

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

