



THE WAY THE WORLD BEGAN

Discovering Our Roots

August 13, 2022

1 PREPARING

A. THE SOURCE

Psalm 139:13-16 (NIV) • “For you created my inmost being; you knit me together in my mother’s womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well. My frame was not hidden from you when I was made in the secret place, when I was woven together in the depths of the earth. Your eyes saw my unformed body; all the days ordained for me were written in your book before one of them came to be.”

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

Job 38:3-11 (NIV) • “Brace yourself like a man; I will question you, and you shall answer me. Where were you when I laid the earth’s foundation? Tell me, if you understand. Who marked off its dimensions? Surely you know! Who stretched a measuring line across it? On what were its footings set, or who laid its cornerstone—while the morning stars sang together and all the angels shouted for joy? Who shut up the sea behind doors when it burst forth from the womb, when I made the clouds its garment and wrapped it in thick darkness, when I fixed limits for it and set its doors and bars in place, when I said, ‘This far you may come and no farther; here is where your proud waves halt?’”

(See additional passages in student material.)

B. WHAT’S TO BE SAID ABOUT “THE WAY THE WORLD BEGAN”

People often say “Seeing is believing.” The beginning of the world is something that none of us has seen, so how can we believe? In a way, we must first believe, then we can see.

The biblical account of Creation is built on God’s truth. It contains a beautiful simplicity that is easy for us to understand and believe. Though the world has competing theories of the way that the world started, we can learn that even through the world’s own methods, those theories don’t stand up to scientific reasoning.

Instead of theories based on impossible odds and billions of variations happening in impossible ways based purely on chance, we as Christians can believe in a God who loved us enough to create us in His own image, and who created an entire world for us to enjoy.

C. WHERE WE’RE GOING WITH “THE WAY THE WORLD BEGAN”

As a result of this lesson we would like the students to be able to:

1. Understand the biblical account of Creation, and that science is not infallible.
2. Understand the basics of the theory behind evolution, and the impossibility of its validity.

3. Present evidence for a Bible-based theory of Creation.

D. MATERIALS NEEDED

Beginning • (Activity A) Bible, 10 coins (pennies), permanent marker, bag.

Connecting • Bibles, student lessons.

Applying • Pens or pencils, “Layers of History” worksheet, p. 76.

2 BRIDGING

A. THE WEEK IN REVIEW

Allow 10 minutes as students are arriving to:

1. Share anything that was meaningful to them in this lesson.
2. Engage in a discussion about the topic of the lesson in connection to the belief highlighted this week.
3. Say the Bible memory text either individually or in a group.

B. OTHER SABBATH SCHOOL COMPONENTS

- >> Song service
- >> Mission emphasis (find a link for Adventist *Mission* for youth and adults at www.realtimfaith.net)
- >> Service project reports

3 BEGINNING

NOTE TO TEACHER: Put together your own program with options from the categories below—Beginning, Connecting, Applying, and Closing. Please keep in mind, however, that the students need to have an opportunity to be interactive (participate actively *and* with one another) and to study from the Word.

A. BEGINNING ACTIVITY

Get ready • Gather 10 coins (pennies) and with a permanent marker number them from one to 10.

Get set • When you go in front of the class show them the pennies, then place all the pennies in the bag and shake it.

Go • Call one student up and have them look the other way, then attempt to pull all 10 pennies out of the bag in order from one to 10. Let the students try as long as their interest and time permits. It should be an impossible task to perform, since the odds of removing all the pennies in the correct order are around one in a billion.

Debriefing • **Ask:** How many times do you think you’d have to try to get the pennies out in the right order? (about a billion) **How difficult would it be with 100 pennies, or 1,000, or 1 million?** (insurmountably difficult) **If the chance of something so simple as randomly pulling out 10 pennies in the correct order is that small, how is it possible that the entire world and everything in it evolved as a result of chance?** (impossible) Read Genesis 1:1 and ask if that statement is easier to believe.

B. BEGINNING ACTIVITY

Get ready • Divide the students into groups of two or three.

Get set • Direct them to tell each other three facts about themselves; two of the facts should be true, and one of the facts should be false. All the facts should be unremarkable, and the false fact should not be an obvious falsehood (example: I have brown hair; I wear a size 10 shoe; I’m left-handed).

Go • After one member of the group has shared their three facts, the other student(s) in the pair/group will guess which facts were true and which was false. After the groups are finished, bring the class back together.

Debriefing • **Ask:** Was it difficult to tell the

truth from the fiction? (Yes or no, depending on how well they knew the people in their group and how good of an actor the person relating the facts was.) **What could you have done to get more information to make your decision as to which piece of information was false?** (Ask the person relating the facts more questions, ask his friends/parents about the truth of the fact, etc.) **Are there times in our lives when we see fiction portrayed as fact?** (Yes, in biased reporting in the media, false advertising, false religions, even false science.) **How can we discern the truth from the fiction in these cases?** (Research the claims that are being made; look in other sources such as the Bible, other studies, our personal experience, and the experiences of others—all, of course, guided and interpreted by the Holy Spirit and tested so as not to contradict what the Bible is teaching.)

C. BEGINNING ILLUSTRATION

In your own words, tell the following story:

Many years ago Sir Isaac Newton had an exact replica of our solar system made in miniature. At its center was a large golden ball representing the sun, and revolving around it were smaller spheres attached at the ends of varying lengths of string. They represented Mercury, Venus, Earth, Mars, and the other planets. These were all geared together by cogs and belts to make them move around the “sun” in perfect harmony. One day as Newton was studying the model, a friend who did not believe in the biblical account of Creation stopped by for a visit. Marveling at the device and watching as the scientist made the heavenly bodies move in their orbits, the man exclaimed, “Why, Newton, what an exquisite thing! Who made it for you?”

Without looking up, Sir Isaac said, “Nobody.” “Nobody?”

“That’s right,” replied Newton. “I said nobody. All of these balls and cogs and belts and gears just happened to come together, and wonder of wonders, by chance they began revolving in their set orbits and with perfect timing!”

Debriefing • Ask: Would you believe anybody

who said that even something as simple as a model of the solar system came together in a series of random events? (No, of course not.) **So how is it that we’re asked to believe that the entire real solar system, and not only the planets themselves, but everything from mosquitoes to koala bears to people came together by a lucky series of random events?** (It’s ridiculous; creation from so many random events seems impossible.) **What scenario do you think would be easier to believe?** (The biblical account of a God who loves us and created us in His image.)

4 CONNECTING

A. CONNECTING TO THE KINGDOM

Say/Ask: God created us to be citizens in His kingdom. Sin has caused many of us to turn away from Him, and as a result many people no longer believe that He created us. **How do you think your parents would react if you went to them and said, “I don’t even believe that you’re really my parents. I think I just appeared here one day as the result of a lucky combination of events”?** (They would laugh; they would be angry.) **And how would they react once they discovered that you were serious?** (They would be hurt; they might think I had a knock on the head.) **How do you think it affects God when we refuse to believe that He created us?** (It hurts him; we seem ridiculous.) Read **Psalm 139:13-16** aloud.

B. CONNECTING TO THE LESSON ILLUSTRATION

Ask someone beforehand to read or tell the story from Sabbath’s section of the lesson.

Ask: Why do we want to know where we came from? (It helps us know who we are.) **Is it important for us to know our roots, our heritage, and whom we belong to? Say:** There are many people today who try to tell

us that life just happened, but when they do that, they are denying the existence of God—they are rejecting Him. **Ask:** Where does that lead people? (To destruction, separation from God, and ultimately losing out on eternal life) **Say:** People blur the lines about Creation—the how, when, and who—and that separates us from our Creator—the One Who created us and sustains us. **Ask:** What happens when we become separated from God? (We are lost, facing eternal separation from God, eternal death.) **If we cannot trust others, or science, or sometimes even our own senses, whom can we trust?** (We can always trust God, the Bible, and His revelation through the Spirit of Prophecy.) **Say:** Jesus is the same yesterday, today, and tomorrow. Have a student read Hebrews 13:8. **Say:** So if the Scriptures tell us something about who we are and whom we belong to, we can believe and trust God’s Word. Our roots are found in God, who created us in His image.

C. CONNECTING TO LIFE

Pose the following scenario:

Suppose one day a friend tells you that he no longer believes the story of Creation. He tells you that evolution serves as a perfectly rational explanation for the beginning of the world. How could you help him realize that accepting the theory of evolution requires much more faith to believe than the idea that a loving God created us in His image?

Ask: Is the idea that everything in the world just happened by a series of random events and luck really a rational explanation for how our planet came to be? (No, evolution is based on impossible odds.) **How could you communicate this to your friend?** (Spend some time with your friend studying the complexity of the world around you. Pick an area of nature that interests both of you. After you’ve studied it for a while, ask your friend how it is impossible to believe that what you’ve been studying just happened by chance.) **Can you explain to your friend that God not only cre-**

ated us, but also loves and keeps us today? (Tell him about God’s love from a variety of sources, such as the Bible, your own personal experience, evidence in the world, and others’ experiences.)

Say/Ask: Take a look at the Bible passages listed in the student lesson as well as the account of Creation in Genesis. Do you remember when humans began to question whether or not what God said was true? What was the result? Read Romans 1:18-24. There is no uncertainty in the Bible about the origin of life on earth. The Creation account is very clear and plain. Even a child can understand it. How does Romans 1:25 help us understand why so many people have been led to believe in evolution? Why do you think people tried and still try to replace God’s truth with their own ideas?

5 APPLYING

A. APPLICATION ACTIVITY

Hand out the “Layers of History” worksheet on page 76. As a class read the introduction at the top of the worksheet. Familiarize yourself with it first, since you may have to do some explaining to help the earlites understand what is being stated. Then have students divide into smaller groups, with an adult teacher if possible, and read and summarize the quotes in the worksheet.

When they have finished come back together and discuss the following:

Ask: If fossilization requires the rapid burial of the dead creature, could fossils really have formed in layers of sediment that were gathering at the rate of one millimeter per five years? (No, the animals would have rotted away before they got a chance to become fossils.) **What would have had to happen for the fossils to be created?** (They would have had to have been covered quickly.) **Are there any biblical events you can think of that would have**

quickly covered large numbers of animals with sediment? (yes, the Flood) **What does this tell us about the truth of the Bible and the biblical account of Creation?** (The evidence supports the Bible's truth.)

B. APPLICATION QUESTIONS

1. How can we tell if something we are being told is true?
2. Are the things we learn from science always true?
3. What are some of the problems with the idea of evolution?
4. What biblical event was likely responsible for creating many of the fossils we find today?
5. Why is it important that we believe in Creation?
6. Why do you think so many people have chosen to believe in evolution?

7. How does the Flood fit into the creation of layers of sediment?
8. Whom and what can we always trust to learn and know the truth?
9. What does the fact that God created us tell us about His love for us?

6 CLOSING

SUMMARY

In your own words, conclude with the following ideas:

Consider the sources. God is in the details as well as in the big picture. You can see it in the glory of the world around you. You can feel it in your bones—you are not an accident! You were created to be God's child, and anything short of that goal is empty.

FOR LESSON SEVEN:

THIS HANDOUT IS FOR THE APPLICATION ACTIVITY.

Layers of History

The theory of evolution is completely dependent on the world existing for a ridiculously long time. The theory proposes that animals evolved through random mutations. One day a single-celled bacterium is sitting there, and then hundreds of millions of years and genetic mutations later, that bacterium has evolved into a salamander, and hundreds of millions of years and genetic mutations after that, the salamander has turned into a person. Scientists who believe in evolution point to the layers of sediment—rock and dirt—that can often be seen in the walls of canyons and bare cliffs as evidence that the earth is multiple hundreds of millions of years old. These layers of sediment, in some cases referred to as varves, and in other cases referred to as part of the geological column, are said to have formed over long periods of time. In some places each layer is said to represent a year, in other places one millimeter of sediment is said to take five years to form. Encased in these layers of sediment scientists find the fossils of animals and plants, and then deduce when the animals and plants lived by where in the layers of sediment they are buried. Paraphrase the following comments by scientists and researchers to learn about these layers of sediment that prove the claims of the evolutionary theory to be false.

"[If a fossil of a dead creature is to be created] it must be rapidly buried with sediment to prevent decay by bacteria or assault by predators, wave action, or weather. This sediment must be of considerable depth—certainly inches or even feet—to prevent the remains from simply being dispersed by natural processes. Not even the most dedicated Darwinist could believe that the average rate of sedimentation of the uniformitarian geological column (0.2 millimeters per year) is capable of providing such rapid burial."—Richard Milton, *Shattering the Myths of Darwinism*.

"Much is often made of the Green River varves, in Wyoming, U.S.A. But these bands cannot possibly be annual deposits because well-preserved fish and birds are found all through the sediments. It is unthinkable that these dead animals could have rested on the bottom of the lake for decades, being slowly covered by sediment. Their presence indicates catastrophic burial."—Tas Walker.

"When sedimentation was studied in the laboratory, it was discovered that fine bands form automatically as the moving water transports the different sized particles sideways into position. Surprisingly, the thickness of each band was found to depend on the relative particle sizes rather than on the flow conditions. A layered rock (diatomite) was separated into its particles, and when redeposited in flowing fluid, identical layers formed."—Tas Walker.



STUDENT LESSON

THE WAY THE WORLD BEGAN

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Sabbath

FOR STUDY

- » **Memory Text:** “By the word of the Lord the heavens were made, and all the host of them by the breath of His mouth” (Psalm 33:6, NKJV).
- » **Our Beliefs, no. 6, Creation:** “God has revealed in Scripture the authentic and historical account of His creative activity. He created the universe, and in a recent six-day creation the Lord made ‘the heavens and the earth, the sea, and all that is in them’ and rested on the seventh day. . . . When the world was finished it was ‘very good,’ declaring the glory of God.”
- » Ellen G. White, *Thoughts From the Mount of Blessing*, p. 48

DISCOVERING OUR ROOTS

“Alex Haley spent more than a decade tracing his roots on three continents. He patched together bits and pieces of his family history as passed down through the centuries by word of mouth, census records, and family wills.

“In time he discovered that in the year 1767 his ancestor had been kidnapped on the Gambia River in Africa, transported on a British slave ship to Annapolis, Maryland, and in 1768 sold to John Waller, of Richmond, Virginia. . . .

“Our identity has its roots in the origin of life. Revelation reveals an amazing heavenly scene.

Heavenly beings are praising God in the throne room of the universe. Their song of praise echoes throughout the heavens: ‘You are worthy, O Lord, to receive glory and honor and power; for You created all things, and by Your will they exist and were created’ (**Revelation 4:11**).

“We are not some genetic accident. We are not some freak of nature. We are children of God, fashioned by a loving Creator. ‘For in Him we live and move and have our being’ (**Acts 17:28**).

“Life is a gift from God. Every breath, every heartbeat, every second of life flows from the heart of a gracious Father. We did not create ourselves. We did not will ourselves into existence. We exist by the will of God, who has a plan for our lives.

“Today we can praise Him for the gift of life. We can praise Him as our loving Creator and kind Father. We are not homeless orphans or shackled slaves. We are children of God, and no one in this world can take that away from us.”—Mark Finley, *Solid Ground*, p. 316.

Sunday

RESPONDING

- » Read Genesis 2:4.
- » From time to time people will sit down and debate in a formal setting. To begin the debate, each opponent has a long opening argument in which they outline their position and give support to their argument. Suppose that you were asked to defend the position on the Bible’s teaching about the literal

six-day Creation at a debate in your school. You want to show both the logical necessity of Creation and the beauty of God’s love. What ideas would you use to promote God’s truth regarding Creation? How would you combine God’s love with the facts described in the Bible account of Creation.

Monday

BIBLE ANSWERS ON CREATION

- » Read Genesis chapters 1 and 2; Revelation 14:7.

- » God is the Creator of the universe, of our world, and of humanity. Every other suggestion of how the world began is man’s way of denying and rejecting God. We must be careful to honor and worship God as our Creator. Beginning in Genesis, through the Scriptures, to Revelation, He calls us to be faithful to Him.

- » How do you recognize, honor, and worship God, our Creator?

- » Separate the following two verses and write them on the lines below. Both are from the New King James Version.

and in Him all things consist/ “For thus says the Lord/ And He is before all things/ who created the heavens/ Colossians / through Him and for Him/ who is God/ who formed the earth and made it/1:16, 17/All things were created/who has established it/ whether thrones or dominions or principalities or powers/Isaiah/visible and invisible/ who did not create it in vain/that are in heaven and that are on earth/who formed it to be inhabited/45:18/For by Him all things were created/I am the Lord, and there is no other

Tuesday

REFLECTING

- » Read Psalm 148:5.

- » The idea that we have a Creator who loves us should impact every area of our lives. Moreover, God sent His Son to die for us and for the whole world. We look around us and see so much beauty. Even in a sinful world we are surrounded by God’s majesty and splendor. When we believe in creation instead of evolution, we can be sure that we have a purpose on this earth; we are all part of God’s plan. We can think of God as someone who loved us enough to create us.

- » **Genesis 1, 2** says everything started with God, and in Revelation (see **Revelation 14:7**) it will end with God. In Psalms, we are challenged to worship God as our Creator. In the Ten Commandments, we have a reminder to worship our Creator. In **John 1:1-3, 14** the Creator is connected to the Savior who came to earth to live and die for us. For centuries believers have never questioned the origin of the earth or the belief in God—until lately. Why? Because many people today do not want to follow and obey God. So they put their hands over their ears and cover their eyes to hide from God’s truth. But we are not God, and it is He that knows the beginning from the end and what is best for each of us. Read **Hebrews 11:3**.

Wednesday

BIBLE INSIGHTS

- » Match each verse with a phrase. The verses are taken from the New International Version (available at www.BibleGateway.com).

- A. 1 John 2:20-22
- B. Genesis 2:4
- C. Titus 1:1-3
- D. Genesis 5:2
- E. Colossians 1:15-17
- F. Psalm 148:5
- G. Romans 1:25
- H. Isaiah 42:5, 6

- _____ "This is the account of the heavens and the earth . . ."
- _____ "He created them male and female . . ."
- _____ "Let them praise the name of the Lord . . ."
- _____ "This is what God the Lord says . . ."
- _____ "They exchanged the truth about God for a lie. . . ."
- _____ "The Son is the image of the invisible God . . ."
- _____ "Paul, a servant of God and an apostle of Jesus Christ . . ."
- _____ "But you have an anointing from the Holy One . . ."

Thursday

CONNECTING

- » Read Isaiah 40:26.
- » Review the memory text.
- » God couldn't conceive of living in a world without you, and so He created you. You are the crowning work of God's creation. The Creation story tells us not only how the world began, but also that God loved us enough to create a whole world for us, and to make us in His image. The Bible tells us that we are all the children of God, and the

Creation story explains that thought in a literal way.

- » More important than what humans think is the simple message of God's love that the Creation story brings. When we corrupted the perfect world God created for us, God had a plan that would save us—His own Son, Jesus, would die so we would not be lost forever. The beauty of the Creation story is found in God's love for you.

Friday

APPLYING

- » Read Romans 1:25.
- » There are many that choose to turn away from God's Word—they are intent on doing what they want and do not follow God. They come up with alternatives to what God's Word says about Creation and His plan for us. See **Romans 1:25**. God has given us all we need to believe and follow Him, but He also allows us to choose. When we turn away from Him to do our own thing, we will have to suffer the consequences of those choices. God's love and His law are perfect. See **Psalm 19**.
- » Suppose one of your friends comes to you questioning the biblical account of Creation. What can you tell them from your understanding of the Bible account?
- » Using your Bible, give your supportive reasons you believe in the biblical account of Creation.
