

The Bible Account of Creation

Lesson 25a — God Created the Universe

Lesson 25b — God Created the Plants and Animals

Lesson 25c — God Created Man

Lesson 25d — God Created Me

OVERVIEW

Our fall quarter opens with a unit on the subject of Creation. As your students begin the new school year, they will no doubt be studying many aspects of life around us, for creation is everywhere. It is evident in the humming of insects and the singing of birds; it exists in the icy polar regions and in parched deserts; it is present under the sea's surface and high in the atmosphere.

Earth is packed with life so abundant and varied as to stagger the imagination. And as your students become aware of the complex and wonderful world we live in, the question is sure to come: How did it all start? As they think about the big things that amaze them and the little things that stir their imagination, to what will they attribute them? How can such things be explained?

As Sunday school teachers, we have a great privilege

and a tremendous responsibility to help our students understand and believe the biblical account of Creation. And in this unit, as well as merely studying the chronological order of events, we will be focusing on the thought of **why** God created.

Our first lesson deals with the formation of the universe, bringing out that it was created to declare the glory of God and reveal His power. The second lesson explains the creation of plants and animals, emphasizing that these were made for God's pleasure and for man's enjoyment. The next lesson deals with why God created man, with the students learning that man was made to praise and glorify God, and was given dominion over all the rest of creation. Our final lesson in the series focuses on why God created us as individuals, stressing that each person is special to God.

GAMES FOR REVIEW

Review the lessons in this unit by giving a true and false quiz. Make statements regarding the lessons, having pupils respond by standing up if the statement is true and by remaining seated if it is false. Some sample ideas: God thought the most special thing He created was the hippopotamus. God made people to be His friends. God gave each of the people He created a name.

Draw a large grid on a chalkboard or posterboard. Explain to your group that you want them to help you fill in the blanks with letters that spell a special mystery message about the lessons in this unit. Bring a number of pictures, having each one start with a letter that is needed in the grid (A-apple, R-road, T-tree, etc.). Hold up these pictures, allowing your group to tell you what the item is and what letter it begins with. Fill in the blanks with letters until at last the message is revealed — "Created for God's Glory."

Bring a large box with a lid, and put the words, "What Did God Make?" on the side. One week ahead arrange to have each one in your group, or each class, bring some item from nature that they will keep as a surprise. Put one item in the box and close it, not allowing your group to know what is inside. Allow the students to ask questions to help them guess what the item is, letting the person or class who brought the item answer the questions. When the group is able to guess the object, another item is secretly placed in the box and questioning begins again.

CONTEST IDEAS

Every Sunday have each teacher ask his class questions pertaining to the lesson that day, or have the children name the things God made. Be sure to keep track of the number of answers each child gives. The last Sunday of the month the winners from each class could participate in a competition similar to a spell-down quiz. The last one standing would receive a prize.

For an individual contest within your class, provide each child with a copy of the world at the beginning of the unit (see Patterns). On the first Sunday, let them add the parts of the universe for bringing their Bible, knowing the memory verse, etc. On the second Sunday, they can add plants and animals to their world for these various accomplishments. On the third Sunday, add people to their chart. On the fourth Sunday, give them a yellow happy-face sticker for themselves, and happy faces of other colors for the other accomplishments.

BULLETIN BOARDS

THINKING OF GOD'S CREATION will be the theme of this bulletin board idea (see Patterns). Feature silhouettes of each of your students. Use the overhead projector light or any other bright light that you can shine onto a wall. Seat the child so that his face is in profile, creating a shadow behind the child. Trace the outline onto white paper. Cut out the silhouettes and mount them on a dark background. Write the title across the top of the board. Each Sunday let the children write or draw inside their silhouette something that the Lord created — something they like to think about. Or, they could write in their favorite memory verse for this unit. This board could be used to help teach the last lesson in this unit because each silhouette is unique — the children look different and also their thoughts are different.

God created man to love and glorify Him. Let your students help you make a bulletin board showing God they love Him and want to glorify Him. Put together the GOD CREATED ME! bulletin board (see Patterns). Subtitle the board "Children Who Love the Lord." You can either trace their hands inside the church outline or use tempera paint and then press their handprints onto the paper church. Make the church large enough so all your students have room for their handprints. They can either write their names inside or underneath their handprints.

Let the children help you create the SHINING STARS bulletin board (see Patterns). Cover your board with black or dark blue paper to represent the nighttime sky. Make the title letters from white paper. Give the students different materials from which they can "create" stars (paper and crayons or felt pens, foil, construction paper, fabric, old cards, etc.). After the children have made their stars let them hang them in the nighttime sky on the board. Explain to them that just as God's stars and each of their stars are different they, too, are unique — God created them.

From construction paper, make a large tree and some apples (see Patterns). Put the words A VERSE A DAY

KEEPS THE DEVIL AWAY on the side of the board as shown. Write some verses in the middle of the apples and place them on the tree.

UNIT SONGS

"My God Is So Great"
"The Birdies in the Treetop"
"Praise Him, Praise Him"
"Let All the Little Children Praise the Lord"
"Praise Ye the Lord"
"Today" — The First Sunday Sing-a-long — Maranatha for Kids
"Jesus Is a Giver" — Here We Come Rejoicing — Manna Records (Alexandria House)
"It's a Miracle" — The Bill Gaither Trio, The Very Best of the Very Best for Kids — (Alexandria House)

UNIT PROJECTS

Have each child assemble a creation mobile using the moon, stars, and sun; dog and flower; boy and girl; and the name tag. Cut an eight-inch circle out of light cardboard. Beginning at one side, cut around the circle on the lines to make a spiral (see Patterns). Have the children attach one shape each Sunday.

Each week give your class the creation assignment for that week: Week One — Wonder Watcher; Week Two — Super Searcher; Week Three — Careful Caretaker; Week Four — Mighty Me (see Patterns). If they bring back their completed assignment, reward them with a small prize.

CHART IDEAS

Make a REJOICE IN GOD'S CREATION bookmark for each child in your class (see Patterns). Have each child color one. If you laminate them or cover them with clear contact paper, they will last longer.

Use the God's Creation Picture Gallery (see Patterns) as a chart for this month. Let your students draw the picture in each frame on the appropriate Sunday.

Give your children one page for their Creation Books on each Sunday (see Patterns). Let them color the pages. On the final Sunday, give them the cover, punch the holes as indicated, and thread yarn through to complete the books.

SUPPORT MATERIAL

See Support Material for Unit 15.
God Made the World — coloring book, Concordia
Attendance card: "Creation" (A-1812) with animal stickers (A-1749) from Standard Publishing. Card has picture of garden: animal stickers are added for each Sunday to mark attendance. Can be used as an aid for the lessons.

TEXT Genesis 1:1-8, 14-19; Revelation 4:11

OBJECTIVE The students will be able to tell what God created in the universe. They can explain that it declares the glory of God and reveals His power.

MEMORY VERSE The heavens declare the glory of God; and the firmament sheweth his handywork. — Psalm 19:1

God Created the Universe

MEMORY VERSE IN ACTION

THE HEAVENS — Wave arm left to right pointing up, looking up.

DECLARE — Hold the index finger of the right hand, pointing to the left, before the mouth and roll forward in a circular movement.

THE GLORY — Extend left palm facing up, right finger tips touch left palm, raise right hand wiggling fingers.

OF GOD — Point up.

AND THE FIRMAMENT SHEWETH — Wave arm left to right pointing up, looking up.

HIS HANDYWORK — Strike fists together, one on top of the other.

MEMORY VERSE VISUALIZED

Cut apart, on the heavy dark lines, the various parts of the stylized sun, cloud, and water. (See pattern at the end of this lesson.) Display the pieces, a section at a time, as the students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Bring to class a Viewmaster and a reel or two of scenic pictures. Let the students take turns looking at the pictures and selecting their favorites. Ask them to explain why they like that particular picture so well. Lead into your lesson by explaining that today your lesson is about how God created places like this to enjoy.

1. God followed a step-by-step plan in creating the universe. On the first day God created light, and divided it from the darkness.
2. On the second day, God made a firmament which divided the waters above from the waters below.
3. On the fourth day (note that day three, the creation of plant and animal life, will be studied next Sunday), God made the sun, moon, and stars, and established that these would be for seasons, days, and years.

Climax: God created the universe to declare the glory of God and to reveal His power.

Conclusion: When we look at the wonders God has created, we should consider the greatness of His power.

Response: The students should be able to tell what

God created in the universe and that these were all created to declare the glory of God and reveal His power.

BACKGROUND INFORMATION

The theory of evolution has permeated every area of thought in our culture — science, psychology, philosophy, sociology, ethics and even religion. In textbooks and in the media it is accepted as scientific fact, and one who questions the validity of evolution is considered naive or uninformed. The question of the origin of the universe is, however, outside the realm of science. Science is based on observation, experimentation, and repeatability. Obviously the origin of the universe cannot be observed, experimented on, or repeated. Therefore, what one believes about its origin is not based on acceptance or rejection of scientific fact, but is based on faith. This faith is either in a purposeful, omnipotent Creator who made all things out of nothing or faith in some blind force that somehow transformed a mass of random energy into the incredibly complex, interdependent universe in which we live. The origin of the universe and life is not so much a scientific question, but is largely a moral question; “Do I want to be under the authority of a Creator God or free of any moral obligations?” Because so many have rejected God and embraced evolution, believing we are the product of blind chance, life for many has become purposeless. However, the foundational truth of the Scripture is that God is the Creator of all that is, and because of this we are obligated to honor and obey Him, and in so doing we find our purpose for existence. “All things were made by him; and without him was not any thing made that was made. In him was life; and the life was the light of men.” John 1:3,4

SPECIAL UNIT INSTRUCTIONS

Give each child a mobile spiral and his first symbols — moon, stars, and sun — as described in the unit material under the heading Unit Projects.

Give each child his Wonder Watcher creation assignment, as described in the unit material under the heading Unit Projects.

IN-CLASS ACTIVITIES

Give each of your students a copy of the picture entitled “Mixed Up World” (see Patterns). Allow time in class for the students, either as teams or individually, to find all the things that are wrong in the picture. Discuss how God is in control of the world, and He has planned an orderly universe for us to enjoy.

Have the children close their eyes. Ask them questions such as: Can you see anything? What do you see? When is it light outside? When is it dark? What lights the sky for us during the day? What lights the sky at night? Who made the sun, moon, stars? Begin a discussion about God’s gifts to us.

Start out class time by creating something to eat — for instance, a sandwich — telling the students that we can create some simple things, but God created all things. At the end of the in-class activities you can enjoy (eat) what you created, just as God enjoyed what He created.

Bring a small jar of sand and a measuring spoon to class. Tell your students that each grain of sand represents one star, and that together you are going to count them. Measure one teaspoon of sand onto each child’s hand. It won’t take them long to realize that they can’t count even one teaspoonful! Bring out how God just spoke the word, and billions of stars came into existence. The Bible says, “He made the stars also.”

QUESTIONS

What is the firmament?

What great light did God create?

How does His creating the universe show God’s power?

What do you think night would be like without the moon or the stars? How would you feel at night without them?

When we look out the window at night and see the moon or the stars, we are in awe of His creation. What words would bring out how you feel when you see them and realize the greatness and yet the nearness of God?

Which do you like better, the day or the night? Tell what is special about both.

Why do you think that God made both day and night? Why not just the day?

Talk about the four seasons. Which is your favorite? Why?

PRESCHOOL SUGGESTIONS

Using stickers and black/blue construction paper, help your students to “create” the heavens.

Give the children a copy of the heavens creation sheet (see Patterns). Ask them to circle the things that God created in the heavens — stars, moon, and sun. They should put an X through the things that are not in the heavens.

Cut a round sun, a crescent moon, and several stars of different sizes from posterboard. Put them all in a sack or box so your little ones cannot see them. Let them take turns shutting their eyes and drawing one item from the sack. They must tell by feeling the shape what it is, and then say, “God made the _____.” If they are correct, reward them with a sticker for their Bible.

Take a styrofoam block or a sandbox to class for your presentation. Attach to craft sticks several of the figures representing things in our universe (see Patterns). Let the children help you put all the sticks into the styrofoam base as you talk about how and why God made each of these things. Point out that God made all these things for His special creation to enjoy — each of them is His special creation. Then hold up a mirror on a stick. As they view themselves, they must realize they are His very special creation.

REVIEW IDEAS

Use the In-Class Activity creating something to eat. Explain how good it tastes and how much you enjoy it. Then compare this to what God created and how much He enjoys His creation. Emphasize the fact that God’s creation came into being by God’s spoken word. Our creations start with something God has already given us.

Review God’s creation of the world by playing the game, Statue Maker. You be the statue maker. Let the students come to the front of the group one at a time. You mold each student into something God made, and let the rest of the group guess what you are making. For example, you could move a student’s hands to cover her eyes to show darkness. Then you could remove her hands and have her look up at the light to show light. You might have a student stand very straight with his legs together, with his hands curved in a circle over his head as a tree. Or a student could flap her arms as a bird, or fold her hands together and swing them in front as an elephant. As each of these items is guessed, have your students tell whether this was a part of the heavenly bodies or one of the things which lives on earth.

Bring a number of objects to show your assembled

group, illustrating that what God made in our universe is special and much better than what we can make. Hold up a paper star, and ask why God's real star is better than this. (It twinkles, gives real light.) Show a plastic banana. (We can't peel or eat it.) Show a styrofoam snowball. (We can't build a snowman with it, or make snow ice cream.)

"It's a Miracle"

"It's a Happy Day (and I thank God for the weather)" —
The First Sunday Sing-a-long — Maranatha for Kids
"This Is the Day" — by World Music


SUPPORT MATERIAL

See Lessons 2a and 15a

COORDINATING SONGS

"My God Is So Great"

MEMORY VERSE SONG

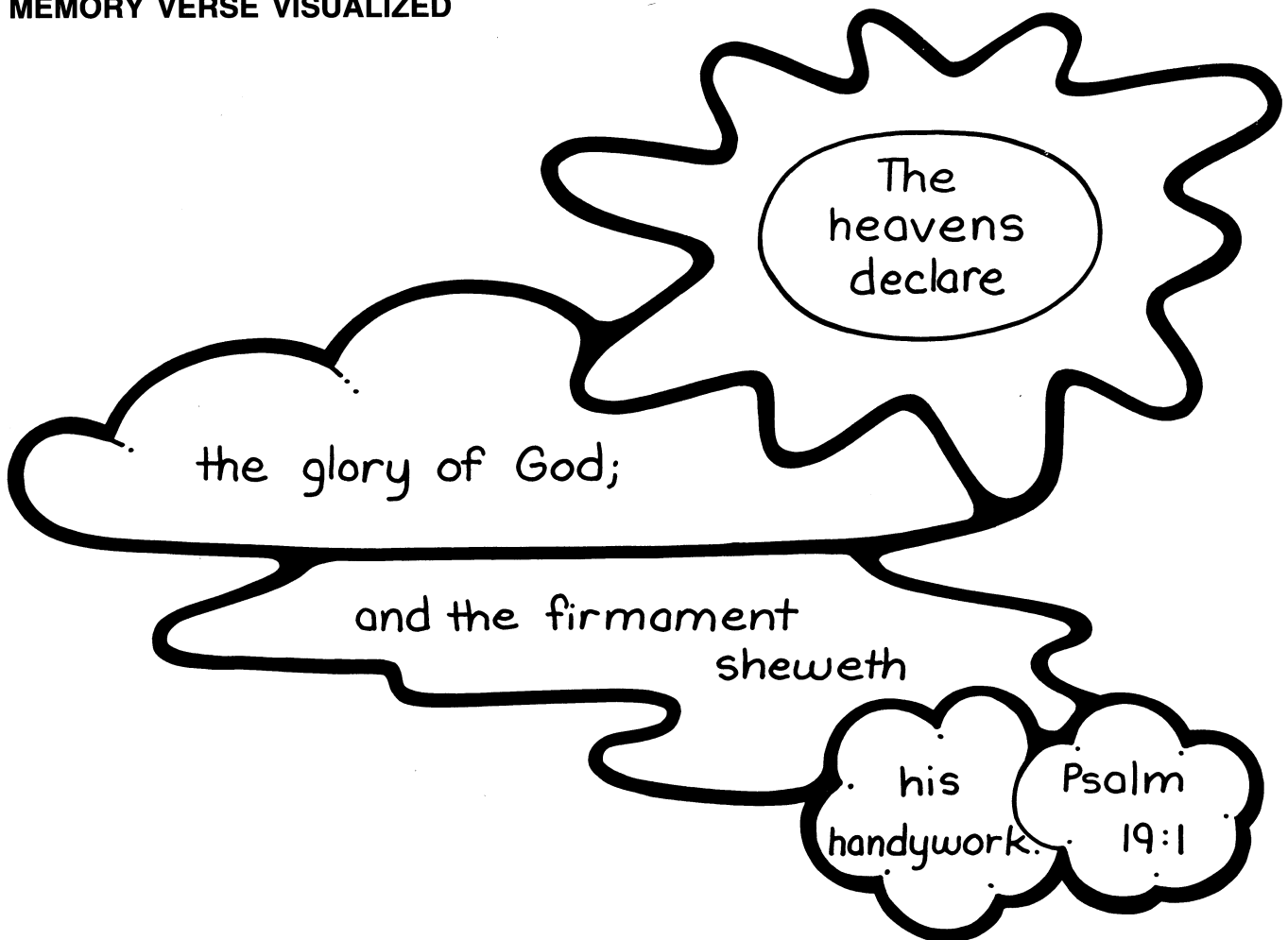


The heavens declare the glory of God; the heavens declare the glory of God;



and the firmament showeth his handiwork.

MEMORY VERSE VISUALIZED



The heavens declare
the glory of God;
and the firmament
sheweth
his handiwork. Psalm 19:1

TEXT Genesis 1:9-13, 20-25

OBJECTIVE The students will be able to name some of the types of plants and animals that God created. They can explain that God created these for His pleasure and for our enjoyment.

MEMORY VERSE Thou hast created all things, and for thy pleasure they are and were created. — Revelation 4:11

God Created the Plants and Animals

MEMORY VERSE IN ACTION

THOU — Point up.

HAST CREATED — Strike fists together, one on top of the other.

ALL THINGS — point to things around the room.

AND FOR THY PLEASURE — Smile as you rub chest in circular motion with flat palm.

THEY ARE AND WERE — Nod head yes as you point to things around room.

CREATED — Strike fists together, one on top of the other.

MEMORY VERSE VISUALIZED

A puppy is the representation of this week's memory verse, to coordinate with our theme of God's creation of living creatures. (See pattern at the end of this lesson.) Cut apart the puppy as indicated by the heavy black lines, and reassemble the puzzle with your students as the verse is learned.

BIBLE LESSON OUTLINE

Introduction: Open your class session by cutting apart a piece of fruit for your students to share. Point out the seeds in the fruit, and ask what the seeds are for. Bring out that when we want to grow an orange or apple tree, someone must plant the seeds. But in the very beginning, God spoke the trees into existence.

1. On the third day of creation, God gathered the dry ground to form land.
2. He commanded the earth to bring forth plant life with seed in itself to reproduce after its kind.
3. On the fifth and sixth days, God created living things to inhabit the earth — sea life, fowls, and animals.

Climax: God created all the living things on earth for His pleasure and for our enjoyment.

Conclusion: When we look at the plants and animals on

our earth, we should be aware that they are the creations of God.

Response: The students should be able to relate how God created the plants and animals, and be able to explain that God made these for His pleasure and our enjoyment.

BACKGROUND INFORMATION

The entire account of the Creation takes up but little space in the Bible. However, what is given is specific, clearly teaching that the universe, all plant and animal life, and mankind came into existence by the will of God. The earth teems with life. God provided the precise conditions vital for life — light and heat as well as moisture — before He created the plant and animal life.

The emergence of plants and animals upon the earth, with their many varieties, all producing only "after their kind," is confirmed in the fossil records. While evolutionists search for fossils to prove their theories, a gradual changing of one form of life into another, no true transitional form or "link" has been found. When nature and the universe is studied open-mindedly, evidence of divine designs are abundant. In fact, according to Romans 1:20, there is enough evidence of God in creation to leave man without excuse for his unbelief. "For the invisible things of him from the creation of the world are clearly seen, being understood by the things that are made, even his eternal power and Godhead; so that they are without excuse."

SPECIAL UNIT INSTRUCTIONS

Give each child the dog and flower for his creation mobile.

Give each child his Super Searcher creation assignment.

IN-CLASS ACTIVITIES

Give each child a "God Made . . ." card to color in class (see Patterns). To prepare the project, fold a sheet of paper in half. Cut out and paste an animal face on the front, and then cut out the eyeholes. On the inside, paste a picture of plants, having the centers of the flowers lined up under the animal eyeholes. On the front of the card, write "God made the animals." On the inside, write "God made the plants."

Bring to class a box of large crayons with the eight basic colors. Talk about all the wonderful colors that God gave us when He created the world. Hold up one color at a time and let them name something in God's creation which is that color: Red — apple, Black — nighttime, Yellow — flowers, etc.

Bring to class an assortment of fruits and vegetables. Try to include some unusual ones such as Kiwi fruit. Cut and serve to the class so they may sample some of God's creation.

Plant grass seed in the bottom of milk cartons.

Have a fish in a fish bowl as the story is explained.

Make paper plate aquariums with "swimming" paper fish (see Patterns). Cut the center from one paper plate and cover the hole on inside of the plate with plastic wrap. Hang two fish on threads from the outer rim of another paper plate. To the second plate add background pictures and drawings on the inside of the plate. Now staple around the plates with top sides facing in to form an open space between plates. When the children hold the plates up and move them from side to side the fish will "swim."

QUESTIONS

How did God create fish and other sea animals, the birds, the land animals?

What is your favorite animal? Do you like to play with animals?

What is your favorite of the birds God made? Why does that bird seem special to you?

After God made all the animals, who taught them how to take care of themselves?

What are some of the reasons God created plants and trees?

How many different ways do we enjoy the plants and foods God made? Examples: shade from trees, satisfying hunger, treehouses, climbing, bouquets for Mom.

Talk about some things you have made in school. How did you feel about what you made?

How do you think God felt about everything He made?

PRESCHOOL SUGGESTIONS

Supply simple outline drawings or pictures of different animals, fruit, flowers, etc. Have the children add a portion to each. Example: cotton for sheep, seeds to fruit, fabric to flowers.

Have each child make a representation of how flowers grow. Help them cut out the flowers (see Patterns). Give each child a sheet of construction paper in which you have made 3 slits, $\frac{1}{2}$ " from the bottom, 1" wide and 2" apart. Insert the flowers in the slits and push them all the way down. Then let the children pull them up to simulate "growing." They may wish to cut out and add the bugs to the picture.

Make a Creation Wheel for use in reviewing the lesson (see Patterns). Let your children take turns in moving the wheel to a scene and explaining what it is, and how we enjoy it.

Fold a piece of construction paper in half, lengthwise. Divide the top flap into four equal sections by cutting three lines from the right edge into the centerfold. On the top of each section write the words, "God made . . ." Next to the words, place the small pictures of a hen, cow, tree, and wheat stalks (see Patterns). Lift each of these flaps and write the words, "So I could have . . ." at the top of each section. Next to these words, place the small pictures of eggs, milk, bowl of apples, and loaf of bread. Use this to show your students how God provided these things for us to enjoy.

For each of your students make a set of the finger creations (see Patterns). They must use one or two fingers to complete the creation: apple/worm; donkey/ears; rabbit/ears; elephant/trunk.

Bring a number of stuffed animals and pass them out so each child can hold one while you teach the lesson.

REVIEW IDEAS

Review what God created each day by bringing some things to show the children. A color slide presentation would work well for this.

Use the overhead projector and present your review with silhouettes. Find or cut out a number of objects representative of God's creation, such as a leaf, shape of an animal, a sun, a cloud, a flower. (For animal shapes see pattern given for napkin rings, Lesson 15b.) As you show each piece, ask the children to guess

what it is and tell why God created it. For example, when you place a leaf on the overhead, they might suggest that God made leaves to provide shade, to look pretty, to make food for the caterpillars (add a little caterpillar to the top of the leaf).

Use the song, "Adam Gave Names to All the Animals," as a basis for your review. Have someone sing the main part of the verse, allowing the children to supply the names of the animals at the right times.

COORDINATING SONG:

"Adam Gave Names to All the Animals"

"Jesus Made the Rainbow"

"It's a Miracle"

"The Butterfly Song" (If I Were a Butterfly) — The First Sunday Sing-a-long — Maranatha for Kids

"Jesus Is A Giver" — Here We Come Rejoicing — Manna Records (Alexandria House)

"All Things Bright and Beautiful" — World Music

SUPPORT MATERIAL

See Support Material for Lesson 15b

Plants of the Bible — by Vic Mitchell

Gentle Creatures — A Book About Love

Bible Animals — coloring book by Irene L. Johnson

MEMORY VERSE SONG

Thou hast cre-a - ted all — things, and for thy plea - sure they are and were cre-a - ted.

Thou hast crea - ted all — things. Rev - el-a - tion four verse e - le - - ven

MEMORY VERSE VISUALIZED



TEXT Genesis 1:26-31; Psalm 8:4-9; Isaiah 43:6,7,21

OBJECTIVE The students will be able to explain that man was created to praise and glorify God, and that God gave man dominion over all the rest of His creation.

MEMORY VERSE Let them praise the name of the LORD: for he commanded, and they were created. — Psalm 148:5

God Created Man

MEMORY VERSE IN ACTION

LET THEM PRAISE — Silently clap hands.

THE NAME — Tap first two fingers on both hands at right angles.

OF THE LORD — Make an L with thumb and first finger of the right hand. Touch thumb to left shoulder, bring across in front of body touching right waist.

FOR HE COMMANDED — Right index finger touching lips, forcefully move it away from body.

AND THEY — Point to someone.

WERE CREATED — Strike fists together, one on top of the other.

MEMORY VERSE VISUALIZED

Three children holding a large heart are the visualization of this week's memory verse. (See pattern at the end of this lesson.) Cut apart the pieces and assemble one section at a time as your students memorize the verse.

BIBLE LESSON OUTLINE

Introduction: Open your class time by giving each child a lump of modeling clay. Let them attempt to form it into the shape of a man. Compliment their attempts, but then ask them what vital thing is missing. They should conclude that their figures do not have life.

1. God created man in His own image, and gave him life.

2. He gave man dominion over all animals and living creatures upon the earth.

3. God ordained that the plant life upon the earth would be food for mankind and the animals.

Climax: We are told in Psalms that man is "a little lower than the angels." We are God's most precious creation, and were created to praise and glorify Him.

Conclusion: We should realize that God made us, and that He is the One who gave us life and the capabilities we have. We should remember to be thankful to Him for this.

Response: The students will be able to describe how God created man, and will recognize that God gave man dominion over all the rest of His creation.

BACKGROUND INFORMATION

Genesis 1:27 says, "God created man in his own image" and Genesis 2:18 says "And the LORD God said, It is not good that the man should be alone." So God made a woman to be the man's helpmate. Although man was made in the image of God, he still had a need for intimate fellowship with a wife. But this need was also a reflection of the divine image in that God, too, has a desire for intimate fellowship with His creation. God also wants to say, "This is now bone of my bones and flesh of my flesh" (Genesis 2:23 and Ephesians 5:30). This principle can be clearly seen in such Scriptures as Ephesians 5:31,32: "For this cause shall a man leave his father and mother, and shall be joined unto his wife, and they two shall be one flesh. This is a great mystery: but I speak concerning Christ and the church." Or Isaiah 62:5: "As the bridegroom rejoiceth over the bride, so shall thy God rejoice over thee." (See also Romans 7:4; II Corinthians 11:2; Hosea 2:19; Jeremiah 3:14, and Revelation 19:7.)

Indeed, God was so desirous of this fellowship with man that He was willing to sacrifice His only begotten Son in order to make it possible. When man forsakes his rebellion and begins to worship God for who He is, the Creator, then the intimate relationship that was broken in the Garden is restored and both God and man find pleasure in it.

SPECIAL UNIT INSTRUCTIONS

Give each child the boy and girl for his creation mobile.

Give each child his Careful Caretaker creation assignment.

IN-CLASS ACTIVITIES

God planned for man to worship Him and glorify Him in all that he does. Man was given dominance over animals and they work for man. Stress that people are needed to take care of the birds, fish, animals, and plants that God has made. Talk about any pets the children may have at home, and what they need in the way

of care. Have pictures of people feeding and caring for animals, gardens, etc. (Pet food ads are a good source.)

Have a game board, such as for checkers, in class without the playing pieces. Ask the children if they want to play. Why can't we play? Because without the playing pieces the game is not complete. God created us so that His creation would be complete. We can talk to Him and also listen to Him.

Bring some gingerbread boy and girl cookies. Have a tube of frosting and some things with which to decorate the cookies (raisins, peanuts, M & M's, etc.). Let the children create their own little "people."

QUESTIONS

For what special purpose did God make man?

What did God use as a pattern to make man and woman?

What does it mean to be "created for His glory"?

What did God provide for man to eat?

What did God leave man in charge of?

What can we do with our lives to give glory to the God who created us?

Tell some ways in which we can praise God.

What are some special things about each member of your family that you think must please God?

PRESCHOOL SUGGESTIONS

Show the children pictures of animals. (You can use the animals in the Patterns section for lessons 15b, 16c, and 24a.) Call the animals by silly names and ask the children if they think that is what Adam named them.

Collect pictures showing many different cultures and people. Make sure to include as many different ethnic groups as possible. Stress that God created all people, not just those that look like the children themselves.

Make a collage of many people by cutting pictures from magazines or catalogs. Cut your figures off just below

the shoulders. Begin your collage by pasting a line of people across the top of your mounting board. Add succeeding rows of people, overlapping slightly. The end result will be a huge crowd. This can be a very effective visual aid any time you want to portray a large crowd. In this lesson, use it by pointing out people one at a time and explaining how they praise the Lord. (This is Sam. He praises God by singing his very best in Sunday school. This is Sarah. She worships God by always saying her prayers at night.)

REVIEW IDEAS

Prior to beginning your review, have a man lie down behind the area where you will stand for your review. Cover him with fake "grass" or a brown blanket. (Don't let your students know he is there.) When your group assembles, talk about all the different things God created, reviewing the lessons of the last two Sundays. Tell your students that today you have with you God's most special creation. At that signal, the man should stand up and you can introduce him.

Make "family" the theme of your review, using a real family with children of the approximate age of your students. Introduce the dad, asking why God made dads and what they do. Talk about each of the different family members, telling the special part that each one plays.

Take some of the items God created, such as a flower or an animal, but do not include people. Hold them up one at a time, talking about how pretty they are, how soft, or whatever. Then announce to your students that you are going to have a grand choir by God's creations. Turn around and pretend to direct the whole group of creations, but of course there will be no sound. Turn to the student audience and invite them to sing praise to the Lord with you, since none of these other creations can praise Him.

COORDINATING SONGS

"It's a Miracle"

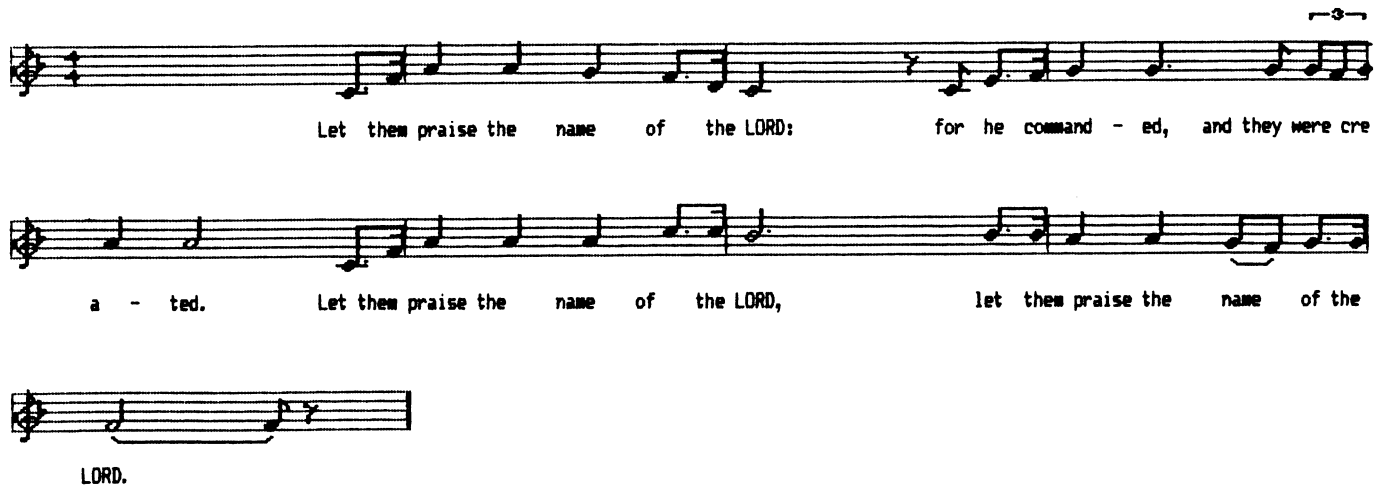
"The Butterfly Song" (If I Were a Butterfly) — The First Sunday Sing-a-long — Maranatha for Kids

SUPPORT MATERIAL

See Support Material for Lessons 2c and 15c
Through the Bible With ABC's

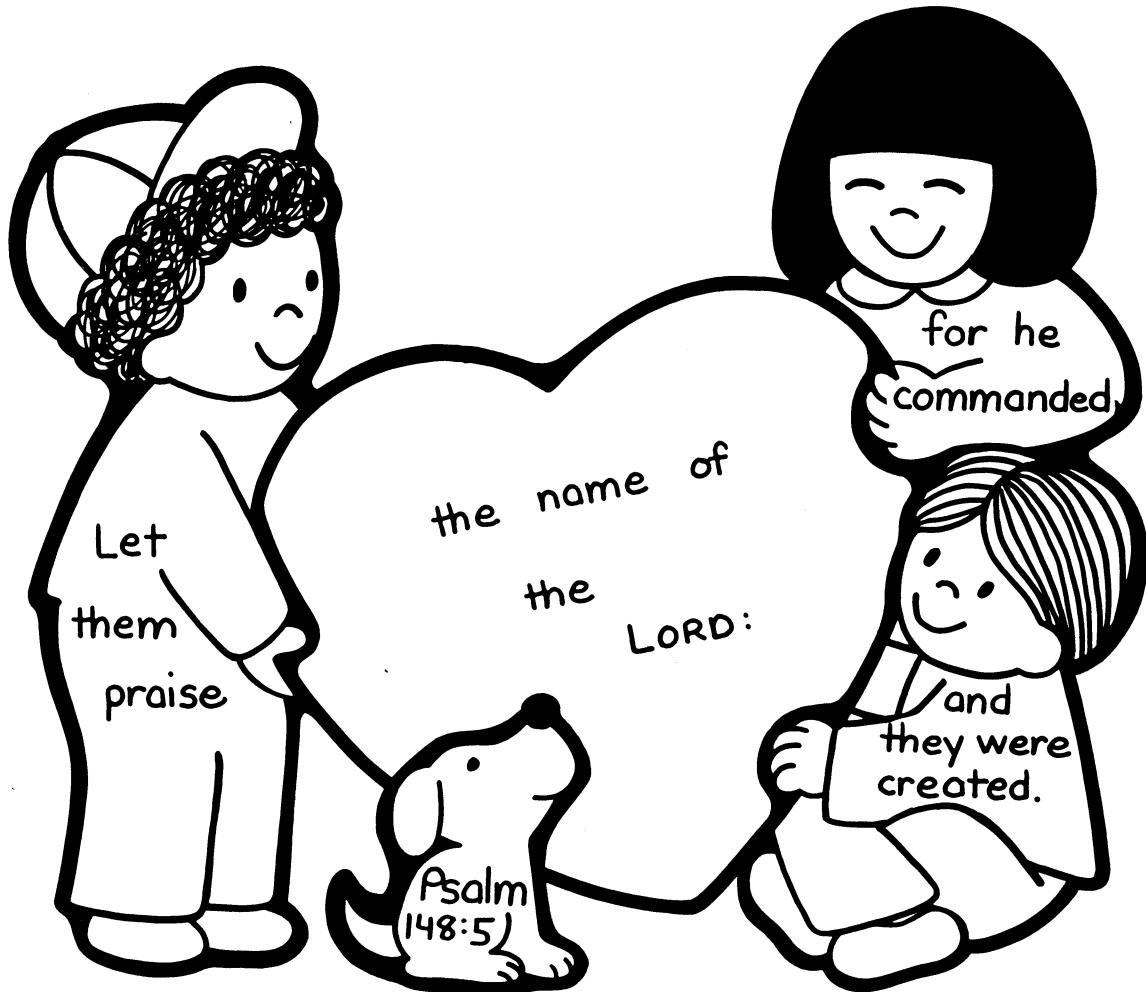
The Story of Creation — an Alice in Bibleland storybook

MEMORY VERSE SONG



Let them praise the name of the LORD: for he command - ed, and they were cre
a - ted. Let them praise the name of the LORD, let them praise the name of the
LORD.

MEMORY VERSE VISUALIZED



TEXT Psalm 139:1-5; Matthew 5:14-16

OBJECTIVE The students will know that each one of them is special to God and that He knows all about them. They will be able to explain that God has a plan for each of them.

MEMORY VERSE Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven. — Matthew 5:16

God Created Me

MEMORY VERSE IN ACTION

LET YOUR LIGHT — Cup hands together as though hiding something. Separate hands and move hands up and to the sides ending with both palms facing out expressing the number five on each hand.

SO SHINE — Open palms facing each other with finger tips pointing up are moved apart to the sides while the fingers are wiggling.

BEFORE MEN — Point to others.

THAT THEY MAY SEE — Hold cupped hands around eyes.

YOUR GOOD WORKS — Strike fists together, one on top of the other.

AND GLORIFY — Extend left palm facing up, right finger tips touch left palm, raise right hand wiggling fingers.

YOUR FATHER — Both hands up, look up.

WHICH IS IN HEAVEN — Wave arm left to right pointing up, looking up.

MEMORY VERSE VISUALIZED

A flashlight with a beam of light will help your students visualize this week's memory verse. (See pattern at the end of this lesson.) The display will be assembled from left to right as your students study the verse.

BIBLE LESSON OUTLINE

Introduction: Bring to class a number of things which make light: a candle, a flash for a camera, a flashlight, etc. Ask your students what these objects have in common. Then tell them that their memory verse for this week tells about another kind of light.

1. Jesus says that we must let our "lights" shine. This means that we should live so that other people will be led to glorify God.

2. The Lord knows all about our actions. He knows what we say and even what we are thinking.

3. He wants our lives to show what the power of God can do in a person's life.

Climax: God's purpose in creating us was that we should be lights in the world.

Conclusion: We should be sure that we live in such a way that our friends can see the advantages of serving God.

Response: The students should be able to relate that the Lord knows all about them and explain that He wants them to live for Him in order to be an example to others.

BACKGROUND INFORMATION

From the moment of conception, each person is a unique creation of God. The Psalmist says, "I will praise thee; for I am fearfully and wonderfully made: marvelous are thy works; . . . Thine eyes did see my substance, yet being imperfect; and in thy book all my members were written, . . . when as yet there were none of them" (Psalm 139:14-16). Of Jeremiah God said, "Before I formed thee in the belly I knew thee; and before thou camest forth out of the womb I sanctified thee" (Jeremiah 1:5). And when God identified Himself with mankind in the person of Jesus Christ, He did so not only as an adult but also as a child and even as an unborn infant in the womb of Mary.

Psalm 127:3 states: "Lo, children are an heritage of the LORD: and the fruit of the womb is his reward." Certainly each child is known of God and is a unique treasure unto Him. Because each is a special creation of God we can say with the Psalmist, "Know ye that the LORD he is God: it is he that hath made us, and not we ourselves; . . . Enter into his gates with thanksgiving, and into his courts with praise" (Psalm 100:3,4).

SPECIAL UNIT INSTRUCTIONS

Give each child the name tag for his creation mobile and have him write his name on the line.

Give each child his Mighty Me creation assignment.

IN-CLASS ACTIVITIES

Have each child trace his own hand on a sheet of paper. Then have him cut out the hand and put his

name on it. Use the hands to decorate an area on which you have put the title, GOD CREATED

Make a "Me" chart for each child (see Patterns). Have them finish each statement and then draw a picture of themselves in the picture frame.

Adapt the Bulletin Board idea given under Unit Material using silhouettes of the children in your class. Hold them up one at a time and let your group guess who is shown in the picture. As they tell what made them recognize each person, use this as a basis for talking about how God made each one of us different and special.

Play the "Everybody Is Special" game with your students. Cut out the various heads and legs (see Patterns). Attach each piece to light cardboard and glue a bit of flannel or felt to the back. Attach the shirt picture to an 8½" x 11" cardboard. Glue a piece of flannel or felt above and below the shirt as indicated. Allow the students to pick out the head and legs which they like best, and place them on the flannel to form a complete figure. Talk about how each person is unique, asking the students to tell something about themselves that makes them special.

QUESTIONS

Think of someone you would like to be like. What is special about that person?

Talk about some things that you can do that are different or special? Examples: paint pictures, play an instrument, or play baseball.

How does it make you feel to know that you are special to God? (There is no one else exactly like you.)

What are some of the special things about you that God knows?

What things can you do or say about which God doesn't know?

In what way can a person be a "light" to shine for Jesus?

What can you do to show praise to God?

Why should God have a plan for our lives? How can we know what His plan is?

PRESCHOOL SUGGESTIONS

Give each child a copy of the "I'm One of God's Special Creations" chart (see Patterns) and let them draw a pic-

ture of themselves as one of God's most important creations.

Give each child a copy of the Picture Letter (see Patterns). Let them "read" the letter with your help, apply appropriate stickers in marked places, and sign their name. Perhaps a real mailbox could be placed in your department where the children could "mail" their letter. As an alternative, draw a large mailbox (see Patterns) on construction paper, making it from a double thickness and cutting around the front end on the top sheet so the mailbox can be opened. (Be sure the two sheets are stapled or taped together so when the children put their letters into the mailbox the letters do not fall through.)

Do the following finger play with your students to make them aware of the various abilities God gave them, pointing to each body part as it is mentioned, and performing the actions indicated.

God gave me two bright eyes;
My eyes can see.
God gave me one small nose;
My nose can smell.
God gave me one pretty mouth;
My mouth can talk.
God gave me two little ears;
My ears can hear.
God gave me two arms;
My arms can reach up high.
God gave me two small hands;
My hands can clap and clap.
God gave me ten short fingers;
My fingers can wiggle back and forth.
God gave me two strong legs;
My legs can run.
God gave me two little feet;
My feet can jump so high.
I am happy God made me (point to smile).

REVIEW IDEAS

Make the theme of your review ways we are alike and ways we are different. For instance, show a birthday cake. We all have birthdays, but they are on different days. If you have twins in your department, let them come up and tell ways they are different even though they look alike. Show several toys, and call two students forward to illustrate that one likes to play with trucks and another with dolls. Call up other students to point out that some people have blond hair and others black; some have blue eyes and some have brown. Show paper ice-cream cones, one pink and one brown, and let them raise their hands to show which they like best. Conclude by passing out two kinds of cookies, letting them choose the kind they want (make sure you have plenty of both!).

Put on a "Talented and Gifted" show for your review, using all the children. Begin by having different children come forward to sing a song, do a helpful task for you, smile, etc. When they finish, give them a sticker that says "I'm special" or a Smiley Face sticker. At the end, do a department activity such as singing a song, saying the Lord's Prayer, or reciting the memory verse together. Then give stickers to all the rest of the children, emphasizing that each one of us is special to God and has special things we can do for God.

Using the song "The Butterfly Song (If I Were a Butterfly)" show large picture flashcards as you sing about each animal (see Patterns). Stress the last verse where it talks about "me."

COORDINATING SONGS

- "Jesus Made the Rainbow"
- "Special Specialties" — The First Sunday Sing-a-long — Maranatha for Kids
- "Jesus Loves the Little Children"

- "My Hands Belong to You" — Sparrow Records
- "There's So Much More to Come" — What's the Matter, Nannybird? — Maranatha for Kids
- "Even Before I Was Born" — Sing and Celebrate for Kids II
- "God's Love Is Like a Circle"
- "I Wonder How It Felt" — The Bill Gaither Trio, The Very Best of the Very Best for Kids
- "Kids Under Construction" — The Bill Gaither Trio, The Very Best of the Very Best for Kids

SUPPORT MATERIAL

- See Support Material for Lessons 2d and 15d
- God Made Only One Me — by Gail Robinson, Concordia
- You Are Special to Jesus — by Annetta Dellinger, Concordia
- God's Plan for Me — by Judy Hull Moore, Moody Press
- Each One Specially — by Carol Greene
- Little Ones — activity workbook by Lynn Heitritter

MEMORY VERSE SONG

Let your light so shine before men, that they may see your good works, and glo - ri - fy your Fa - ther, your Fa - ther which is in Heav'n.

MEMORY VERSE VISUALIZED

Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven.

Matthew 5:16