



3

Creation Days 5–6

Key Themes

- The Bible tells us how God created the universe.
- God created the universe by the power of His Word.

Key Passages

- Genesis 1:20–28, 1:31

Objectives

Students will be able to:

- List what was created on Days Five and Six of Creation Week.
- List the qualities of man that set him apart from the animals.



Lesson Overview



Come On In

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Students get answers to some Big Questions about creation as they pull questions from the cup and determine the answers from the Bible.



Activity 1: Memory Verse Review

page 5

Students will review their memory verse by putting the Memory Verse strips in the proper order.



Studying God's Word

page 6

On Days Five and Six of Creation Week, God created flying animals, sea creatures, and land animals. God created these animals according to their kinds. Man was created in God's image—unlike the animals. Because of this, God has provided a way for us to have a relationship with Him.



Activity 2: Separating Created Kinds

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Students will sort various pictures of animals into the appropriate kinds using straws—not their hands.

Lesson Preparation

WHAT YOU WILL DO

WHAT YOU WILL NEED



COME ON IN

- Gather Big Questions and answer key you prepared and used from the previous two lessons. The information is on the Resource DVD-ROM, Lesson 1.

- Cup with Big Questions
- Big Questions answer key



MEMORY VERSE REVIEW

- Print and cut one set of the Exodus 20:11 Memory Verse strips for each student from the Resource DVD-ROM, Lesson 2. Put complete sets into small plastic bags or envelopes. Keep these sets for use in future lessons.

- Memory Verse strip sets
- Timer or stopwatch



STUDYING GOD'S WORD

- Study the Prepare to Share section.
- Go Before the Throne.
- Print Drawing Creation Days instructions from the Resource DVD-ROM Lesson 2.
- Print one copy of the Animal Pictures sheets from the Resource DVD-ROM.
- Print the Lesson Board Work outline from the Resource DVD-ROM.

- Student Take Home Sheets
- Drawing Creation Days instructions
- Animal Pictures of: plesiosaur, ichthyosaur, mosasaur, pterodactyl, cave bear, woolly mammoth, *T. rex*, Apatosaurus, Triceratops, liger, tigon, zorse, and zonkey
- Lesson Board Work outline



SEPARATING CREATED KINDS

- Print and cut out one set of the Created Kinds animal pictures for each student from the Resource DVD-ROM. Put pictures in small plastic bags or envelopes.

- Created Kinds animal pictures for each student
- Drinking straws for each student



Memory Verse

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

► **Pace your lesson!** You can use the provided clocks to indicate the time each section should be completed to keep the lesson on schedule. While teaching, you can compare your anticipated times with the actual time and shorten or drop sections as necessary.





Prepare to Share

SCRIPTURAL BACKGROUND

To prepare for this week's lesson, read Genesis 1:20–31, contemplating the amazing creative power of our God who spoke everything into existence.

"Then God saw everything that He had made, and indeed it was very good. So the evening and the morning were the sixth day" (Genesis 1:31). As we come to the end of Creation Week, God looked at His creation—and acknowledged it as very good. God provided us very specific information in this account—and we need to take notice of all He said.

So, let's take a closer look at the text and see the details God intended for us to grasp. "Let the waters abound with an abundance of living creatures, and let birds fly above the earth . . . God created great sea creatures and every living thing that moves . . . according to their kind, and every winged bird according to its kind. . . . the living creature according to its kind: cattle and creeping thing and beast of the earth, each according to its kind . . . the beast of the earth according to its kind, cattle according to its kind, and everything that creeps on the earth according to its kind" (Genesis 1:20–25).

When God repeats something, He expects us to listen. In the creation account God repeats ten times that the living things He created were created according to their kinds. Here we see the Word of God plainly and simply providing the truth about creation. There is no room for man's idea of evolution. There is no way that all forms of life share a common ancestor because God's Word flatly denies that possibility.

As His final act of creation, God created man—in His image—to have dominion over all the animals and over all the earth (Genesis 1:26–27). Again, note that this account of creation challenges the very core of evolution. And that challenge is presented by the holy, omnipotent, omniscient God—we dare not deny His truth.

What does it mean that man is created in God's image? We are completely different from anything else created during the Creation Week. We have the capability to reason, to create, to intelligently communicate, and most importantly, to have a saving relationship with the very God who created us through our Lord and Savior Jesus Christ (John 3:16)—no animal could ever do that! Rejoice and celebrate our amazing God this week as you prepare to instruct your class in these great truths from His Word.

APOLOGETICS BACKGROUND

Our culture today is immersed in the idea of evolution. From TV, Hollywood movies, museums, billboards, cereal boxes, children's books, curriculum textbooks, even in our churches and Christian schools, the idea of life evolving from lower forms is taught as a better alternative than creation. We need to be diligent to teach that this is not true. God created all things according to their kinds to reproduce according to their kinds (see Scriptural Background above).

So all of this may lead us to the often asked question—what is a kind? The created kinds can be most closely described as *families* of animals. Each *family* is totally different from any other family. But let's go to God's Word for our answer. We've seen that the Bible's first use of the word kind is found in Genesis 1 when God created plants and animals according to their kinds. God used the term again when He instructed Noah to take two of every kind of animal onto the Ark (Genesis 6:20). After the Flood, God commanded that Noah bring out every living thing on the Ark (all the kinds) so that they could multiply on the earth (Genesis 8:17). By reading and comparing the language in these texts, it is clear that God intended all He created to reproduce within the boundaries of their created kinds—or families (Genesis 8:19).

Since the beginning of earth's history, there have been many different kinds (families) of animals. They are each distinct from one another. An animal or plant from one family has never turned into an animal or plant from another family.

That brings us right back to man's idea of evolution—it cannot be true. There has never been evidence of one kind of animal ever changing into a completely different kind of animal. We know that God's Word is and always will be our final authority. But in this case what we have observed from the beginning and still observe today confirms the truth of the Bible and exposes the lie of evolution.

HISTORICAL BACKGROUND

From the early days of the church, the Genesis account of creation was taken as a literal account of the creation of everything in six days about 6,000 years ago. It was only in the 18th century that some men began to cast doubt on the biblical time frame of creation and began to discuss millions of years of earth history. It was then that the idea of

uniformitarianism was developed. This idea holds that present geological processes are the key to understanding the past. For example, secular geologists contend that because canyons today erode at slow rates by rivers cutting through them, they must have eroded just as slowly in the past. While there were a few in the church who held onto the Bible as authoritative, many influential clergy and scientists adopted this idea of uniformitarianism and the millions of years of earth history that accompanied it.

But how would that affect the biblical view of creation? Many scientists and even clergy needed to fit these supposed millions of years of earth history into the biblical account. From this attempt came such views as the day-age theory and the gap theory. The belief that the earth was millions of years old paved the way for the evolutionary ideas of Charles Darwin in the late 1800s. Evolution fit nicely into the idea of millions of years and further discounted God's holy Word.

As society and many in the church adopted these unbiblical ideas, doubt in God's Word as a true history of the world increased. Evolutionary ideas led to the belief that man was just an animal—more highly evolved, for sure—but still just an animal. This view has led to such social atrocities as abortion, slavery, euthanasia, and genocide. If man is just an animal, then why not kill him the way one would squash a mosquito?

But God's Word tells us we are created in God's

image (Genesis 1:26). We are not animals. In fact we have been given dominion over the animals and the earth (Genesis 1:28). This knowledge should promote value and respect among humans. It is only as hearts are changed by the gospel, and Scripture becomes the final authority, will we begin to see social injustice diminish.

For more information on this topic, see the Online Resource Page.



BEFORE THE THRONE

Almighty God, may I understand the full impact my teaching has in the lives of my students. Lord, may this generation not be lost to the ways of the world. I desire to impart your truths in such a way that my students develop a sure foundation that will hold no matter what difficulties they will face in the future. Please use this lesson to get them excited about who you are, and who you have created them to be—in your image. Dear Lord, bring them to a saving knowledge of Jesus by revealing their sinfulness, your holiness, and the forgiveness that is solely found in Christ.



COME ON IN

As students arrive . . .

- They will pick questions from the cup or container and read them aloud.
- They will look up the Scripture on the question slip to determine the correct answer. Refer to the Big Questions answer key for answers.



After all the students arrive, pray with them before beginning the lesson.



REVIEW

Using the Lesson Theme posters from previous weeks, quickly review the lessons with your students. Take 5 to 10 minutes to reinforce the important truths the students have heard so far in your class.

Ask the children questions about the previous lessons as you review the Lesson Theme posters. Reflect briefly on the passages you read, bringing the objectives and themes back into focus. This will refresh the truths in your students' minds, and maintain continuity as you teach through the lessons.



Memory Verse Review

MATERIALS

- Memory Verse strip sets from Lesson 2 for each student
- Timer or stopwatch

INSTRUCTIONS

We're going to review our memory verse again with the Memory Verse strips we used last week. I'm going to cover the Memory Verse poster and time you to see how quickly you can put these in order. You can use your Bibles to help you.

When I say "go" you can begin. Stand up when you have the verse complete.

You can time the students if you have a timer or stopwatch. When everyone is finished, recite the verse as a class a couple of times. Encourage students to look away from the words of the verse as much as possible. Collect the Memory Verse strips for use again in future classes.

CONNECT TO THE TRUTH

It is good to memorize Scripture. This verse is taken from the book of Exodus. It is part of the Ten Commandments. The Bible says that the Ten Commandments were written by the very finger of God. And this verse tells us the events of Creation Week in a nutshell! The Lord made all things in six days and He rested on the seventh day.





Studying God's Word

READ THE WORD

Last week we read about Days One through Four of Creation Week. Today we are going to find out about Days Five and Six. First, we'll read Genesis 1:20–23 about Day Five. Then we'll move on to Day Six in Genesis 1:24–25 and then Genesis 1:26–28, 31.

EXAMINE THE WORD

Observe the Text

Genesis 1:20–23



OMNIPOTENT

(Refer to Attributes poster)

► You may want to use a poster board as you draw the six days of creation (instead of the board).

OK. Everyone, turn to Genesis 1:20–23 and follow along closely. I'll be calling on someone for each verse—so pay close attention. *Beginning with verse 20, call on different children to read each verse through verse 23. This will motivate them to follow along in their own Bibles.*

- ? These verses start off with one of the repeated phrases we studied last week. What is that phrase? It was in verse 20. *God said.*
- ? So what did we say about this phrase last week? Why is this phrase important? *It tells us that God spoke everything into existence—the entire universe.*
- ? And what is God doing in this passage, in these verses? *He is speaking more things into existence.*
- ? What attribute is God revealing here—and throughout all of this creation account? We talked about it last week. It has to do with his power. *Omnipotent.*
- ? What does this attribute tell us about God? *He is all-powerful; nothing is impossible for Him.*

Great. Let's get into our verses. Go back to Genesis 1:20.

Someone read verse 20. As you read, I'm going to continue the drawing from last week. *Choose a student to read the verse.*

- ? What was created on Day Five? *Living creatures in the water and flying birds. Draw Day Five.*
- ? Great. I am going to add those to my drawing now. By the way, flying birds in this passage really means "flying creatures" and that includes not only birds, but flying bats, reptiles, and probably insects, too. Who can name some other examples of flying creatures? *Eagles, gulls, pigeons, robins, etc.*

And we have sea creatures being created with them. In fact, verse 21 says "great sea creatures." We are going to find out more about them just a little later.

- ? What are the names of some sea creatures? I'll add some of those to my drawing while you name some different kinds. *Whales, starfish, sharks, fish, etc.*
- ? Did you notice two more repeated phrases in these verses from last week? The phrases appear in verse 21 and verse 23. *According to their kind, evening and morning.*

Discover the Truth

Wow! God is displaying His amazing power again on Day Five. He created the flying creatures and the great sea creatures. And remember: God created everything in the universe just 6,000 years ago—not millions of years ago!

- ? And how did He create them? *By the power of His Word, according to their kinds.*

God continues to use these three repeated phrases, “God said,” “according to their kinds,” and “evening and morning.” These phrases give us very specific information about His creation and how He created it.

We can name lots of sea animals. But I have pictures of some animals here that you may not have heard of. They lived in the sea too! *Show pictures of plesiosaur, ichthyosaur, and mosasaur.*

These creatures are thought to be extinct now, but they were created on Day Five, along with the other animals you named, such as whales, sharks, and jellyfish. We know they existed because we have found fossils of them.

- ? You may have heard that these dinosaur-like sea creatures lived millions of years ago. How do we know they were created on Day Five just 6,000 years ago? See verses 20 and 21 for your answer. *Because God created all sea creatures on Day Five.*

God also created all the flying creatures on Day Five. Again, there are some flying creatures you may not think of today. Like this Pterodactyl. The name means “winged lizard.” *Show pterodactyl picture.*

Pterodactyls are extinct now. But we know they existed because we find fossils of them. The Bible says that God made ALL sea creatures and ALL flying creatures on Day Five, including the ones that are extinct now.

God's Word is so exciting and the more we study it the easier it is to find the right answers to a lot of our questions.

Observe the Text

Well, let's move on to Day Six. Turn to Genesis 1:24–25 and follow along carefully. *Call on students to read verses 24 and 25.*

- ? What did God create first on Day Six? Tell me what the Bible says. You can find it in verses 24 and 25. *Living creatures, cattle, creeping things, beast of the earth.*

Genesis 1:24–25

- ? Very good. I am going to add those to my drawing now. While I am doing that, tell me, what are some of the land animals God created? *Dog kind, horse kind, cat kind, sheep kind, dinosaur kind, deer kind, etc. Draw Day Six.*
- ? I see one of our repeating phrases here again on Day Six in verses 24 and 25. Look closely. What is it? *The phrase “according to their kind.”*

Discover the Truth

Remember, “according to its kind” tells us it could not have evolved from a single cell. The animals did not start out as something and end up as an animal. That is not what God’s Word says. Evolution is not true when we compare it to God’s Word!

- ? Here are some pictures of animals that are believed to be extinct. We often hear that these extinct animals lived millions of years ago. When were they created? *Show pictures of T. rex, Apatosaurus, Triceratops, cave bear, and woolly mammoth. They were all created on Day Six.*

Right. God created ALL of the land animals on Day Six, even the ones that are extinct now.

We have been hearing the phrase “according to its kind” over and over in this entire creation account.

- ? Who can tell me what that phrase means? We talked about it a few minutes ago and last week. Can someone explain what “according to its kind” means? *God created specific kinds of plants and animals. And these kinds of plants and animals can only produce plants and animals like themselves.*

That’s right. For example a dog will always be a dog. A cat will always be a cat. A bird will always be a bird. A tomato will always be a tomato. There is a lot of variety in each kind—but one kind of plant or animal does not change into another kind.

Have you ever heard of these strange animals? A liger, a tigon, a zorse, or a zonkey. *Show the pictures of the liger, tigon, zorse, and zonkey.*

These animals are not common—but they come from breeding two different animals that are part of the same family or “kind.”

- ? What two animals do you think the liger is from? *Lion and tiger.* And the tigon? *A tiger and a lioness.* And the zorse? *A zebra and a horse.* And the zonkey? *A zebra and a donkey.*

All of these combinations are animals from the same family. A lion and tiger are from the cat family. The zebra, horse, and donkey are all from the horse family. So, you see, two animals within the same kind can have babies, but a dog and a cat, or a horse and a lion, or a lion and a zebra could never have babies because they are not the same kind of animals—they are not in the same family. This is exactly what we see today, and what we see confirms that God’s Word is true.

Evolutionists believe that all animals are related to each other and that everything slowly evolved into what it is today from an original single cell. This is not true. God designed and created many different animal kinds. He did the same thing for plants. Each kind (or family) is totally different from any other kind—and one kind can't change into another kind. We don't see apples on an orange tree. And we don't see dogs having cats. No, every animal belongs to its own special kind. And that is exactly what God tells us in His Word!



Separating Created Kinds

MATERIALS

- Created Kinds Animal pictures in a small plastic bag or envelope for each student
- Straw for each student

INSTRUCTIONS

Pass out the bags with pictures of animals from various kinds to each student. Students will sort the animal pictures into groups of similar kinds using a straw to move the pieces.

You are going to divide your animals into “kind” categories. You should find six kinds and three varieties in each kind. Remember, you are not allowed to use your hands! *Pass out straws to each student.*

You may only move the pieces by sucking on the straw to get suction. When I say

“Go,” move each picture into piles of like kinds. Raise your hand when you think you have your pictures separated correctly into kind categories. Ready? Go! *Discuss the different kinds and help the students determine which are related if they need help.*

CONNECT TO THE TRUTH

As you look at the pictures grouped into kinds, notice variety within the kinds today. Each of these kinds can be traced back to a parent kind that was the original kind created by God. Also, keep in mind that one kind of animal never turns into another kind of animal. What we see today and what we have always seen confirms exactly what God's Word tells us about His creation.



READ THE WORD

Now we are moving on to the end of Day Six.

? Does anyone know what the last thing God created was? *Man.*

That's right. Turn in your Bibles to Genesis 1:26–28. I'll read those and then move to verse 31. I want to see you following closely with me. I'm going to have some questions for you to answer when I'm finished. *Read the passage slowly to the children. Remind them to look in their Bibles and follow along with you as you read.*

Genesis 1:26–28, 31

EXAMINE THE WORD

This is the end of the Creation Week. God is now creating man—the crown of His creation. Let's see what that means and why we say that.



► Print the Lesson Board Work outline from the Resource DVD-ROM for easier planning.

Observe the Text

- ? What day is this? Look at verse 31. *Day Six.*
- ? What did God think of everything He had made? *It was very good.*
- ? What did God create last on Day Six? See verse 26. *Man.*
- ? When the Bible says “man” does that mean God only created a man? *No.*
- ? Who did He actually create on Day Six? *Adam and Eve.*
- ? That's right. How do we know that God created both Adam and Eve from these verses alone? Look at verse 27. What does it say about who God created? *He created man, male and female. Write on the board, “God created man.”*

Right. He created two people—a man and a woman, male and female. And we know that was Adam and Eve.

- ? Does anyone notice something different about God's creation of man compared to His creation of animals? Look in verse 27. What does it say? *God created man in His own image. Write on the board, “Image of God.”*

I can tell you that there weren't any animals made in God's image! Man is the only creature who gets that special privilege. In fact, God makes it clear that we are different from animals.

- ? What does God tell us about that? Look in verse 28. What is man supposed to do with the earth? *Fill the earth, subdue it, have dominion over it. Under “Image of God,” write on the board, “fill the earth,” “subdue it,” “have dominion over it.”*
- ? What does that mean? What was God telling Adam and Eve to do? *Allow students to answer.*

Discover the Truth

Let me explain a little further. Adam and Eve were created by God to start the human race. They were to fill the earth with their children and families. God told them to subdue the earth and have dominion over it. This means that they were to rule over the earth and everything on it. God definitely put man above the animals and the earth when He created them. That's because man was created in God's image. The animals were not. Man is very different from the animals.

- ? What are some other ways we are different from animals? *The answers should include we can reason, write, communicate, learn. Under “Image of God” write on the board, “we can reason, write, communicate, learn.”*

? **What about feelings and our actions? How did God make us different?**
Allow children to answer. Under "Image of God" write on the board, "we can love each other, forgive someone, ask forgiveness, know right from wrong."

Once again I'm reminded of the evolutionists who say that people came from ape-like creatures millions of years ago. This is just not so.

? **Can monkeys do any of these things we just talked about? No!** *Refer to the list you have been making.*

? **We are very different from monkeys in many ways. But there is one MAIN and VERY IMPORTANT way we are different. Can any of you think of what that might be?** *Give the children an opportunity to answer. If they get the answer, praise God! If not, you can explain it to them.*

God created man in His image. This allows us to have a relationship with the Creator God! In fact, God has given us the opportunity to spend eternity with Him—with this amazing, powerful, creative God; and to escape the judgment that we deserve because of our sins and to go to heaven with Him one day for all eternity.

? **Do you know what God did so that we might have this relationship with Him?** *Allow children to answer.*

He sent Jesus Christ. Jesus died on the Cross to take the punishment of the sin of those who would one day turn to Him, believe in Him, and humbly ask forgiveness for their sins.

This is the most amazing gift God has given to any of us. And He did not give it to any of His other creations. Not the plants, animals, planets, solar system—nothing else. He only gives us the opportunity to call Him Father and to be forgiven of our sins.

We are nothing like the animals. Don't ever listen to anyone who says you came from a monkey. No. God created all of us in His image. We are a very special part of His creation. *Write on the board, "We can have a right relationship with God through Jesus Christ."*



Applying God's Word

WHAT YOU HEARD IN THE WORD

What a great lesson we had today! Today we read about Days Five and Six of Creation Week from God's Word. We saw how God created the creatures that fill the sky and waters on Day Five. We were reminded that even the extinct animals were made at the same time—about 6,000 years ago—not millions of years ago.

We heard some repeated phrases both last week and this week. Let's review what those meant. "God said"—God created everything by the power of His Word alone; "Evening and morning"—the days of creation were normal 24-hour days; "According to their kinds"—God created plant and animal kinds to be different from each other, and none of the kinds can change into a different kind.

On Day Six God also created man and woman. God created people very different from animals. Let's quickly review those differences again. *Refer to your list under "Image of God." We can reason, write, communicate, learn, love each other, forgive someone, ask forgiveness, know right from wrong, and most importantly, we can have a relationship with God through Jesus Christ.*

We are nothing like the animals around us. And we did not evolve from any animal. We are a unique, special creation—made in God's image.

GOD'S WORD IN THE REAL WORLD

➤ Pass out the Student Take Home Sheets and remind the children to practice the memory verse this week.

When you wear your biblical glasses this week, watch for ways the TV or other media talk about evolution. By "evolution" I mean referring to how man evolved from ape-like creatures or how animals are all related, coming from a single life form. Each time you notice a reference to millions or billions of years or humans coming from apes, say to yourself, "That is a reference to evolution. That's not what the Bible teaches. The Bible teaches that God made humans in His image. We are not animals."



MEMORY VERSE

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



GROUP PRAYER TIME

Be sure to pray with your class before you dismiss them.

- Praise God for creating us in His image.
- Thank Him for the sacrifice Jesus Christ made that provides the way for us to have a relationship with Him.
- Pray that the students will one day understand that sacrifice and be moved by the Holy Spirit to repent of their sins and trust Jesus Christ.