

Creation

In Six Days ...

c. 4004 BC

Text: Genesis 1:1-2:3

Memory verse: Genesis 1:1

Materials:

Flashlight

Small ball

Illustrations 1-00–1-23

From CD: *The 7 C's of History* (song), L1a, L1b, L1c

Introduction

Some people believe the universe is billions of years old. It is often pictured as coming from the result of a giant explosion. These people believe that everything around us (and we ourselves!) came from a series of accidents happening gradually over millions of years. Others believe that God used *evolution* to “create” over millions of years. Still others believe that God created progressively over millions of years.

But these views do not agree with the biblical record. The Bible, God’s Word to us, records the *true* history of the universe. It gives a completely different account of how everything came to be and what has happened since then. The Bible reveals that God didn’t use evolution to create and that the earth isn’t millions of years old.

Lesson 1

Welcome students to class, etc.

How many of you know your birth date? Wait for answers. **Of course you do—but how do you know which day it is? Can you remember back that far?** Wait for answers—parents told me, etc. **Of course, you can't remember the event, but at least one of your parents was there, and probably a doctor and nurses, and one of them recorded the date for you. They were eyewitnesses to the event of your birth—they saw it happen, didn't they? So they know when you were born, and hopefully you can trust them to tell you the truth about that day.**

What about other events that have happened in the past? For example, the Civil War. How do you know the Civil War actually happened? Wait for answers: learned about it at school, watched a TV program/movie, read about it in history books, etc. **Where did the information in those television shows or history books come from?** Wait for answers. **It mainly came from eyewitnesses to the events—either they wrote down what they experienced, or told other people what happened, and those people repeated it to others who repeated it, and so on. Sometimes, however, the original accounts have been changed over time, or the person who witnessed the event wanted to tell the story in a particular way to make himself look better, or the witness saw only part of the event.**

What about events that have happened even farther back in history—events that happened thousands of years ago? What we need is an eyewitness who always tells the truth, who can never lie, and who has been around at least since the beginning. Can you think of anyone like that? God. Right—God has been orchestrating events since before the beginning. What do we call the collection of 66 books in which He has recorded what He wants us to know? The Bible. Right—the Bible. Since God never lies, we can trust the Bible to tell us the truth concerning the events God tells us about. In fact, we could call the Bible the history book of the universe.
Illustration 1-01.

Over the next few weeks, we're going to be learning about seven major events that the Bible tells us about that have affected—and one that *will* affect—the history of the world. Illustration 1-02. These events are Creation, Corruption, Catastrophe, Confusion, Christ, Cross and Consummation. Have students review the words with you a

few times. **Now, you may not understand what each word means right now, but we'll learn about them as we go along. Today we're going to begin with the first C, Creation.**

Pass out the student handouts, and have students turn to the third page, *The First Six Days Are History!* Read through this page with the students as an introduction to this topic.

Like we read in the cartoon, some people say we're not to believe that the first couple chapters of Genesis record actual history. However, God knows what He did, and we can trust Him to tell us the truth. Today, we're going to learn a bit more about what the Bible says happened on the first six days of history.

Have students open their Bibles to Genesis 1. Read Genesis 1:1–5 together.

Illustration 1-03. **What did God create on the first day? Light, earth, day-and-night cycle. God created light, and a day-and-night cycle, but does this set of verses mention anything about the sun? Wait for answer: no. Right—God created only light on this day—not the sun. He created the sun three days later. Today, the sun gives us light during the day, and the moon gives light during the night. So, in the beginning, how could there be day and night without the sun? Let's find out.**

Actually, we have figured out that all it takes to have a day and night is a rotating earth that is spinning and light coming from one direction. The Bible tells us clearly that God created light on the first day, as well as the earth. Use a flashlight and small ball to illustrate. Turn the flashlight on, direct it at the ball, and then begin rotating the ball—where the light hits the ball is “day” and where it doesn't is “night.” We can figure out that the earth was already rotating in space on the first day and that light was shining on it—so in the beginning, there was still day and night, even though there wasn't any sun yet.

There are some people who believe that the sun is the source of all life. However, does the Bible teach this? Wait for answers. No; in fact, God seems to be making a very big point that He is the Creator of everything—including the sun, which He didn't create until later. God doesn't “need” the sun in order to create life. In fact, He warns against worshipping it. Have the students turn to Deuteronomy 4:15–19 and choose a student to read it.

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Okay, let's find out what God created on the second day. Have students turn back to Genesis 1:6–8, and choose a student to read the passage. Illustration 1-04. **The first thing He did on this day was to create an expanse that separated the waters above the earth from the waters that were on the earth. This is when He formed the atmosphere that would be needed to support the life that He would soon create. Can anyone tell me what the atmosphere is? Wait for answers. It's the stuff that we breathe in. Everyone take a deep breath. Okay, now let it out. That "stuff" that we just breathed in is called the atmosphere. God knew we would need to breathe, so He created stuff for us to breathe on the second day.** See Note 1 on page 21.

Let's move on to the third day. Read Genesis 1:9–13 together. Illustration 1-05. **What happened during the third day? Wait for answers. Right; dry land appeared with all the dirt that plants need to grow in, and God then created the various kinds of plants. Why? Wait for answers. God knew that the animals and humans He would create later in the week would need something to eat, so He created plants for them to eat and enjoy. God was taking care of His creation, wasn't He? He made the atmosphere so we could breathe, and plants so we could eat!** See Note 2 on page 21.

Read Genesis 1:14–19 together. Illustration 1-06. **Why did God create the sun, moon and stars on the fourth day? Wait for answers. Again, He did it for us—the sun gives us light and warmth during the day, and the moon gives us light during the night. The stars mark off signs and seasons, although the seasons we have today are probably more extreme than they were in the beginning. In fact, God not only created the stars, but He also gave them names! Let's turn to Isaiah 40:26.** Choose a student to read this verse. **The Bible also talks about God's power over the stars in Job 38.** Have students turn to Job 38:31–32. **And it tells us that the heavens declare His glory.** Read Psalm 19:1–4. **He also created the rest of the planets and other stellar bodies on this day.** Illustration 1-07. See Note 3 on page 22.

Okay, let's move on to the fifth day. Read Genesis 1:20–23 together. **What kinds of creatures live in the seas?** Illustration 1-08. Wait for answers: whales, octopi, starfish, sea cucumbers, fish, coral, etc.

Use Illustration 1-09 to encourage students to also list plesiosaurs. **What type of creature is this?** Many will know it's a plesiosaur—be sure they

understand that this type of creature was created on the same day as all the other sea creatures (*not* millions of years ago) and lived along with fish, whales, etc.

What types of creatures fly in the air? Birds, bats, etc.

Use Illustration 1-10 to encourage students to realize that this type of creature was also created on this day, along with all other flying things.

What type of creature is this? Pterodactyl.

There are some people who believe that land animals eventually turned into birds and whales, but is that what the Bible teaches?

Encourage students to see that land animals were created after flying and sea creatures.

What should we do when we hear this type of thing—maybe from our teachers, or textbooks, or TV or a movie? Encourage them to see that we can know that such stories aren't true, because the only eyewitness has told us that birds and whales were created a day before the land animals were created.

Okay, let's move on to the sixth day. Choose a student to read Genesis 1:24–26. Illustration 1-11. **What types of animals did God create on this day?** Cows, dogs, cats, deer, crocodiles, kangaroos, elephants, koalas, etc.

Illustration 1-12. **God also created the various dinosaur kinds on this day, like this one—who knows the name of this one?** Wait for them to answer—triceratops. **Or like this one—who knows the name of this one?** Illustration 1-13 (tyrannosaur).

God also created the very first person on the sixth day, which means that humans and dinosaurs lived together in the very beginning!

Genesis 2 gives us some more details about the first man and the events of the sixth day. Choose students to read Genesis 2:7–9.

Some people believe that humans came from ape-like creatures many years ago, but how many of you have a grandfather who looks like this? Illustration 1-14. **What does the Bible say about how Adam was formed?** From the dust—not from an ape-like creature.

Read Genesis 2:15–20 together.

Other people believe that the first people didn't have many

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abilities, but what do verses 16–20 indicate about Adam? Encourage students to see that he was able to speak right away, understand when God spoke to him, and give names to the animals.

Illustration 1-15. **And what types of animals did Adam name?** He named cattle (“domestic” animals), birds and beasts of the field. Note that he didn’t need to name creeping things or sea creatures. Visit www.AnswersInGenesis.org/naming for more information.

After Adam finished naming the animals, he probably realized there was no other creature like him on Earth. Illustration 1-16. Read Genesis 2:21–25 together.

God formed Adam from the dust of the ground—how did He create Eve? From Adam’s rib. **Did you know that your ribs** (show students where your ribs are located) **are able to grow back when they’re removed? So Adam didn’t have to live his life with a missing rib!** For more information, visit www.AnswersInGenesis.org/rib.

Genesis tells us the beginning of everything—the earth, the universe, the plants, animals and people. It also teaches us about the beginning of marriage and that marriage is to be between one man and one woman. Illustration 1-17. **Adam and Eve were the first married couple! And because all humans are descended from Adam (including Eve, who was made from his rib), we are all related!**

Read Genesis 1:27–28 together. Illustration 1-18. **What do you think it means to be made in the image of God? What makes us different from the rest of God’s creation?** Use Illustration 1-19 as a starting point to encourage students to think of other ways we’re different from animals.

Read Genesis 1:29–30 together. Illustration 1-20. **The Bible says that God gave animals and humans what to eat?** Plants, fruit, vegetables. Illustration 1-21. **So, what do you think *T. rex* was eating in the beginning?** Some may still say meat. Show Illustration 1-22. **The Bible says that every animal was eating fruits and vegetables—that includes all of the dinosaurs, too!**

Read Genesis 1:31. **How does God describe His completed creation?** It was “very good.” Illustration 1-23. **Throughout Genesis 1, God says different things are good after He creates them. Can you tell me what they are?** Genesis 1:4: light; Genesis 1:10: seas and dry land; Genesis 1:12: plants; Genesis 1:18: sun, moon, stars, etc.; Genesis 1:21: sea and

flying creatures; Genesis 1:25: land animals. **In Genesis 1:31, He says everything is very good—His creation was finally complete. He created everything for a reason, and everything was performing its duty perfectly.**

Adam and Eve had complete fellowship with God and lived in harmony with the rest of the creation. It's hard for us to imagine what such a perfect place would be like, isn't it? We certainly don't live in a perfect place, do we? In the next lesson, we'll learn more about what happened to that perfect place.

Read Genesis 2:2–4 together. **At the end of the seventh day, God finished creating and rested from His work. Why do you think He rested?** Some may say because He was tired, but remind them that God never gets tired and never sleeps. **Let's look at what Psalm 121 says about God.** Read verses 1–4. **He rested from His work because He was finished—He's still very active in His creation, though. God knew that we would need to rest, so He created in six days and rested for one to set a pattern for us to follow. We are to work for six days and rest for one, as He did.**

From the Bible, we learn that all of this took place around 6,000 years ago. Review the memory verse for this week, Genesis 1:1.

Discussion questions

1. In this series of lessons, we're discussing the major events that have affected the world. How did this event affect the world?

Answer: Creation was the beginning of everything!

2. What is our month based on?

Answer: The movement of the moon around the earth.

3. What is our year based on?

Answer: The movement of the earth around the sun.

4. The way the earth is tilted in space determines our seasons, but what determines that a week is 7 days long?

Answer: The account in Genesis (see also Exodus 20:11).

5. How do we know the days of creation were regular-length days and not thousands or millions of years long?

Answer: The Hebrew word for “day” (*yom*) can have a variety of meanings, depending on its context. However, when it is used with the words “evening” and/or “morning” or with a number (one, two, etc.), it means a regular-length day. This is how the word “day” is used in Genesis 1. List all the times these words are used in Genesis 1. (*Beginnings* (lesson 4) expands on this topic in more detail.)

6. When did dinosaurs first appear on Earth?

Answer: On Day 6 of creation, about 6,000 years ago—not millions of years before humans.

Activity ideas

1. Read “What is the difference?” on the second page of the student handout, and go over the “games” on the back page of the handout.
2. Put together a “Days of Creation” booklet. Have the students draw pictures of the major events of each day. Or visit www.AnswersInGenesis.org/drawing and www.AnswersInGenesis.org/drawing2 for instructions on drawing the days of creation (use handout L1a). Or use L1b and have students color in days.
3. Print out L1c and make copies for students to color.
4. Start a time line on a large sheet of paper (e.g., the kind used to cover tables). Mark off six millennia, perhaps to the scale of 1,000 years=1 foot or 1,000 years=2 feet (whatever you decide based on the space available). During this lesson, label “Creation, 4004 BC” and “Today, AD 2000.” (See lesson 3 in *Beginnings* for help in determining the age of the earth.) Have students choose a creation day to illustrate, or makes copies of L1b, cut each day apart and pass out the different days to students (depending on your class size, there will be duplication of days). Have them color a day. Tape or glue the various days to the time line under “Creation.” We’ll be adding to the time line each week.

Unit studies

These are ideas that can be used to supplement your discussion of the various days of creation.

1. Physics (Day 1)

Spend some time studying the nature of light. See www.AnswersInGenesis.org/light for a simple explanation on the nature of light, and www.

AnswersInGenesis.org/Day1Light for more detail on the biblical teaching that God created light before He created the sun. Volume 2 (experiment 5) of *Science and the Bible* provides a neat experiment on light.

Use a concordance to find out what else the Bible has to say about light.

Find out more about gravity—the attractive force between all objects. Who is the One who truly holds all things together? See www.AnswersInGenesis.org/gravity. Volume 1 (experiment 22) of *Science and the Bible* offers a simple experiment that illustrates the effects of gravity.

2. Angels (Day 1)

When did God create the angels? When did Satan fall? See www.AnswersInGenesis.org/angels for some insights.

3. Chemistry (Day 2)

Spend some time studying the properties of water. See www.AnswersInGenesis.org/water and chapter 10 of *Exploring the World of Chemistry* for help. Volumes 1 (experiment 30), 2 (experiment 26) and 3 (experiment 30) of *Science and the Bible* offer great simple experiments that will help in discussing this topic.

4. Botany (Day 3)

Learn about some of the amazing design features found in the plant world from the “Botany” section of www.AnswersInGenesis.org/design. What is photosynthesis? (See chapter 7 of *Exploring the World Around You*.) Take a walk outside and collect different plant specimens, then press and dry them. Once dry, glue them onto different sheets of paper and write a brief description beneath or beside each plant. Start a garden (outside if you have the space, or inside in pots).

5. Astronomy (Day 4)

How do the heavens “declare the glory of God” (Psalm 19:1)? Visit the “Astronomy” section of www.AnswersInGenesis.org/design for some ideas. Put together a booklet with brief summaries and pictures of your findings. What is wrong with the big bang idea? See www.AnswersInGenesis.org/astronomy. See also the *Astronomy Book*.

6. Zoology (Days 5 and 6)

Explore the “design features” of various sea, flying and land animals. Keep in mind that the animals we see today are descendants of the

original “kinds” (see www.AnswersInGenesis.org/liger) and are living under a curse (see www.AnswersInGenesis.org/canyon). While we expect to see marvelously designed features throughout the world, we also realize that these things are merely remnants of a once-perfect creation (due to the corruption that entered the world—see next lesson). See the “Zoology” section of www.AnswersInGenesis.org/design for ideas. Have students choose some of their favorites and write a short paper on the animals they’ve chosen. Have them draw a picture of each animal to go with their paper.

7. Creation compromises

The gap theory, progressive creation, theistic evolution, the day-age theory and the framework hypothesis are all ideas that deny the plain teaching of Scripture in Genesis. The general topic of compromise is addressed in *Beginnings*, but if you would like to learn more about each position, visit www.AnswersInGenesis.org/compromise.

Recommended resources

The Astronomy Book (book for children, workbook also available)

Beginnings (apologetics curriculum for children)

Exploring Planet Earth (textbook for children)

Exploring the World Around You (textbook for children)

Exploring the World of Chemistry (textbook for children)

Science and the Bible, volumes 1–3

Six Short Days! (DVD for children)

Skeletons in Your Closet (book for children)

Available from www.AnswersBookstore.com or by calling 1-800-778-3390.

On the web

www.AnswersInGenesis.org/angels

www.AnswersInGenesis.org/astronomy

www.AnswersInGenesis.org/canyon

www.AnswersInGenesis.org/compromise

www.AnswersInGenesis.org/Day1Light
www.AnswersInGenesis.org/design
www.AnswersInGenesis.org/drawing
www.AnswersInGenesis.org/drawing2
www.AnswersInGenesis.org/flood_waters
www.AnswersInGenesis.org/gravity
www.AnswersInGenesis.org/legends
www.AnswersInGenesis.org/liger
www.AnswersInGenesis.org/light
www.AnswersInGenesis.org/naming
www.AnswersInGenesis.org/rib
www.AnswersInGenesis.org/riddle
www.AnswersInGenesis.org/starlight
www.AnswersInGenesis.org/water

Notes

1. If you are familiar with the “vapor canopy” model, please note that many creation scientists are now either abandoning the water vapor canopy model or no longer see any need for such a concept. For more information, visit www.AnswersInGenesis.org/flood_waters.
2. The creation of plants on Day 3—before the sun and animals—is contrary to the beliefs of evolutionists and other “long-agers” who teach that plants arose long after the sun came into existence.

Are plants “alive”? The Bible makes a clear distinction between the status of plants and animals. Plants are not alive in the biblical sense. People and animals are described in Genesis as having, or being, *nephesh* (Hebrew)—see Genesis 1:20–21, 24, where *nephesh chayyah* is translated “living creatures,” and Genesis 2:7, where Adam became a “living soul” (*nephesh chayyah*). *Nephesh* conveys the basic idea of a “breathing creature.” It is also used widely in the Old Testament, in combination with other words, to convey emotions, feelings, etc. Perhaps *nephesh* refers to life with a certain level of consciousness. Plants do not have such *nephesh*, so Adam eating a carrot did not involve “death” in

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the biblical sense.

3. Some people ask, “If the universe is only a few thousand years old, then how can we see light from stars that are over one billion light-years away?” There are several possible answers to this question, and creation scientists are actively researching this topic. See the articles at www.AnswersInGenesis.org/astronomy and www.AnswersInGenesis.org/starlight.



"The Seven C's of History" (Creation, Corruption, Catastrophe, Confusion, Christ, Cross, Consummation) help us remember the big events which have affected—and will affect—the history of the universe.

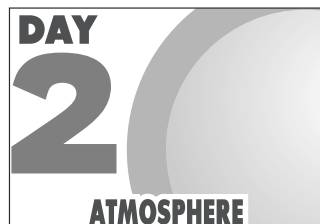
"In the beginning God created the heavens and the earth" (Genesis 1:1).

The first "C" is the Creation of all things. In the book of Genesis (which means "beginnings"), God tells us He created everything in six days.

Let's take a quick look at what happened on each of those six days.



Day 1—God says, "Let there be light" and there is! He separates the light from the darkness and calls the light "Day" and the darkness "Night." This light comes from a source other than the sun—the sun isn't created until Day 4.



Day 2—God makes an expanse (something "stretched out," like a space) and separates the waters above the expanse from the waters below.



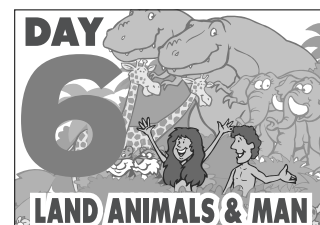
Day 3—God causes the waters under the expanse to come together, so that dry ground appears. Then He tells the land to bring forth plants and trees.



Day 4—God makes the sun, the moon and the stars. These are to serve as signs to mark seasons, days and years. The sun and moon will rule the day and night, which cycle began on Day 1.



Day 5—God creates the animals which live in water and those which fly in the air.



Day 6—God creates the land animals, including the dinosaurs, and—His most special creation—humanity. Adam and Eve are the first people—the great, great, great ... grandparents of us all! God gave them—and the animals—plants to eat.

When God had completely finished creating, He labeled all He had done as "very good." What would a "very good" creation be like? Imagine a place with no death, no violence, no disease, no sickness, no thorns, no fear. Sounds like a great place to live!

Day 7—God "rests"—or stops—His work of creation. Now He keeps upholding His creation (Col. 1:17).

God created all things in six days and rested on the seventh. This became the first "week." Today, we follow this example by working for six days and resting for one!

HELPING CHILDREN DEFEND THEIR FAITH



What is the difference

between the two piles of wood below?

Of course, one pile of wood has been built into a tree house, while nothing has been done to the second pile of wood. Now, we all know that the first pile didn't organize itself. Rather, someone used the information from a drawing to build the wood into something you can play in!

Just as a blueprint was used to plan the assembly of the wood into a tree house, so a "blueprint" is used in our bodies to plan the many complex systems that make us who we are. Our blueprint is called deoxyribonucleic acid (or DNA for short!). DNA stores the information needed to build our cells.

Science has shown that information can come only from intelligence. In the story above, the blueprints containing the information needed to build the tree house were drawn from the ideas of the designers. Where, then, did the information found in our cells come from?

In the beginning, matter...

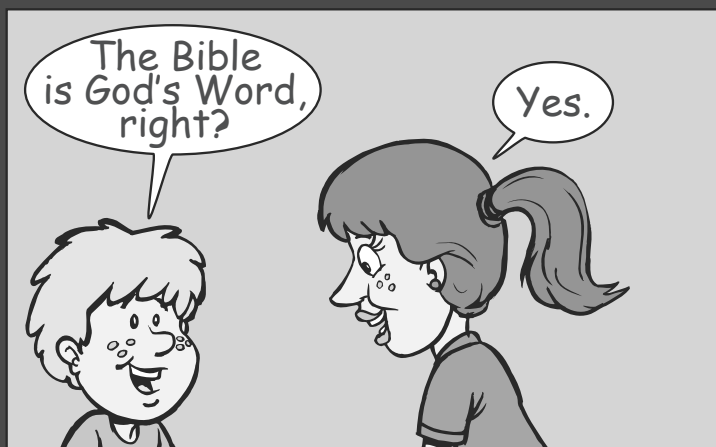
There are those who say all things (living and non-living) came from an explosion of matter (stuff that we're made of) billions of years ago. Over time, this matter supposedly organized itself into the many complex living creatures we see today—such as a blue jay or a daisy. However, we've seen that science has shown the matter cannot rearrange into high-information structures by itself.

Since the information in our DNA (which is far more complex than the information on the tree-house blueprint) can only come from a source of greater information (or intelligence), there must have been something other than matter in the beginning.

In the beginning, God!

This "other source" must have no limit to its intelligence—in fact, it must be an ultimate source of intelligence from which all things have come. The Bible tells us there is such a source—God. Since God has no beginning and no end and knows all (Psalm 147:5), it makes sense that God is the source of the information we see all around us! This fits with real science, just as we would expect.

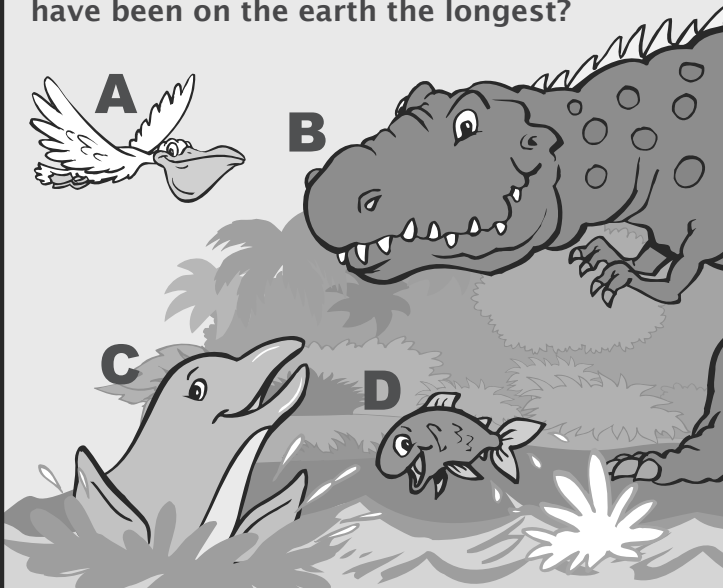
The first six days are history!



There are those who say the first few chapters in Genesis are merely fairy tales with some truth. However, since God is "all knowing" and since He wrote the original book of Genesis, He should know how and when He created. He says "six days," so it must be "six days"!

Answers for kids

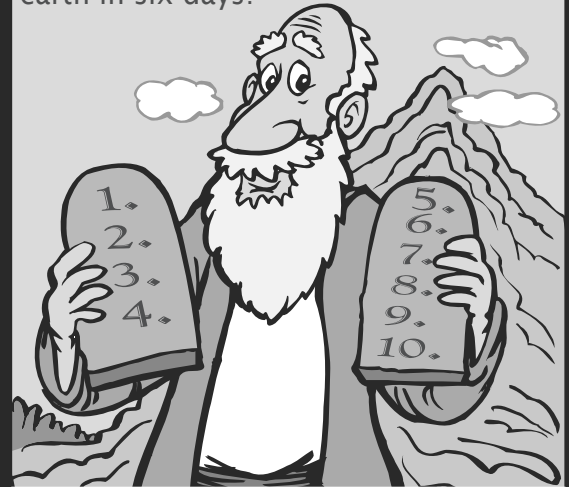
Which of the following creatures have been on the earth the longest?



ANSWER: A, C & D have been around the longest! All created on Day 5. (GENESIS 1:20-23)
 ALL land animals (including dinosaurs) were created on Day 6! (GENESIS 1:24-31)

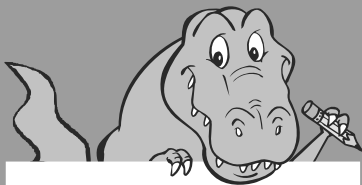
DO YOU KNOW YOUR BIBLE?

Which of the Ten Commandments tells us God created the heavens and the earth in six days?



ANSWER: Commandment #4 Exodus 20:8-11

LET THERE BE FUN!



Creation Days word scramble

These numbers stand for the six days of creation. Each of the scrambled words relates to the creation day it is found in. See if you can unscramble each word!

1 THIGL	2 TWERA	3 WORSLEF
4 UNS	5 SEHAWL ROPSATR	6 STEER
TASLEPN	KRASHS	DANL
RASTS	BSTA	ABSER
NOMO	SOPLISRAUSE	SEAP
		ROSIDANSU
		SERSOH
		CEMI
		LOPEEP

ANSWER:

1. LIGHT 2. WATER, ATMOSPHERE 3. FLOWERS, TREES, LAND
 4. SUN, PLANETS, STARS, MOON 5. WHALES, PARROTS, SHARKS, BATS,
 PLEIOSAURS 6. BEARS, APES, DINOSAURS, MICE, HORSES, PEOPLE