcake, or hold up three candles. So if you are three years old on your birthday that tells us that you were born three years ago. Add a candle. And if there are four candles on your birthday cake that means you are four years old! Birthdays are fun and important. They help us keep track of how old we are.

The Bible talks about birthdays, too! And we're going to celebrate today as we learn about that. I'm giving each of you a party horn. But there is a special time for you to use it. Whenever you see me blow my horn, I want you all to blow your horn, too. Then wait until I do it again before you blow your horn again. Okay? Pass out one party horn (blowout or noisemaker) to each student.

Watch and listen carefully. Here we go. Who was the very first man ever created? Adam!

Yes! In Genesis, God tells us about Adam's children, grandchildren, and great-grandchildren. And it talks about how many birthdays these people had. Blow party horns.

We are going to read about Adam first. 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.

Genesis 5:5

I'm going to read Genesis 5:5. This tells about Adam's birthdays! Read Genesis 5:5.

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

How many birthdays did Adam have? How old was he when he died?
930 years old!

Pause and blow the party horns as you talk about "birthdays."

Wow! Can you imagine having 930 birthdays? That's a lot of birthdays! Blow horns!
You've heard of Noah, haven't you? Guess how many birthdays Noah had? Allow guesses. 950.

Noah had 950 birthdays. That is really old. And you would need a very big cake to put 950 candles on it! Blow horns.

Now the Bible tells us about lots of birthdays! We aren't going to read all of them. But it tells about Adam, his children, his grandchildren, and his great-grandchildren. The Bible tells how old some of these people were. And because we know Adam was the very first man, we can tell how old the earth is by adding up all these birthdays! Blow horns.

The Earth Is 6,000 Years Old

How old do you think the earth is? If it could have birthdays, how many do you think it's had? Allow guesses. 6,000 years old.

The earth is about 6,000 years old. Blow horns.

But have you ever heard someone say the earth is millions or billions of years old? Allow discussion.

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

Turn to the Lesson Flip Chart. Well, the earth is NOT millions or billions of years old. And we know that because God told us about the birthdays some of the people had—starting with Adam.

You see, Adam was the first man. He was created in the beginning when God first formed the earth. And if we add up all the years that went by from Adam all the way to a man named Abraham, we get 2,000 years!

Then from Abraham all the way to Jesus another 2,000 years went by. So we have 2,000 + 2,000, and that is 4,000 years so far.

What do we call the day we celebrate Jesus' birthday? Christmas. Blow horns.

Right! And the very first Christmas was about 2,000 years ago!

Count up the years on the Lesson Flip Chart. So, if you add 2,000 + 2,000 + 2,000, that equals 6,000 years that have gone by from Adam at the very beginning of the world all the way to us today! So, the earth has had about 6,000 birthdays. And we know this because the Bible says so. Allow students to blow the horns a few times.

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

Refer to Lesson 12 Flip Chart. Over the past weeks, we've talked about what God made on each day of creation week. As I point to each day, I want you to tell me what was created on that day. Ready? Point to each numeral on the Flip Chart as students review days one through six of creation week.

Refer to Lesson 16 Flip Chart. On day six God created ALL land animals and people, right? Who remembers what we talked about last time? What was the huge animal we read about? A dinosaur. Behemoth.

Yes! God made dinosaurs, too! We read about an animal in the book of Job that sounds a lot like a dinosaur with a tail like a cedar tree. God called it Behemoth.

Since dinosaurs are land animals, they were created at the same time as all the other land animals like bears, elephants, bunnies, monkeys, and horses on day six.

How long ago were the dinosaurs and all of the other things created? Was it millions of years ago? No!

No. It wasn't millions of years ago. Do you remember how many years ago God created everything? 6,000 years.

Yes! God created the universe only about 6,000 years ago. But how do I know that? Where should I go to find the answer to that question?

The Bible.

Birthdays in the Bible

Right! We should go to the Bible to find answers to our questions. And that is what we are going to do today.

First, how many of you have ever heard this song? Sing the first lines of "Happy Birthday" or other traditional birthday song. Show of hands.

When do you hear that song? On our birthday.

Right! That is the happy birthday song. But what is a birthday? Allow discussion.

Bring out birthday candles and one cupcake if you brought it. A birthday marks the day we were born. When we celebrate our birthday, we're counting every year since the day we were first born. Put five candles into the cupcake, or hold up five candles. So if you are five years old on your birthday that tells us that you were born five years ago. Add a candle. And if there are six candles on your birthday cake that means you are six years old! Birthdays are fun and important. They help us keep track of how old we are.

The Bible talks about birthdays, too! And we're going to celebrate today as we learn about that. I'm giving each of you a party horn. But there is a

special time for you to use it. Whenever you see me blow my horn, I want you all to blow your horn, too. Then wait until I do it again before you blow your horn again. Okay? Pass out one party horn (blowout or noisemaker) to each student.

Watch and listen carefully. Here we go. Who was the very first man ever created? Adam!

Yes! In Genesis, God tells us about Adam's children, grandchildren, and great-grandchildren. And it talks about how many birthdays these people had. Blow party horns.

We are going to read about Adam first. 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.

Genesis 5:5

I'm going to read Genesis 5:5. This tells about Adam's birthdays! Read Genesis 5:5.

How many birthdays did Adam have? How old was he when he died? 930 years old! Write 930 on the board.

Pause and blow the party horns as you talk about "birthdays."
Wow! Can you imagine having 930 birthdays? Blow horns.

Genesis 5:8

That's a long time to live. This next verse is about one of Adam's sons. His name was Seth. Listen to this and tell me how many birthdays Seth had. Read Genesis 5:8.

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

Did you hear it? How many birthdays? 912 birthdays! Write 912 on the board.

Seth had 912 birthdays! Blow horns. That is how old he was when he died. People lived a lot longer back then, didn't they? And God was very careful to tell us exactly how long some of them lived—how old they were.

Genesis 9:29

You've heard of Noah, haven't you? Listen to this verse about Noah. Read Genesis 9:29.

How many birthdays did Noah have? How old was he when he died? 950! Write 950 on the board.

That is really old. You would need a very big cake to put 950 candles on it! Blow horns.

Now the Bible tells us about lots of birthdays! We aren't going to read all of them. But it tells about Adam, his children, his grandchildren, and his

great-grandchildren. The Bible tells how old all these people were. And because we know Adam was the very first man, we can tell how old the earth is by adding up all these birthdays! Blow horns.

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How old do you think the earth is? If the earth could have birthdays, how many do you think it's had? Allow guesses. 6,000 years old.

The earth is about 6,000 years old. Blow horns.

But have you ever heard someone say the earth is millions of years old? How about billions of years? Allow discussion.

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

Turn to the Lesson Flip Chart. Well, the earth is NOT millions or billions of years old. And we know that because God told us about all the birthdays some of the people had—starting with Adam.

You see, Adam was the first man. He was created in the beginning when God first formed the earth. And if we add up all the years that went by from Adam and his sons, to Noah and his sons, all the way to a man named Abraham, we get 2,000 years!

Now, there are people who study history—things that happened in the past. And these people say that from Abraham all the way to Jesus another 2,000 years went by. So we have $2,000 + 2,000$, and that is 4,000 years so far.

What do we call the day we celebrate Jesus' birthday? Christmas. Blow horns.

Right! And the very first Christmas was about 2,000 years ago!

Count up the years on the Lesson Flip Chart. So, let's do some math and add them up. If you add $2,000 + 2,000 + 2,000$, that equals 6,000 years that have gone by from Adam at the very beginning of the world all the way to us today!

So, the earth has had about 6,000 birthdays. Blow horns. That's a lot of birthdays, but not as many as a million or a billion!

God tells us in his Word how old the earth really is. Remember, the Bible is God's holy Word, and God does not lie. So we can trust the Bible—it always tells the truth. And it tells us that the earth is only about 6,000 years old. That's 6,000 birthdays! Allow students to blow the horns a few times.

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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