

# GENESIS TEACHER'S GUIDE

## **Explanation of the Teacher's Guide**

I wrote this guide for the teacher who is using the lessons from *Herein Is Love: Genesis*. This manual can be used by any adult involved in teaching children the Bible: Sunday School teachers, Christian School teachers, Home School teachers, Vacation Bible School teachers, camp counsellors and parents. Prayerfully study the Scripture references given at the beginning of each lesson. After that, read the lesson carefully. Find the visual aids you need to use for that lesson. Prepare the memory work handouts. Assemble the craft materials. Practice the Psalm. Plan the route of your field trip . . . and you're ready to go!

If you have only an hour each week with your class of children, (which is all most Sabbath School teachers have,) you cannot possibly do everything suggested for each lesson in this teacher's manual. However, with one hour you will have time to: teach the lesson (which is your first priority), show and discuss the visual aids (while you are teaching), hear the children's memory

work, sometimes do a quick craft, ask a few questions, pray, (for there is always the time and the need to pray,) and sing a psalm. If you have a two or three hour block of time, the making of crafts and singing of psalms can be greatly extended. Camp counsellors and parent-teachers will find the field trip suggestions particularly useful.

Many Sabbath School teachers think that the children must have a lesson sheet to take home with them each week. Personally, I do not like those sheets. They are expensive, uninteresting, sometimes damaging, and usually wind up in the garbage can unused anyway. I do agree that it is nice for the children to have something to take home with them, but really it need not be any more than a verse of memory work. What could be more important for the children to take away with them than a jewel from God's Word?! However, if you think a parent page is necessary for a lesson review during the week, you can very simply and cheaply make your own by including:

1. The main Bible text (to be read at home)
2. The memory work (to be learned at home)
3. A craft suggestion (if you didn't make one in class)
4. A copy of the main Psalm (to be sung daily in family worship)
5. The field trip suggestion (for a family outing)

### **Visual Aids**

I am completely dissatisfied with (and sometimes utterly offended by) the illustrations found in most Bible curriculums currently available for children's Sunday School. The pictures that are intended to be visual aids become visual harms, because they represent the Scriptures as little more than fairy tales or comic strips. These pictures cheapen the Holy Word of God. How can the children take seriously their forerunners in the faith, when they are so often represented visually as cartoon characters? I have suggested visual aids for the children, which will connect the Bible to the real world.

Use PHOTOGRAPHS! These are far more interesting for the children, impressing upon them that the study of the Scriptures is serious study. With this approach, there is no concern about pictures being current or relevant, because the pictures are of enduring significance. The wealth of visual aids

that the human race has collected since the invention of the camera is overwhelming. Make use of this rich resource. Expose the children to the amazing scenes witnessed and captured by the human eye through the camera. Photography books, National Geographic magazines, old calendars, postcards, etc. is where you will find the necessary pictures. For example, when you are studying the fourth day of creation, go to your local library and find a good book on astronomy. Show the children pictures of the moon and stars taken through telescopes or from satellites. The heavens declare the glory of God—and these photos are evidence of that glory! Photographs can be used as powerful, visual testimony to help the children focus on and believe in the lessons you are teaching from the Scriptures.

Use MAPS! Whenever possible in a lesson use a map by tracing the route of a patriarch's journey, pointing out an important mountain or river, showing the area of a certain country, etc. Let the children see that the accounts in Scripture are historical events that happened in the real world.

Use SPECIMENS! Many of the stories in the Bible have an object in it that is central. It can be something so simple, and yet that object rivets the children's attention to the lesson. An example is the goatskin that Jacob used to deceive his father. Can you locate a goatskin? (I knew a grandmother who had a soft, grey, goatskin coat.) Bring the goatskin to class, blindfold the children and then let them feel for themselves what happened in the Biblical account. Real objects from the real world help to connect the children to the real and true stories of the Bible.

### **Memory Work**

I always impress upon my children the need to store up God's Word like a treasure in their hearts, which can help them in a time of need. I tell the children that the real reward is knowing God's Word, but I also give them a little incentive by making each child a memory work book. This is quite simple:

- 1) Make booklets by folding 8 x 12 sheets of construction paper in half. (Make them all the same colour with younger children to avoid squabbles.) Make the front cover interesting by pasting on it a slightly smaller rectangle of some sort of picture. (Again, I always make the books identical.) Sometimes I use wrapping paper. Sometimes I recycle attractive church bulletins.

I usually make books to last three months for weekly lessons, changing them with the seasons. For example, the memory work book for the autumn quarter could have a picture of brightly coloured leaves on a yellow background. Often I add a few sparkles to the front cover too. Make sure each child's name is on his/her book.

2) Type out the verse. (I use a 4 x 6 sheet of paper.) Xerox copies for double the number of children in the class. One copy goes into their book, (which you keep until the books are finished!) The other copy is handed out to each child to learn during the week. I try to make the hand-out copies interesting: In autumn I make the children's verses in different shades of brightly coloured paper cut in the shape of leaves. That way, their weekly Bible verses can make a pretty display on their bulletin boards or refrigerators at home. In winter I hand out white "snowballs." It takes just a few extra moments to trace a circle around the verse before cutting it. In spring you can hand out diamond-shaped "kites" or petalled "flowers" in pastel hues. Be creative! There's more than one way to hand out a slip of memory work, giving the children something special to take home.

3) Buy sheets of stickers, continuing the seasonal theme. (There are usually twelve stickers per sheet, four sheets per package, which costs about fifty cents per quarter per child.) Write each child's name on the back of their sticker sheet. For each week's memory work that is learned, they get to choose a sticker from their own sheet to put in their book. At the end of the term, collect all the unearned, unused stickers—but let all the children take their books home.

## **Craft**

For each lesson I suggest one or more crafts that in some way deal with what you have discussed in that lesson. Many of the crafts can be easily modified to fit your required time-frame. I have not described in detail how to make each item, for this is not meant to be a step-by-step craft book; its purpose is to give you some ideas. For example, with the lesson on the fifth day of creation, when God made the birds, I suggest (among several other ideas) to make bird feeders. This can be a simple ten-minute project using pine cones and peanut butter or, if you need something to fill a two-hour craft gap, you can work with hammer and nails on a more difficult bird feeder.

Simply check a children's nature/craft book at your local library and there you will find all kinds of directions on how to make bird feeders. Pick the one that best suits the age level and time allotment of your particular class of children.

### **Review Questions**

For each lesson I ask a few specific review questions. However, there are two very important questions that should be asked with every lesson:

1. What does this lesson teach us about God?
2. How does this lesson help us to live our lives?

### **Prayer**

The application of each lesson to the children's lives is found in the prayer.

### **Psalms to Sing**

I list one Psalm (or part of a Psalm) that is particularly relevant to the lesson, as well as several others that are also related to it. Singing the Psalms is a crucial way, but simple way, for the children to store God's Word in their hearts. "Give thanks to the LORD; call on His Name . . . Sing to Him; sing psalms to Him" (Psalm 105:1, 2). "Let the word of Christ dwell in you richly as you teach . . . and as you sing psalms" (Colossians 3:16). If time permits, I recommend singing the main Psalm for each lesson several times, so that the children have already begun to memorize it. You could also send home a copy of the main Psalm, so that the children can sing it at home during the week with their families. The Psalter I have used is *The Book of Psalms for Singing*, published by the Reformed Presbyterian Church of North America, 1973.

### **Field Trip**

The teaching of the Word of God to our children is not meant to be confined within the four walls of our Christian churches, schools and homes.

Take God's Word outside, into the fresh air and sun shine! Teach it in the open fields and the busy streets! Moses says, "Fix these words of mine in your hearts and minds . . . Teach them to your children, talking about them when you sit at home and *when you walk along the road*" (Deuteronomy 11:18, 19). How will God's Word be fixed in the hearts and minds of our children? It will happen, not only when we read the Scriptures around the family dinner table or when we study the Bible in our Sunday School classrooms, but it will happen when we are walking along the road, when we are looking at the world around us as we discuss the things of God. I will never forget the time our family (with four children, ages 2 through 12) was driving through Sequoia National Park, looking with awe at the largest trees in the world. As we drove along these great green giants we sang a psalm in praise of the Creator: "The trees of the LORD are well watered, the cedars of Lebanon that He planted" (Psalm 104:16). We were in California, U.S.A. — but the same God planted those majestic "cedar" trees too. That Psalm concludes with these words: "I will sing to the LORD all my life; I will sing praise to my God as long as I live . . . Praise the LORD, O my soul. Praise the LORD" (Psalm 104:33, 35). A very important message was communicated to our children that day, as they delighted in those amazing trees—but you don't have to drive across a continent to have that kind of teaching opportunity. It's along every ordinary road, along every little pathway in your life.

For each lesson I have suggested some small outing to a place which will impress that particular Bible teaching upon your children. What a way to review a lesson! If you are setting out with that purpose in mind, "to teach your children . . . when you walk along the road" it will actually happen. You will do it—and they will be blessed!

*Please turn the page for the guide to lesson 1.*



# The Word of God

John 1:1–4, 14

## **VISUAL AIDS**

Bring Greek and Hebrew Bibles for your children to examine or bring each child a sample page of writing from each of these languages. (You could xerox some pages from your pastor's library.) Have the children try to read them! This will stimulate their interest in written words, other languages and the work of translation.

## **MEMORY WORK**

"Thy word I have treasured in my heart . . ." (Psalm 119:11)

## **CRAFT**

You could make treasure chests or jewel cases by covering small cardboard boxes (or heart-shaped boxes) with pretty paper on the outside and felt-like fabric on the inside. A simpler project would be to fold pieces of red construction paper in half and cut out a large heart for each child. Print the memory work on the inside of the heart or make a pocket in which all the Bible verses can be kept. Have the children glue gold and silver sequins and sparkles inside the heart, reminding them as they work that the Word of God is more precious than gold or silver.

## **REVIEW QUESTIONS**

1. Why is the Bible different from all other books in the world?
2. What are three ways that God and people use words?
3. How did God usually speak His Word? What were some special ways that He spoke His Word?

4. How did God usually write His Word? What were some special ways that He wrote His Word?
5. What languages did God use to write the Bible? How did we get the Bible in our own language?
6. God gave us something very precious, more precious than silver and gold. What precious gift did God give us? Why is it worth so much?
7. Where should we keep this treasure? How can we hide it in our hearts?
8. It is not enough to hear God's Word or know God's Word. What else must we do?
9. Who is called "The Word of God"?

### **PRAYER**

LORD, thank You for giving us the precious gift of Your Word. Please, help us to treasure it in our hearts all our days on this earth.

### **PSALMS TO SING**

119B . . . and 19BD; 119F; 119I; 119M; 119N; 119O; 119T; 119WX.

### **FIELD TRIP**

Explore a big library! See if you can find among many special books, the most special book of all.

*(This student lesson starts on page 1.)*

# In the Beginning, Out of Nothing

Genesis 1:1

## VISUAL AIDS

You could bring to class an acorn, a sunflower seed and some little ripe puffballs for the children to touch to produce the “puff” of spores. If you don’t have any puffballs at your fingertips, perhaps you could bring a big ripe mushroom from the supermarket; explain that its spores (along the gills) are too tiny even to see. (However, if you place the cap, gill-side-down, on a piece of white paper, cover it with a bowl and leave it for a few hours, you will have a beautiful spore print, made of millions of spores, which the children can see.) There are wonderful pictures available in children’s magazines or books, which show the stages of butterflies, frogs and chickens from egg to adult. To see the stages of a developing human being, pro-life groups put out excellent pamphlets and there are many books available too, such as *A Child Is Born or Being Born*, with exquisite photographs by Lennart Nilsson. (If you’re on a tight time schedule, watch out! An hour can slip by easily without getting to the real lesson, because the children are fascinated by these “beginnings.”)

## MEMORY WORK

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

## CRAFT

Cut out some large, ostrich-sized, oval-shaped “eggs” from plain white paper, two or three for each child in your class. They can then draw the beginnings of some little creatures inside the eggs. They can draw an owl or a turtle, a flamingo or an alligator, a duck-billed platypus or even a dinosaur.

**REVIEW QUESTIONS**

1. Did you have a beginning?
2. Did the world have a beginning?
3. Did God have a beginning?
4. The things that we see in the world around us—from where did they all come?
5. Out of what did God make the world and everything in it?
6. Who said, “I am the Beginning and the End”?
7. Why is God worthy to receive all our praise?

**PRAYER**

Heavenly Father, we thank You for beginning and creating everything. We thank You and praise You for making us!

**PSALMS TO SING**

106G . . . and 90CD (1); 115B (8); 121B (1); 134AB.

**FIELD TRIP**

Visit some sort of hatchery. It's very exciting for young children to see a little creature emerging from an egg.

*(This student lesson starts on page 6.)*

# The First Day

Genesis 1:1–5

## VISUAL AIDS

Show the class a picture of how the world looked in the beginning. You will need a plain black piece of paper!

## MEMORY WORK

1. “God is light; in Him there is no darkness at all.” (1 John 1:5)
2. God said, “I am the LORD and there is no other. I form the light and create darkness.” (Isaiah 45:6)

## CRAFT

Have each child begin a book called *The Days of Creation*. You will need different colours of construction paper. The first page should be plain black. The second page should be yellow. Print (or label) “DAY 1” on the top of the light page. On the bottom print: GOD SAID, “LET THERE BE LIGHT.” Keep the children’s books until all seven days are completed. You could also make paper-plate clocks with movable hands and discuss what we do at different times. Print “GOD MADE TIME” on the back of the clocks. Another craft for this lesson could be making simple candles. Place them in empty tuna-fish cans and write this verse on the side: “You, O LORD, keep my lamp burning; my God turns my darkness into light” (Psalm 18:28). Tin-can lanterns (with holes nailed all around it and a candle inside) could be another craft. Make sure there is adult supervision for any candle-lighting!

## REVIEW QUESTIONS

1. How did the world look in the beginning?

2. Who was there? What was He doing?
3. What was God's first good gift to the world?
4. Why did God make light?
5. Who said, "I am the Light of the world"?
6. Where is the "outer darkness"?
7. Why does the heavenly city not need sun, moon or any lamp?

## **PRAYER**

LORD, thank You for making light. Thank You for making both the day and the night. Please take care of us through all our days and nights upon this earth. LORD, we pray, that You would lift up the light of Your face upon us and grant us peace. "O God Almighty, make Your face shine upon us, that we may be saved" (Psalm 80:7).

## **PSALMS TO SING**

27AD (1) . . . and 4B; 36B; 43 (3–5); 77A; 80B (1); 89D; 112AB (1, 2); 119NOR (1); 139B (5, 6).

## **FIELD TRIP**

Experience the dread of darkness and the joy of light by visiting some underground caves. If you have no dark caves in your vicinity, just sitting with small children in a very dark room for awhile and then flicking on a lamp or lighting a candle is fun. If the children made their own candles or lanterns, let their lights shine all together in the darkness! Children also love to go for a flashlight hike on a dark night.

*(This student lesson starts on page 10.)*

# The Second Day

Genesis 1:6–8

## VISUAL AIDS

Show the children a photo of the world taken from outer space. What you primarily see is earth's water: the blue of its seas and the white of its clouds. You can also show them beautiful photographs of clouds and the things that come from clouds: snowflakes, raindrops, hailstones, lightning, tornadoes.

## MEMORY WORK

“Stop . . . and consider the wonders of God.” (Job 37:14)

## CRAFT

Continue working on the creation book. This next page should be grey construction paper with the words “DAY 2” at the top, and in the middle of the page print: GOD SAID, “LET THERE BE AN EXPANSE BETWEEN THE WATERS TO SEPARATE WATER FROM WATER.” The children can paste cotton clouds above God's Word and draw blue and white waves below it. You can also bring balloons for the children, fill them with what God made on that second day and write “GOD MADE AIR” on them. Besides balloons to float in the air, you could make pinwheels to spin in the wind and streamers to flutter in the breeze. If you want a more difficult project, have the children make kites. Let them feel for themselves the power of the air as it moves.

## REVIEW QUESTIONS

1. What were the three ways that God worked?
2. What did God create on the second day? What did God separate? What did God name?

3. What do we call the water above the sky?
4. Is earth's air important? Why? Do other planets have this?
5. Who delighted in God and what He made on the second day?
6. Who should rejoice in the LORD and all His works now?
7. Have you ever thanked the LORD for making the air that you breathe? Have you ever thanked Him for the blue sky and white clouds? Have you ever looked at a beautiful snowflake and said "thank-you" to God?

### **PRAYER**

LORD, we thank You and praise You for the beautiful clouds which we can see and the critical air which we cannot see. Thank You for the rain and the snow, the winds and the storms. LORD, we even thank You for the thunder and the lightning, which remind us of Your power and Your splendour.

### **PSALMS TO SING**

105A (1–3); 108A . . . and 18B; 77C (9–12); 97AC; 104A (1–3); 147B.

### **FIELD TRIP**

Just go outside to an open space and admire the clouds and sky. Feel the wind; breathe the air . . . and thank God for them! You could also visit a weather station to watch the people as they work to understand the clouds, the winds, the air pressure, etc.

*(This student lesson starts on page 14.)*

# The Third Day

**Genesis 1:9–13**

## **VISUAL AIDS**

Bring a globe or map of the world and show your small pupils how God separated the land from the sea, forming the oceans and continents which we now have named. Point out the different shapes of the countries (like Italy's boot) and remind them that it was God who formed and shaped the earth. Hide the names of large land masses (including their own country) and see if they can identify these areas simply by their shapes. Point out the difference between natural boundaries and man-made ones. Show them beautiful pictures of coastlines, mountains, canyons, deserts, etc. Specimens and/or pictures of rocks, gems, jewels and metals will make this class more interesting too. You could also bring a piece of coal — and don't forget a little box of "ordinary" dirt, for out of this extraordinary substance God would bring forth all manner of marvellous things!

## **MEMORY WORK**

"I worship the LORD, the God of heaven, who made the sea and the land." (Jonah 1:9)

## **CRAFT**

You can continue working on the creation book. At the top of a blue page of construction paper print the words "DAY 3," and at the bottom print: GOD SAID, "LET DRY GROUND APPEAR." Have the children create land forms by cutting out irregular shapes from earth-coloured paper. These can be glued on the sea-blue pages. Rocks and gems can be added by cutting out jewel shapes from bits of shiny foil paper and pasting them onto the land forms. If you want

a more difficult project, have the children make papier-mache landscapes with mountains, valleys, oceans, rivers, etc. Let them form the “rising land” with their own fingers!

## REVIEW QUESTIONS

1. The earth had light for man to see and air for him to breathe, but what else did it need?
2. What did God separate on the third day?
3. What did God name on that day?
4. The earth was no longer formless. What happened?
5. The earth was no longer empty. What happened?
6. When God saw what He had made, how did He judge His work?
7. When you see what God has made, how do you judge His work?

## PRAYER

Our loving heavenly Father, thank You for giving us this beautiful earth as our home. Thank You for allowing us to see it and feel it; thank You that we can walk on it, play on it and live on it! LORD, help us to take good care of this great gift.

## PSALMS TO SING

95A . . . and 24A (1), 33A; 57B (5, 7–10), 66A(1); 98AB; 104A; 146AB.

## FIELD TRIP

You could visit canyons, coastlines or mountains, but even less spectacular views anywhere in the world display the beauty of what God created on that third day. You could also visit a mineral exhibit at a museum or tour the depths of the earth in a mine or just look at God's gifts in a jewelry store.

*(This student lesson starts on page 17.)*

# Green! Glorious Green!

Genesis 1:11–13

## VISUAL AIDS

Photos of badlands and wastelands to contrast with pictures of lush green woodlands and grasslands would be useful. This class can be enhanced by seeing, smelling and tasting what God has made . . . so bring a bouquet of flowers and a tray of fruit and let the children enjoy the gifts of God! Since you are discussing seeds in this lesson, bring an apple and knife to reveal (by cutting the apple crosswise) the beautiful “star” and the precious seeds of this fruit. The seed cases of plants are fascinating, such as the star-topped poppy pod with its tiny seeds that shake out or a dry crackly milkweed pod with its silky seeds that float away or the long curly pod of a scarlet runner bean with its pretty, pink-and-purple, speckled beans or even an ordinary prickly bur that sticks to your clothes. There are lots of interesting seed-bearing plants. God made millions of them!

## MEMORY WORK

“The earth is full of the lovingkindness of the LORD.” (Psalm 33:5)

## CRAFT

Continue working on the creation book. This page should be made of bright green construction paper. Old seed catalogues are perfect for cutting out pictures of flowers, fruits, vegetables, shrubs, trees, etc. and pasting them onto the page. At the bottom print: God said, “let the land produce vegetation.” There are many art projects that can be done with plants, such as leaf prints, either by rubbing (with a crayon) or stamping (with ink) or splattering (with paint.) You could also make placemats or bookmarks with pressed flowers. Artists have al-

ways been inspired to paint still-life pictures of vases of flowers or bowls of fruit, so . . . bring out the water colours!

## REVIEW QUESTIONS

1. What did God make on the third day of creation?
2. Plants usually grow from seeds in the ground, but how did the plants sprout out of the earth on the third day of creation?
3. Why did God make plants?
4. How do plants praise the LORD?
5. People use plants to make clothes, paper, and medicine. How? Can you name some more ways that people use plants?
6. What is your favourite tree? Why? What is your favourite flower? Why? What are your favourite vegetables and fruits?
7. Have you ever thanked God for giving you all these gifts? Why don't you thank Him right now?!

## PRAYER

LORD, thank You for Your LOVE, which fills the earth. Thank You for giving us a world filled with plants to see and smell and eat . . . and use in many other good ways.

## PSALMS TO SING

96B . . . and 1AB; 23; 65B; 67A; 72C; 85B; 92C; 104B; 111A; 126; 145C.

## FIELD TRIP

Visit some gardens, greenhouses or an arboretum. Walk through the fields and the woods, delighting in God's gifts!

*(This student lesson starts on page 20.)*

# The Fourth Day

Genesis 1:14–19

## VISUAL AIDS

God has filled the universe with the splendour of the stars and planets and galaxies. Show the children some of the beautiful photographs available to us taken through telescopes and satellites. It would also be useful to bring a globe to this class to demonstrate the movements of the earth. Pictures of spectacular sunrises and sunsets would also be helpful and can often be found in old calendars. You could also bring photographs of glistening dewdrops, sparkling waters, shimmering leaves, interesting shadows, exciting rainbows, etc. They all made their appearance on that fourth day. They all glorify God!

## MEMORY WORK

“The heavens declare the glory of God; the skies proclaim the work of His hands.” (Psalm 19:1)

## CRAFT

This page of the creation book could be pink construction paper, with the children colouring a sunrise or sunset in brilliant colours. Add a silvery crescent moon and some little stars. The top should read: DAY 4. The bottom should read: GOD SAID, “LET THERE BE LIGHTS IN THE EXPANSE OF THE SKY.” If you want more difficult projects, your children could make a mobile with sun, moon and stars or a model of our solar system.

## REVIEW QUESTIONS

1. What did God make on the fourth day of creation?

2. The sun, the moon and the stars are glorious, but they “speak” and “point” to a glory surpassing their own. Of whom do they speak? To whom do they point?
3. Why did God make the heavenly bodies so beautiful?
4. Give three other reasons why God made the sun, the moon, and the stars.
5. How do the sun and the moon give earth its days, months, seasons and years?
6. Some people worship the sun, moon and stars. Is this right?
7. What should we do from sunrise to sunset? What should we do every day of our lives?

### **PRAYER**

Our loving God, we thank You for Your good, gracious and glorious gifts. Thank You for the bright sunshine, the pale moonlight and the twinkling stars. Thank You for the different seasons and for ordering our time into days and months and years.

LORD, help us to use our days to glorify You!

### **PSALMS TO SING**

19A . . . and 8B (1, 2); 104C (10); 113A (1–3); 147A (1, 3); 148.

### **FIELD TRIP**

Visit an observatory or planetarium. Witness a sunrise or sunset. Stand in an open field on a starlit night and praise the name of the LORD!

*(This student lesson starts on page 24.)*

# The Fifth Day

Genesis 1:20–23

## VISUAL AIDS

There are many beautiful books abounding with pictures of this world's incredible fish and birds that you can enjoy with the children. Also, bring to class some shells and feathers, especially a peacock feather. A recording of the songs of birds (played as background music) could also add an interesting note to this class.

## MEMORY WORK

1. "He performs wonders that cannot be fathomed, miracles that cannot be counted." (Job 9:10)
2. "The earth is full of his praise." (Habakkuk 3:3)

## CRAFT

A piece of white construction paper (with "DAY 5" at the top) would be good for the next page in the creation book. Divide it in half with a horizontal line of waves. At the bottom print: GOD SAID, "LET THE WATER TEEM WITH LIVING CREATURES, AND LET BIRDS FLY ABOVE THE EARTH." The children can draw fish swimming in the lower section and birds flying in the upper section. If you have some spare cockle shells bring them to class. The children can paint them with plain water, either with little brushes or with little fingers, to let their true (underwater) colours show. While they are still wet, hold the shells up to a window to see their full beauty. This is a wonderful activity for small children. They could also colour white shells with magic markers. Two other easy paper crafts would be fish or bird mobiles, letting the chil-

dren decorate the white, cardboard, fish or bird shapes. If you want more difficult projects, you could build bird feeders or make aquariums.

### **REVIEW QUESTIONS**

1. What did God make on the fifth day?
2. Why did God make them?
3. How did God bless them?
4. What is your favourite fish? Why?
5. What is your favourite bird? Why?
6. How is a nightingale an excellent preacher?
7. How does a peacock feather proclaim the LORD?

### **PRAYER**

LORD, we thank You for the marvellous creatures that swim and fly! We thank You for the songs of the birds and we ask that You would help us, with our lives and our lips, to fill the earth with Your praise.

### **PSALMS TO SING**

104D . . . and 55A (1, 4, 5); 84A; 148.

### **FIELD TRIP**

Visit an aquarium and an aviary. Even pet stores usually have selections of tropical fish and birds. You could also take your children for a walk along a seashore to gather shells or a walk through the woods to listen to the birds.

*(This student lesson starts on page 28.)*

# The Sixth Day

Genesis 1:24, 25

## VISUAL AIDS

Look in your local library. There are all kinds of books with wonderful photographs of mammals, reptiles and insects. You can also find in children's books or magazines many amusing and exciting pictures of people doing things with animals. A young class will particularly appreciate these. This is also a good lesson to have a "show-and-tell" time. Ask each child to bring for this class a picture of his/her favourite animal. Have the child show the picture to the class and tell why it's his/her favourite animal. You should be prepared to show and tell yours too! This is fun for everyone.

## MEMORY WORK

1. "Let everything that has breath praise the LORD. Praise the LORD!" (Psalm 150:6)
2. "Let every creature praise his holy name for ever and ever." (Psalm 145:21)

## CRAFT

Use a piece of orange construction paper with "DAY 6" at the top for the next page in the creation book. Have lots of ovals and circles in different sizes cut out of fuzzy grey, brown and white fabric. Have the children glue them onto their pages and make them into animals by drawing legs, ears, tails, etc. At the bottom of the page add the words: GOD SAID, "LET THE LAND PRODUCE LIVING CREATURES." If you need a more difficult craft, what about sewing and stuffing some "furry" animals?

**REVIEW QUESTIONS**

1. What did God create on the sixth day?
2. From what did God make the animals?
3. How did God make them?
4. Why did God make the animals? Give two reasons.
5. How do animals help us? How can we help the animals?
6. The sixth day was the last day of creation. When all the animals were created, was God's work finished?
7. How do animals praise the LORD?

**PRAYER**

LORD, thank You for making all the animals.

(Each child might want to thank the LORD for some particular creature that he/she loves.)

**PSALMS TO SING**

150AB . . . and 104C.

**FIELD TRIP**

Visit the zoo or a farm! Make sure to use this opportunity to talk about the marvellous creatures that God created for us. Even a trip to a friend's house to see little kittens or hold furry gerbils can be a God-centred, fun-filled, educational experience.

*(This student lesson starts on page 32.)*

# A Creature Is Crowned

Genesis 1:26–28

## VISUAL AIDS

You will have several, living, breathing, human specimens right in your class! Bring a little box of dirt so they can see their origins and marvel at the work of God in creating them from the dust of the ground. You could also bring some photography books, such as *The Family of Man* by E. Steichen, which has beautiful photos of human beings.

## MEMORY WORK

God said, “Let us make man in our image, in our likeness, and let them rule . . .” (Genesis 1:26)

## CRAFT

This is the final page of the creation book. You will need purple construction paper, a royal colour. Cut the outline of a man and a woman for each child. You could use plain brown paper, to represent their earthiness. Use shiny silver paper for their hearts, to represent a mirror and the fact that human beings were to be a reflection of God. Cut gold paper crowns for each child’s man and woman. Finish the page with these words: GOD SAID, “LET US MAKE MAN IN OUR IMAGE . . . AND LET THEM RULE.” You could also make gold crowns, one for each boy and girl to wear home. Another project could be a collage of people: men and women, boys and girls, of every race.

## REVIEW QUESTIONS

1. When were people created? What else was created on that day?
2. Whom did God make to rule all the animals?

3. How are animals and humans alike? How are they different?
4. Do we come from gorillas or from God? How do we know?
5. When the Bible says, “God created man in His own image,” does it mean only men or does it mean both men and women?
6. When God said, “Let us make man in our image . . .” to whom was He speaking? Is there more than one God? Who are the Three Persons of God? What does “Trinity” mean? (Can you think of other words that begin with “tri” and refer to “three”?)
7. At the end of the sixth day, what did God see? Was it good?

### **PRAYER**

Our Heavenly Father, thank You for creating us. Thank You for making us in Your image and calling us Your children. Thank You for crowning us with glory and honour. Thank You for making each one of us to be a prince or a princess, sons and daughters of the King. (Perhaps each child would like to thank God in prayer for some of the special people in his/her life.)

### **PSALMS TO SING**

8AB . . . and 21AC; 24ABC; 100ABC; 103D; 113AB.

### **FIELD TRIP**

Have you ever just sat down on a park bench and watched the people walking past? Take your children on a people-watching expedition. As you observe all kinds of people, take the opportunity to teach the children that all people are created in the image of God. Because they are created in the image of God, people are precious. They should not be harmed by us in any way—in thought, word or deed. God commands us to love people, to bless them and to do good to them, even to our enemies.

*(This student lesson starts on page 35.)*