

# LESSON



## “In the Beginning . . .”

### GRACE

Grace is God's love for us.

#### References

Genesis 1; *Patriarchs and Prophets*, p. 44; *Steps to Christ*, pp. 9–15.

#### Memory Verse

“God saw all that he had made, and it was very good” (Genesis 1:31, NIV).

#### Objectives

##### The children will:

**Know** that God created a wonderful world to show His love for us.

**Feel** wanted and loved by Jesus.

**Respond** by telling Jesus they love Him.

#### The Message



God made a wonderful world because He loves me.

## Getting Ready to Teach

#### The Bible Lesson at a Glance

During the Creation week God makes a beautiful world. During days one through five of Creation week He prepares an ideal home. On day six He creates the animals. God sees all that He has made and says it is good. (The creation of Adam and Eve and the Sabbath will be studied in the next lesson.)

#### **This is a lesson about grace.**

God's love is shown to humanity through all that He has made. We bask in this freely given gift of His grace, which expresses His love for us. Even though the earth's original beauty has

been marred by sin, we still enjoy the many blessings of His grace as the earth provides for our need for food and offers places of beauty for us to enjoy.

#### Teacher Enrichment

“As the earth came forth from the hand of its Maker, it was exceedingly beautiful” (*Patriarchs and Prophets*, p. 44). “The entire landscape outvied in beauty the decorated grounds of the proudest palace. The angelic host viewed the scene with delight” (*ibid.*). “Nature and revelation alike testify of God's love. . . . The hills and seas and plains, all speak to us of the Creator's love” (*Steps to Christ*, p. 9). “ ‘God is love’ is written upon

# ONE

Program Outline			
LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>Welcome</b>	ongoing	Greet students at door; hear pleased/troubled	
<b>1</b> <b>Readiness Activities</b>	up to 10	A. <i>Nature Walk</i> B. <i>Creation Learning Center</i> C. <i>Make an Animal</i>	nature items such as leaves, seeds, etc.; bags five tables or boxes; items to represent the five senses (see Readiness Activity B for suggestions); blind-folds; magnifying glass play dough or modeling clay
<b>* Prayer and Praise*</b>	up to 10	See page 16. <b>*Prayer and Praise</b> may be used at any time during the program.	
<b>2</b> <b>Bible Lesson</b>	up to 20	Experiencing the Story	happy paper plate face sign, craft stick, a dark place, recorded water sounds, bubble solution and wand or balloon, small pieces of cut-up fruit, plant or flower, leaf, toy stuffed animals
		Bible Study	Bible
		Memory Verse	Bible
<b>3</b> <b>Applying the Lesson</b>	up to 15	<i>Who Made It?</i>	felts, flannel board or bulletin board, or pictures of things God made, tape or other adhesive
<b>4</b> <b>Sharing the Lesson</b>	up to 15	<i>What Was Made?</i>	board and marker; paper; crayons, pencils, or markers

every opening bud, upon every spire of springing grass. The lovely birds making the air vocal with their happy songs, the delicately tinted flowers in their perfection perfuming the air, the lofty trees of the forest with their rich foliage of living green—all testify to the tender, fatherly care of our God and to His desire to make His children happy" (*ibid.*, p.10).

### Room Decorations

Make a bulletin board around the theme "God made a wonderful world because He loves me." Hang pictures

of things God has made.

Make a second board titled "I Praise God for His Creation." Have the children draw pictures of things they enjoy that God has created.

Use seven large circles on the wall to illustrate the seven days of Creation.

Hang mobiles, using pictures or cut-outs of the sun, moon, stars, animals, flowers, and so on.

Provide a "touch and see" table with shells, seeds, or other interesting nature objects that the children can look at and handle.

# Teaching the Lesson

## Welcome

Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Ask if they have anything they want to share about last week’s lesson study. Have them begin the Readiness Activity of your choice.



## Readiness Activities

Select the activity or activities that are most appropriate for your situation.

### You Need:

- bags
- items from nature (if you can’t go outside)

### A. Nature Walk

Take the children outside for a walk to pick up leaves, seeds, pinecones, and other things that God has made. Give each child a bag in which to put items found or divide the children into small groups and give the teacher/adult responsible for each group a bag for the things the children in that group collect.

#### Alternate Activity

Hide nature items around the room and go for a walk in the room. Collect the things God has made.

#### Debriefing

Allow response time as you ask: **What was the most interesting or exciting thing we found? Did we find anything you had never seen before? What was the biggest thing we found? How many different colors did we find? Who made all the things we found or saw when we were on our walk?**

Say: **God made all these beautiful things for us to enjoy. Our lesson today tells me something very important:**



**God made a wonderful world because He loves me.**

**Say that with me.**

### B. Creation Learning Center

Set up five tables or boxes with a variety of things in each that relate to each of the five senses. The children will go from table to table or from box to box and experience creation with their five senses. For large groups, have an adult supervisor at each table. Be aware of possible allergies.

- **Touch:** Place several items in a bag or box so the children first put their hand in and touch without seeing. Suggestions: pinecone, fruit, shell, earth or sand, leaf, feather.

- **Taste:** Blindfold the children or have them close their eyes so they can’t

see what they are tasting while they guess what it is. Suggestions: raisins; small piece of a sweet fruit; pretzels or other salty snack; lemon or other sour fruit; dark chocolate or other bitter flavor.

- **Hearing:** Taped bird songs or nature sounds, such as rain or waves; a seashell; taped animal noises; a baby animal or small pet. (A small animal would involve touch, hearing, and smell.)

- **Sight:** Provide a magnifying glass for the children to use in examining leaves, flowers, or rocks. As an alternative, provide pictures of beautiful scenery.

- **Smell:** Blindfold the children or have them close their eyes and see if they can guess what they smell. Suggestions: flowers, lemon or orange, cinnamon, peppermint, licorice, vanilla, vinegar, onion or garlic, perfume or scented hand lotion.

### **Debriefing**

Allow response time as you ask: **Was it easy to guess what you were touching when you couldn't see? How did you feel trying to guess what you were tasting without being able to see it? Were you able to guess what you were smelling when you couldn't see it? It is hard when you can just touch or smell or see or hear, but when you can use all your senses at the same time it is easy. Who made all these wonderful things for us to touch, see, smell, hear, and taste?**



God made a wonderful world because He loves me.

Say that with me.

### **You Need:**

- five tables or boxes
- items for each table/box (see activity)
- blindfold for each child
- adult helpers as needed
- magnifying glass

### **C. Make an Animal**

Distribute the play dough or modeling clay and ask the children to make an animal or plant or flower. (See page 140 for a play dough recipe.)

### **Debriefing**

Ask: **What did you make?** Give each child an opportunity to share.

Say: **These are all very lovely things. Can the things you made breathe or grow? Do they have a nice smell? Are they alive? Who is the only one who can make something live? (God) Why do you think God made all the wonderful things around us?**



God made a wonderful world because He loves me.

Say that with me.

### **You Need:**

- play dough or modeling clay for each child



**NOTE: Prayer and Praise appears on page 16.**

2

**Bible Lesson**

**Experiencing the Story**

**You Need:**

- a happy face sign (draw eyes and a mouth on a plain white paper plate and staple or glue it to a wooden craft stick)
- a dark place (create by placing two or three tables together and covering them with blankets or use an appliance-sized box)
- recorded water sounds
- bubble solution and bubble wand or balloon
- small pieces of cut-up fruit
- a plant or flower
- a leaf
- toy stuffed animals

Say: **Our lesson today is about how God made our world and everything in it. God saw that the things He made were good. Every time I hold up my smiley face I want you to say, "God saw that it was good." Practice with me.** (Hold up the smiley face several times and get the children to respond.) **Good. Come with me.** (Have the children sit under the tables or close their eyes very tightly.)

Before God started making the world, nothing was here. It was very dark. There was no sun, no moon, no beautiful plants or animals. There was only darkness and water. (Play the water sounds if possible. Sit quietly in the dark or with eyes closed for a minute or two.)

Then God spoke, and He said, "Let there be light." That was the first thing God created. (Ask the children to come out from under the table or to open their eyes.) Isn't it nice in the light? God knew living things would need time to rest, so He created day and night. And that was the end of the first day of Creation.

(Hold up the smiley face. Encourage the children to respond and say with you:) **God saw that it was good.**

On the next day God created the air we would need to breathe. Can we see the air? How do we know it is there? We feel it in our lungs when we breathe. (Ask the children to hold their breath for as long as they can to feel the need for air; see who can hold their breath the

longest.) We can also see the space that air takes up inside a bubble or a balloon. (Blow bubbles for the children to pop or blow up a balloon and let the air out.)

On the second day God made the air. And at the end of the day (hold up your smiley face and say together) **God saw that it was good.**

On the third day God said, "Let the water be gathered to one place, and let dry ground appear." And now, instead of just water, the earth had dry, brown ground. But that wasn't all. God said, "Let plants and trees appear." And then the world was beautifully green with grass and the leaves of plants and trees. And there was color too! The reds and yellows and oranges and blues and purples of flowers. And tasty things grew on some of those plants. (Distribute small pieces of cut-up fruit; pass around a flower or plant; pass around a leaf; or ask the children to pretend to be flowers. Be aware of possible allergies.) What do you think God saw when He looked around? (Hold up the smiley face and say together:) **God saw that it was good.**

What do we see up in the sky during the day? The sun! (Take the children to a window to see the sunlight. Be careful not to let them look directly at the sun.) And what do we see in the sky at night? The moon and stars. (Help the children make a big circle over their heads with their hands to imitate the moon; quickly open and close their hands to imitate twinkling stars.) On the fourth day God made the sun to shine in the daytime and the moon to shine with the stars at night. What do you think God thought of the sun, moon, and stars? (Hold up the smiley face and say together:) **God saw that it was good.**

Now the earth was very beautiful, but it was very quiet and very still. Well, that

was about to change. On the fifth day God said, "Let the waters be filled with living creatures, and let birds fly above the earth." And now there were fish in the water and birds in the sky. *(Let the children pretend to be soaring birds or swimming fish.)* How do you think God felt about the birds and the sea creatures? *(Hold up the smiley face and say together:)* **God saw that it was good.**

And on the next day, the sixth day, God created all the animals. *(Distribute toy stuffed animals to the children. Let the children take turns telling you the name of their animal and make the sound that animal makes; OR ask the children to imitate different animals and see if the class can guess what they are.)* What did God see when He looked at the animals He had created? *(Hold up the smiley face and say together:)* **God saw that it was good.**

### **Debriefing**

Allow response time as you ask: **How do you think God felt when He saw all the things He made? Why did God create all the things in our world?**



God made a wonderful world because He loves me.

**Say that with me.**

### **Bible Study**

Open your Bible to Genesis 1, point to the verses and say: **This is where today's story is found in God's Word, the Bible.** Read selected verses aloud, pointing to each as you read. Ask: **What are some of the things God created?**

#### **You Need:**

Bible

### **Memory Verse**

Open your Bible to Genesis 1:31 and point to the verse. Say: **This is where our memory verse is found in God's Word, the Bible.** Point to each word as you read the text aloud.

#### **You Need:**

Bible

Sing the memory verse to the tune of "London Bridge Is Falling Down" (see below). Repeat until the children know the verse.

God saw all that He had made,  
He had made, He had made;  
God saw all that He had made,  
And it was very good.

—René Alexenko Evans

Based on Genesis 1:31.

## PRAYER AND PRAISE



### Fellowship

Report the children's joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Give a special warm greeting to visitors and introduce each by name. Acknowledge birthdays or special events.

### Suggested Songs

"And God Said" (*Little Voices Praise Him*, no. 66)

"God Made Me" (*Little Voices Praise Him*, no. 164)

"Creation" (*Little Voices Praise Him*, no. 68)

"God Made Our World" (*Little Voices Praise Him*, no. 71)

"God Made the Sun and Moon and Stars" (*Little Voices Praise Him*, no. 165)

### Mission

Say: **We are happy when we see all the wonderful things that God has made for us. But there are many boys and girls who don't know that God loves them and made this wonderful world for them to enjoy. Our story today is about how \_\_\_\_\_ learned more about God.** Use the story from *Children's Mission*.

### Offering

This month use a "natural" container, such as an empty coconut shell or a toy stuffed animal such as a kangaroo as a place to put the offering.

Say: **Our offerings are used to help other boys and girls learn about our wonderful God and everything He has made.**

### Prayer

Ask the children to quietly tiptoe around the room and pick up something they like that God has made. After the children have returned to their seats, say: **This morning we have seen and touched and smelled and heard some of the wonderful things God has made for us. As we pray, I will begin by saying "Thank You, God, for [name something in creation]" and then starting with [name the first child in the circle or row], I want you to say what you are holding in your hand.**

Go around the group giving each child the opportunity to thank God for something in His wonderful creation.

\* Prayer and Praise may be used at any time during the program.

## 3

**Applying the Lesson****Who Made It?**

Give each child a felt or a picture of something God made.

Say: **Some people believe that all the wonderful things God made just created themselves.** Hold up your Bible. **But the Bible tells us this is not true. The Bible tells us God created our world and everything in it. He made our wonderful world because . . .** (help children respond) **He loves me!**

**Debriefing**

Ask the children to come up one by one and attach their picture to the board. As each one does, ask: **Who does the Bible tell us created the \_\_\_\_\_? God created the \_\_\_\_\_.** To end this activity, have the children say together:



God made a wonderful world because He loves me.

**You Need:**

- felts or pictures of things in nature
- flannel board or bulletin board
- tape or other adhesive

## 4

**Sharing the Lesson****What Was Made?**

Give each child a piece of paper divided into six sections.

Ask the children to draw something God created on each day in the sections. On chart paper, chalkboard, or whiteboard put a coded reminder of what was created and on what day. For example, for day 3 you may put DL for dry land or draw a picture of a tree.

**Debriefing**

Ask: **Who would like to show me their pictures of the things God made?** Acknowledge and affirm each child's efforts. **Take your picture home and tell someone else the story of how God made the earth and all the wonderful things around us. Remember: God made a wonderful world because . . .** (together) **He loves me!**

**You Need:**

- board and marker
- paper
- crayons, markers, pencils

**Closing**

Close with a prayer thanking God for the wonderful world He made and for showing His love by making so many different things for us to see and taste and touch and smell and hear.



## STUDENT LESSON

# “In the Beginning . . .”

## References

Genesis 1;  
Patriarchs and  
Prophets, p. 44;  
Steps to Christ,  
pp. 9–15

## Memory Verse

“God saw all that  
he had made,  
and it was very  
good” (Genesis  
1:31, NIV).

## The Message

God made  
a wonderful  
world  
because He  
loves me.

*Have you ever made a good picture of an animal and felt pleased about it? God made real, live animals, and a whole new world—and it was very good!*

God looked at a place of darkness and water. It was too dark to see anything, and there were no sounds except the sound of water.

Then God spoke. “Let there be light,” He said. And there was light! God divided the light and the darkness. The light He called day. The darkness He called night. And that was the end of the first day of our world.

On the second day God created air and the beautiful blue sky to surround our new world. And the evening and the morning made the earth’s second day.

The next day God said, “Let the water under the sky come together, and let dry ground appear.” Suddenly the waters came together in certain places, and dry land appeared. God called the dry places “land,” and the waters He called the “seas.” God saw that this was good.

But there was still more work to do on this day. God spoke again, and the earth became beautifully green with grass and trees. Red and orange and purple and yellow flowers nodded in the gentle breeze. Plants and trees grew tasty things to eat. Before night crept over the land on the third day, God looked at all these beautiful, delicious things. He

liked what He saw. “It’s good,” He said.

The next day God said, “Let there be lights in the sky!” And it was so. The new, brilliant sun warmed the earth by day, and that night the moon threw

moonbeams across the peaceful seas. Millions and millions of tiny stars twinkled in the night sky. And God said, “That’s good.”

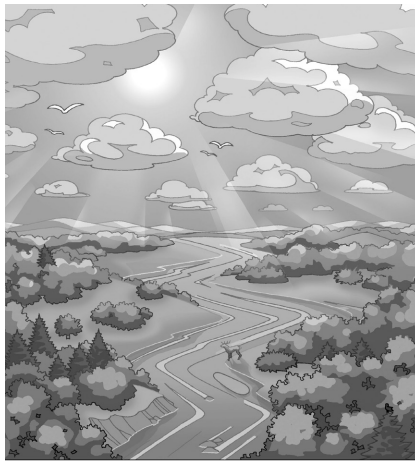
Although the earth was beautiful, it was still a quiet place. But that was about to change! On the fifth day God spoke again. “Let the water be filled with living creatures,” He said,

“and let birds fly above the earth.”

Dolphins and whales splashed in the seas. Brightly colored fish danced in the streams. The seas filled with swimming creatures. Birds of every color chirped and squawked and screeched and cooed. God saw that this was good.

When a new day dawned, God spoke again. This time He called for living creatures on the land. Great animals like the elephant and hippopotamus lumbered across the earth. Lions and tigers swished their long tails. Kangaroos and rabbits hopped along. Puppies played, and horses neighed.

God looked at the beautiful world He had created. He said, “This is good!” And so it was.



# Do and Say



## Sabbath

Take your child to a beautiful place in nature and read the lesson, "In the Beginning . . ." Talk about the memory verse and say it together. What does it mean?

## Sunday

Ask your child to tell you the lesson story. Then ask: What did God say about everything He made?

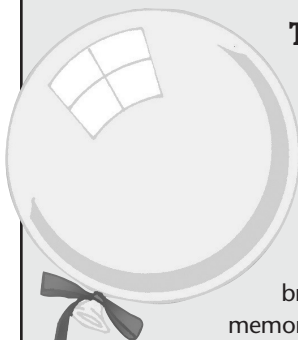
Sing the memory verse to the tune of "London Bridge Is Falling Down."

Help your child share with someone the drawing of the six days of Creation made in Sabbath School.

## Monday

Plant some fast-growing seeds on damp cotton balls in a saucer. (Radishes, alfalfa, and beans all sprout quickly.) Sprinkle water on them every day and see how fast they grow. As an alternative, put a sweet potato or the top of an old carrot in water. Something should begin to grow by the end of the week.

Thank God for making things grow. Say the memory verse together.



## Tuesday

Blow up a balloon and tie it off with a colored ribbon or yarn. On it, write "God gives me breath." Put the balloon in your child's room as a reminder of God's gift of air.

Thank God for the air we breathe. After prayer, say the memory verse together.

## Wednesday

Take your child outside at night to look at the stars. If you can't see the stars, take a flashlight and a colander into a dark room. Shine the flashlight through the colander to create the effect of stars in the sky. Thank God for the lights He put in the sky for us. Say the memory verse together.

## Thursday

Take a walk with your child and see how many flowers (or trees or birds) you can see. If appropriate, pick some flowers to take home and put in water. Thank God for things that grow. See if your child can say the memory verse from memory.



## Friday

Ask your child to pretend to be something that God has made and have the rest of the family guess what it is. Sing a praise song together. Then thank God for the wonderful world He made. Have your child teach the memory verse to the family.