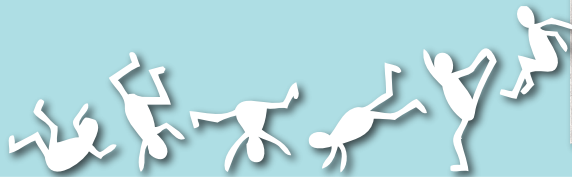


# Learning About God's Book

2 Timothy 3:16-17



Old Testament 1  
Part 1: Exploring God's World

## SUNDAY MORNING

Old Testament 1 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

2 Timothy 3:16-17; 2 Timothy 2:15; Hebrews 4:12; Psalm 119:9,11,24; John 20:30-31

### MEMORY WORK:

YOUNGER CHILDREN: "All Scripture is given by inspiration of God..." (2 Timothy 3:16a).

OLDER CHILDREN: "Be diligent to present yourself approved to God, a worker who does not need to be ashamed, rightly dividing the word of truth" (2 Timothy 2:15).

*Send home a letter to the parents of each child in your class asking them to help their child memorize the books of the Bible. Set a goal of memorizing the Old Testament books first, then the New Testament books (or vice versa) by certain dates. Give a certificate or special reward to each child who meets the goals you have set.*

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["In All the World"](#)
- ["The Bible"](#)
- ["I Will Never Know"](#)
- ["Little Bible"](#)
- ["66 Total Books"](#)
- ["2 Timothy 3:16-17"](#)
- ["The Books of the Old Testament"](#)
- ["The Books of the New Testament"](#)
- ["Who Wrote the Bible?"](#)
- ["How Is the Bible Organized?"](#)
- ["Wise Kids"](#)
- ["The Bible"](#)
- ["Listen to My Words"](#)
- ["Old Testament Books"](#)
- ["Read Your Bible, Pray Everyday"](#)
- ["The B-I-B-L-E"](#)
- ["God's Word"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]



- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- Apologetics Press’ [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- “[Books of the Bible Chart](#)” (provided in activity sheets)
- Road map
- Clay or Play-Doh; sharpened pencils or sharpened sticks to use as styli
- “[Egyptian Papyrus Making \[Animation\]](#)” on YouTube
- “Classic Bible Bingo” player and calling cards: <http://livingwaterbiblegames.com/bible-books-bingo-classic.html>
- Bible Class Workshop visuals: “[27](#),” “[39](#),” “[66](#),” “[Inspiration Poster](#),” “[Bible Bookcase Wall Chart Laminated](#),” “[Bible Library New Testament Poster Set](#),” “[Bible Library Old Testament Poster Set](#),” “[Books of the Old Testament and New Testament Poster Set](#)”

## PERSONAL APPLICATION:

Because He loves us, God has given us the Bible to help us know how He wants us to live so we can go to heaven. It is very important that I learn about the Bible every day, as long as I live.

## LESSON STARTS HERE



**NOTE:** The first few lessons of the curriculum may contain more material than can be covered in a single week (Sunday/Wednesday) of instruction. Teachers should be selective about what they choose to cover considering their audience.

## INTRODUCTION: (YOUNGER CHILDREN)

What is the most important book in the whole world? (The Bible) Why is the Bible the most important book of all? (Because it is God’s Word; it tells us how we should live and how to get to heaven). It is very exciting to read and study the Bible! We want to learn to read our Bibles, and we always want to take care of them.

## INTRODUCTION: (OLDER CHILDREN)

Have students name some non-religious books that are important. What is the **most** important book in the world? (The Bible) Why it is so important. (It is God’s Word; it tells us how we should live and how to get to heaven). Today we are going to talk more about what makes the Bible so special and important.

## POINTS TO EMPHASIZE:

With younger children, focus on why we love the Bible (why it is such a special book), taking care of our Bibles, and memorizing the books of the Bible.

*Have several different kinds of books (dictionary, atlas, textbook, fiction book, picture picture book, etc.) on the table and ask the children to tell you something about each book. Ask them to choose the book they think is the most important. Then put on the table a Hebrew scroll (one*

*you've made from parchment paper or bulletin board paper) and Bibles in different languages. [Check your local library if no one in your congregation has any, or go to biblegateway.com and print off pages of identical passages in different languages.] Emphasize that the Bible is **the** most important and special book in the entire world, because it is God's special book for living and His message of love for people all over the world. It is not a fairy tale; it is not just a book of stories that men made up.*

1. It is important to study the Bible, to read it and to understand what God is telling us. In this country, we are fortunate that we often have several Bibles in our homes, and we can buy more any time we want. But long ago, it was not easy to get a Bible. They were very expensive because they had to be copied, one at a time, by hand, instead of printed by machines like today. Many times they were locked up in church buildings so that only certain people could see and read them. Even today, many people in other parts of the world do not have their own copies of God's Word. In some countries, it is against the law to have a Bible. We should thank God every day that we have our own Bibles and can study them any time we want.
2. I must take care of my Bible, not mistreating or abusing it, not losing it or **leaving it unopened and unread**.

*Using a road map, talk about trips the children have taken. Ask them about both beautiful as well as unattractive things that they saw. Ask if any have been to the same place more than once, and if so, did they see/do anything different the second time. Discuss how, when we visit someplace more than once, we might see something new that we didn't see the first time, or do something different that we didn't do the first time.*

3. When we study the Bible, it is like taking a special journey; each time we study it, we "see" things we did not notice before, and we appreciate God's Word more. The more we study it, the more we grow to love, appreciate, and understand God, Himself.

#### **NOTE:**

- The very first book ever printed on a printing press was the Bible.
- The first New Testament printed in the United States was printed in the Massachusetts Indian language in 1661.
- In 1782, the first English Bible was printed in the United States.
- The Bible is like a small library. It is a book made up of 66 smaller books.
- The Bible is divided into two big parts: the Old Testament and the New Testament.
- The Old Testament has 39 books. The New Testament has 27 books.
- About 40 different men wrote the Bible.
- A span of about 400 years occurs between the Old Testament and the New Testament, a period of time we call the intertestamental period.
- The chapter divisions we use today were made by Stephen Langton, the archbishop of Canterbury, who died in A.D. 1228.
- A Paris printer named Robert Stephens was the first to divide the New Testament into verses in 1551.
- The first English translation of the Bible to be divided into the present chapters and verses was the "Geneva Bible," which was printed in 1560.
- The Old Testament book of Esther contains 10 chapters, and is the only book in which the words "Lord" and "God" are not found.





**HISTORICAL NOTE:** The history of writing goes back to the distant past. Writing was being practiced hundreds of years before the time of Moses. People wrote long ago on such materials as stone, clay, leather, and papyrus. Leather and papyrus were very important in recording the words of the Bible. The books of the Bible were written down gradually and under varying conditions; yet, today they are logically arranged in different divisions.

## HOW WE GOT THE BIBLE

*Teach the following information as is age appropriate for your class. What is not taught on Sunday morning can be covered on Wednesday night. It would be a good idea to illustrate the following information by making a flipchart using pictures from magazines, the Internet, calendars, etc.*

1. We live in a world of books. Books are all around us: books of art and literature, science and math, history, books that tell imaginary stories (fiction), and books that tell important stories from history (non-fiction). But the story that we want to tell now is the story of one particular book: the Bible.
2. People of all age groups and from many nations are interested in learning how the Bible has come to us. This interest centers basically in four questions: “How and when did the books of the Bible get written?” “How have these books been preserved?” “When and by whom were they translated and made accessible to us?” “What has been the effect of recent discoveries on these books?” For each of these questions there are good, solid answers. Before answering these questions, however, let’s look at how writing developed and how books were made many years ago.
3. The earliest known form of writing was done in simple drawings. In Egypt, writing was also in picture form, which we call “**hieroglyphics.**” The Code of Hammurabi was discovered in 1901 and dates to 2000-1700 B.C. It uses cuneiform, one of the earliest known forms of written expression.



**HISTORICAL NOTE:** The first known system of writing goes back about 4,000 years ago to Mesopotamia. Here the earliest form of writing was done in pictures. In Egypt, writing was also in picture form and was known as hieroglyphics.

4. Several different writing materials used by people of ancient times, including stone, clay, leather, and papyrus, are mentioned in the Bible. In Palestine, the earliest known examples of writing have been found on stone. The Bible tells us that God wrote the Ten Commandments on tablets of stone.
5. In the area of the Tigris-Euphrates rivers, clay was readily available and was the cheapest writing material that could be found. Huge libraries, containing thousands of clay tablets, have been discovered. Before it hardened, clay was made into “tablets.” Letters and symbols were pressed into the soft clay with a stylus (a small, pointed stick) and then baked in an oven. [This material is referred to in Ezekiel 4:1 where the prophet is commanded to sketch a plan of Jerusalem on a brick or clay tablet.] A clay tablet of the ancient city of Nippur has been found similar to the map Ezekiel was commanded to sketch. In the Old Testament period, the Jews

wrote the Law on leather scrolls from which they read in the synagogues. This practice continues today. [The Jewish Talmud required explicitly that the Law be copied on animal skins.]

6. Papyrus was the primary writing material that was used when the New Testament was being written. Papyrus got its name from the papyrus plant that grew in abundance along the Nile River in Egypt.
7. From the stem of the papyrus plant thin strips were cut and laid side by side to form a sheet or page. A second layer was laid across the first, and the first layer was joined to the second by moisture and pressure. After drying and polishing, the sheet was ready to use. Papyrus was used so widely that it is practically certain that the original New Testament letters were penned on papyrus sheets. A single sheet was often used by itself, for things like receipts or short letters.
8. Several papyrus sheets were joined together in a roll for longer written messages or records. The maximum length of a usable roll was about 40 feet. A roll of about 35 feet would hold one of the longer books in the New Testament, like Matthew, Luke, or Acts. It was not possible to have the entire New Testament on one scroll; that would have made a scroll more than 200 feet long. The New Testament would have been on a collection of scrolls stored safely in a cabinet, large pot, or other container.
9. In the first or second centuries A.D., the papyrus scroll began to be replaced by what is known as the papyrus “codex.” A codex is simply what we call today a book. For early Christians, as they copied and circulated the New Testament writings, the book form clearly provided great advantages.
10. Vellum, or parchment, gradually came to replace papyrus and was the material used for more than a thousand years in making copies of the New Testament. Vellum is made from the skins of animals, such as cattle, sheep, and goats. It is much more durable and sturdy than papyrus and clay.
11. The Bible is like a small library; the word “Bible” comes from the word *biblia*, which means “books.” It is a book made up of 66 smaller books which are divided into two big parts: the Old Testament and the New Testament. The Old Testament has 39 books, and the New Testament has 27 books.
12. The two “testaments” are covenants or agreements that God made with His chosen people. The Old Testament was His agreement with all people **before** Christ, especially the Israelites (the Jews). The New Testament is God’s agreement with all people **after** Christ. Today, the Old Testament is still very important because we learn valuable lessons from it (2 Timothy 3:16-17; Romans 4:23-24; 15:4; 1 Corinthians 10:11), but we are to follow the laws of the New Testament.
13. The words of the Bible were written down by about 40 different men, such as Moses, Jeremiah, Matthew, Mark, and Luke. But these men did not just write what they wanted. They were “inspired” by God. That means that they spoke and wrote God’s words without any mistakes, because God gave them special help (Psalm 33:4). The Bible is **God’s Word**—not the words of ordinary men. “All scripture is given by inspiration of God...” (2 Timothy 3:16). It is the Truth (John 17:17), and in it we can find everything we need to live as God wants us to so we can go to heaven (2 Peter 1:3).



**RECOMMENDED READING FOR TEACHERS:** See the article titled “[The Unity of the Bible](#)” by Kyle Butt on the Apologetics Press Web site for a more in depth study of the unity of the Bible as proof of biblical inspiration.

14. The 39 Old Testament books are grouped into four divisions according to their contents: (1) five books of law; (2) 12 books of history; (3) five books of poetry; (4) 17 books of prophecy (5 major, 12 minor). [An easy way to remember these divisions is 5, 12, 5, 5, 12.]

15. The five books of Law, Genesis to Deuteronomy, are also called the Pentateuch. The Pentateuch contains some of the best known historical events recorded in the Bible, such as Creation, the Flood, the Exodus from Egypt, and the giving of the Jewish law through Moses.



**RECOMMENDED READING FOR TEACHERS:** See the article titled “[Does It Really Matter Who Wrote the Pentateuch?](#)” by Eric Lyons on the Apologetics Press Web site for a more in depth study of authorship of the Pentateuch.

16. There are 12 books of history, from Joshua to Esther. These books continue to record the history of the Israelite nation (including their settlement in the land of Canaan), the time under the kings, the years spent in Babylonian captivity, and the ultimate return from exile.
17. The five books of poetry are Job, Psalms, Proverbs, Ecclesiastes, and Song of Solomon.
18. The last 17 Old Testament books, from Isaiah to Malachi, are books of prophecy. These books are sometimes subdivided into five books of major prophets and 12 books of minor prophets. The name “minor prophets” comes from the fact that these books are shorter—no less important—than the major prophets. Isaiah and other prophets like him brought God’s Word to the Jews and foretold the coming of the Messiah—Jesus.
19. The New Testament books also can be grouped according to content: (1) five books of history; (2) 21 letters to individuals or congregations of the Lord’s Church; and (3) one book of prophecy.



**RECOMMENDED READING FOR TEACHERS:** See the article titled “[Fact—The New Testament is the Most Historically Accurate Book Ever Written](#)” by Kyle Butt on the Apologetics Press Web site for a response to the charge that the New Testament has been corrupted in its transmission over the centuries.

20. The first five books, from Matthew to Acts, are books of history. These five books are read perhaps more widely than any other books of the Bible. The first four of these books tell us about the life of Christ and are commonly called the gospel accounts—the “good news” about Jesus. At first, there were only oral accounts by eyewitnesses—men who had been with Him in life, had witnessed His death, and had seen Him resurrected. But as years passed and eyewitnesses died, there was more and more of a need for the information they had to be written down. The apostle John wrote his gospel account down: “These things are written that you may believe that Jesus is the Christ, the son of God. And that believing you may have life in His name” (John 20:30-31).
21. The fifth New Testament book, Acts, describes the establishment of the Church—Christ’s Kingdom—and its early growth.
22. The 21 letters, from Romans to Jude, were written to congregations and individual Christians with practical instructions for the Church and Christian living. Most of these letters were written by Paul. Paul was a devout Jew who earned his living making tents. Immediately after becoming a Christian, he began to preach that Jesus was the Messiah for whom the Jews had been waiting for centuries. He dedicated the rest of his life to spreading the Good News about Jesus.
23. Paul traveled all over the Roman world and wrote letters to several congregations that he helped establish. These letters were highly treasured by early Christians. They were copied and shared (circulated) so that various congregations made collections of these writings. <sup>[P]</sup><sub>[SEP]</sub>



**NOTE:** The N.T. letters always arose out of specific situations. In the Roman province of Galatia, for example, a system of Jewish legalism began to develop. In order to warn and instruct the churches, Paul wrote a letter (probably by dictation). Written about A.D. 49, this is perhaps the first of Paul's letters to be preserved in the New Testament. We know this letter as the book of Galatians. Paul wrote other letters to the Christians at Rome, at Corinth, at Ephesus, and so forth.

24. The last book, Revelation, is the one New Testament book of prophecy. It describes the persecution of the Church by the government and false religion.



**RECOMMENDED READING FOR TEACHERS:** See the article titled "[3 Good Reasons to Believe the Bible Has Not Been Corrupted](#)" by Dave Miller on the Apologetics Press Web site, as well as the DVD series "[Has the Bible Been Corrupted?](#)" for a more in depth study on the faithful transmission and translation of the Bible through the centuries. For short videos on the subject, see: "[Has the Bible Been Faithfully Copied Over the Centuries?](#)" by Jeff Miller and "[Inspiration...and Copies of Copies of Scripture](#)" by Eric Lyons. See the book [Behold! The Word of God](#) by Kyle Butt and the article "[3 Good Reasons to Believe the Bible is from God](#)" by Eric Lyons and Kyle Butt for an in depth study on the evidence for the inspiration of the Bible.

### PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

#### Ages 2-5:

- "[Learning About God's Word Coloring Sheet](#)" (provided in activity sheets)
- "[Bible Library Coloring Sheet](#)" (provided in activity sheets)
- Make scrolls with memory verse.
- [Bible Books Train](#): Make a Bible Books Train with the names of each book of the Bible on the train cars (provided in activity sheets; [click here](#) for black and white version). For preschoolers, it would be helpful to have some kind of symbol on each train car as a visual memory tag for that book. The train could hang permanently around the room (at their eye level) so that the teacher could repeat the books in order with the children. The train cars could also be used as a game. The teacher says the name of one book (and shows the appropriate train car), and the students must name the book/train car that follows.

#### 1st-2nd Graders:

- Make scrolls with memory verse.
- Play [Bible Bingo](#) with books of the Bible (provided in activity sheets).
- Have the words "Old Testament" and "New Testament" written on butcher paper or posterboard and put on the wall in two different areas. Give each child a card with the name of one of the books of the Bible on it. Students must decide which group their book belongs to and attach it to the correct paper.
- Play "Memory" with the books of the Bible. [provided in activity sheets; Printing Instructions: Print the entire [O.T. Books of the Bible Memory Game](#). Then print the [O.T. Books of the Bible](#)

[Memory Game Covers](#) on the opposite side. (Do the same thing with the [N.T. Books of the Bible Memory Game](#) and [N.T. Books of the Bible Memory Game Covers](#).) When your printing is complete you should have flash cards with the books of the Bible on one side and the cover on the other; cut out and laminate. Follow the same instructions for the N.T. files.]

- “[Books of the Bible](#)” word search (provided in activity sheets)
- Make sure each child has a Bible. Call out a book of the Bible and the one who finds it first gets a point. The player with the most points at the end of the game wins. (This can also be played in teams).
- “[Writers of the Bible](#)” crossword puzzle (provided in activity sheets).
- Play [Tic-Tac-Toe](#) using the information from the lesson (provided in activity sheets).

### 3rd-4th Graders:

- Advanced Bible Reader: Have the kids read [How Do You Know the Bible Is From God?](#) by Kyle Butt (Apologetics Press). (If they do not have time to finish it in class, you could assign it as homework.) Print out copies of the corresponding quiz from AP’s [Advanced Bible Reader](#) (ABR) site under “Other Books.” Have each of the children take the quiz. Outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
  - The children could also read the [March, 2015](#) issue of *Discovery* Magazine and take the corresponding ABR quiz.
- Play [Bible Bingo](#) with books of the Bible (provided in activity sheets).
- Memory Game (see activities under 1st-2nd grade section)
- “[Books of the Bible](#)” word search (provided in activity sheets)
- Make or buy sheets of papyrus for students to write on. [Instructions for how to make papyrus are available on the Internet]
- Make sure each child has a Bible. Call out a book of the Bible and the one who finds it first gets a point. The player with the most points at the end of the game wins. (This can also be played in teams).
- “[Writers of the Bible](#)” crossword puzzle (provided in activity sheets).
- Play [Tic-Tac-Toe](#) using the information from the lesson (provided in activity sheets).

## FINGERPLAYS:

### “IN ALL THE WORLD”

In all the world (make a circle with arms)  
Though you look and look (put hands to eyes, look back and forth)  
You will never find (shake head no)  
Another book like the Bible! (make open book with hands)

### “THE BIBLE”

This is the Bible (put hands together)  
Open it wide (open hands together)  
Tell me the story (pretend to read)  
Of Jesus\* inside.  
(\*substitute other names/stories)



### **“I WILL NEVER KNOW”**

If I take the Bible (make open book with hands)  
Then close it up tight, (put hands together)  
I will never know (shake head “No”)  
How to do what’s right! (spread hands helplessly)

### **“LITTLE BIBLE”**

Little Bible, book divine, (make open book with hands, or hold Bible)  
I’m very glad (look very happy)  
That you are mine! (hug the Bible)

## **POEM:**

### **“66 TOTAL BOOKS”**

Take the letters in “Old” and count them for me;  
If you do this, you will get 3.

Now look at “testament” and you will find  
That the letters in this word will always be 9.

If you put these numbers side by side on a line,  
The results of such writing becomes 39.  
And 39 books are all that were meant  
To make up what we call the Old Testament.

Take the letters in “New” and count them for me;  
And just like before, you will get only 3.  
Now look at “testament” and you will find  
That the letters in this word again will be 9.

If you take these numbers and then multiply,  
The 27 you get is not quite so high,  
But 27 books are all that were meant  
To make up what we call the New Testament.

## **SONGS:**

### **“2 TIMOTHY 3:16-17”**

Author: Jeff Miller

(Tune: See “[Christian Evidences Memory Work](#)” CD)

### **“THE BOOKS OF THE OLD TESTAMENT”**

Author: Jeff Miller

(Tune: See “[Kids Prep](#)” CD)

## **“THE BOOKS OF THE NEW TESTAMENT”**

Author: Jeff Miller

(Tune: See “[Kids Prep](#)” CD)

Matthew, Mark, Luke, and John—these are the Gospels.

Acts of the apostles, Paul’s letters to the disciples:

Romans, First and Second Corinthians, Galatians, and Ephesians,  
Philippians, Colossians, First and Second Thesalonians;  
First and Second Timothy,  
Titus and Philemon.

Also, Hebrews, James, First and Second Peter,  
First, and Second and Third John,  
Jude, and Revelation.

## **“WHO WROTE THE BIBLE?”**

Author: Jeff Miller

(Tune: See “[Kids Prep 2](#)” CD)

Over 1600 years, some 40 men from different back-grounds,

Wrote what the Ho-ly Spirit said to write down:

Kings and priests, a scribe, a rancher, fishermen, shepherds, prophets, a soldier;

Doctor, slave, tax collector, tentmaker, cup-bearer, tree doctor, and others—

yet they all agreed with one another.

They wrote what they heard from up above.

## **“HOW IS THE BIBLE ORGANIZED?”**

Author: Jeff Miller

(Tune: See “[Kids Prep 2](#)” CD)

There are 39 books, in the Old Testament;

Hebrew and Aramaic were the tongues spoken.

The Patriarchal Law governed all up to Moses,

And the Mosaic Law governed Jews up to Christ.

There are 5 books of Law: from Genesis to Deuteronomy.

Joshua to Esther are the 12 books of history.

Five books of poetry: from Job to Song of Solomon, and yet,

From Isaiah to Daniel: the 5 major prophets;

Hosea to Malachi: the 12 minor prophets.

After Malachi was written, but before the New Covenant,

More than 400 years, that we call the “intertestament.”

Greek and Roman kingdoms ruled the world with the sword,

Then John the Baptizer was born, “prepare the way for the Lord.”

There are 27 books found within in the New Testament.  
They were written in Greek, for that was the tongue that was spoken.  
The life of Christ is written in Matthew through John,  
The book of Acts tells the origin of Christ's Church that lives on.  
Romans through Jude: letters to Christians;  
Prophecy: Revelation.

**“WISE KIDS”** ([Click to Hear](#))

Author: Unknown\*

(Tune: “The Wise Man Built His House Upon the Rock”)

Wise kids read their Bibles every day, (open hands like book)  
Wise kids read their Bibles every day,  
Wise kids read their Bibles every day,  
And we trust upon the Lord! (point to heaven)

Wise kids learn to pray every day, (fold hands in prayer)  
Wise kids learn to pray every day,  
Wise kids learn to pray every day,  
And they wait upon the Lord! (point to heaven)

So read your Bible, pray, and you'll be wise, (open hands like book, then fold in prayer)  
So read your Bible, pray, and you'll be wise,  
So read your Bible, pray, and you'll be wise,  
No matter what your size!

**“THE BIBLE”** ([Click to Hear](#))

Author: Unknown\*

(Tune: “Go In and Out the Window”)

I love to read the Bible, (REPEAT twice)  
Because it is God's Word.

I will not tear its pages, (REPEAT twice)  
Because I love God's Word.

I love to hear its stories, (REPEAT twice)  
Because I love God's Word.

**“LISTEN TO MY WORDS”** ([Click to Hear](#))

Author: Unknown\*

(Tune: “London Bridge”)

God gave me two ears to hear, ears to hear, ears to hear,  
God gave me two ears to hear, I will listen.

God says, "Listen to My words, to My words, to My words."  
God says, "Listen to My words," they're in the Bible.

**"OLD TESTAMENT BOOKS" ([Click to Hear](#))**

Author: Unknown\*

(Tune: "Did You Ever See a Lassie?")

Let us sing the books of Moses, of Moses, of Moses;  
Let us sing the books of Moses, for he wrote the Law.  
First, Genesis, then Exodus, third Leviticus, fourth Numbers;  
And fifth is Deuteronomy, the last book of Law.

Let us sing the books of history, of history, of history;  
Let us sing the books of history, which tell of the Jews.  
There's Joshua and Judges, and the story of Ruth,  
Then First and Second Samuel and First and Second Kings;  
Then First and Second Chronicles, which give us their records;  
Then Ezra, Nehemiah and Esther, the queen.

Let us sing the books of poetry, of poetry,  
of poetry,  
Let us sing the books of poetry,  
The songs the Jews sang.  
Job the patient, Psalms of David,  
And the Proverbs of a wise one;  
And then Ecclesiastes,  
And the Song of Solomon.

Let us sing the major prophets, major prophets, major prophets;  
Let us sing the major prophets, five long books in all.  
Isaiah, Jeremiah, and then Lamentations,  
Ezekiel and Daniel, who were true to their God.

Let us sing the minor prophets, minor prophets, minor prophets;  
Let us sing the minor prophets, 12 short books in all.  
Hosea, Joel, Amos, Obadiah,  
Jonah, Micah, Nahum, Habakkuk,  
Zephaniah, Haggai, Zechariah, Malachi.

**"READ YOUR BIBLE, PRAY EVERYDAY" ([Click to Hear](#))**

Author: Unknown\*

(Tune: See Internet)

If you read your Bible and pray everyday, you'll grow, grow, grow. (REPEAT)

Grow, grow, grow, grow,  
Grow, grow, grow.

If you read your Bible and pray everyday, you'll grow, grow, grow.  
(Make hand movements as if reading, praying, and like a child growing.)

If you neglect your Bible and forget to pray, you'll shrink, shrink, shrink.  
(Make hand movements as if closing Bible, head gesture saying "No," and like a child shrinking.)  
(REPEAT)

Shrink, shrink, shrink, shrink,  
Shrink, shrink, shrink.

If you neglect your Bible and forget to pray, you'll shrink, shrink, shrink.  
(Make hand movements as if closing Bible, head gesture saying "No," and like a child shrinking.)

So read your Bible and pray everyday, and you'll grow, grow, grow.  
(Make hand movements as if reading, praying, and like a child growing.) (REPEAT)

Grow, grow, grow, grow,  
Grow, grow, grow.

So read your Bible and pray everyday, and you'll grow, grow, grow.  
(Make hand movements as if reading, praying, and like a child growing.)

### **"THE B-I-B-L-E"** ([Click to Hear](#))

Author: Traditional

The B-I-B-L-E, that's the book for me!  
I stand alone on the Word of God,  
the B-I-B-L-E.

The B-I-B-L-E, that's the book for me!  
I read and study and then obey,  
the B-I-B-L-E.

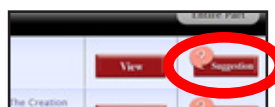
### **"GOD'S WORD"**

Author: April Meacham and Teah McWhorter

(Tune: See "[To Know God in Song](#)" CD)

\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

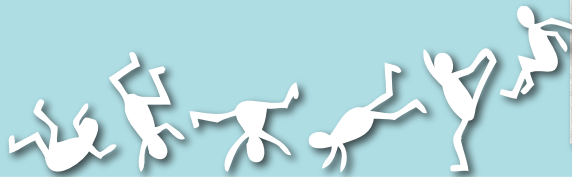
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"SUGGESTION" BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE  
CURRICULUM WEB SITE.





# Learning About God's Book

2 Timothy 3:16-17



Old Testament 1  
Part 1: Exploring God's World

## WEDNESDAY EVENING

Old Testament 1 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

2 Timothy 3:16-17; 2 Timothy 2:15; Hebrews 4:12; Psalm 119:9,11,24; John 20:30-31

### MEMORY WORK:

YOUNGER CHILDREN: "Be diligent to present yourself approved to God" (2 Timothy 2:15a).

OLDER CHILDREN: "Be diligent to present yourself approved to God, a worker who does not need to be ashamed, rightly dividing the word of truth" (2 Timothy 2:15).

\*Continue working with children on memorizing the books of the Bible.

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["In All the World"](#)
- ["The Bible"](#)
- ["I Will Never Know"](#)
- ["Little Bible"](#)
- ["66 Total Books"](#)
- ["2 Timothy 3:16-17"](#)
- ["The Books of the Old Testament"](#)
- ["The Books of the New Testament"](#)
- ["Who Wrote the Bible?"](#)
- ["How Is the Bible Organized?"](#)
- ["Wise Kids"](#)
- ["The Bible"](#)
- ["Listen to My Words"](#)
- ["Old Testament Books"](#)
- ["Read Your Bible, Pray Everyday"](#)
- ["The B-I-B-L-E"](#)
- ["God's Word"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- [Apologetics Press' Bible Timeline](#)



- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- “[Books of the Bible Chart](#)” (provided in activity sheets)
- Road map
- Clay or Play-Doh; sharpened pencils or sharpened sticks to use as styli
- “[Egyptian Papyrus Making \[Animation\]](#)” on YouTube
- “Classic Bible Bingo” player and calling cards: <http://livingwaterbiblegames.com/bible-books-bingo-classic.html>
- Bible Class Workshop visuals: “[27](#),” “[39](#),” “[66](#),” “[Inspiration Poster](#),” “[Bible Bookcase Wall Chart Laminated](#),” “[Bible Library New Testament Poster Set](#),” “[Bible Library Old Testament Poster Set](#),” “[Books of the Old Testament and New Testament Poster Set](#)”

## PERSONAL APPLICATION:

Because He loves us, God has given us the Bible to help us know how He wants us to live so we can go to heaven. It is very important that I learn about the Bible every day, as long as I live.

## INTRODUCTION:

- Review Sunday’s lesson (see [O.T. 1 Review Questions](#) for example questions)
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)

## POINTS TO EMPHASIZE:

YOUNGER CHILDREN: Copy two or three pages from an easy-to-read version of the Bible (like the English Standard Version). Enlarge the pages 200% and laminate them. Show them cards of important words from each page you have enlarged. When they find the word designated on the card, let them circle it with a dry erase marker.

Make dot-to-dot tracing sheets of important words from Scripture, laminate them, and let the children trace the words. Emphasize over and over how wonderful it is that they can find things (i.e., “read” things) in God’s Word.

OLDER CHILDREN: Continue Sunday morning lesson if the teacher did not have time to get through all of the material. If she did finish, re-emphasize the main points, and work on the “Bible Facts” as listed in the Recommended Visuals in the Sunday morning outline.

## PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

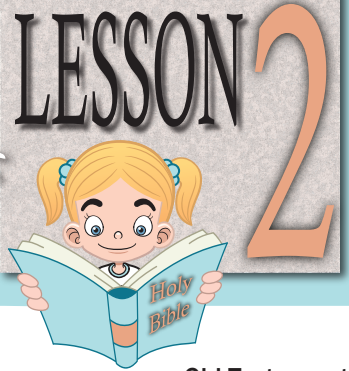
- See Sunday morning’s lesson

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.





# Exploring the Universe: Days 1, 2, 3, & 4 of the Creation Week



Old Testament 1  
Part 1: Exploring God's World

## SUNDAY MORNING

Old Testament 1 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Genesis 1 and 2; Psalm 19:1-4; Psalm 8; Psalm 33:6,9; Hebrews 11:3; Psalm 104:5-15; Acts 17:25; Exodus 20:11

### MEMORY WORK:

“In the beginning, God created the heavens and the Earth” (Genesis 1:1).

Also help the children memorize what was made on each of the six days of Creation.

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“God Exists”](#)
- [“Genesis 1:1”](#)
- [“Creation”](#)
- [“Creation Song”](#)
- [“Twinkle, Twinkle, Little Star”](#)
- [“God Made Trees”](#)
- [“God Made the Land”](#)
- [“My God is So Big!”](#)
- [“The Hippo Song”](#)
- [“Days of Creation”](#)
- [“Somethin’ or Nothin’”](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP’s Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Apologetics Press’ [Bible Timeline](#)
- Bible Class Workshop visuals: [“Creation Arrow,”](#) [“Design in God’s Creation Poster,”](#) [“Creation Circles,”](#) [“Creation Circles Takehome,”](#) [“Creation Wall Chart”](#)
- Large numbers (10-12” tall) with pictures on them of things created on Days 1-6. Day 7 would just say, “God rested.”



- [Creation Cards—Exploring God’s Creation from Apologetics Press](#)
- [Digger Doug’s Underground episode, “Days of Creation,” Episode 5 from Apologetics Press](#)

### PERSONAL APPLICATION:

YOUNGER CHILDREN: In the beginning, God made everything in the Universe from nothing. He did this in six days.

OLDER CHILDREN: In the beginning, God made everything in the Universe from nothing. He did this in six days. He is the Creator, the Designer behind every design, the ultimate Cause behind every effect. During the first four days, God made the Earth, space, light, water, land, the plants, and the stars.

## LESSON STARTS HERE

### TEACHING ALERTS:

- Note that God created more than just “light” on Day 1. He created water, space, and Earth as well.
- Note that some believe Genesis 1:6-7 indicate that a water canopy for the Earth was initially created, but that is not demanded by the text concerning Day 2. Recent studies by Creation scientists suggest standard Canopy models do not fit the scientific evidence.
- Note that Genesis 2:5-6 may not be saying that there was no rain until the Flood. It may be saying that there had been no rain on the Earth up until God created humans (vs. 7).
- Note that Genesis 1:29-30 indicates God created humans and many animals initially to be herbivores, but it is not clear how long they remained that way (Genesis 6:12). Genesis 9:3 is the first recorded **authorization** by God for a carnivorous diet for humans.



### INTRODUCTION: (YOUNGER CHILDREN)

Last week, we talked about how important it is to study our Bibles. Why is the Bible the best book in the whole world? (Because it is the Word of God). How do we take care of our Bibles? Let’s sing the books of the Bible.... Today, we are going to talk about the very first book in the Bible. The book of Genesis! In the book of Genesis, we can learn about how God made the world and everything in it!

### INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson, emphasizing the importance of studying and taking care of our Bibles. Continue learning the books of the Bible.

Discuss what students’ school textbooks and most TV programs tell us about the beginning of the world and how life began. A lot of people believe that the world and everything in it just came about by accident. They say living things came from non-living things, changing from one creature into another. That idea is called The General Theory of Evolution. That is not what God tells us in the Bible. Today we are going to learn what the book of Genesis says about God creating the world and everything in it.

## POINTS TO EMPHASIZE:

1. The first book of the Bible, Genesis, tells us how the Earth and the entire Universe first came into being. “Genesis” means “beginning.” [For younger children, explain “beginning” in relation to when class began, when summer begins, when each child’s life began, etc.]
2. God created the Universe and our world and everything in it in the beginning, and it only took Him six, **literal** days. God spoke and everything just appeared! What awesome power He has!



**RECOMMENDED READING FOR TEACHERS:** See the articles titled “[Does the Hebrew Word Yom Endorse an Old Earth?](#)” and “[Were the Days Really Days?](#)” on the Apologetics Press Web site for a more in depth study on whether the days of Genesis one were literal days or long periods of time, as some have suggested. See the article “[21 Reasons to Believe the Earth is Young](#)” on the Apologetics Press Web site for a study of scientific evidence verifying the young age of the Universe.



**NOTE:** We know from the original meaning of the Hebrew word translated “day,” and from its usage in other O.T. passages, that “day” in Genesis 1 and 2 means a literal 24-hour day—the same days we have today. “An evening and morning were” one day, God said, giving an interpretation of His own words. We also know, from ample scientific evidence, that the world is only 6,000 to 10,000 years old, not billions of years old. See [www.apologeticspress.org](http://www.apologeticspress.org).

3. On the first day, God made light and darkness and gave them names: Day and Night. On the second day, God separated the waters above from the waters below; creating the sky and a mass of water that covered the Earth. On day 3, He separated the waters on the Earth to form seas and let dry land appear. He then created all the vegetation (grass, flowers, trees, etc.) on the land and in the seas.
4. God knew that everything He created would need **light** and light energy to survive. He **planned** for light, and on day 4, God made the Sun for daytime, and the Moon and the stars for nighttime.



**RECOMMENDED READING FOR TEACHERS:** See the article titled “[How Could There Be Light Before the Sun?](#)” by Jeff Miller on the Apologetics Press Web site for a study on the nature of the light that was created on day one. See the article “[What Did God Create on Day One?](#)” by Eric Lyons for a discussion of God’s creative activity on Day 1.



**Light:** a form of energy that exists in rays and moves in a straight line.

5. Many people believe that what we read about Creation in Genesis is a fairy tale—something that men made up—just a good story that could not possibly be true. These people choose to believe in the theory of evolution. [A theory is an idea that men come up with and then try to find evidence to prove their idea is right.] The theory of evolution teaches that the world and everything in it came about by accident; that plants and animals changed (evolved) from one kind of plant or animal to another by themselves for no apparent reason.

6. Evolution says that about 14 billion years ago there was a huge explosion in space (the “Big Bang”) and because of this explosion, a huge rock formed in space, and this huge rock became Earth. Evolution teaches that matter appeared all by itself, for no reason at all.
7. But what does the Bible say? The Bible says that God created everything in six, 24-hour days with great care and precise detail. Nothing just “appeared,” and life didn’t come about by accident over billions of years. The Bible teaches that God created **matter**. There are 3 kinds of matter: gas, liquid, and solid. [Solid = the Earth itself: rocks, sand, our bodies, animals, the Moon, etc. Liquid = water. Gas = oxygen, carbon dioxide, steam, the Sun (which is a huge ball of gases), etc.]



**Matter:** is anything that has volume (i.e., takes up space) and has mass (i.e., can be weighed).



**RECOMMENDED READING FOR TEACHERS:** See the article titled “[Evolution and the Laws of Science: The Laws of Thermodynamics](#)” and “[God and the Laws of Science: The Law of Causality](#)” by Jeff Miller on the Apologetics Press Web site for a more in depth study on science and the supernatural origin of matter and energy.

8. Evolution teaches that with enough time, anything could happen by accident—that order could come from chaos (explosions, etc.). But if there were an explosion in a printing shop, words would not appear on pages—and certainly not in the right order to make sense. And pages would not fall into the proper order to make a book. If we took a watch apart and laid out all the pieces on the table, how long would we have to wait for all the pieces to come back together into a working watch on their own? If we had all the pieces of a very modern car [give an appropriate example that all kids recognize] laid out in your yard, would a big explosion or a tornado put all the pieces together and make all the complicated systems work properly? If we left the pieces of a watch or a car laid out for billions of years, would they ever come together in the right order? **No!** Evolution wants you to believe that more amazing things than this have happened. For every effect, or result, there must be an adequate cause (Psalm 8:3-4).
9. God knew that everything He would create would need order, so He caused our world and our entire solar system to follow a perfect order. The Earth and the other planets move in very specific, exact patterns around the Sun. The Earth’s size and distance from the Sun are precise and just right. If the Earth were even a small fraction closer to the Sun, it would burn up. If it were even a small fraction farther from the Sun, everything living would freeze to death.
10. Earth is 93 million miles from the Sun, but it only takes 8 minutes for light to reach the Earth. The Earth is tilted at just the right angle for our seasons. While our Earth is spinning around the Sun, our Moon is spinning around Earth, at just the right distance, at just the right speed to regulate the ocean’s tides. The stars are like suns; they are balls of hot gases. They are in exact, unchanging patterns in the sky all the time; sailors have used them as guides for thousands of years. There are so many stars that man cannot count them, yet God knows each one (Psalm 147:4).



**RECOMMENDED READING FOR TEACHERS:** See the article titled “[When Were the Sun, Moon, and Stars Created?](#)” by Eric Lyons on the Apologetics Press Web site for a more in depth study on a typical misconception about the creation of the heavenly bodies.

11. One night, go outside at night and hold a dime up to the sky at arm’s length. Look at how small of a space that dime takes up. According to pictures from the Hubble telescope, millions of stars occupy that small amount of space in the heavens (look up hubble telescope images).



**RECOMMENDED READING FOR TEACHERS:** See the articles “[All Clocks Have a Clockmaker](#),” “[Missing the Obvious Implication](#),” and “[Scientists Don’t Have a Clue How Life Began](#)” by Kyle Butt, “[How Come Earth Got All the Good Stuff?](#)” by Eric Lyons, and “[7 Reasons to Believe in God](#)” by Eric Lyons and Kyle Butt on the Apologetics Press Web site for a study of some of the evidence for the existence of the God of the Bible.

**PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- Click here for complete [Activity Book](#) and [Answer Key](#).

**Ages 2-5:**

- “[Days 1-4 of Creation Week Coloring Sheet](#)” (provided in activity sheets)
- “[What did God make, and what did man make?](#)” Activity (provided in activity sheets)
- Punch holes in black construction paper or black poster board. Hold against flashlight in a dark room. “Stars” will shine on ceiling.
- Help each child make a Pringles can peep box. Cut out paper discs (from white copy paper or tissue paper) to fit inside the plastic lids. Put star stickers on the discs. Punch holes in the metal bottom of the cans so the children can look through the can.
- Use 6 gift bags or small paper sacks. On each one, glue large cut-out numbers, or write the numbers 1-6. Have pictures, die cuts, or objects representing all that God made. Give these objects or pictures to each child and ask him/her to place pictures or objects in the bag to indicate on which day that object or creature was made.
- Cut strips of construction paper or posterboard approximately 4” x 14-16”; cut one strip for each child in the class. Draw lines on the strips so that there are 7 sections; label each section Day 1, Day 2, etc. Provide the children with stickers or small pictures that they can put in the correct sections, or encourage them to draw their own pictures. You may want to make a sample to give them some idea what the finished product should look like.

**1st-2nd Graders:**

- Draw a large circle and a small circle, and place them 9 inches apart on the table or floor. Each inch represents 10 million miles. This is the approximate distance between Earth and the Sun. The circle for the next nearest star would have to be drawn 40 miles away from the large circle. (Remind the students about a landmark or town that is about 40 miles from where they live).
- Have children start making a “Creation Book” to be completed with Lesson 5.

- Get information about each planet from the Internet, books, etc. Let your students read/tell about the planets in class.
- “[Days of Creation](#)” Word Search (provided in activity sheets)
- Advanced Bible Reader: Have the kids read *God Made the World* by Kyle Butt (Apologetics Press). Print out copies of the corresponding quiz from AP’s [Advanced Bible Reader](#) (ABR) site under “Other Books.” Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.

### 3rd-4th Graders:

- Advanced Bible Reader: Have the kids read *How do You Know God is Real?* by Kyle Butt (Apologetics Press). (If they do not have time to finish it in class, you could assign it as homework.) Print out copies of the corresponding quiz from AP’s [Advanced Bible Reader](#) (ABR) site under “Other Books.” Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
  - The children could also read *Does God Like...to Paint?* by Branyon and Alana May (Apologetics Press). Print out the corresponding ABR quiz for the children to take.
  - They could also read *God Made the World* by Kyle Butt. Print out the corresponding ABR quiz for the children to take.
- Print off copies of the following issues/articles of *Discovery Magazine* from the Apologetics Press Web site, and have the students read the issues and do the activities in the activity section (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine). *Discovery* issues: [January, 2008](#); [August, 2011](#); [March, 2011](#); [March, 2012](#); [January, 2021](#); [March, 2018](#); [November, 2016](#); “The Miracle of Creation,” [February, 2000](#)
- Draw a large circle and a small circle, and place them 9 inches apart on the table or floor. Each inch represents 10 million miles. This is the approximate distance between Earth and the Sun. The circle for the next nearest star would have to be drawn 40 miles away from the large circle. (Remind the students about a landmark or town that is about 40 miles from where they live).
- Have the children start making a “Creation Book” to be completed with Lesson 5.
- Divide students into groups and assign each group a planet. Give each group reference books to look up information about their planet. (You can also print out some information from the Internet before class to give to each group). On the floor, mark off estimated distances for the planets, and let the groups describe their planets and act out their orbital movement.
- Have the children read Genesis chapter one.
- “[Days of Creation](#)” Word Search (provided in activity sheets)
- Have the children read relevant kids tracts from the Apologetics Press “Truth About...” tracts, answering the questions therein.
- Imagine that you are giving a tour of the Universe to a mysterious visitor who has never seen it before and who has no idea how it all got here. The visitor has lots of questions like “Where did all this come from? How does everything work together? Why doesn’t that thing you call a Sun just fall out of the sky?” Have the children write a short story or draw a picture to tell or show what they would tell this visitor and how they would answer the questions.

## SONGS:

### **“GOD EXISTS”**

Author: Jeff Miller

(Tune: See “[Christian Evidences Memory Work](#)” CD)

#### VERSE 1:

If there’s an engine, there’s an engineer.  
If there’s a painting, there’s a painter somewhere.  
If there’s a law, there’s a law maker.  
If there is writing, there’s a writer for sure.

If there’s design in the world, and we know that there is,  
There must be a Designer, Who designed it.

#### CHORUS:

God exists, the evidence says.  
We can believe it. We don’t have to guess.

#### VERSE 2:

The Universe exists. It had to come from somewhere.  
It must have a Cause. That Cause put it there.  
It can’t create itself. It can’t exist forever.  
God is out there, and He put it together.

#### (CHORUS)

#### VERSE 3:

There is right and there is wrong. It can’t be denied.  
If Johnny took my stuff, it wouldn’t be right.  
If there is right and wrong that everyone is subject to,  
That higher Law’s from Someone Who’s above me and you.

#### (CHORUS)

Study the Bible; learn what He wants you to do.  
Be sure to obey Him, and He’ll be proud of you.

### **“GENESIS 1:1”**

Author: Jeff Miller

(Tune: See “[Hidden in My Heart](#)” CD)

## “CREATION”

Author: Jeff Miller

(Tune: See “[Kids Prep](#)” CD)

### VERSE 1:

God made water, space, and Earth on Day one.  
He also made light for day, ‘cause there was none.  
He made the great blue skies above, all on Day two,  
On Day three: the land, the grass, the trees, and the seas, too!

### CHORUS #1:

God made all creation, and behold, it was very good.

### VERSE 2:

On Day four, He made the Sun, the Moon, and stars on high.  
On Day five, He made the swimming things and creatures that fly.  
On Day six, He made the land creatures and all creeping things,  
And it was very good when He made Adam and Eve.

### CHORUS #2:

Six days, God created, and He stopped on the seventh Day.

## “CREATION SONG” ([Click to Hear](#))

Author: Unknown\*

Day one, day one,  
God made light when there was none. (REPEAT)

Day two, day two,  
God made clouds and skies of blue. (REPEAT)

Day three, day three,  
God made grass, flowers, trees, and seas. (REPEAT)

Day four, day four,  
Sun and Moon and stars, galore. (REPEAT)

Day five, day five,  
God made birds and fish alive. (REPEAT)

Sixth day, sixth day,  
God made animals and man that day. (REPEAT)

Day seven, day seven,  
God rested in His heaven. (REPEAT)



**“TWINKLE, TWINKLE, LITTLE STAR” ([Click to Hear](#))**

Author: Traditional

Twinkle, twinkle, little star,  
God has put you where you are.  
Shining in the sky so bright;  
Twinkle, twinkle through the night.  
Twinkle, twinkle, little star,  
God has put you where you are.

Twinkle, twinkle, little star,  
God has put you where you are.  
I see the Moon and the Moon sees me,  
God bless the Moon and God bless me.  
Twinkle, twinkle, little star,  
God has put you where you are.

**“DAYS OF CREATION” ([Click to Hear](#))**

Author: Courtney Ruiz (adapted)

(Tune: “Twelve Days of Christmas”)

On day one of Creation  
God said, “Let there be light,”  
And then there was day and there was night.

On day two of Creation  
God made the big, blue sky,  
Making a place for clouds up high.

On day three of Creation  
God made dry land and seas,  
And He made plants and also trees.

On day four of Creation  
God made two great, big lights:  
The Sun for day and Moon and stars for night.

On day five of Creation  
God put fish in the seas,  
And little birds to fly-y in the breeze.

On day six of Creation  
God made animals you see,  
And people just like you and just like me.

On day seven of Creation  
God said, “It’s very good!”  
And told man to live as he should!

**“MY GOD IS SO BIG!”**

Author: Ruth Harms Calkin  
[See Internet for words and tune]

**“THE HIPPO SONG”**

Author: Unknown\*  
[See Internet for words and tune]

**“GOD MADE TREES”**

Author: Unknown\*  
[See Internet for words and tune]

**“GOD MADE THE LAND”**

Author: Unknown\*  
[See Internet for words and tune]

**“SOMETHIN’ OR NOTHIN’”**

Author: April Meacham  
(Tune: See [“To Know God...in Song”](#) CD)

VERSE 1:

Somethin’—it takes me somethin’,  
To make somethin’ new I start with somethin’ old.  
Put a little bit of this with a little bit of that.  
If it works, I have made a brand new somethin’.

VERSE 2:

Nothin’—it took Him nothin’,  
For our God and Father to create the world.  
Not a little bit of this or a little bit of that.  
But it worked for this world is really somethin’.

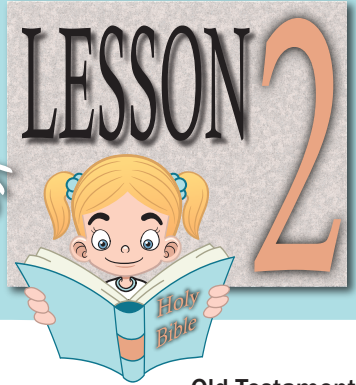
\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



# The Creation of Land and Sea (Day 3)

## Genesis 1:9-10



Old Testament 1  
Part 1: Exploring God's World

## WEDNESDAY EVENING

Old Testament 1 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Genesis 1:9-10; Psalm 8:8; Psalm 95:5; Psalm 148:5; Psalm 104:10-13; Ecclesiastes 1:7

### MEMORY WORK:

“In the beginning, God created the heavens and the Earth” (Genesis 1:1).

Also help the children memorize what was made on each of the six days of Creation.

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“God Exists”](#)
- [“Genesis 1:1”](#)
- [“Creation”](#)
- [“Creation Song”](#)
- [“Twinkle, Twinkle, Little Star”](#)
- [“God Made Trees”](#)
- [“God Made the Land”](#)
- [“My God is So Big!”](#)
- [“The Hippo Song”](#)
- [“Days of Creation”](#)
- [“Somethin’ or Nothin’”](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- [Creation Cards—Exploring God's Creation](#) from Apologetics Press
- Pictures of the ocean, islands, beaches, marine life, etc.
- Betty Lukens felt pieces
- A globe or picture of the Earth as seen from space



- **Pictures of how man and animals use water**
- **Jars of fresh and salty water**

## PERSONAL APPLICATION:

We can see God’s design for the Earth in the land and sea He created. God had a design for everything.

## INTRODUCTION:

- Review Sunday’s lesson (see [O.T. 1 Review Questions](#) for example questions)
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)

## POINTS TO EMPHASIZE:

Use as much of this information for younger children as is appropriate for your particular class.

1. There may have been a “canopy” of water around the Earth in the beginning. On Day 2 of the Creation week, God separated all the water that was around the Earth so that there was water in the atmosphere and water on the Earth.
2. On Day 3, God separated the water on the Earth so that dry land appeared (Psalm 148:4-5; 104:10-15). About 3/4’s of the Earth is covered by water, constantly evaporating and condensing. [Remind older children about the hydraulic cycle they have studied in school.] This water provides a natural heating and cooling system for the Earth’s surface. Again, we see God’s perfect design for the Earth so that living things would have the right environment in which to live. If the Earth were completely covered by all the water, it would be about 2 miles deep. All of the major oceans are connected, and there are many, many rivers and streams all over the Earth (Ecclesiastes 1:7).
3. Water is important to everything and everyone on Earth. God knew that water would be important to everything He created. So, He provided a lot of water on the Earth.
4. What does water do for us? Why is water important? [Discuss the importance of water for plants and animals; it provides homes for animals, power for hydroelectric plants; it’s important in transporting logs to lumber mills and food to markets; it’s used as a means of transportation; etc.]
5. God planned for ocean currents and tides. All the water in the ocean is in constant circulation, moving about in orderly, well-defined patterns. (The Gulf Stream sweeps up the coast of North America and flows across the North Atlantic. A similar stream of warm water flowing up from the tropics warms the western coast of North America.) (Psalm 8:8)
6. What makes currents? (1) Winds. (2) Cold water moving on the bottom of the ocean from the North and South Poles. At the equator, the cold water rises to replace the warm water, which the surface currents are constantly carrying toward the Poles. Without the constant movement of the currents, bacteria, dead animals, and plants would settle, making the oceans very dirty.
7. What causes tides? Twice a day, almost like clockwork, the level of the sea rises and falls along the shoreline. This is called the “ebb and flow of the tides.” The tides are caused by the gravity of the Moon; the water on the Earth “bulges” at different places on the Earth according to the position of the Moon and the rotation of the Earth on its axis.

**PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- See Sunday morning’s lesson
- For younger children, have bowl(s) of water in which they can use eyedroppers, funnels, and sponges to play in the water. While they are playing, enjoying the feel of the water, make sure you talk about God’s gift of water and the many ways we use it.
- Have a large bowl, half-filled with water. Put marbles or rocks inside a small, covered, plastic bowl; place the small bowl inside the large bowl to demonstrate that heavier things sink. Have several items that sink, and several items that float. Allow children to experiment with these.
- Make a “wave” bottle: Fill a 2-liter soda bottle 1/3 full of white vinegar. Add several drops of blue food coloring. Fill remainder of bottle with vegetable oil. You can add some sand if you desire, as well as small shells or other sea-related objects. You can also help students make their own wave bottles, using smaller soda bottles or water bottles. (Be sure to put hot glue or some other strong adhesive on the inside of the cap and allow it to dry so that the children cannot unscrew the lids!)
- Grow your own coral: Put several pieces of broken brick or soft coal the size of large walnuts in a small aluminum pie pan or saucer. Then mix together 4 tablespoons of non-iodized salt, 4 tablespoons of liquid bluing, 4 tablespoons of water, and 1 tablespoon of household ammonia. Pour liquid slowly over the brick or coal. Then carefully drop small amounts of food coloring over the “rocks.” In just a short time, little crystals should begin to form. Do not move the pan or saucer around too much or touch it; the “coral” will crumble easily.

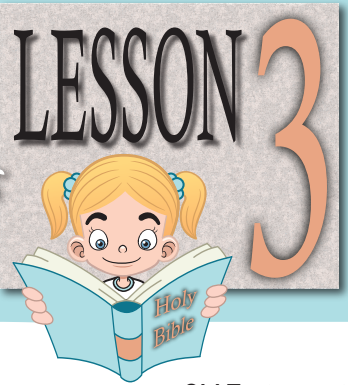
\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.





# Exploring the World of Plants:

## Day 3 of Creation



Old Testament 1  
Part 1: Exploring God's World

## SUNDAY MORNING

Old Testament 1 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Genesis 1:11-12; Psalm 104:14-17; Exodus 20:11

### MEMORY WORK:

“For in six days the Lord made the heavens and the Earth, the sea, and all that is in them, and rested the seventh day. Therefore the Lord blessed the Sabbath day and hallowed it” (Exodus 20:11).

Also help the children memorize what was made on each of the six days of Creation.

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“Exodus 20:11”](#)
- [“God Exists”](#)
- [“Creation”](#)
- [“Creation Song”](#)
- [“God Made Trees”](#)
- [“God Made the Land”](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Pictures or samples of various kinds of plants (leaves, yeast, pinecones, and pine needles, fruits and vegetables, etc.)
- Pictures and/or samples of things God gives us through plants (wood for furniture, gum, medicines, rubber, cinnamon, soap, fruit, paper, etc.)
- Pictures of fruit trees with fruit on them



- Pictures of desert plants
- Pictures of plants from different parts of the world and different climates (including land and water plants)
- Younger students: make a flipchart of the main points and include several pictures of different plants to discuss what they are and how they are important.
- Older students: [Photosynthesis Flip Chart](#) (provided in activity sheets)
- Older students: If available, get copies of textbooks that discuss the “evolution of plants” to discuss the differences between evolution and what the Bible says.

### PERSONAL APPLICATION:

God designed everything, including plants. They did not come into being by accident; they did not evolve from one thing into another over millions of years.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Last week we began studying about how God created the world. How many days did it take for God to make the whole world? What did God make on Day 1? Day 2? Day 4? Today, we are going to learn what God made on Day 3. Who can tell me? We are going to learn why plants are so important.

### INTRODUCTION: (OLDER CHILDREN)

Review previous week’s lesson.

Are plants important to us? Why? (They provide oxygen, absorb carbon dioxide, give us food, provide homes for animals, etc.) God knew we would need plants to live, so on Day 3, He made all the plants and trees. Evolution tries to tell us how plants “came to be,” but we are going to learn today how they were created by God for us.

### POINTS TO EMPHASIZE:

1. For preschoolers, the teacher may want to skip the information on evolution and focus more on why trees and plants are so important to us.
2. After separating the water and land on Earth, God covered the land with many plants (grass, trees, flowers, plants which provide food, etc.). We can find plants all over the Earth. They grow in deserts, forests, rainforests, mountains, and even in Antarctica.
3. God created every plant full-grown and able to reproduce (or make more of itself). He made every plant with seeds or spores so that there would be many more of the same kind of plant. Ask the children if they’ve ever seen fruit trees. (Show pictures of fruit trees). Discuss how an apple tree will never have oranges hanging on it; how a cherry tree will never have peaches hanging on it, etc. God’s design of the many different kinds of plants guarantees that corn seeds will always produce corn plants, that flower seeds will always produce the same kind of flowers they came from, that acorns will always produce oak trees, etc.
4. Evolution says that plants came from a steamy body of water that appeared by accident. Evolution says that matter accidentally came to life in the water and that, over millions and



million of years, plants moved (by wind or water) onto land. If this is true, there should be **fossils** of those times when plants were changing (“intermediate” life forms), but there is no evidence of that. According to the Bible, God created all kinds of plants in **one day** and that He created all the plants **full grown**. (Discuss how there are “new” plants because man has cross-pollinated and made hybrid plants, but that the seeds from these plants will still produce the type of plant they came from.)



**Fossil:** comes from the Latin word *fossus*, and literally means “having been dug up.” Fossils are the preserved remains of animals, plants, and other organisms from the past.



**RECOMMENDED READING FOR TEACHERS:** See the article titled “[Did the Trees of the Garden of Eden Have Rings?](#)” by Jeff Miller on the Apologetics Press Web site for a study on that subject. See the article titled “[Common Sense, Miracles, and the Apparent Age of the Earth](#)” by Eric Lyons on the Apologetics Press Web site for a response to the charge that the Universe must be old in light of its appearance and dating techniques.

5. Many plants from the early days of the Earth are no longer living. Many plants and animals have become **extinct**, for one reason or another. A plant can become extinct because of changing climate, being destroyed by people, etc.



**Extinct:** a species becomes extinct when the last member of that species has died.

6. Why are plants important? Why did God create plants? If there were no plants, the Earth would be one big ball of dirt and mud. The wind would blow sand around uncontrollably, like it does in the desert. Rain would cause continual mudslides in hilly and mountainous regions. God, in His infinite wisdom and planning, knew that the Earth would need plants to control erosion, damaging winds, and blowing sands, and also to provide oxygen for every living thing to breathe. He also knew that people and animals would need the plants for food and that we would learn to use plants in many different ways.
7. Here are some of the ways we have learned to use plants: cinnamon, rubber, furniture, gum, spices, foods, paper, lumber, soap, paint, medicines, corn, wheat, hay, barley, rye, clothing (from cotton), peanuts, etc.
8. All plants are not helpful plants to humans. Some plants (like kudzu and wild vines) can keep other plants from getting the water they need. Other harmful plants (like poison ivy, poison oak, some kinds of mushrooms, etc.) are poisonous for humans and/or animals to touch or eat. However, God still made them with a purpose in mind.
9. What do plants need to grow? Nearly all plants need sunlight, and all plants need water. Most plants need soil, but some kinds of plants can grow in only water. All plants need some kind of “food” to keep growing. This food comes from the soil, but mostly the plants make their food from a process called photosynthesis. When humans breathe, we exhale carbon dioxide. Since we breathe oxygen, not carbon dioxide, God in His wisdom and planning designed plants to absorb carbon dioxide. Then, using the chlorophyll in their leaves, plants change the carbon dioxide and sunlight into a kind of sugar. This sugar is carried throughout the plants’ leaves and roots by water, turning energy from

the Sun into food. The “waste” product from this process is oxygen, which plants then put back into the air for us to breathe.

10. Why do some trees lose their leaves in the fall? During cooler, drier months, some trees need to conserve (save) water. The trees know just when to shed their leaves to save the water that would usually be needed by the leaves. At the right time, these trees cut off the flow of food to their leaves so the leaves cannot make chlorophyll. The leaves lose their green color, and eventually fall to the ground. Did trees learn to do this all by themselves? Is it an accident that they lose their leaves at the same time, year after year?
11. Why are some trees evergreens? These trees have needlelike leaves with a much smaller surface area; they don’t need to save water to survive harsh, cold weather. Did these different, specialized kinds of trees just happen by accident?

**RECOMMENDED READING FOR TEACHERS:** See the article titled “[Tree Evolution and Genesis 1](#)” by Eric Lyons and “[Evolution Can’t Explain ‘Smart’ Plants](#)” by Kyle Butt on the Apologetics Press Web site for a more in depth study on evolution and the origin of plants. See the article titled “[Divine Design and the Pine Tree](#)” by Dave Miller for an example of solid proof of design in the plant kingdom. See the article titled “[God’s Wood or Man’s Plastic?](#)” by Dave Miller for proof of biblical inspiration from the plant kingdom. See the article titled “[Could There Have Been Any Death Before the Fall?](#)” by Jeff Miller for a study on the subject of plant and animal death before the first sin.



### PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

#### Ages 2-5:

- Put bean seeds between wet paper towels; cover with plastic wrap to keep moist. Seeds should sprout by Wednesday night. The children can plant seeds in paper cups on Wednesday night and take them home. (The Wednesday night teacher will need paper cups and potting soil.)
- Have several different kinds of seeds and/or leaves for the children to look at and try to guess what plant each goes with. Magnifying glasses add to this activity.
- Take the children on a walk around the building to look at the different plants and trees that God made. The teacher could take pictures of what they see and bring them to class on Wednesday night. The children could help the teacher make a poster board or collage titled, “God made plants on Day 3.” Or the teacher could make a booklet with the pictures, one on each page with an appropriate caption (such as “God Made the Trees”).
- “Little Red House” riddle: What’s red on the outside, white on the inside, has a chimney, and has a star in the middle? ANSWER: An apple (If you cut an apple sideways across the middle, the seeds of the apple make a star.)
- “[Exploring the World of Plants Coloring Sheet](#)” (provided in activity sheets)

#### 1st-2nd Graders:

- Advanced Bible Reader: Have the kids read [God Made Plants](#) by Kyle Butt (Apologetics Press). Print out copies of the corresponding quiz from AP’s [Advanced Bible Reader](#) (ABR) site under “Other Books.” Have each of the children take the quiz. If you have not already,

outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.

- Put bean seeds between wet paper towels; cover with plastic wrap to keep moist. Seeds should sprout by Wednesday night. The children can plant seeds in paper cups on Wednesday night and take home. (The Wednesday night teacher will need paper cups and potting soil.)
- Have several different kinds of seeds and/or leaves for the children to look at and try to guess what plant each goes with. Magnifying glasses add to this activity. Children love to look through a microscope if you have access to a microscope and slides of plants. [These are available from Discovery Stores and some school supply catalogs.]
- Continue working on Creation book.
- “Little Red House” riddle: What’s red on the outside, white on the inside, has a chimney, and has a star in the middle? ANSWER: An apple (If you cut an apple sideways across the middle, the seeds of the apple make a star.)
- “[Different Types of Trees](#)” word search (provided in activity sheets)

### 3rd-4th Graders:

- Advanced Bible Reader: Have the kids read [God Made Plants](#) by Kyle Butt (Apologetics Press). Print out copies of the corresponding quiz from AP’s [Advanced Bible Reader](#) (ABR) site under “Other Books.” Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Print off copies of the following issues/articles of *Discovery Magazine* from the Apologetics Press Web site, and have the students read the issues and do the activities in the activity section (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine). *Discovery* issues: [July, 2018](#); [October, 2013](#); [September, 2010](#); [September, 2002](#); [November, 2005](#); [June, 2009](#)
- Divide students into groups and give each group a concordance. Have students find verses in the Bible that talk about plants. Write them down and have students find pictures of them to bring Wednesday night to make a display on the wall or bulletin board with a caption like, “Plants of the Bible.”
- Continue working on Creation book.
- “[Different Types of Trees](#)” word search (provided in activity sheets)
- Have a microscope and slides of plant parts for the children to view.
- Have the children read Genesis chapter one again.

### SONGS:

#### “EXODUS 20:11”

Author: Jeff Miller

(Tune: See “[Hidden in My Heart](#)” CD)

#### “GOD EXISTS”

Author: Jeff Miller

(Tune: See “[Christian Evidences Memory Work](#)” CD)

#### VERSE 1:

If there’s an engine, there’s an engineer.  
If there’s a painting, there’s a painter somewhere.

If there's a law, there's a law maker.  
If there is writing, there's a writer for sure.  
If there's design in the world, and we know that there is,  
There must be a Designer, Who designed it.

CHORUS:  
God exists, the evidence says.  
We can believe it. We don't have to guess.

VERSE 2:  
The Universe exists. It had to come from somewhere.  
It must have a Cause. That Cause put it there.  
It can't create itself. It can't exist forever.  
God is out there, and He put it together.

(CHORUS)

VERSE 3:  
There is right and there is wrong. It can't be denied.  
If Johnny took my stuff, it wouldn't be right.  
If there is right and wrong that everyone is subject to,  
That higher Law's from Someone Who's above me and you.

(CHORUS)

Study the Bible; learn what He wants you to do.  
Be sure to obey Him, and He'll be proud of you.

### **“CREATION”**

Author: Jeff Miller

(Tune: See [“Kids Prep”](#) CD)

VERSE 1:  
God made water, space, and Earth on Day one.  
He also made light for day, 'cause there was none.  
He made the great blue skies above, all on Day two,  
On Day three: the land, the grass, the trees, and the seas, too!

CHORUS #1:  
God made all creation, and behold, it was very good.

VERSE 2:  
On Day four, He made the Sun, the Moon, and stars on high.  
On Day five, He made the swimming things and creatures that fly.  
On Day six, He made the land creatures and all creeping things,  
And it was very good when He made Adam and Eve.

CHORUS #2:  
Six days, God created, and He stopped on the seventh Day.

**“CREATION SONG” ([Click to Hear](#))**

Author: Unknown\*

Day one, day one,  
God made light when there was none. (REPEAT)

Day two, day two,  
God made clouds and skies of blue. (REPEAT)

Day three, day three,  
God made grass, flowers, trees, and seas. (REPEAT)

Day four, day four,  
Sun and Moon and stars, galore. (REPEAT)

Day five, day five,  
God made birds and fish alive. (REPEAT)

Sixth day, sixth day,  
God made animals and man that day. (REPEAT)

Day seven, day seven,  
God rested in His heaven. (REPEAT)

**“GOD MADE TREES”**

Author: Unknown\*

[See Internet for words and tune]

**“GOD MADE THE LAND”**

Author: Unknown\*

[See Internet for words and tune]

\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

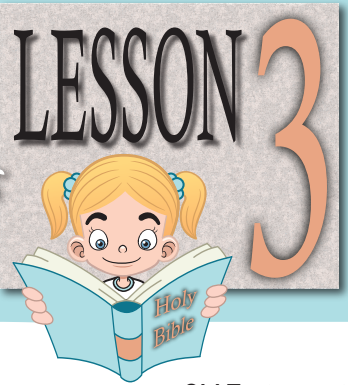
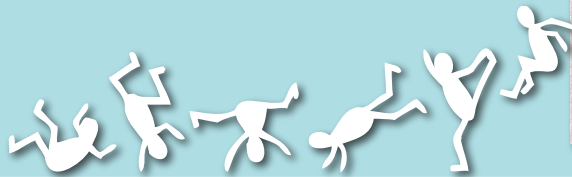
\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.





# Exploring the World Of Plants:

## Day 3 of Creation



Old Testament 1  
Part 1: Exploring God's World

## WEDNESDAY EVENING

Old Testament 1 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Genesis 1:11-12; Psalm 104:14-17; Exodus 20:11

### MEMORY WORK:

“For in six days the Lord made the heavens and the Earth, the sea, and all that is in them, and rested the seventh day. Therefore the Lord blessed the Sabbath day and hallowed it” (Exodus 20:11).

Also help the children memorize what was made on each of the six days of Creation.

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“Exodus 20:11”](#)
- [“God Exists”](#)
- [“Creation”](#)
- [“Creation Song”](#)
- [“God Made Trees”](#)
- [“God Made the Land”](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Pictures or samples of various kinds of plants (leaves, yeast, pinecones, and pine needles, fruits and vegetables, etc.)
- Pictures and/or samples of things God gives us through plants (wood for furniture, gum, medicines, rubber, cinnamon, soap, fruit, paper, etc.)
- Pictures of fruit trees with fruit on them
- Pictures of desert plants
- Pictures of plants from different parts of the world and different climates (including



land and water plants)

- **Younger students:** make a flipchart of the main points and include several pictures of different plants to discuss what they are and how they are important.
- **Older students:** [Photosynthesis Flip Chart](#) (provided in activity sheets)
- **Older students:** If available, get copies of textbooks that discuss the “evolution of plants” to discuss the differences between evolution and what the Bible says.

### PERSONAL APPLICATION:

God designed everything, including plants. They did not come into being by accident; they did not evolve from one thing into another over millions of years.

### INTRODUCTION:

- Review Sunday’s lesson (see [O.T. 1 Review Questions](#) for example questions)
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)

### POINTS TO EMPHASIZE:

Discuss how often plants are used in the Bible, for example:

**Places to hide:** Adam and Eve’s first garments; spies in Jericho under flax on Rahab’s roof; baby Moses in a basket made of bulrushes; Zaccheus in a tree

**Arguments over food:** Jacob and Esau argued over stew that Jacob made from plants (lentils)

**Food:** plants in the Garden of Eden; Ruth gleaning barley in Boaz’s field; Joseph’s brothers’ desperate search for food in Egypt; Joseph’s dreams about the famine in Egypt

**Building:** Noah’s ark (gopher wood; dove returned with olive leaf); Temple (wood covered with gold)

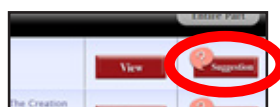
**Jesus’ cross**

**Worship:** incense for the Tabernacle and Temple; frankincense and myrrh brought to baby Jesus by magi; palm branches put in the road when Jesus entered Jerusalem for the last time; “fruit of the vine” and the bread for the Last Supper/Passover

### PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning’s lesson

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.





# Exploring the Sea and the World of Birds: Day 5 of Creation



Old Testament 1  
Part 1: Exploring God's World

## SUNDAY MORNING

Old Testament 1 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Genesis 1:20-23

### MEMORY WORK:

YOUNGER CHILDREN: "So God created great sea creatures...and every winged bird according to its kind" (Genesis 1:21).

OLDER CHILDREN: "So God created great sea creatures and every living thing that moves, with which the waters abounded, according to their kind, and every winged bird according to its kind. And God saw that it was good" (Genesis 1:21).

Also help the children memorize what was made on each of the six days of Creation.

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["God Exists"](#)
- ["Creation"](#)
- ["Creation Song"](#)
- ["This Is My Father's World"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures of as many different kinds of fish and underwater creatures as possible, as well as ichthyosaurs and plesiosaurs
- Seashells and starfish



- Have a large picture of a fish that you can use as you discuss the design of fish
- *Wonders of God's Creation* book from Apologetics Press
- *God Created the Birds of the World*, by Earl and Bonita Snellenberger, Eabon Design and Master Books
- *God Created the Sea Life of the World*, by Earl and Bonita Snellenberger, Eabon Design and Master Books (DISCLAIMERS: p. 3—change “into the world” to “to Mankind”; p. 12—mark out the text)
- Relevant videos from AP’s “Wonders of Creation” short video series

## PERSONAL APPLICATION:

God designed all the creatures that swim and all the creatures that fly on Day 5 of the Creation week; they did not appear on the Earth by accident or through evolution.

## LESSON STARTS HERE

### TEACHING ALERT:



- Note that God created more than just “birds” and “fish” on Day 5. He made flying things, likely including various insects and bats which are not classified as birds today. He also made aquatic creatures, which encompasses more than what we would classify as “fish” today.

## INTRODUCTION: (YOUNGER CHILDREN)

We have been studying about how God made the world in six days and rested (i.e., stopped creating) on the seventh. Who can tell me what God made on Day 1? Day 2? Day 3? Day 4? Very Good! Let’s sing the Days of Creation song. Today, we are going to learn what God made on Day 5! On the fifth day, God made the fish and the birds. Fish and birds are very amazing creatures! Can anyone tell me something special about birds and fish?

## INTRODUCTION: (OLDER CHILDREN)

Review the first four days of Creation.

Have students name as many fish and birds as they can. How did all these different kinds of fish and birds come into being? What does evolution tell us about how things came to be? Why is that wrong? Today we’re going to learn about God creating fish and birds and how He specially designed them for their environments.

## POINTS TO EMPHASIZE:

For ages 2-5, the teacher may skip the details about evolution and focus on the unique characteristics of fish and birds.

1. On the 5th day of the Creation Week, God made birds, fish, and other creatures that live in the sea. He created them full-grown and able to reproduce after their own kind, which means that each one of these animals would have babies exactly like itself. Goldfish always give birth to more goldfish. Whales always give birth to baby whales. Remember: **kinds only come from the same kind**. [This is part of the Law of Biogenesis which says (1) living things always

come from living things; and (2) living things produce more living things like themselves. A **law** of science has proven to be true all the time, with no exceptions—unlike a theory.]

2. We know that God created fish, and we can easily see their special design. Fish have a tail that helps it move through the water; fins to help it change directions; eyes without eyelids that allow the fish to see more easily underwater; scales (like small, thin pieces of fingernail) to help the fish glide through the water; and gills that allow the fish to breathe underwater. Fish cannot taste, but they can smell. They use their tongues to help them find food.
3. Why don't fish drown? This is because of the special design of their gills. Fish need oxygen in their blood stream, just like other animals. Instead of lungs, like humans and other animals have to help them breath, fish have gills. A fish takes water in through its mouth and pushes the water out of its body through gills. When the water passes through the gills, the fish's body takes oxygen from the water and sends it to the blood stream.
4. God gave fish the ability to adapt to (camouflage or blend in with) their surroundings for protection from larger fish or predators. For example, certain colors or markings help them blend in with their surroundings. Some have the ability to change colors. God also gave some fish the ability to adapt to salt water and some to adapt to fresh water (cold, fresh water has more oxygen). [Have students name other kinds of animals that live in the sea (dolphins, whales, octopi, seals, eels, etc.). Discuss the special design of as many different kinds of sea creatures as time will allow.]
5. When God created sea creatures on Day 5, that included all large marine reptiles and dinosaur-like marine creatures, such as ichthyosaurs and plesiosaurs, which later became extinct. (Review definition of "extinct" from lesson 3).
6. Remember that the theory of evolution teaches that all life came from one organism (which became something living from non-living matter). Evolution also says that over billions of years that organism developed into completely different kinds of animals (birds, fish, land animals, and even man) completely by accident. This theory also says that, over millions of years, some sea creatures decided to go out of the sea for some reason, made it onto land, developed into land creatures—then millions of years later went back into the sea and gradually changed back into sea animals! This is all a theory and cannot be proven; there is no evidence at all (no fossils, no "missing links") that this happened.
7. The idea behind the theory of evolution is so much harder to believe than to believe that a loving Creator carefully made everything. For example, in order for a fish to change into a land animal, it would have had to change the way it breathed (from gills to lungs) and the way it moved (from no legs to legs and from fins to no fins). It would also have had to change from scaly-skinned to smooth-skinned and from cold-blooded to warm-blooded.



**RECOMMENDED READING FOR TEACHERS:** See the articles titled "[Wonders of God's Creation](#)" by Eric Lyons as well as "[Eyeballing Design in the Vampire Squid](#)," "[Seeing God in a Box...Fish](#)," and "[A Sponge with Fiber Optics](#)" by Kyle Butt on the Apologetics Press Web site for a more in depth study on the amazing design in the animal kingdom.

**PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- Click here for complete [Activity Book](#) and [Answer Keys](#).

## Ages 2-5:

- Advanced Bible Reader: Have the kids read the relevant books from Apologetics Press' "[Learn to Read](#)" series by Dave Miller. Print out copies of the corresponding quiz from AP's [Advanced Bible Reader](#) (ABR) site under "Other Books." Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Make a mural of the sea. Put a large piece of blue bulletin board paper on one wall and have the students draw or glue on pictures of sea creatures/fish that you provide. Use the younger children's memory verse as a caption. [This could also be adapted to an individual activity on a piece of cardstock or construction paper, rather than a mural. They can start with white paper and then brush over the whole sheet with blue watercolor paint.]
- Make a mural of the places where we see birds (sky, trees, forests). Put a large piece of blue or white bulletin board paper on one wall and encourage the students to draw or glue on pictures of birds that you provide. [This could also be adapted to an individual activity on a piece of cardstock or construction paper, rather than a mural.]
- Help children make paper bag puppets of fish or sea creatures, as well as birds. Ask the children to pretend they are those animals and tell the class what makes him/her so special. [Can also use ready-made puppets to let children role play.]
- Make copies of a picture of a large fish from a coloring book. Glue sequins ("scales") on the fish with cue tips. While gluing on the sequins, discuss the way that God designed fish.
- "[Exploring the Sea and World of Birds Coloring Sheet](#)" (provided in activity sheets)

## 1st-2nd Graders:

- Advanced Bible Reader: Have the kids read [God Made Sea Creatures](#) and [God Made Birds](#) by Kyle Butt (Apologetics Press). Also, have them read the relevant books from Apologetics Press' "[Learn to Read](#)" series by Dave Miller. Print out copies of the corresponding quizzes from AP's [Advanced Bible Reader](#) (ABR) site under "Other Books." Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Make a mural of the sea: Put a large piece of blue bulletin board paper on one wall and have students draw or glue on pictures of ocean creatures/fish you have cut out. Use the young children's memory verse as a caption.
- Make a booklet about fish and birds. Have some pictures of fish and birds (cut from magazines, printed off Internet, etc.) and some encyclopedias. Give students as many sheets (or 1/2 sheets) of paper as you would like for them to use to make their booklet. Let them glue the pictures on their paper, then look up and copy information about each animal.
- Make a mural of the places where we see birds (sky, trees, forests). Put a large piece of blue or white bulletin board paper on one wall and encourage the students to draw or glue on pictures of birds that you provide. [This could also be adapted to an individual activity on a piece of cardstock or construction paper, rather than a mural.]
- Continue working on Creation books.
- "[Different Types of Fish](#)" word search (provided in activity sheets)
- "[Different Types of Birds](#)" word search (Use on Wednesday night.) (provided in activity sheets)

- Divide class into two teams. Play [Tic-Tac-Toe](#) with [review questions](#) from lessons 1-4 (board and review questions provided in activity sheets).

### 3rd-4th Graders:

- Advanced Bible Reader: Have the kids read [God Made Sea Creatures](#) and [God Made Birds](#) by Kyle Butt (Apologetics Press). For the younger kids, have them read the relevant books from Apologetics Press’ [“Learn to Read”](#) series by Dave Miller. Also, for those kids who are able, have them read Apologetics Press’ [Amazing Migrating Animals Designed by God](#) by Caleb Colley. Print out copies of the corresponding quizzes from AP’s [Advanced Bible Reader](#) (ABR) site under “Other Books.” Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Print off copies of the following issues/articles of *Discovery Magazine* from the Apologetics Press Web site, and have the students read the issues and do the activities in the activity section (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine). *Discovery* issues: [September, 2019](#); [February, 2021](#); [October, 2015](#); [March, 2013](#); [January, 2003 & 2004](#); [May, 2000 & 2001](#); [June, 2008](#); [November, 2008](#)
- Make a booklet about fish and birds: Have some pictures of fish and birds (cut from magazines, printed off Internet, etc.) and some encyclopedias. Give students as many sheets (or 1/2 sheets) of paper as you would like for them to use to make their booklets. Let them glue the pictures in their booklets, then look up and copy information about each animal.
- Continue working on Creation books.
- Using a concordance, have students look up references to fish and sea creatures in the Bible.
- [“Different Types of Fish”](#) word search (provided in activity sheets)
- Divide class into two teams. Play [Tic-Tac-Toe](#) with [review questions](#) from lessons 1-4 (board and review questions provided in activity sheets).
- Have the children read Genesis chapter one again.

## SONGS:

### “GOD EXISTS”

Author: Jeff Miller

(Tune: See [“Christian Evidences Memory Work”](#) CD)

#### VERSE 1:

If there’s an engine, there’s an engineer.  
 If there’s a painting, there’s a painter somewhere.  
 If there’s a law, there’s a law maker.  
 If there is writing, there’s a writer for sure.

If there’s design in the world, and we know that there is,  
 There must be a Designer, Who designed it.

#### CHORUS:

God exists, the evidence says.  
 We can believe it. We don’t have to guess.

#### VERSE 2:

The Universe exists. It had to come from somewhere.  
 It must have a Cause. That Cause put it there.

It can't create itself. It can't exist forever.  
God is out there, and He put it together.

(CHORUS)

VERSE 3:

There is right and there is wrong. It can't be denied.  
If Johnny took my stuff, it wouldn't be right.  
If there is right and wrong that everyone is subject to,  
That higher Law's from Someone Who's above me and you.

(CHORUS)

Study the Bible; learn what He wants you to do.  
Be sure to obey Him, and He'll be proud of you.

### **“CREATION”**

Author: Jeff Miller

(Tune: See [“Kids Prep”](#) CD)

VERSE 1:

God made water, space, and Earth on Day one.  
He also made light for day, 'cause there was none.  
He made the great blue skies above, all on Day two,  
On Day three: the land, the grass, the trees, and the seas, too!

CHORUS #1:

God made all creation, and behold, it was very good.

VERSE 2:

On Day four, He made the Sun, the Moon, and stars on high.  
On Day five, He made the swimming things and creatures that fly.  
On Day six, He made the land creatures and all creeping things,  
And it was very good when He made Adam and Eve.

CHORUS #2:

Six days, God created, and He stopped on the seventh Day.

### **“CREATION SONG” ([Click to Hear](#))**

Author: Unknown\*

Day one, day one,  
God made light when there was none. (REPEAT)

Day two, day two,  
God made clouds and skies of blue. (REPEAT)

Day three, day three,  
God made grass, flowers, trees, and seas. (REPEAT)

Day four, day four,  
Sun and Moon and stars, galore. (REPEAT)

Day five, day five,  
God made birds and fish alive. (REPEAT)

Sixth day, sixth day,  
God made animals and Man that day. (REPEAT)

Day seven, day seven,  
God rested in His heaven. (REPEAT)

**“THIS IS MY FATHER’S WORLD” ([Click to Hear](#))**

Author: Maltbie Babcock  
(Tune: See church song book)

VERSE 1:

This is my Father’s world, and to my listening ears,  
All nature sings, and round me rings, the music of the spheres.

This is my Father’s world: I rest me in the thought,  
Of rocks and trees of skies and seas; His hand the wonders wrought.

VERSE 2:

This is my Father’s world; the birds their carols raise,  
The morning light, the lily white, declare their Maker’s praise.

This is my Father’s world: He shines in all that’s fair;  
In the rustling grass I hear Him pass, He speaks to me everywhere.

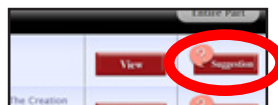
VERSE 3:

This is my Father’s world; O let me ne’er forget,  
That though the wrong seems oft’ so strong, God is the ruler yet.

This is my Father’s world: why should my heart be sad?  
The Lord is King: Let heaven ring! God reigns: let Earth be glad!

\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE  
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE  
CURRICULUM WEB SITE.







# Exploring the Sea and the World of Birds:

## Day 5 of Creation



Old Testament 1  
Part 1: Exploring God's World

## WEDNESDAY EVENING

Old Testament 1 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Genesis 1:20-23

### MEMORY WORK:

YOUNGER CHILDREN: "So God created great sea creatures...and every winged bird according to its kind" (Genesis 1:21).

OLDER CHILDREN: "So God created great sea creatures and every living thing that moves, with which the waters abounded, according to their kind, and every winged bird according to its kind. And God saw that it was good" (Genesis 1:21).

Also help the children memorize what was made on each of the six days of Creation.

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["God Exists"](#)
- ["Creation"](#)
- ["Creation Song"](#)
- ["This Is My Father's World"](#)
- ["Birds"](#) (see end of lesson for words)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- [Wonders of God's Creation](#) book from Apologetics Press
- *God Created the Birds of the World*, by Earl and Bonita Snellenberger, Eabon Design



### and Master Books

- *God Created the Sea Life of the World*, by Earl and Bonita Snellenberger, Eabon Design and Master Books (DISCLAIMERS: p. 3—change “into the world” to “to Mankind”; p. 12—mark out the text)
- Relevant videos from AP’s “[Wonders of Creation](#)” short video series

## PERSONAL APPLICATION:

God designed all the creatures that swim and all the creatures that fly on Day 5 of the Creation week; they did not appear on the Earth by accident or through evolution.

## INTRODUCTION:

- Review Sunday’s lesson (see [O.T. 1 Review Questions](#) for example questions)
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- Review Days of Creation

## POINTS TO EMPHASIZE:

Remind students that birds were made on the same day (day 5) as all water-living animals.

1. Talk about how we see God’s design in the different parts of a bird, telling what each part is used for. (Try to have lots of different pictures to illustrate the differences in birds).

**Feathers:** Show the children a bird’s feather and talk about how it helps the bird to fly, how the feathers are fluffed out in the winter to keep the bird warm, and how the feathers of birds that live on the water are waterproof.

**Bills:** Talk about how different birds have different kinds of bills to help them eat. Discuss the different kinds of food birds eat: worms, seeds, nectar from flowers, smaller animals, fish, etc.

**Feet:** Talk about how some birds, such as eagles and hawks, have claws to help them catch other animals, and some birds, like ducks and other water birds, have webbed feet to help them move through the water, etc.

**Tails:** Talk about how some birds have long tails, which help them perch, some have fancy tails, and some have short tails.

**Eyesight:** Birds’ eyesight is better than most other animals, helping them locate food, and judge distances.

**RECOMMENDED READING FOR TEACHERS:** See the articles titled “[Wonders of God’s Creation](#)” and “[God Put Wits In Godwits](#)” by Eric Lyons as well as “[Robotic Hummingbird Defies Evolution](#)” and “[Following the Toucan’s Nose to a Designer](#)” by Kyle Butt and “[Designed to Fly](#)” and “[Morphing Flight: Beyond Irreducible Complexity](#)” by Jerry Fausz on the Apologetics Press Web site for a more in depth study on the amazing design in the animal kingdom.



2. Give older students encyclopedias and have them look up migratory patterns of birds. Most people attribute how a bird migrates to their “instinct,” but migratory patterns also show the design of God.

**PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- See Sunday morning’s lesson
- “[Different Types of Birds](#)” word search (1st-2nd Grades) and [Answer Key](#) (provided in activity sheets)
- 3rd-4th Grades: Print off copies of the following issues/articles of *Discovery Magazine* from the Apologetics Press Web site, and have the students read the issues and do the activities in the activity section (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery Magazine*). *Discovery* issues: [February, 2019](#); [November, 2019](#); [January, 2020](#); [January, 2016](#); [January, 2014](#); [January, 2000](#); [March, 2009](#); [April, 2002](#); [June, 2007](#); [November, 2007](#)
- 3rd-4th Grades: Using a concordance, have students look up references to birds in the Bible.

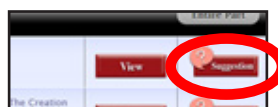
**FINGER PLAY:**

**“BIRDS”**

(Make small bird finger-puppets or use small bird pictures on popsicle sticks to go with finger play).

Here is Mr. Bluebird, as blue as can be.  
Here is Mr. Cardinal, as red as can be.  
Here is Mr. Oriole, as orange as can be.  
Here is Mr. Hummingbird, as busy as can be.  
Here is Mr. Blackbird, as noisy as can be.  
God made all these special birds, as pretty as can be.

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.





# God Created All the Animals—Even the Dinosaurs!

## Day 6 of Creation



Old Testament 1  
Part 1: Exploring God's World

## SUNDAY MORNING

Old Testament 1 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Genesis 1:24-31; Isaiah 45:18; Exodus 20:11

### MEMORY WORK:

YOUNGER CHILDREN: "Then God said, 'Let the Earth bring forth the living creature according to its kind'" (Genesis 1:24a).

OLDER CHILDREN: "Then God said, 'Let the earth bring forth the living creature according to its kind: cattle and creeping thing and beast of the earth, each according to its kind'; and it was so" (Genesis 1:24).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Genesis 1:24"](#)
- ["God Exists"](#)
- ["Creation"](#)
- ["Creation Song"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- [Dinosaurs Unleashed](#) by Kyle Butt and Eric Lyons, Apologetics Press
- Posters or pictures of reptiles, mammals, and amphibians
- Pictures of hippos, elephants, and crocodiles to use in lesson
- Samples and/or pictures of fossils
- [Chart showing how fossils form](#) (provided in activity sheets)
- Pictures of various dinosaurs



- [Wonders of God's Creation](#) book from Apologetics Press
- Pictures/posters of different animals to use after point 6 in “Points to Emphasize”
- Apologetics Press short dinosaur videos: “[Dragon Myths or Dinosaur Descriptions?](#)”; “[Are There Evidences that Humans and Dinosaurs Coexisted?](#)”; “[When Did God Create Dinosaurs?](#)”
- Relevant videos from AP’s “[Wonders of Creation](#)” short video series
- The Apologetics Press [dinosaur poster series](#)

## PERSONAL APPLICATION:

YOUNGER CHILDREN: God specially designed all the animals, even the dinosaurs.

OLDER CHILDREN: Those who teach evolution say that dinosaurs came from other animals over millions of years. But God made dinosaurs just as He did every other living creature. Evolution and Creation cannot both be true.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

We have learned about the first five days of Creation. Let’s see who has been listening. What did God make on Day 1? Day 2? Day 3? Day 4? Day 5? Very good! Today, we are going to learn what God made on Day Six. God made land animals and man on Day Six! Does anyone know who the very first man was? And what about the first woman?

### INTRODUCTION: (OLDER CHILDREN)

Review the first 5 days of Creation.

Review some of the ways God specially designed birds and fish. Discuss how we know plants and animals did not evolve, but were created by God. Today we are going to learn that God made man and animals—even dinosaurs—on Day 6 of the Creation Week. We will also talk about some of the special ways God designed animals to live in their environments.

### POINTS TO EMPHASIZE:

For preschoolers, the teacher may want to skip the information on evolution and focus on the creation of the first man and woman, as well as the amazing creatures that the Lord made.

1. On Day 6 of the Creation Week, God created man, woman, and every kind of animal and creeping thing that lived on dry land, **including dinosaurs**. He made each creature full-grown and **designed** each one to be able to adapt to its environment. Where there is a poem, we know there must be a poet. **Where there is design, there must be a designer.**
2. God made each creature so that it could reproduce (have babies). Cats always have kittens; dogs always have puppies; etc. But frogs **never** have baby monkeys, and fish **never** have puppies.
3. One kind of animal has **never** “changed” (evolved) into a completely different kind of animal. For example, a cat has **never** changed into a monkey or dog. Those who believe that one kind of animal changed into another over millions of years, have absolutely no proof that this happened. There should be many fossils of “intermediate life forms,” showing how the changes took place. But there are none.

4. The Theory of Evolution says that life began accidentally with cells that changed from non-living to living, and gradually changed from one kind of creature to another over millions of years until the Earth was filled with the life forms we have today. The Theory of Evolution also says that non-flying animals changed into flying animals; that reptiles changed into birds; that reptiles changed into mammals. But, for a reptile to change into a bird or a mammal, it would have to become warm-blooded, change scales into feathers or fur, and change its way of having babies (from laying eggs to live births).



**RECOMMENDED READING FOR TEACHERS:** See the article titled “[The Law of Biogenesis](#)” by Jeff Miller and “[God and the Laws of Science: Genetics vs. Evolution](#)” by Jeff Miller on the Apologetics Press Web site for a more in depth study on God, evolution, and the origin of life and species.

5. God designed each creature to know how to find food for itself and its young, how to build its home, etc. Animals can’t make their own food like plants do, so they must hunt for their food. God gave animals the ability to find their food. Discuss the hunting patterns of different animals (large and small cats, squirrels, bears, etc.).
6. With younger children, continue talking about different kinds of animals and the special ways God designed each one. Illustrate with pictures, posters, and/or *Discovery* magazine articles.
7. God created the first man from the dust of the Earth and the first woman from one of the ribs of the man. He made each one instantly, and He made them full-grown. He made the man and the woman on the same day that He made the land animals. This means that man did not develop from an ape-like creature over the course of millions of years as evolution says, and man and dinosaurs lived at the same time (Exodus 20:11), unlike what evolution says.
8. Some people try to make the Theory of Evolution and the Bible’s account of Creation “fit” or go together. They say that God created simple kinds of plants and animals and then allowed them to change into other forms of life over millions of years. Some people believe that God created some things, and then millions of years later created more complicated forms of life. Some people believe in creation as the Bible tells us, but that between each day of Creation were thousands or even millions of years. There are many flaws with these theories. (Why don’t we see things in the “changing” stages today? There could not have been thousands or millions of years between the days of Creation. The plants were created before the Sun, and if there were millions of years between the creation of plants and the creation of the sun, all the plants would have died, since they need sunlight to live). We must remember that these are only **theories** (or ideas that have not been proven) and are not fact. When what **humans** say conflicts with what the **Bible** says, we must be prepared to accept what the Bible says, because it is God speaking to us, and therefore, it cannot be wrong!



**RECOMMENDED READING FOR TEACHERS:** See the DVD “[Science vs. Evolution](#)” and the book [Science vs. Evolution](#) by Jeff Miller in the Apologetics Press Web store for a more in depth study on evolution and why it is false. Also see the articles “[Don’t Assume Too Much: Not All Assumptions in Science are Bad](#)” and “[Don’t ‘Throw the Baby Out with the Bathwater’: Not All Theories Are Bad!](#)” by Jeff Miller for a discussion about assumptions and theories, and their place in science. See the book [Creation Compromises](#) for a refutation of attempts that try to squeeze evolution or time into the Bible, and see the article titled “[Common Sense, Miracles, and the Apparent Age of the Earth](#)” by Eric Lyons on the Apologetics Press Web site for a more in depth study on the appearance of age in the Universe



**NOTE:** Evolutionists also try to use the “Geologic Timetable,” which gives supposed time periods when all the evolutionary changes took place. But this timetable is based on false assumptions, like: (1) it assumes that evolution is true and that the Earth is billions of years old, and (2) it assumes that all matter has always decayed at the same rate. These ideas and others are foundational elements for the timetable and evolutionary theory. But they go against the scientific evidence, unlike what the Bible says.

9. God created dinosaurs on Day 6. “Dinosaur” means “terrible lizard.” Dinosaurs were most likely cold-blooded reptiles. The Bible doesn’t mention the word dinosaur, since that word had not been invented until relatively recent times, but it does describe two creatures that could have been dinosaurs:

Behemoth (Job 40:15-24)

Leviathan (Job 41:18-21)



**HISTORICAL NOTE:** Sir Richard Owen coined the word “dinosaur” in 1842 after finding the fossilized tooth of an Iguanodon.

10. Some think that the behemoth was a hippopotamus or an elephant. [With older students, read Job 40:15-24.] But the book of Job says that behemoth had a tail like a cedar tree, which certainly doesn’t describe the tail of a hippo or an elephant.
11. Some people think that the Leviathan was a crocodile, but the description of leviathan in Job does not fit with the appearance and behavior of of the crocodile. The text says that leviathan’s undersides are sharp like broken pottery, but a crocodile’s belly is soft. The Bible also says that Leviathan breathed fire! No animal living today breathes fire! The Bible says that the Leviathan could raise itself up and frighten all the other animals (Job 41:25). That certainly doesn’t describe a crocodile. The Bible also says the Leviathan churned up the water as it swam (41:31), but crocodiles are very quiet swimmers so they can sneak up on their prey.
12. What happened to the dinosaurs? One possible reason they became extinct was the Flood that occurred during the time of Noah. The climate after the Flood was drastically different from the climate before the Flood. As a result, there may not have been enough food for the dinosaurs and they died off. Another possible reason is that after the Flood, God gave man permission to start hunting animals for food (Genesis 9:2-3). Men like Nimrod, the grandson of Ham, became great hunters. Dinosaurs could have died out (become extinct) at the hands of hunters like other animals. There may have been several reasons for the dinosaurs’ disappearance. No one really knows for sure what happened to them. What we do know is that God created amazing dinosaurs, and man and dinosaurs lived at the same time.

**RECOMMENDED READING FOR TEACHERS:** See the book [The Dinosaur Delusion](#) by Eric Lyons and Kyle Butt for an in depth study on the evidences for the coexistence of humans and dinosaurs. See also:

- [“After Reading a Book on Dinosaurs in the Third Grade...”](#) by Kyle Butt
- [“No Dinosaur...Ever Breathed Fire”](#) by Eric Lyons
- [“Behemoth: A Tail Like a Cedar?”](#) by Dave Miller
- [“The ‘First of the Ways of God’”](#) by Dave Miller





**PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- Click here for complete [Activity Book](#).

**Ages 2-5:**

- Advanced Bible Reader: Have the kids read the relevant books from Apologetics Press' "[Learn to Read](#)" series by Dave Miller. Print out copies of the corresponding quiz from AP's [Advanced Bible Reader](#) (ABR) site under "Other Books." Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Have a sandbox with fossils and/or chicken bones for children to discover and enjoy. (Fossils can be purchased from places like the Discovery Store, puzzleinc.com, or orientaltrading.com.) A long, flat, covered plastic storage container makes a good, portable sandbox.
- "[Days of Creation Memory Game](#)" (provided in activity sheets)
- Have a poster board with pictures on it of things God created, or draw pictures on a plastic tablecloth. Have each child toss a beanbag onto one picture and tell on what day of the Creation week it was created.
- [Dinosaur Coloring Book](#) from Apologetics Press
- [Digger Doug's Underground](#) episodes: "[Dinosaurs and Artifacts](#)" (Episode 3), "[Dinosaurs and Natural History](#)," (Episode 4), "[Days of Creation](#)," (Episode 5), and "[Humans and Dinosaurs](#)" (Episode 14) from Apologetics Press

**1st-2nd Graders:**

- Advanced Bible Reader: Have the kids read [God Made Reptiles](#) and [God Made Animals](#) by Eric Lyons (Apologetics Press). Also, have them read the relevant books from Apologetics Press' "[Learn to Read](#)" series by Dave Miller. Print out copies of the corresponding quizzes from AP's [Advanced Bible Reader](#) (ABR) site under "Other Books." Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Have a poster board with pictures on it of things God created, or draw pictures on a plastic tablecloth. Have each child toss a beanbag onto one picture and tell on what day of the Creation week it was created.
- Continue working on Creation book.
- Build a dinosaur diorama. (A diorama is a 3-D display constructed inside a box—like a shoebox—or on a piece of styrofoam.) Cut out figures of dinosaurs from coloring books or online sources. Attach them to the box by attaching paper flaps and taping them to the inside of the box. Or tape the dinosaur figure to craft sticks and stand the figures in styrofoam inside the box. You could also use plastic models of dinosaurs for a more 3-D effect.
- [Dinosaur Coloring Book](#) from Apologetics Press

### 3rd-4th Graders:

- Continue working on Creation book.
- Advanced Bible Reader: Have the kids read [God Made Reptiles](#) and [God Made Animals](#) by Eric Lyons (Apologetics Press). For the younger kids, have them read the relevant books from Apologetics Press' "[Learn to Read](#)" series by Dave Miller. Also, for those kids who are able, have them read Apologetics Press' [Amazing Dinosaurs Designed by God](#) by Kyle Butt and [Amazing Teeth Designed by God](#) by Eric Lyons. Print out copies of the corresponding quizzes from AP's [Advanced Bible Reader](#) (ABR) site under "Other Books." Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Have the children read Genesis chapter one again.
- Print off copies of the following issues/articles of *Discovery Magazine* from the Apologetics Press Web site, and have the students read the issues and do the activities in the activity section (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine). *Discovery* issues:  
Dinosaurs: [February, 2017](#); [May, 2018](#); [April, 2020](#); [March, 2021](#); [February, 2010](#); [April, 2009](#); [September, 2008](#); [October, 2006](#); [November, 2012](#); [March, 2014](#); [January, 2015](#); [February, 2016](#)  
Animals: [August, 2017](#); [October, 2017](#); [November, 2017](#); [April, 2019](#); [July, 2020](#); [October, 2020](#); [June, 2021](#); [October, 2021](#); [November, 2021](#); [January, 2007](#); [January, 2009](#); [March, 2005](#); [April, 2008](#); [November, 2008](#); [June, 2010](#); [August, 2010](#); [December, 2010](#); [February, 2011](#); [November, 2011](#); [June, 2015](#)  
Humans: [April, 2010](#); [October, 2011](#)

### SONGS:

#### **"GENESIS 1:24"**

Author: Jeff Miller

(Tune: See "[Christian Evidences Memory Work](#)" CD)

#### **"GOD EXISTS"**

Author: Jeff Miller

(Tune: See "[Christian Evidences Memory Work](#)" CD)

#### VERSE 1:

If there's an engine, there's an engineer.  
If there's a painting, there's a painter somewhere.  
If there's a law, there's a law maker.  
If there is writing, there's a writer for sure.

If there's design in the world, and we know that there is,  
There must be a Designer, Who designed it.

CHORUS:

God exists, the evidence says.  
We can believe it. We don't have to guess.

VERSE 2:

The Universe exists. It had to come from somewhere.  
It must have a Cause. That Cause put it there.  
It can't create itself. It can't exist forever.  
God is out there, and He put it together.

(CHORUS)

VERSE 3:

There is right and there is wrong. It can't be denied.  
If Johnny took my stuff, it wouldn't be right.  
If there is right and wrong that everyone is subject to,  
That higher Law's from Someone Who's above me and you.

(CHORUS)

Study the Bible; learn what He wants you to do.  
Be sure to obey Him, and He'll be proud of you.

**“CREATION”**

Author: Jeff Miller

(Tune: See [“Kids Prep”](#) CD)

VERSE 1:

God made water, space, and Earth on Day one.  
He also made light for day, 'cause there was none.  
He made the great blue skies above, all on Day two,  
On Day three: the land, the grass, the trees, and the seas, too!

CHORUS #1:

God made all creation, and behold, it was very good.

VERSE 2:

On Day four, He made the Sun, the Moon, and stars on high.  
On Day five, He made the swimming things and creatures that fly.  
On Day six, He made the land creatures and all creeping things,  
And it was very good when He made Adam and Eve.

CHORUS #2:

Six days, God created, and He stopped on the seventh Day.

**“CREATION SONG” ([Click to Hear](#))**

Author: Unknown\*

Day one, day one,  
God made light when there was none. (REPEAT)

Day two, day two,  
God made clouds and skies of blue. (REPEAT)

Day three, day three,  
God made grass, flowers, trees, and seas. (REPEAT)

Day four, day four,  
Sun and Moon and stars, galore. (REPEAT)

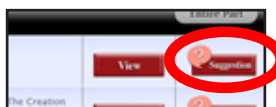
Day five, day five,  
God made birds and fish alive. (REPEAT)

Sixth day, sixth day,  
God made animals and Man that day. (REPEAT)

Day seven, day seven,  
God rested in His heaven. (REPEAT)

\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



# God Created All the Animals—Even the Dinosaurs!

## Day 6 of Creation



Old Testament 1  
Part 1: Exploring God's World

## WEDNESDAY EVENING

Old Testament 1 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Genesis 1:24-31; Isaiah 45:18; Exodus 20:11

### MEMORY WORK:

YOUNGER CHILDREN: "Then God said, 'Let the Earth bring forth the living creature according to its kind'" (Genesis 1:24a).

OLDER CHILDREN: "Then God said, 'Let the earth bring forth the living creature according to its kind: cattle and creeping thing and beast of the earth, each according to its kind'; and it was so" (Genesis 1:24).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Genesis 1:24"](#)
- ["God Exists"](#)
- ["Creation"](#)
- ["Creation Song"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- [Dinosaurs Unleashed](#) by Kyle Butt and Eric Lyons, Apologetics Press
- Posters or pictures of reptiles, mammals, and amphibians
- Pictures of hippos, elephants, and crocodiles to use in lesson
- Samples and/or pictures of fossils
- [Chart showing how fossils form](#) (provided in activity sheets)
- Pictures of various dinosaurs

- [Wonders of God's Creation](#) book from Apologetics Press
- Pictures/posters of different animals to use after point 6 in “Points to Emphasize”
- Apologetics Press short dinosaur videos: “[Dragon Myths or Dinosaur Descriptions?](#)”; “[Are There Evidences that Humans and Dinosaurs Coexisted?](#)”; “[When Did God Create Dinosaurs?](#)”
- Relevant videos from AP’s “[Wonders of Creation](#)” short video series
- The Apologetics Press [dinosaur poster series](#)

## PERSONAL APPLICATION:

YOUNGER CHILDREN: God specially designed all the animals, even the dinosaurs.

OLDER CHILDREN: Those who teach evolution say that dinosaurs came from other animals over millions of years. But according to the Bible, God made dinosaurs just as He did every other living creature. Evolution and Creation cannot both be true.

## INTRODUCTION:

- Review Sunday’s lesson (see [O.T. 1 Review Questions](#) for example questions)
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- Review Days of Creation

## POINTS TO EMPHASIZE:

1. Use as much of this information as is appropriate for your class. The main point for younger children is to understand that (1) fossils are what is left behind by things that died thousands of years ago (not millions of years ago), and (2) fossils do not prove evolution is true.
2. One way that we know dinosaurs, plants, and animals lived long ago is through fossils. A fossil is any trace left behind by a plant, animal, or man that lived in the past. It might be an animal’s footprint (a “print fossil”), the skeleton of an animal (a “mold fossil”), an insect trapped in tree sap (a “resin fossil”; the sap later turned into amber), the impression of a dead plant, or wood that have been “petrified” (turned into stone because minerals filled up the hollow spaces in the wood). Many fossils have been formed when a plant or animal was covered very quickly by dirt and/or mud. [Most fossils are found in sedimentary rocks.] The pressure of the heavy dirt and mud preserved the footprint. Evolutionists want us to believe this was a slow process that took millions of years, but that is not the case.
3. There were many different kinds of dinosaurs, many different sizes and shapes. Some were as small as chickens, and others were 75-80 feet long and weighed about 160,000 pounds! If dinosaurs developed from reptiles over millions of years, as the Theory of Evolution says, there should be skeletons of creatures changing from reptiles into dinosaurs. But there are none! There is **no** evidence of “transitional forms” at all!

**RECOMMENDED READING FOR TEACHERS:** See the articles “[Documented Transitional Forms?](#)” by Eric Lyons, “[Finches, Fossils, and Falsehoods](#)” by Kyle Butt, and “[Missing Link...Still Missing](#)” by Jeff Miller on the Apologetics Press Web site for studies on transitional fossils and evolution. See [The Truth About Human Origins](#) for a study on the alleged evolution of humans.



**PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- See Sunday morning’s lesson
- Fossil rubbing plates (can be purchased online)

**\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.**







# Were There “Prehistoric” Men? Adam, The First Man



Old Testament 1  
Part 1: Exploring God's World

## SUNDAY MORNING

Old Testament 1 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Genesis 1:24-31; 2:1-25; 1 Corinthians 15:39,45; Exodus 20:11; Isaiah 45:18; 2 Corinthians 5:1

### MEMORY WORK:

“So God created man in His own image; in the image of God he created him; male and female He created them” (Genesis 1:27).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“God Exists”](#)
- [“Creation”](#)
- [“Creation Song”](#)
- [“Body and Soul”](#)
- [“Made In His Image”](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- Bible Class Workshop visuals: [“Body and Soul”](#); [“Body and Soul Boy Take Home”](#); [“Body and Soul Girl Take Home”](#); [“Adam Was the First”](#)
- Large Creation numbers (Draw large numbers representing each day of Creation on separate pages, and color the numbers with things that were created on those days.)
- Pictures of “evolutionary development of Man” (available online or in any number of science books; teachers' supply stores often carry these pictures or posters)
- Flashcards with key points of lesson
- Illustrations of “prehistoric man”



## PERSONAL APPLICATION:

From the beginning, God designed man to be special and different from any other creature on Earth. Man did not accidentally evolve over millions of years from animals.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

We have been studying about how God made the world and everything in it. Let's review the days of Creation. (Sing creation song.) We are going to talk about how God made people so special and different from everything else He made. It is so amazing that in the whole world there is no one just like you! You are very special!

### INTRODUCTION: (OLDER CHILDREN)

Review the six days of Creation.

Review information on evolution.

Discuss some of the ways God designed animals to fit into their surroundings. Don't you think that if God took the time to specially design animals that He would take the time to specially design humans? Today we are going to learn how God made us different from (and more special than) animals.

### POINTS TO EMPHASIZE:

1. Do you remember what God created on day six? He made all the land animals, everything that creeps on the Earth, and the first man and woman. He made the first man and woman full-grown in one day. They did not change from apes into humans over millions of years. There is **no** scientific proof of this—only men's ideas.
2. The first man was named Adam. By the time God had created Adam, God had made all other forms of life on Earth, except humans. Adam was the first that God created of mankind, and so his name means, "man."
3. God made the first woman from one of Adam's ribs. Her name was Eve. "Eve" means "life," and according to Genesis 3:20, Adam named her Eve because she became "the mother of all living". Why would that be a good name for the first woman?
4. Many people say that humans are not really anything special because we are just animals—like cows and birds and apes. Is that true? Well, we know that animals:
  - a) are living things
  - b) need food
  - c) can move around on their own
  - d) can reproduce (have babies like themselves), but they can't produce on their own, like plants do
5. The theory of evolution says we are just like animals. We do fit these four characteristics of animals: we are living things; we need food; we can move around on our own; and we can

reproduce. So, how are we different from animals? According to the Bible (e.g., Matthew 6:26), humans are more valuable to God than animals. We are special. But how?



**RECOMMENDED READING FOR TEACHERS:** See the following articles on the Apologetics Press Web site for an in depth discussion on animal rights, environmentalism, and the value of humanity:

- “[Evolution, Environmentalism, and the Deification of Nature](#)” by Dave Miller
- “[Animal Rights](#)” by Dave Miller
- “[Off With Their Heads!](#)” by Jeff Miller
- “[Year of the Frog](#)” by Jeff Miller
- “[Babies, Eagles, and the Right to Live](#)” by Dave Miller
- “[Are You Not Much More Valuable than an Animal?](#)” by Dave Miller

6. We are different because we are made “in the image of God” (Genesis 1:26-27). We don’t **look** just like God (like we look like our parents) because God does not have a body. God is spirit. If we are made in His image then, we have a part of us that is spirit, too, and that part is called a soul. Our souls are what make us different from all other living creatures on Earth.



**RECOMMENDED READING FOR TEACHERS:** See the article titled “[In the ‘Image and Likeness of God’](#)” on the Apologetics Press Web site for a more in depth study on the phrase used to describe humans in Genesis 1:26-27. See also, “[The Origin, Nature, and Destiny of the Soul](#)” for a more thorough discussion on the terms “soul,” “spirit,” and “mind” as they are used in Scripture.

7. God is spirit (John 4:24). He has always been and will always be; He has always existed and will always exist; He is eternal. The part of us that is spirit—our souls—is immortal. That means that even when our physical bodies die, our souls will live on forever and ever. When animals die, their bodies decay and no part of them lives forever. Animals do not have souls. But God created man special in every way—the most special way being that our souls can go to Heaven to live with Him.
8. We are also unlike animals because we can make choices about right and wrong. God has promised that if we obey Him and make right choices and always try to do our best, our souls will spend eternity with Him in Heaven. God has not promised anything like that to animals, because animals are not like Him; animals do not have souls.
9. Think about the ways that animals act. They take what they want, often killing other animals to get it. They can be trained to do things, but they can never learn to make their own choices about right and wrong. Many people in our world today are acting like animals because they believe what evolutionists are telling them—that they came from animals and therefore, **are** animals.
10. The theory of evolution says that man came from animals and for millions of years was pretty ignorant. But what does the Bible say? Genesis 2:19 tells us that Adam named all the animals on the very day he was created. He had to have the ability to process information, and to speak and communicate. He had to have the ability to remember the names he gave each of the animals, and then pass on that information to his children and grandchildren. If he was just another “dumb” animal, why did God put him in charge of all the animals and of the Garden of Eden?



**RECOMMENDED READING FOR TEACHERS:** See the article titled “[Ancient Nitwits or Knowledgeable Ancestors?](#)” on the Apologetics Press Web site for a more in depth study on the intelligence of ancient man.

11. Humans appreciate beauty. We are able to invent, to paint, to compose music, to imagine (make plans and dream). This is the way God designed Adam and Eve from the very beginning. Adam and Eve were intelligent! They were not creatures that dragged their knuckles on the ground and acted like “dumb” animals.
12. The theory of evolution says that as man was developing from ape-like creatures, he was so much like an animal that he had to live in caves. Were there really “cave men”? If we mean that men lived in caves, the answer is yes. If we mean men that lived in caves and were like dumb animals, the answer is no. There have been many people who have lived in caves throughout time, but that does not mean they were less than human or less intelligent than we are. The Bible tells us of several instances where people lived in caves (Genesis 19:30; Judges 6:2; 1 Samuel 14:11, 22:1-2, 23:29; 1 Kings 18:4 and 19:9). In North America, the Pueblo Indians lived in caves. During our country’s Civil War (1861-1865), people in Vicksburg, Mississippi lived in caves. People have lived in caves in many places for many reasons throughout history, and not a single one of those instances means that these “cave men” were dumb, animal-like creatures.

### “A REMINDER FROM THE ICE MAN”

He set out on a trip. His family wished him well and worried a little for his safety. Did he have enough food? Were his clothes warm enough? How long would the trip take? Off he went. Sadly, he never returned. In September 1991 his body was found frozen in the mountains of Austria. Who was he? What was his name? We will never know. Scientists call him “Ice Man.”

This is an important discovery. Ice Man was preserved along with the clothes and tools he had when he died. These items tell us a great deal about how some ancient people lived. He wore a fur-lined coat, leather boots stuffed with grass, and a wooden-framed backpack. He carried a knife, a bow with fourteen arrows, an ax, a small braided grass mat, and a small pouch containing flint and kindling. He appears to have been well-prepared for his mountain journey.

Scientists cannot be sure, but they think Ice Man lived about 4,000 years ago. If this is true, then he lived about the time of Abraham (Genesis 11:26). His skillfully-made clothing and tools give us a picture into the way things were in ancient times. That picture reminds us that mankind has always been intelligent and able to do complicated things. For example, Cain was a farmer, and Abel was a shepherd (Genesis 4:2). Shortly after Cain and Abel, people began to make musical instruments and things with metal (Genesis 4:21-22). So, the idea that ancient humans were unintelligent and animal-like is not true! God did not create people that way (Genesis 1:26).

**PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- Click here for the complete [Activity Book](#) and [Answer Key](#).

### Ages 2-5:

- Make a booklet for each child titled, “There is no one else in the world just like me!” On one page put a snapshot of the child. On another page, write “My hair is \_\_\_\_\_ and my eyes are \_\_\_\_\_,” letting him/her fill in the blanks if possible. On another page, record his height. [It would be a good idea to find out ahead of time his birth weight and length to compare to show how much he has grown. Attaching two pieces of yarn, one the length he/she was at birth and the other his/her current height, would also be a good way to emphasize his/her growth.] On another page put his/her handprint. Include as many pages like this as you can to emphasize how special God made him/her.
- Younger Children: Help each child make a handprint on cardstock and print the caption “God made me special” on the paper.
- “[Days of Creation Memory Game](#)” (provided in activity sheets)
- Have each child lie down on a large sheet of bulletin board paper or butcher paper; trace his body onto the paper. Let the children draw their facial features and clothes onto the outlines. Older children can cut out the shapes and tape them around the room. You may want to write “God made \_\_\_\_\_ (child’s name) special” on each child’s cutout.
- “[The First Man Coloring Sheet](#)” (provided in activity sheets)

### 1st-2nd Graders:

- Advanced Bible Reader: Have the kids read [God Made You](#) by Kyle Butt (Apologetics Press). Also, if they have yet to do so, have them read the rest of the books from Apologetics Press’ “[Learn to Read](#)” series by Dave Miller. Print out copies of the corresponding quizzes from AP’s [Advanced Bible Reader](#) (ABR) site under “Other Books.” Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Play “Hang Man” with the following clues: accident, design, Genesis, evolution, dust of the ground, man has a soul, made from nothing (other words/phrases from this and previous lessons)
- Have the children lie down on a huge roll of paper and trace their body. Then have them color and draw their clothes and cut them out and tape them around the room. You could write “God made \_\_\_\_\_ (child’s name) special” on the shirt.
- “[The First Man](#)” crossword puzzle and [Answer Key](#) (provided in activity sheets)

### 3rd-4th Graders:

- Advanced Bible Reader: Have the kids read [God Made You](#) by Kyle Butt (Apologetics Press). Also, if they have yet to do so, have them read the rest of the books from Apologetics Press’ “[Learn to Read](#)” series by Dave Miller. Print out copies of the corresponding quizzes from AP’s [Advanced Bible Reader](#) (ABR) site under “Other Books.” Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Play “Hang Man” with the following clues: accident, design, Genesis, evolution, dust of the ground, man has a soul, made from nothing
- “[The First Man](#)” crossword puzzle and [Answer Key](#) (provided in activity sheets)
- Have the children read Genesis chapter one again.

## SONGS:

### **“GOD EXISTS”**

Author: Jeff Miller

(Tune: See [“Christian Evidences Memory Work”](#) CD)

#### VERSE 1:

If there’s an engine, there’s an engineer.  
If there’s a painting, there’s a painter somewhere.  
If there’s a law, there’s a law maker.  
If there is writing, there’s a writer for sure.

If there’s design in the world, and we know that there is,  
There must be a Designer, Who designed it.

#### CHORUS:

God exists, the evidence says.  
We can believe it. We don’t have to guess.

#### VERSE 2:

The Universe exists. It had to come from somewhere.  
It must have a Cause. That Cause put it there.  
It can’t create itself. It can’t exist forever.  
God is out there, and He put it together.

#### (CHORUS)

#### VERSE 3:

There is right and there is wrong. It can’t be denied.  
If Johnny took my stuff, it wouldn’t be right.  
If there is right and wrong that everyone is subject to,  
That higher Law’s from Someone Who’s above me and you.

#### (CHORUS)

Study the Bible; learn what He wants you to do.  
Be sure to obey Him, and He’ll be proud of you.

### **“CREATION”**

Author: Jeff Miller

(Tune: See [“Kids Prep”](#) CD)

#### VERSE 1:

God made water, space, and Earth on Day one.  
He also made light for day, ‘cause there was none.  
He made the great blue skies above, all on Day two,  
On Day three: the land, the grass, the trees, and the seas, too!

#### CHORUS #1:

God made all creation, and behold, it was very good.

VERSE 2:

On Day four, He made the Sun, the Moon, and stars on high.  
On Day five, He made the swimming things and creatures that fly.  
On Day six, He made the land creatures and all creeping things,  
And it was very good when He made Adam and Eve.

CHORUS #2:

Six days, God created, and He stopped on the seventh Day.

**“CREATION SONG”** ([Click to Hear](#))

Author: Unknown\*

Day one, day one,  
God made light when there was none. (REPEAT)

Day two, day two,  
God made clouds and skies of blue. (REPEAT)

Day three, day three,  
God made grass, flowers, trees, and seas. (REPEAT)

Day four, day four,  
Sun and Moon and stars, galore. (REPEAT)

Day five, day five,  
God made birds and fish alive. (REPEAT)

Sixth day, sixth day,  
God made animals and Man that day. (REPEAT)

Day seven, day seven,  
God rested in His heaven. (REPEAT)

**“BODY AND SOUL”**

(Tune and words: See [“To Know God...in Song”](#) CD)

**“MADE IN HIS IMAGE”**

Author: Teah McWhorter

(Tune: “Heavenly Sunlight”)

(See [“To Know God...in Song”](#) CD)

God made me special,  
He made me special.  
He gave me a soul that  
I cannot see.

Made in His image,  
Made in His image,  
So I can live for  
Eternity.

\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

**\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.**





# Were There “Prehistoric” Men? Adam, The First Man



Old Testament 1  
Part 1: Exploring God's World

## WEDNESDAY EVENING

Old Testament 1 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Genesis 1:24-31; 2:1-25; 1 Corinthians 15:39,45; Exodus 20:11; Isaiah 45:18; 2 Corinthians 5:1

### MEMORY WORK:

“So God created man in His own image; in the image of God he created him; male and female He created them” (Genesis 1:27).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“God Exists”](#)
- [“Creation”](#)
- [“Creation Song”](#)
- [“Body and Soul”](#)
- [“Made In His Image”](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens' felt pieces
- Bible Class Workshop visuals: [“Body and Soul”](#); [“Body and Soul Boy Take Home”](#); [“Body and Soul Girl Take Home”](#); [“Adam Was the First”](#)
- Large Creation numbers (Draw large numbers representing each day of Creation on separate pages, and color the numbers with things that were created on those days.)
- Pictures of “evolutionary development of Man” (available online or in any number of science books; teachers' supply stores often carry these pictures or posters)
- Flashcards with key points of lesson



- **Illustrations of “prehistoric man”**

## PERSONAL APPLICATION:

From the beginning, God designed man to be special and different from any other creature on Earth. Man did not accidentally evolve over millions of years from animals.

## INTRODUCTION:

- Review Sunday’s lesson (see [O.T. 1 Review Questions](#) for example questions)
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- Review Days of Creation

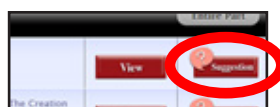
## POINTS TO EMPHASIZE:

1. Review what God created on each of the six days.
2. Discuss that on the seventh day, the Bible says God “rested.” This does not mean that He got tired and had to take a nap or that He stopped taking care of His creation. The Hebrew word for “rested” means “ceased” or “stopped.” This means that on the seventh day, God stopped His work of creating things because He had created everything that He wanted to and had decided that everything was “very good.”
3. The seventh day would later become known as “the Sabbath,” and it would be a special day of rest and worship for the Jews, a day to remember that God rested (Exodus 20:11).
4. Review the points from Sunday morning’s lesson about God creating Adam and Eve as distinct, special people, not animals that evolved from other creatures over millions of years.

## PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

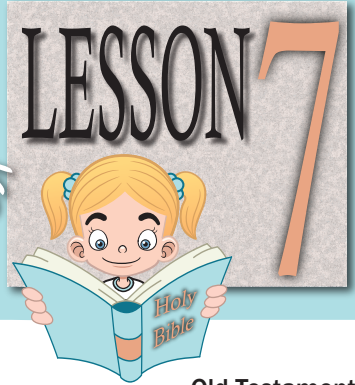
- See Sunday morning’s lesson

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



# Exploring the Wonders of the Human Body

## Psalm 139:14



Old Testament 1  
Part 1: Exploring God's World

## SUNDAY MORNING

Old Testament 1 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Psalm 139:14; Genesis 1, 2

### MEMORY WORK:

YOUNGER CHILDREN: "I will praise You, for I am fearfully and wonderfully made" (Psalm 139:14a).

OLDER CHILDREN: "I will praise You, for I am fearfully and wonderfully made; marvelous are Your works, and that my soul knows very well" (Psalm 139:14).

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Psalm 139:14"](#)
- ["God Exists"](#)
- ["Creation"](#)
- ["Creation Song"](#)
- ["Oh, Be Careful Little Eyes What You See"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Bible Class Workshop visuals: ["Body and Soul"](#); ["Body and Soul Boy Take Home"](#); ["Body and Soul Girl Take Home"](#); ["Adam Was the First"](#)
- Pictures or [posters](#) of different systems of the body
- Large Creation numbers (Draw large numbers representing each day of Creation on separate pages, and color the numbers with things that were created on those days.)
- AP's short video ["Design in the Universe Proves a Universe Designer"](#)



## PERSONAL APPLICATION:

My body is specially designed by God and could not have come about by accident, as the theory of evolution teaches.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN):

What have we been learning about in Bible class? (Creation) Good! What did God make on Day 1? Day 2? Day 3? Day 4? Day 5? And day 6? Today, we are going to talk about how God made our wonderful bodies. Have you ever wondered where your food goes after you swallow it? Have you ever heard or felt your heart beating? Every part of our bodies work together perfectly. Our bodies are proof of great design. **And where there is design, there must be a designer.** That designer is God!

### INTRODUCTION: (OLDER CHILDREN):

Review days of Creation

Review theory of evolution information

God made our bodies very special. They are one of the most complex things in all of God's creation, specially designed by the Great Designer. The Bible says that our bodies are the "Temple" of God (1 Cor-inthians 6:19-20). We should take care of our bodies in such a way that God would want to live in His "Temple."

### POINTS TO EMPHASIZE:

1. Younger Children: The teacher should emphasize how amazing our bodies are and briefly describe how the major organs work together. The majority of the class time should be spent talking about the five senses, doing activities where the children must use their senses (i.e., listening to different sounds; smelling, tasting, seeing, and feeling things; play "I Spy" or similar games that requires children to use their eyes).
2. God created everything complete and perfect in only six days, and "He saw that it was very good." On day six of Creation, remember that God created the first man and the first woman, full-grown, complete and perfect. Those first two people, Adam and Eve, were not the result of any accidental changes from one creature into another (evolution). Their bodies and minds were perfectly designed by the Perfect Designer: God.
3. Just like Adam and Eve, your body is made up of trillions of cells. Every single one of those cells is very complex and knows just what to do. Did they learn their jobs just by accident? **No! Where there is design, there must be a designer!**
4. There are many different kinds of cells that do different things in your body. Those cells that do the same things and help your body in the same ways form certain kinds of tissues. The tissues come together to form organs, like the heart, lung, liver, brain, etc.
5. Each part of your body, both inside and out, has a special job to do. All of the parts work together more beautifully than any machine ever made or designed by humans. There are parts that help us move, parts that help us fight off disease, parts that help us care for ourselves, and

parts that work without us ever having to think about it. You never have to tell your heart to beat, or your stomach to digest food, or your lungs to breathe!



**RECOMMENDED READING FOR TEACHERS:** See the “[Design of the Human Body](#)” topic under the “Existence of God” category on the Apologetics Press Web site for further study.

6. It is very important that we take care of our bodies because the Great Designer wants us to stay healthy so we can do what God wants us to do effectively. It is important that we exercise and eat the right kinds of food. There are things we need to stay away from to keep our bodies healthy, too. We should stay away from smoking, drugs, alcohol, etc. Discuss why we should stay away from these things and how they can harm our bodies.

**PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- Click here for the complete [Activity Book](#) and [Answer Key](#).

**Ages 2-5:**

- Put large Creation numbers on wall at reaching level. Have pictures of things created on each day for them to sort and put in the correct number.
- Help each child make a book about the five senses. Cut pictures from magazines about the senses. For example, glue a picture of eyes or movable eyes on one page and write the caption, “God gave me eyes to see.”
- “[The Human Body](#)” poster (provided in activity sheets)
- “[The Human Body Coloring Sheet](#)” (provided in activity sheets)

**1st-2nd Graders:**

- Advanced Bible Reader: If they have yet to do so, have the kids read [God Made You](#) by Kyle Butt (Apologetics Press). Also, if they have yet to do so, have them read the rest of the books from Apologetics Press’ “[Learn to Read](#)” series by Dave Miller. Print out copies of the corresponding quizzes from AP’s [Advanced Bible Reader](#) (ABR) site under “Other Books.” Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Demonstrate the five senses. For example: to make sound waves, you will need a glass half-full of water, a ping-pong ball, and a tuning fork. Gently hit the tuning fork on the edge of the table, then hold it next to the ping pong ball. The ball should slightly bounce. Hit the tuning fork again and hold it next to the glass of water. The sound waves will cause the water to move. This shows how sound waves bounce off our eardrums, making the noises we hear.
- To illustrate how our taste buds work, set two small containers on the table, one with sugar and one with salt. (Don’t tell the students what is in each container.) Ask a child to dry his tongue with a clean piece of gauze and then put a little of each substance on his tongue, one at a time. This will demonstrate how saliva works with our taste buds and our tongue so that we can recognize the difference between sweetness and saltiness, as well as other tastes.
- To illustrate how our senses of smell and taste work together, prepare at least 3 kinds of Kool-

Aid<sup>®</sup>. Blindfold one of the children and ask him to hold his nose. Give him small amounts of each flavor to taste. Then, give him a small glass of the 3 kinds of Kool-Aid<sup>®</sup> mixed with water. He will probably not be able to distinguish the taste; the contents of each glass will just taste sweet.

- Show children where to feel their pulses (behind knee, on wrist, on neck). Count the number of pulses in 20 seconds, and then multiply by 3 to get their pulse rate. Have a stethoscope for them to listen to their heart beat.
- “[The Human Body](#)” word search (provided in activity sheets)

### 3rd-4th Graders:

- Advanced Bible Reader: If they have yet to do so, have the kids read [God Made You](#) by Kyle Butt (Apologetics Press). Also, if they have yet to do so, have them read the rest of the books from Apologetics Press’ “[Learn to Read](#)” series by Dave Miller. For those that are able, have them read Apologetics Press’ [The Amazing Human Body Designed by God](#) by Caleb Colley. Print out copies of the corresponding quizzes from AP’s [Advanced Bible Reader](#) (ABR) site under “Other Books.” Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- To illustrate sound waves, you will need a glass, about half full of water, a ping-pong ball, and a tuning fork. Gently hit the tuning fork on the edge of the table, then hold it next to the ping pong ball. The ball should slightly bounce. Hit the tuning fork again and hold it next to the glass of water. The sound waves will cause the water to move. This shows how sound waves bounce off our eardrums, making the noises we hear.
- To illustrate how our taste buds work, set two small containers on the table, one with sugar and one with salt. (Don’t tell the students what is in each container). Ask a child to dry his tongue with a clean piece of gauze and then put a little of each substance on his tongue, one at a time. This will demonstrate how the saliva works with our taste buds and our tongue to recognize certain tastes and even alert us to danger.
- To illustrate how our senses of smell and taste work together, prepare at least 3 kinds of Kool-Aid<sup>®</sup>. Blindfold one of the children and get him to hold his nose. Give him small amounts of each flavor to taste. Then, give him a small glass of the 3 kinds of Kool-Aid<sup>®</sup> mixed with water. He will probably not be able to distinguish the taste; the contents of each glass will just taste sweet.
- Show children where to feel their pulses (behind knee, on wrist, on neck). Count the number of pulses in 20 seconds, and then multiply by 3 to get their pulse rate. Have a stethoscope for them to listen to their heart beat.
- “[The Human Body](#)” word search (provided in activity sheets)
- Print off copies of the following issue/articles of *Discovery* Magazine from the Apologetics Press Web site, and have the students read the issues and do the activities in the activity section (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine): [March, 2017](#); [July, 2020](#); [November, 2021](#); [December, 2006](#).
- Have the children read the “[Truth about Design in the Human Body](#)” tract from “[The Truth About...](#)” tract series for kids and complete the activities therein.
- Have the children read Genesis chapter one again.

## SONGS:

### “PSALM 139:14”

Author: Jeff Miller

(Tune: See “[Christian Evidences Memory Work](#)” CD)

### “GOD EXISTS”

Author: Jeff Miller

(Tune: See “[Christian Evidences Memory Work](#)” CD)

#### VERSE 1:

If there’s an engine, there’s an engineer.  
If there’s a painting, there’s a painter somewhere.  
If there’s a law, there’s a law maker.  
If there is writing, there’s a writer for sure.  
If there’s design in the world, and we know that there is,  
There must be a Designer, Who designed it.

#### CHORUS:

God exists, the evidence says.  
We can believe it. We don’t have to guess.

#### VERSE 2:

The Universe exists. It had to come from somewhere.  
It must have a Cause. That Cause put it there.  
It can’t create itself. It can’t exist forever.  
God is out there, and He put it together.

#### (CHORUS)

#### VERSE 3:

There is right and there is wrong. It can’t be denied.  
If Johnny took my stuff, it wouldn’t be right.  
If there is right and wrong that everyone is subject to,  
That higher Law’s from Someone Who’s above me and you.

#### (CHORUS)

Study the Bible; learn what He wants you to do.  
Be sure to obey Him, and He’ll be proud of you.

## “CREATION”

Author: Jeff Miller

(Tune: See “[Kids Prep](#)” CD)

### VERSE 1:

God made water, space, and Earth on Day one.  
He also made light for day, ‘cause there was none.  
He made the great blue skies above, all on Day two,  
On Day three: the land, the grass, the trees, and the seas, too!

### CHORUS #1:

God made all creation, and behold, it was very good.

### VERSE 2:

On Day four, He made the Sun, the Moon, and stars on high.  
On Day five, He made the swimming things and creatures that fly.  
On Day six, He made the land creatures and all creeping things,  
And it was very good when He made Adam and Eve.

### CHORUS #2:

Six days, God created, and He stopped on the seventh Day.

## “CREATION SONG” ([Click to Hear](#))

Author: Unknown\*

Day one, day one,  
God made light when there was none. (REPEAT)

Day two, day two,  
God made clouds and skies of blue. (REPEAT)

Day three, day three,  
God made grass, flowers, trees, and seas. (REPEAT)

Day four, day four,  
Sun and Moon and stars, galore. (REPEAT)

Day five, day five,  
God made birds and fish alive. (REPEAT)

Sixth day, sixth day,  
God made animals and Man that day. (REPEAT)

Day seven, day seven,  
God rested in His heaven. (REPEAT)



**“OH, BE CAREFUL LITTLE EYES WHAT YOU SEE” ([Click to Hear](#))**

Author: Unknown\*

(Tune: See Internet)

Oh, be careful little eyes what you see. (REPEAT)

For the Father up above,

Is looking down in love.

So, be careful little eyes what you see.

Oh, be careful little feet where you go. (REPEAT)

For the Father up above,

Is looking down in love.

So, be careful little feet where you go.

Oh, be careful little ears what you hear. (REPEAT)

For the Father up above,

Is looking down in love.

So, be careful little ears what you hear.

Oh, be careful little mouth what you say. (REPEAT)

For the Father up above,

Is looking down in love.

So, be careful little mouth what you say.

Oh, be careful little hands what you do. (REPEAT)

For the Father up above,

Is looking down in love.

So, be careful little hands what you do.

\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.





# Exploring the Wonders of the Human body

Psalm 139:14



Old Testament 1  
Part 1: Exploring God's World

## WEDNESDAY EVENING

Old Testament 1 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Psalm 139:14; Genesis 1, 2

### MEMORY WORK:

YOUNGER CHILDREN: "I will praise You, for I am fearfully and wonderfully made" (Psalm 139:14a).

OLDER CHILDREN: "I will praise You, for I am fearfully and wonderfully made; marvelous are Your works, and that my soul knows very well" (Psalm 139:14).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- "[Psalm 139:14](#)"
- "[God Exists](#)"
- "[Creation](#)"
- "[Creation Song](#)"
- "[Oh, Be Careful Little Eyes What You See](#)"

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Bible Class Workshop visuals: "[Body and Soul](#)"; "[Body and Soul Boy Take Home](#)"; "[Body and Soul Girl Take Home](#)"; "[Adam Was the First](#)"
- Pictures or posters of different systems of the body
- Large Creation numbers (Draw large numbers representing each day of Creation on separate pages, and color the numbers with things that were created on those days.)
- AP's short video "[Design in the Universe Proves a Universe Designer](#)"



## PERSONAL APPLICATION:

My body is specially designed by God and could not have come about by accident, as the theory of evolution teaches.

## INTRODUCTION:

- Review Sunday’s lesson (see [O.T. 1 Review Questions](#) for example questions)
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- Review Days of Creation

## POINTS TO EMPHASIZE:

1. Review the basic ideas from Sunday morning (see [O.T. 1 Review Questions](#) for example questions).
2. Continue with information about additional parts of the body, such as the heart and the brain.

### “THE NOSE KNOWS”

You’ve been outside playing after school. But now your mom has called you to come in and wash up for supper. You step in the back door just as your mom pulls a pan of her homemade lasagna out of the oven. The smell drifts through the whole house—bubbly cheese, soft noodles, tender meat, and just the right spices. From the griddle, she lifts off hot, freshly buttered French bread. Your mouth begins to water, and your stomach begins to “growl.” What’s happening here?

Your nose knows! Your nose is sending messages to your brain—messages which tell the brain to check in its vast “filing cabinet” of memories for what these odors mean. Ah, ha! It’s lasagna! It’s cheese! It’s butter! What a wonderful thing, the nose. Can you imagine going through life without the sense of smell which the nose provides?

But how does the nose work? It is not actually our nostrils which do the smelling. Nostrils collect the odors, but the epithelium located behind the bridge of the nose actually captures the odor molecules. Then, in a series of very complex steps, tiny nerves send electrical impulses to the part of the brain we call the smell cortex. The brain uses its huge memory to match the odor to something the nose has smelled before and recorded in the brain. When you smell lasagna, the brain sends a message of “good.” But when you smell something like rotten eggs or spoiled milk, the brain sends a message of “bad.”

The nose is also one part of the body’s defense system. Bacteria in the air are “captured” by the mucous in the nose and dissolved. Some objects in the air, like pollen from plants, may irritate the trigeminal nerves, causing a sneeze to occur. During a sneeze, foreign objects can be propelled from the nose at a speed of over 100 miles per hour! Interestingly, nostrils “switch on and off” every 3-4 hours. One will work while the other rests.

Could the nose have “just happened” by evolution? **No!** It is so well designed and so complex, that it must have had a designer. That designer is God, Who made us (Genesis 1:26-27; Psalm 139:14).

**PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- See Sunday morning’s lesson
- Discuss the design of our five senses. Have boxes or drawstring bags containing items that relate to each of the senses:
  - HEARING:** rattle, bell, watch or clock, aluminum foil to crush or rattle, seeds or beans in a box to shake. You can also use a cassette tape/CD (buy or make your own) of sounds, to see if the children can identify them, such as running water, a car horn, a commode flushing, a doorbell ringing, etc.
  - SMELL:** an orange, a lemon, vanilla, perfume, pine candle, etc. (You can blindfold the students and see if they can guess the odors.).
  - TASTE:** an apple, peppermint candy, lemon or orange juice, salt, a pickle, sugar, etc. (Make sure of any food allergies before selecting foods to use.).
  - TOUCH:** a piece of velvet or fur, a round rubber ball, sand or sandpaper, sticky tape, a mirror or other smooth surface, etc. (You can blindfold the students and see if they can guess what they are touching.).
  - SIGHT:** a kaleidoscope, a magnifying glass, a prism, food colorings to mix, etc.
- Discuss what it would be like if we lost any of our senses. If you have a church member who is blind, deaf, etc. get him/her to talk to the class about what it is like to not have one of the senses.



**RECOMMENDED READING FOR TEACHERS:** See the article “[The Teleological Argument for the Existence of God](#) [Parts 1-2]” by Dave Miller in the “[Design of the Human Body](#)” topic section within the “Existence of God” category of the Apologetics Press Web site for further study.

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.

