

Lesson 17

The Age of the Earth

The Bible records the true history of the universe.

Studying God's Word

Introduction

Refer to Lesson 12 Theme Poster. We've been talking about the creation of the earth and what God made on each day.

Slide #3

Slide #4

Slide #5

Slide #6

Slide #7

Refer to Lesson 13 Theme Poster. We know that God created everything in just six 24-hour days, and he created plants according to their kind.

Refer to Lesson 14 Theme Poster. When

God created Adam and Eve—the first people, there was something different and special about them. How did God make them special? Do you remember whose image they were created in?

God's image.

Right! Adam and Eve were created in God's image—different from the animals. All of us came from Adam and Eve, so all people are different from the animals. People did not start out as animals and then slowly evolve into people. God created them as people from the beginning. We were all created in God's image.

Refer to Lesson 15 Theme Poster. When God created Adam and Eve, he said they should be joined together as one for the rest of their lives. This was the first marriage. From this first marriage, we see God's plan for what marriage should be.

What is God's plan for marriage? One man and one woman together for life.

Refer to Lesson 16 Theme Poster. Last time we talked about dinosaurs and dragons; they were real and lived at the same time as man!

We've read all about these things in the Bible. You have heard me say that this ALL happened about 6,000 years ago. Nothing happened millions of years ago.

But how do we know it was only 6,000 years ago? Where do you think we should go to find the answer? The Bible.

Yes! We should look in the Bible. It is the best place to start. After all, God was the only one there at creation, right? And we know that God's Word can be trusted as the absolute authority for truth.

Biblical Age of the Earth

Pass out the Class Notes to the students.

Pass out party favors if you brought some. First of all, how many of you have ever had a birthday? Show of hands.

What song do we usually sing at someone's birthday? (Sing the first lines of "Happy Birthday" or other traditional birthday song.) Has anyone ever sung that to you? Show of hands.

I think we all have heard that song, or something like it, on our birthday.

But what is a birthday? Allow discussion.

Bring out birthday candles and one cupcake. A birthday marks the day of our birth. When we celebrate our birthday, we're counting every year since the day we were born. Put seven candles into the cupcake. So if you are seven years old on your birthday that tells us that you were born seven years ago. Add a candle. And if there are eight candles on your birthday cake, that means you are eight years old, right?

Pass out cupcakes if you brought them. How many of you are seven years old? Show of hands. How about eight years old? Show of hands.

What special things does your family do to celebrate birthdays? Allow discussion.

Birthdays are fun and important. They help us keep track of how old we are. And guess what? The Bible helps us count how old the earth is, too! In Genesis, God tells us about Adam's children, grandchildren, and great-grandchildren. It even tells us how long Adam lived—930 years! That's a long time! Can you imagine having 930 birthdays?

The Bible tells us about a lot of people's birthdays. Because God tells us in his Word how long certain people lived, we can count how old they were and figure out how old the earth must be.

So, how old is the earth? How many birthdays do you think the earth has had? Allow guesses.

Slide #8

Show the Lesson Theme Poster. There are a lot of different ideas about how old the earth really is. It seems like we are always hearing different numbers—but most of those numbers are in the millions and even billions of years. But the Bible doesn't say that.

The Bible tells us that the earth is only about 6,000 years old. We find that in a couple different places in the Bible, Genesis chapters 5 and 11. These two chapters list a lot of names. So instead of reading all the names from the Bible, they are listed on your Class Notes.

Before we get started, there's a word I want to be sure you know. It is "genealogy." Can you say that with me? Genealogy.

Slide #9

Does anyone know what a genealogy is? Allow answers.

Genealogy: the study of a family tree

A genealogy is a study of ancestors; the people your family came from years ago. It is like a family tree. It traces each generation like your parents, grandparents, great-grandparents, great-great-grandparents, and so on as far back as you can go. What we are going to read in Genesis is a genealogy. It is telling us about one very large family!

Slide #10

Let's fill this in on our Class Notes. Look at #1. What does "genealogy" mean? Assign a reader. Family. Have students complete #1.

Genesis 5:1

Slide #11

Turn to Genesis chapter 5 in your Bibles. Someone read Genesis 5:1 for us. Assign a reader.

Genesis 5:1 says we are reading a book. What type of book is this? The book of generations.

Right. That's a genealogy. And whose book of generations is this? Adam's.

Right! This genealogy begins with Adam! Look at the left side of your Class Notes where it says "Father." Circle Adam's name because he's the father of Seth. Now look on the right side of the page under the word "Son." Circle Seth's name because he is Adam's son. Now in the middle, those numbers tell us how old the father was when his son was born.

How old was Adam when Seth was born? Look in the middle of your Class Notes. 130. Circle the number 130 on your Class Notes.

Did any other person live before Adam? No.

Adam was the very first person, wasn't he? So this genealogy starts right at the beginning!

So, Adam was 130 years old when Seth was born. Then Seth had a son.

What was Seth's son's name? Look at the Class Notes. Enosh.

How old was Seth when Enosh was born? 105. Circle that number on your Class Notes.

Who was Enosh's son? Kenan.

And how old was Enosh when his son Kenan was born? 90.

Right! You're getting this! We are going to go down the list of people listed in this genealogy from the Bible. We'll keep going one at a time. I want you to tell me how old each person was when he had his son. And if the person was over 100 years old, I want you to circle that number. Continue down the list. Have students call out the number after each name and circle those numbers more than 100.

After you get through the list. Good job! Now remember that this long genealogy comes from two chapters in Genesis, chapters 5 and 11. Look at the list again. Who was the very oldest man when his son was born? And how old was he? Noah—502 years.

And who was the very youngest father on our genealogy? Look carefully. Nahor—29 years.

We know Adam started the list. Who is the last son on the list? Abraham.

The Bible tells us how many years went by between Adam and Abraham. God wanted us to have this genealogy. This list from God helps us figure out how old the earth really is! We can do that by adding up all these years.

But first, who can guess how many years this is? Anyone want to try? Allow guesses.

Let's figure it out! I want you to give me each number, and I'll put it in the calculator. Use the calculator to enter the numbers. Have the students call out the numbers down the list as you enter them in.

This comes to 2,008 years. God wants us to know that 2,000 years went by from Adam, the very first man, all the way to Abraham.

Slide #12

Look at your Class Notes at #2. What will you put there? How many years are there between Adam and Abraham? 2,000. Have students complete #2.

Next we have to figure out how many years passed from Abraham to when Jesus was born. What do you think? Allow discussion.

This is not a number that we find in the Bible. But most historians, people who study history, agree that Abraham lived about 2,000 years before Jesus. And they figured that out by studying other writings and other genealogies.

So we can be sure of the information we have about this—that there were about 2,000 years from Abraham to Jesus. Let's write that number for #3 on your Class Notes. 2,000. Have students complete #3.

We are getting closer to the answer to our question! What year is it now? Allow answer.

That's right! It is 20___. And when Jesus was born, the dates for the years started over at year 1. So, Jesus was born very close to year 1.

So, if he was born around year 1, and we are now in the year 20___, about how many years ago was Jesus born? Write this on the board as a math problem. Allow answers. 2,000.

Right! Jesus was born about 2,000 years ago in Bethlehem.

That is the final number we need! Look at #4 on your Class Notes now. What number goes there? 2,000. Have students complete #4.

Write this on the board as a math problem .

Let's do #5 now. Who can add those three numbers for me? $2,000 + 2,000 + 2,000$. What do we get? 6,000. Have students complete #5.

That's how old the earth is according to the Bible—about 6,000 years old! It is not millions or billions of years old.

Secular Age of the Earth

Now I want to compare what we just learned from the Bible about the age of the earth to a different idea of the earth's age—the evolutionary idea. People who believe in evolution teach an idea that says there was a big bang out in space, which caused the earth to form about 4.5 billion years ago. This story says that cells slowly changed, or evolved, into man over billions of years.

Slide #13

Most scientists who believe evolution do not believe the Bible, so they use other ways to figure out how old the earth is. They believe that if they can figure out how old rocks and fossils are, then those dates can tell them how old the earth is. Some scientists use what they call radiometric dating methods to measure the age of rocks. But these methods are often incorrect. Write "radiometric dating methods" on the board.

Write the words and dates on the board as you discuss this.

For example, in 1980 a volcano in Washington State called Mount St. Helens erupted. After the eruption, hot lava boiled up in the crater of the volcano and then cooled, forming a hard lava dome. That was in 1986. Then in 1996, a rock from that lava was taken to scientists to see how old it was. The scientists used the radiometric dating methods to figure out how old it was, and they said it was 350,000 years old! Write "350,000 years" on the board.

Put the two dates on the board: $1996 - 1986 = 10$. The problem was, the rock was formed in 1986, and it was tested in 1996. It was only about 10 years old—NOT 350,000 years!

They were way off! This dating was wrong! And this happens over and over. Radiometric dating can't be trusted. There are many problems with it. But scientists keep using it and writing about it. They are hoping more people will believe it is true. Then they will believe the earth and universe are millions of years old! This is a real problem because it is not what God's Word tells us.

God is the only one who was there at creation. So we can trust what the Bible says. God's Word does not change. But man's words and ideas change all the time. We must trust God's Word over man's word. Remember, just because we hear something over and over doesn't mean it is true! And just because we read something in a book or see it on TV doesn't mean it's right. We need to check the facts—especially about creation—with what God's Word says. God has given us the only book ever written that has the truth with no mistakes—the Bible!

Application

Slide #14

Refer to the Lesson Theme Poster. Today we saw what God's Word says about the age of the earth. Your Class Notes show the ages and names listed in Genesis 5 and 11. When we add up the numbers in these genealogies, they give us an amazing "birth certificate" for the earth. We can use the Genesis genealogies, along with other historical resources, to calculate the age of the earth today—and it comes to about 6,000 years old!

Many scientists say earth is billions of years old, but they do not believe God's Word. They are going by tests, like radiometric dating, instead of by what the Bible says—even though the tests are often incorrect.

The genealogies in Genesis are very important! The next time you hear someone talk about millions and billions of years, remember that it is NOT true. According to God's Word, nothing in the entire universe is millions of years old.

It's easy to get confused about the age of the earth. We hear lies about it on TV, in school books, and in movies. Even some Christians are confused about the age of the earth because they have heard that things like radiometric dating methods have "proven" the earth is billions of years old. But we don't need to be confused. God's Word is true. We can always rely on it. And it tells us clearly that the earth is only about 6,000 years old!

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

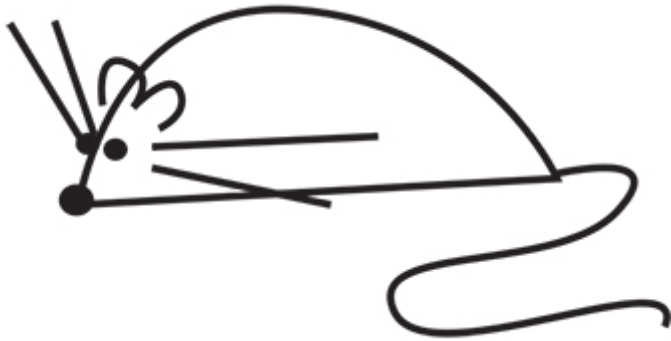
- Review Questions
- One drawing area for each team (paper, white board, etc.)
- Pencils or white board markers
- One die

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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