

Creation — Fact, Not Fiction

Lesson 2A The World and Universe

Lesson 2B Plants and Animals

Lesson 2C Man and Woman

Lesson 2D God's Perfect Creation

OVERVIEW

The primary child must have a solid background of creation in his mind to withstand the teachings of evolution that he will receive in the next few years of his/her public school education. The point of this quarter is not to compare creation with evolution, but rather to create a solid case for the truth of creation.

The perfection of order in God's creation should be stressed as a theme developed throughout the unit. Your students will become aware of the fact that this order did not come about by mere chance.

The unit will be climaxed by the study of the creation of

man, focusing on the fact that man is different and unique from all of God's other creations. Teachers of upper primary levels will want to explain that man is not the "human animal" as he is called today by some scientists. We were formed by God out of the dust of the earth in His image. He then breathed into man the "breath of life," the living soul. That part of us will never die.

With God's help we can make creation so real that our students will have a background to fight off the teachings of evolution.

GAMES FOR REVIEW

Have the students name as many of God's creations as they can, beginning with the letters in the word CREATION.

The following game for review can be played two ways. Cut a round piece of light-weight cardboard. Then cut it into seven pieces like a puzzle. On one side put the numbers 1 through 7. On the other side write or draw what God created on that day. Hang a frame for it on your bulletin board.

Game 1: Hand each student a piece. If you play it with the numbers up, ask what was created on that day. If played with the picture up, ask what day it was created. Pin up each piece.

Game 2: Lay the frame on the floor. Throw down puzzle pieces. Talk about the fact that the pieces won't just fall together, just like the world didn't just happen. Have the students place the pieces in the order they were created.

CONTEST IDEAS

This contest idea can be used either between boys and girls, or between classes, etc. Start a collage of pictures of things relating to creation and ask the students

to bring pictures of their own, the group bringing the most, receiving a prize. (It might be a creation coloring book.)

On the last Sunday of this unit, mix several small objects representing each day of creation in a box. These could include: small pictures of darkness and light, land, twig of a tree, molded or plastic birds, fish, or flowers, a tuft of grass, rocks, a vial of water, sun, moon, and star stickers, a small doll for man, toy animals. Divide your class into two teams. Have one child from each team come up and take one item out of the box and quickly tell what day it was created. If correct they get the point. If wrong the other team gets to say what day and they get the point if correct. Each one on the winning team gets a piece of candy, a sticker, or other treat.

BULLETIN BOARDS

Make a background of hills, water, etc. (see Patterns). Let the children add, each week, stickers of objects studied that Sunday. Add the caption, "GOD MADE IT ALL."

At the beginning of the series, take a picture of your

class, or of each individual student if you wish. Mount the picture on a piece of construction paper and add the caption "GOD MADE ME!" Allow students to take the pictures home after you have used them on your bulletin board for this unit.

Choose one particular area of God's creation and build a whole display on that area. Example: 1. Sea — Cover your board with blue tissue paper. At the top of the tissue place a boat to indicate top of water. If you want, add another layer of tissue paper and leave it loose, then place various construction paper fish, seashells, seahorses and seaweed between, or add some on outside to give a 3-D effect. 2. Sky — Portray darkness and light. Cover one half with bright yellow paper and the other half with black or gray. To yellow, add flowers, trees, children playing, sun and clouds. To black, add moon, stars, trees, house that reveals child sleeping in bed. 3. Animals — Outline animal shapes with various materials to give a silhouette effect for board.

Use an overhead projector to enlarge color book pictures of animals, flowers, birds, etc. Trace them onto construction paper of appropriate colors, adding eyes, stripes, and other detailing with marking pens, crayons, or cutouts of contrasting colors. Mount the animals and other objects to solid colored background, or glue the images to a sheet of construction paper and then display on a patterned background.

Make a set of large numbers one through seven, using construction paper (see Patterns). Each number will portray what God created on that day. You may want to leave the scene off and let the children add stickers or things to tell the story.

UNIT SONGS

"The Garden of Eden Zoo" — Heaven Is for Kids, Vol. 2
"In the Very Beginning" — Heaven Is for Kids, Vol. 2
"I Love All of God's Pets" — Heaven Is for Kids, Vol. 2
"Jesus Makes Everything Good" — by Heritage Singers on record, "Heaven Is for Kids."
"Wonder Song" — Little Ones Sing, G/L Publications
"My God Is So Great"
"Jesus Makes the Rainbow" — Heritage Singers
"He's Got the Whole World in His Hands"
"The Monkey Song" — CEF
"God Made Me" — Sabbath School Productions

UNIT PROJECTS

DIORAMA — This will become a visual teaching tool for showing what God created.

Materials needed: One shoe box without lid per child, colored paper, artificial or dried flowers and greenery, bird and animal stickers, plastic animals, plastic or paper cutout people. Add the parts each week as indicated. Have the children tell what's already in the diorama as a way of reviewing what they had learned the previous lesson. Then add the new part. At the end of the unit have them make sure it's just exactly the way they like it. That's like God — He looked at it all and was pleased.

Cut a large circle from construction paper for each day of creation. Illustrate the creations for each day with cutouts glued onto the circle. Underneath the circle place the appropriate Scripture.

Finger Play — God made the great big sun,
(circle arms)
God made the fleecy clouds,
(hands out flat, float over head)
God made the tall green trees,
(reach high)
God made the waving grass,
(hands low, level, waving back and forth)
God made the birds that soar,
(hands high in the air, in flying motion)
God made me!
(hands point to self)

Make a mural for in-class or department activity. Use roll paper and divide it into seven sections. Each class is assigned one of the seven days of creation to illustrate. Double up on the harder days (3rd, 5th and 6th) if more than seven classes. Put mural on wall of department or class. Kids love to point out what they drew.

For attendance make a large world that would fit your board. Cut out puzzle pieces and write one child's name on each and one for the teacher. Outline in pencil each piece on the world. On each Sunday for the month when the child comes to class he takes his piece and fits it into the puzzle shape. He is told how important he is because when he is not there the picture is not complete. After class the teacher removes all the pieces for the next Sunday. A garden picture could also be used, having each child's name on a part of the picture.

CHART IDEAS

Make a world and divide into four pie-shaped wedges and have the children illustrate each section as the lesson is studied.

The World and Universe

TEXT Genesis 1:1-18

SUPPLEMENTAL SCRIPTURES Psalm 8

OBJECTIVE The students will understand that God spoke the world into existence, and will be able to list the events of the first four days of creation.

MEMORY VERSE In the beginning God created the heaven and the earth.
— Genesis 1:1

MEMORY VERSE SONG

In the beginning, in the beginning God cre-a - ted the
heaven and the earth. In the beginning, in the beginning
God cre-a - ted the heaven and the earth.

MEMORY VERSE IN ACTION

IN THE BEGINNING — draw circle with right index finger

GOD — point up

CREATED — strike fists together one on top of the other

THE HEAVEN — wave arm left to right pointing up, looking up

AND THE EARTH — start with hands together in front of body, move both arms away from body pointing down, looking down

MEMORY VERSE VISUALIZED

Use the banner, cloud, and earth symbols (see Patterns). Glue to a flannel backing. Cut out the pieces and place them together, as shown, on a flannel board as the students say each part of the verse.

BIBLE LESSON OUTLINE

Introduction: Drop pieces of a puzzle on the table. Ask your students if they think the pieces would ever fall together as a completed puzzle.

Progression of events:

1. God's creation was orderly, with each step in sequence.
2. He created light.
3. He divided the waters above and below.
4. He made dry ground appear. (Do not elaborate on growing things as this will be covered in the next lesson.)
5. He made the sun, moon and stars.

Climax: God made the world a perfect habitat for the animal life to follow.

Conclusion: Our universe and world is a complex, intricately balanced marvel of creation spoken into existence by God.

Response: Your students will recognize God as the Creator of all, and will be able to list the events of the first four days of creation.

BACKGROUND INFORMATION

While the Bible does not give a great deal of space to the creation, it does clearly teach that the universe, and all matter, had a beginning, and came into existence through the plan and the will of the eternal Godhead.

Man's theory that everything in existence evolved or proceeded by natural causes from one rudimentary beginning is sharply contradicted by the divine facts revealed in Genesis 1 and 2. These chapters indicate that God's specific commands brought new factors into existence. God's activity is indicated throughout the entire account of creation.

It is expressly stated that plants and animals reproduce "after their kind," no crossover or evolution from one species to another. Moreover, the creation of man is sharply distinguished from the other parts of the creation, and the creation of woman was a separate and distinct act of God.

IN-CLASS ACTIVITIES

As the lesson is told to the children, each child in turn draws the object being mentioned (the heavens, earth, grass, trees, sun, moon, stars, etc.) on a large sheet of construction paper, using markers or crayons. Explain that God spoke the objects into existence in the same manner that they are being drawn. The completed portrait of creation should be displayed in the classroom through the month's study of the creation.

Draw a large circle. Color to look like the earth as viewed from space. Cut into several large pieces. Bring pieces before children and throw into air. Pick up pieces and assemble in proper order so all can see. Explain how the earth did not just "happen"; God put it together.

Bring a number of round yellow and white balloons. Draw a smiling face on a large inflated yellow balloon with black marking pen. Write the word "Sun" on it. Thank God for the sun. Do the same for the white one, writing "Moon" on this one. Thank God for the moon.

Make a mobile of a sun, moon, star, and cloud (see Patterns). Cut two pieces of yarn, each 24 inches, and thread yarn through two plastic drinking straws. Tie a pattern piece (sun, moon, etc.) onto each end of yarn. Staple straws together in center (X-shape). Tie a piece of yarn to the middle so mobile will be easy to hang.

Use chart to represent reasons for day and night (see Patterns). Fold picture back along dotted lines so pictures are on the outside. Turn picture so "daytime" girl is facing you. Turn upper right hand corner down until it meets the left hand edge of paper. At this time the "nighttime" picture should show. Read the poem and open to reveal "daytime" picture.

QUESTIONS

How did God create these things?
Did God like what He made? How do we know?

Name several things that are still the same as when God made them.

God's power is so great! He only had to speak and the world was formed. Does God still have the same power? Tell some ways that you have seen God's power work.

God made the world perfect. Who ruined the perfection and how was it done?

How big is God? How can a God so big be small enough to live in our heart?

PRE-SCHOOL SUGGESTIONS

Tell the story in felt. For each of your students, bring a set of felt pieces with which to "build" the story of creation. Begin with a square of black felt. Put a white piece over that to represent light. Add light blue for the sky, dark blue for the sea. Put in a strip of brown for dry land, then add a piece of green fringed felt for grass. Give each child a felt moon and sun, and star stickers. Give them a felt tree and flower stickers. Animal and bird stickers can follow, and felt fish for the water. You will find that even small children will enjoy putting their own scene together. Don't worry too much if a tree grows from the water or the fish end up by the moon! They'll still get the idea that God created this beautiful world in a step-by-step way for our enjoyment.

REVIEW IDEAS

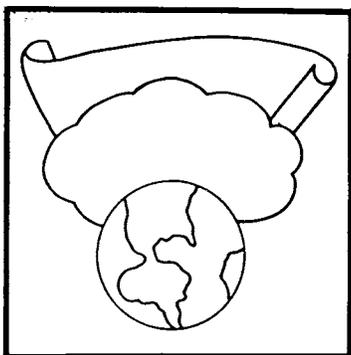
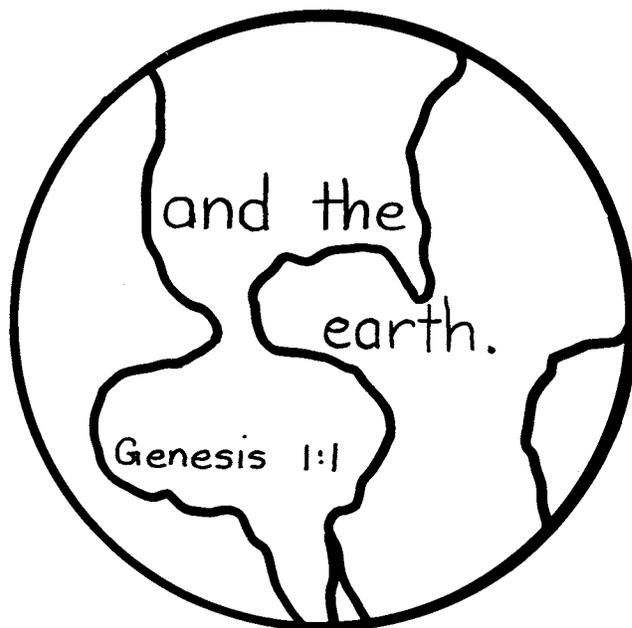
Begin your object lesson by bringing out a large mixing bowl and putting on a chef's hat. Tell the group that you are going to make some cookies. Prop the cookbook open and read aloud the list of ingredients. Then proceed to appear to make cookies, but without any ingredients. After going through all the motions, conclude that you don't have any cookies — even though you had the mixing bowl, the tools, and the cookbook all there. What was missing? The ingredients! Man cannot make something from nothing — but God did.

Teach your students the first verse of "Jesus Makes Everything Good." This catchy tune is available on records and tapes, and the first verse deals with the world and universe. Plan to learn succeeding verses on the following Sundays.

Have stars (of varying sizes and colors), moon, sun, clouds, etc., cut from construction paper. Make enough objects so each child in your department may hold one. As you discuss each item and its place in God's creation and what it does for us, give it to a child to hold. Point out the variety, the beauty. Tell the students that you made all these items from paper, but God created His universe from nothing.

COORDINATING SONGS

"God Made Me" — Sabbath School Productions



Plants and Animals

TEXT Genesis 1:11-25

OBJECTIVE The students will understand that God created the animals and plants to reproduce after their own kind. They will be able to identify the days on which each was made.

MEMORY VERSE God created great whales, and every living creature that moveth. — Genesis 1:21

MEMORY VERSE SONG



God cre-a-ted great whales and ev'-ry living
creature that moveth. God cre - a-ted great whales
and ev'-ry living creature that moveth. God cre-
a - ted great whales and ev'-ry liv-ing creature
that mov-eth Af - ter their kind.

MEMORY VERSE IN ACTION

GOD — point up
CREATED — strike fists together, one on top of the other
GREAT WHALES — wiggle whole arm like fish swimming
AND EVERY LIVING CREATURE THAT MOVETH — point around the room
AFTER THEIR KIND — point index fingers with palm down, touch sides of fingers together

MEMORY VERSE VISUALIZED

Use whale picture (see Patterns). Glue to a flannel

backing. Cut out the pieces of water and place them together on a flannel board as the students say each part of the verse.

BIBLE LESSON OUTLINE

Introduction: Show your class a realistic plastic or wooden animal. Ask why the animal can't move.

Progression of events:

1. After the environment was prepared, God made living inhabitants for His world, each one to reproduce after its own kind.
2. He made fowl for the firmament.
3. He made fish for the seas.

4. He made cattle and creeping things for the dry ground.

Climax: God created all the plants and animals — they did not evolve.

Conclusion: God's creations pleased Him. They did not have to evolve into progressively more advanced stages of being.

Response: Your students will know that God created plant and animal life, and will be able to identify the days on which each was created.

BACKGROUND INFORMATION

Everything, both in the animal and vegetable world, was made, both in genus and species, so as to produce its own kind through endless generations. Thus the several races of animals and plants have been kept distinct from the foundation of the world to this present day. This is a proof that all future generations of plants and animals have been seminally included in those which God formed in the beginning.

God, in creating plants and animals to reproduce "after their kind," nowhere indicates how large a "kind" is. It is clear, however, in the Genesis record that there is a number, perhaps a large number, of "kinds," both in the plant kingdom and the animal kingdom. And these "kinds" cannot reproduce in such a way as to evolve from one to the other.

Nothing in the Bible denies the possibility of change and development within the limits of a specific "kind." In fact, growth and development seem to be a part of the natural order of things.

IN-CLASS ACTIVITIES

Bring an apple, knife, small pot, planting soil, and small glass of water. When class starts, show the children the apple — talk about what it tastes like, how it feels, how the peel looks, etc. Then cut open the apple. Take one of the seeds out of the inside and plant it in the small pot. Talk about what will grow from the seed — will it be a horse or a cow — an orange or pear tree? Of course, an apple tree will grow from an apple seed.

Use mother hen and chick (see Patterns). Cut out pieces. Fold egg on dotted lines to cover chick. Connect wing to hen with a small brad. Place egg behind wing. Use this to illustrate one of God's creations producing after its kind.

Bring to class one or more different sized leaves from several trees and bushes. Ask the children to sort out the different leaf "families." Explain that each young leaf will grow to be the same type and species as its parent leaf. A young maple leaf cannot become a pine needle, etc.

Have the children name all the animals they can think of that God made. You can also use an animal picture book for very young children to identify the pictures and tell that God made each one.

Take one each of several different kinds of fruit to class, such as an orange, apple, avocado, etc. Cut the fruit open and look together at the seeds. Explain how the seed will grow the same kind of fruit. Relate this to the Bible verse telling how God made each plant to reproduce after its own kind.

Take playdough for each child to try forming and naming their own animals. While they are doing this, discuss the wide variety of animals that God created, and how each one has just what it needs for protection, to exist in its own environment, to obtain the food it needs, etc. Pictures of animals can be good supporting material to develop this thought. When they have finished their animals, compliment them on what fine creatures they are, but that one thing is missing — life! Only God could give this to His creation.

Teaching objects for this lesson could include seeds, houseplants, pictures of baby animals and their mothers, a live kitten or puppy, goldfish, a bird, etc.

QUESTIONS

God made all living things "after their kind." What does this mean?

God made all the animals different. Name some of your favorites.

God made all people different. In what ways are they all the same?

How do we know that God created life and that evolution is not true?

How can a tall tree grow from a tiny seed?

God made many plants for people and animals to eat. Can you name some?

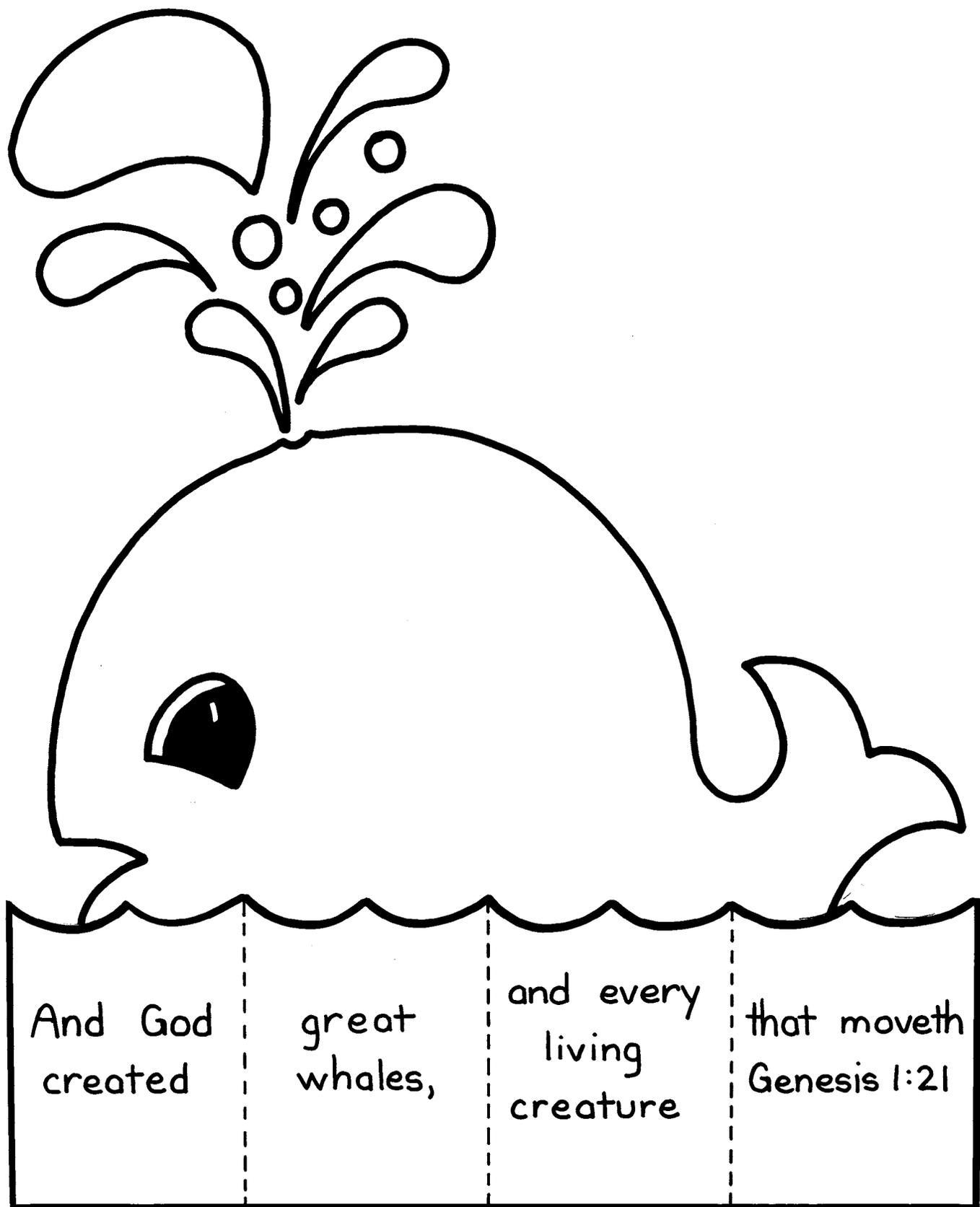
How did God make the animals?

PRE-SCHOOL SUGGESTIONS

Put together a set of pictures of adult animals and matching baby animals, also human adult and baby (see Patterns). Allow your children to match the parent and baby while you talk about how each one has a baby that looks like itself.

Use mother hen and chick pattern. See In-Class Activities.

Bring as many different kinds of stuffed animals as you can find. Help your children imitate the noises that each animal makes — God made each animal different, and with its own language. Talk about how Adam named each one of them.



Man and Woman

TEXT Genesis 1:26-28; 2:21-25

OBJECTIVE The students will be able to cite the differences between animals and man — that man was made in the image of God and possesses a living soul.

MEMORY VERSE God created man in his own image . . . male and female created he them. — Genesis 1:27

MEMORY VERSE SONG



God cre-a-ted man in his own i - mage. Male and fe-
male cre-a-ted he them. God cre-a-ted man in his own
i - mage. So God cre-a-ted man.

MEMORY VERSE IN ACTION

GOD — point up

CREATED — strike fists together, one on top of the other

MAN — point to self

IN HIS OWN IMAGE — draw hour glass shape with fists, palms out

MALE — with thumb and fingers pretend to tip your hat from the brim while bowing your head

AND FEMALE — curtsy

CREATED — strike fists together, one on top of the other

HE — point up

THEM — point to others

MEMORY VERSE VISUALIZED

Use clouds with picture of man (see Patterns). Glue to a flannel backing. Cut out pieces and place them together, as shown, on a flannel board as the students say each part of the verse.

BIBLE LESSON OUTLINE

Introduction: Tell your students you are going to show

them the most special part of God's creation. Pass around a hand mirror.

Progression of events:

1. Review the fact that God spoke the world, plants and animals into existence.

2. He formed man from the dust of the ground.

3. Man was made in the image of God and given a living soul. Contrary to references made in our day to the "human animal," we are not animals but man!

4. Woman was created to be a helpmate for man.

5. Man was given dominion over the animals, and was God's only creation made to have fellowship with Him.

Climax: The creation of man was the climax of God's creative acts.

Conclusion: Man and woman are unique among all of God's creations.

Response: Your students will be able to cite the differences between animals and man — that man was made in the image of God and possesses a living soul.

BACKGROUND INFORMATION

In the most distinct manner, God shows us that man is a compound being, having a body and soul distinctly

and separately created; the body out of the dust of the ground, and God breathed into his nostrils the breath of life; and man became a living soul.

True science teaches, as does the Bible, that mankind is a single species (Acts 17:26). Man has a physical body similar to some animals, but being created in the image of God, his intellectual powers, personality, and religious aspirations set him far above any animal. Adam comes from the word *adamah* meaning “ground” or “earth.” Adam was created God-centered in his outlook. When he sinned he became self-centered and his moral nature was perverted. Since the fall of our first parents, men have served their self-interests and practiced corrupt religion. Eve was the name given to the first woman. It was given her after the fall and implies both her being the mother of all living and the mother of the promised Seed. Adam had called her *woman* (Hebrew *ishshah*) for she “was taken out of man.”

IN-CLASS ACTIVITIES

Using Barbie and Ken type dolls, explain that we are not dolls — we breathe, eat, talk, think, pray, move, etc. We are not robots that God orders around. We are not like the animals either. They live, breathe, eat, move, etc., but they can't pray or think like we do. They do not have a soul.

Make Adam and Eve finger puppets (see Patterns). Transfer pattern to felt or pellen material. Cut out pieces and sew front and back pieces together. Sew on right side of material, leaving the seam on the outside.

Give each child a piece of clay. Have them form a man. They can't make their “man” breathe.

Pass around a mirror. Ask each student to tell what color his eyes are, his hair, etc. Everyone looks different but we're all special because we're made in God's own image. God had special jobs for Adam to do — to name the animals and care for the Garden. He has special jobs for each of us also.

Bring a stamp pad to class, and pieces of paper for each child. Have each one carefully make two thumb or finger prints on a piece of paper. Use a magnifying glass to compare the fingerprints, pointing out how each one — every human being — is unique. Then add whimsical faces to each fingerprint (see Patterns) and write above them, “God Made Me Special — I'm the Only One of My Kind.” As a supplement to this, bring a cassette tape of the song by that name and play it while you work with the children on their fingerprints. (Be sure to bring cleaner to remove the ink from their fingers.)

QUESTIONS

How did God make man?

Whom did God make for Adam? Why?

How did God make Eve?

What makes man different from all the animals and God's other creations?

God made both animals and man out of the dust of the earth. What did He make different about man?

For what purpose did God make man?

What pattern did God use to make man?

God loved Adam and came down and talked to Him every evening. How can we talk to God? How does God talk to us?

PRE-SCHOOL SUGGESTIONS

For each student cut a piece of colored paper into the size of a bookmark. As you discuss how God created the animals, let them put stickers of each animal on their bookmark.

Bring little dolls for each child to hold. As you relate the things that man can do which animals cannot do (wave bye-bye, hug their mommy, share a toy, tell a secret, etc.) let them act out the actions with their dolls.

Bring gingerbread or sugar cookies made in the shape of a man. Let your children decorate them. As you commend their efforts and tell them what a nice job they are doing, tell them how pleased God was with His creation — man.

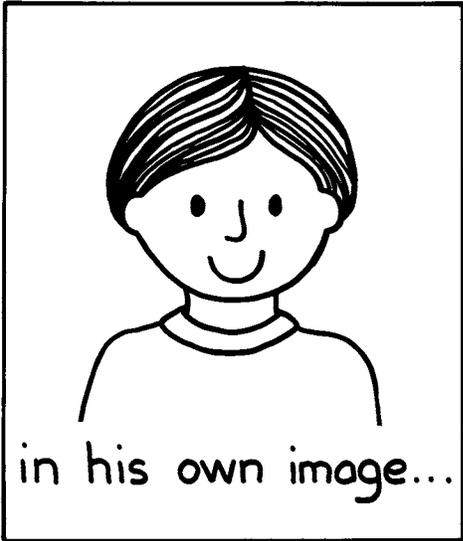
Use a telephone, and possibly a pre-taped pretend conversation, to illustrate our pleasure in talking to a friend (or grandma, auntie, etc.). Explain that God wanted someone He could talk to so He made us.

REVIEW IDEAS

Put on a puppet skit in which two puppets discuss what fun it would have been to have been Adam and have had the privilege of naming all the animals. Use their comments to review the lessons of the past two weeks. Then let your puppets conclude that though they are pretty neat, they wouldn't have been able to do all the things Adam and Eve did because they aren't really alive. Their conversation about their limitations as puppets should bring out the uniqueness of God's creation — man.

Make big posterboards representing various plants (or fruits, vegetables, etc.) and animals. Have students from your group come up to you one at a time, holding the poster in front of them. Speak to each of them and comment on the unique qualities of God's creation, but that this is not the “special friend” God is looking for. Finally have a student come in without a poster, and you say, “This is the one! This creation is different from all

God created man



male and female
created he them.
Genesis 1:27



God's Perfect Creation

TEXT Genesis 1:29-31; 2:1,2

SUPPLEMENTAL SCRIPTURES Genesis 2:1-17; 3:8

OBJECTIVE The students will understand that God was pleased with His creation. It was perfect in every way. They will be able to list the events of creation in the proper sequence.

MEMORY VERSE God saw every thing that he had made, and, behold, it was very good. — Genesis 1:31

MEMORY VERSE SONG

God saw ev-ry thing that He had made, and behold it was

Fine

ve - ry good.

MEMORY VERSE IN ACTION

GOD — point up
SAW EVERY THING — point to eyes, then move hand down away from face in a circle
THAT HE — point up
HAD MADE — strike fists together, one on top of the other
AND, BEHOLD, IT WAS VERY GOOD — left palm up, right fingers over mouth, move right hand forward (palm up) and lay into palm of left hand.

MEMORY VERSE VISUALIZED

Use creation picture strips (see Patterns). Glue to a flannel backing. Cut out strips and place them together on a flannel board as the students say each part of the verse.

BIBLE LESSON OUTLINE

Introduction: Show an article you (or a student) made. Describe how pleased you were with the results.

Progression of events:

1. God was pleased with His creation.
 2. Review the six days of creation.
 3. Creation was complete; nothing more was needed.
- Encourage the children to observe the beauty of their

environment.

Climax: God's creation of the universe was complete. Nothing else was needed for its sustenance and continuation.

Conclusion: God's creation was perfect, and it satisfied Him.

Response: Your students will be able to list the events of creation in the proper sequence.

BACKGROUND INFORMATION

Man lived in friendship with the animals. With sin came violence. Man lived in uninterrupted communion with God. This was broken with the entrance of sin. One day it shall be restored and man shall again walk in familiar intercourse with His creator.

Perfect — "Having all the properties naturally belonging to it, complete, flawless, the highest possible degree of excellence." The most common Old Testament term is *tamim*, meaning "complete" or "finished." God's creation was perfect in every sense of the word until sin entered into it.

IN-CLASS ACTIVITIES

Using the "Creation" Suede-graph, go through the last

three lessons, reviewing what happened on each day of creation. Use this means to impress on the children that God is pleased with what He created. Everything is good. It was only when sin entered the world that things became less than perfect.

Play a spinner game (see Patterns). Attach the spinner to the center of the wheel. Have students spin the spinner. The students must tell you what was created on the day at which the spinner stops.

Let students help teacher collect and arrange things God created. An egg carton makes an interesting container and display case. This can be changed every week.

Bring a variety of objects representing different parts of God's creation: flower, fruit, branch of a tree, a goldfish, etc. Let your students tell on which day each item was created.

Bring some "man-made" items to class: a sweater, a toy car, a metal spoon, a pencil. Discuss the processes by which each of these came into being. The point should eventually be reached that although we say these items were made by man, in actuality the materials were created by God. Only God can create something from nothing!

Use large numbers — one through seven — on which you have portrayed the events of each day of creation (see Patterns for Unit 2: Bulletin Boards).

Make God's Gifts in Nature booklet (see Patterns). Copy the pages onto the color of paper indicated on the bottom of each page. Cut out the pages and let your students assemble the pieces in the correct order. Fold the cover along dotted lines. Cut out the front oval. Insert the pages and staple the edge. Go through the pages with your students, reading the verses on each page.

QUESTIONS

Why did God make man?

Review what God did on each day. (What did God make on the first day? etc.)

Why do you think God rested on the seventh day?

God was pleased with all that He made. How can we please God?

God made the world very colorful. He chose just the right colors. Imagine how the world would look if God had made the sky yellow and the grass pink. What are your favorite colors that God made?

Why isn't our nose on the bottom of our foot?

God made the world a happy place. Name some of the happy things God made.

PRE-SCHOOL SUGGESTIONS

Bring a simple craft related to nature; for example, a flower, stem and leaf to glue to a backing. Help your children finish their project and compliment them on whatever they have made. Bring out how happy God felt when He looked at His creation and saw that it was good.

Have a simple background of hills, a stream and sky run off for each of your students (see Patterns for Unit 2: Bulletin Boards). Let them color the grass, the water and the sky as you mention each of these parts of God's creation. Then give them stickers of flowers, birds, fish, and animals to paste on their scene as you finish reviewing the events.

Show the children a big box covered with hearts. Write the names of the children in your class on the various hearts. Tell them this is a "Love Box" from God. Point out whom He loves by showing them their names on the hearts. Then look inside together. Have it full of items representing creation — a stuffed animal, fruits, pictures of the beach or mountains, etc.

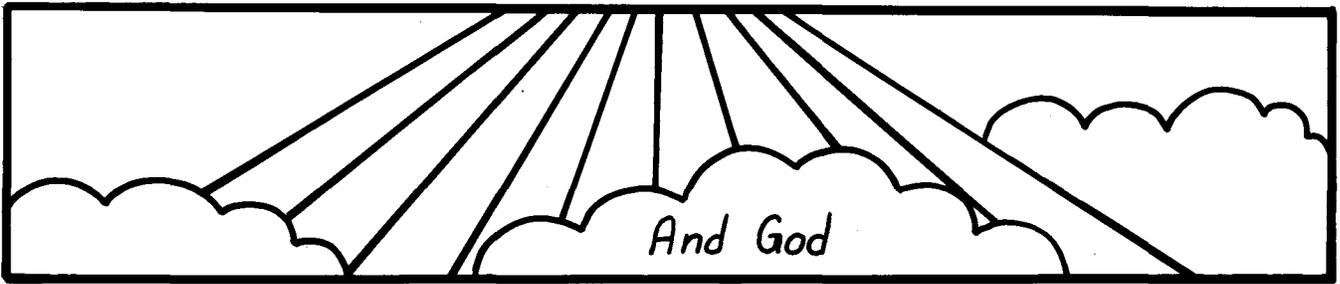
Let your little ones help you put together a sandbox scene representing creation. Begin by putting a piece of blue construction paper on the bottom of your sand tray. Give the students construction-paper sun, moon, stars and clouds to hold above the tray. When God creates the dry ground, pour in the sand and let them help you arrange it. They will especially enjoy sticking in plastic bushes, flowers, animals, and dolls representing Adam and Eve, at the proper times. When it is all arranged to their satisfaction, comment on how pleased they are with it. Compare this to God's satisfaction when His creation was completed.

REVIEW IDEAS

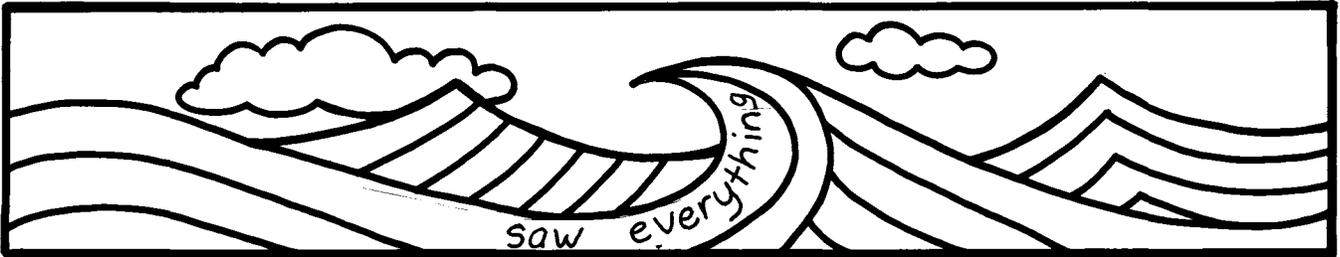
Play "God's Trombones" — the creation part, from the record by Fred Waring and the Pennsylvanians.

A presentation reviewing the events of creation can be done very effectively with an overhead projection. Overlays can be added to the basic frame each time you say the words, "And God said, 'Let there be. . . .'"

Help your students see the perfect balance of nature and the universe as God created it. Play a "What if?" game with your students, posing such questions as "What if the sun were much closer to the earth? What if the world turned more slowly so our day lasted much longer? What if there were no tides to control the ocean?" Conclude by showing an object that works (clock, timer, toaster, flashlight, etc.) and bringing out that it works because it is put together correctly in a certain manner. Just so with God's universe. He was the Master Designer and He put it all together perfectly.



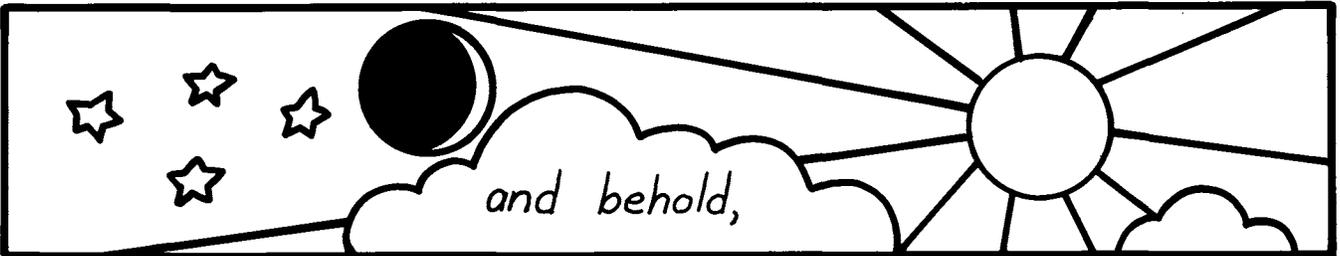
And God



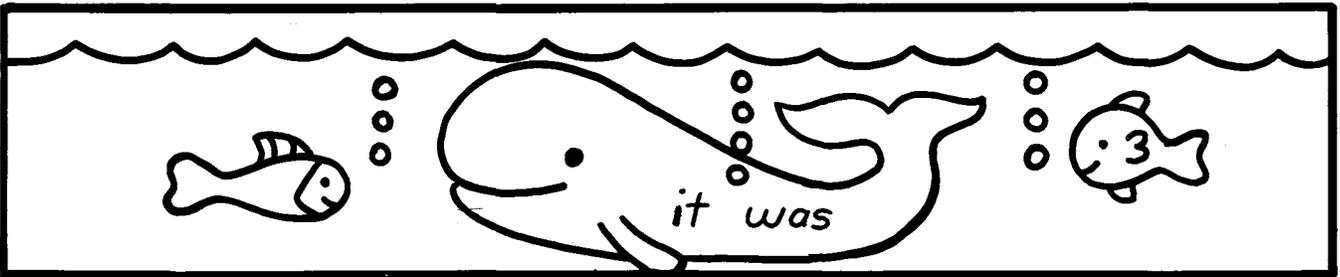
saw everything



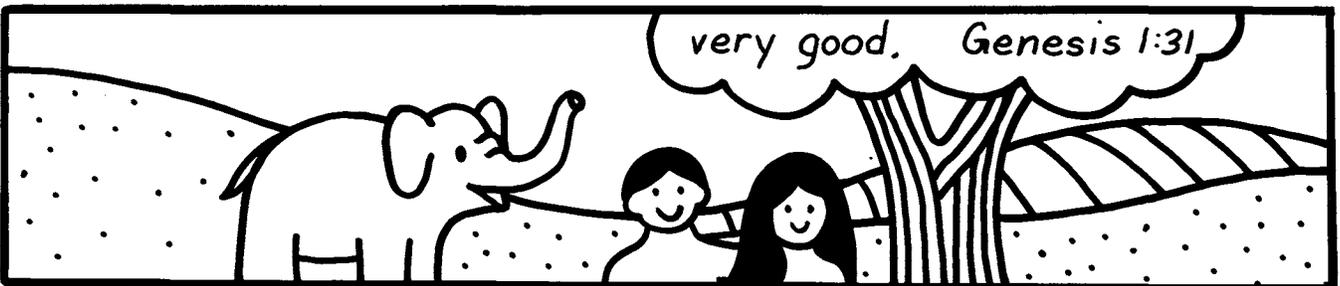
that he had made



and behold,



it was



very good. Genesis 1:31