



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

Write on the board, “What makes man distinct from the animals?”
Have students mark Genesis 1:20 with a bookmark in their Bibles.



Studying God's Word

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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.

- Study the Prepare to Share section.
- Go Before the Throne.
- Print one Drawing Creation Days instructions (Days 1–6) from the Resource DVD-ROM Lesson 2 for use in class.
- Print one set of Animal Pictures from the Resource DVD-ROM to show during lesson.
- Two colors dry erase markers or chalk



Activity: Kinds of Critters

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Students will examine the relationships between different groups of animals created on Days Five and Six to help them understand the idea of created kinds and the limits of biological change.

- Print one Kinds of Critters worksheet for each student.
- Preview the “Kinds” video (2:17) from the Resource DVD-ROM.
- TV and DVD player or computer



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 10 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—through our Lord and Savior Jesus Christ (John 3:16)—with the very God who created us. 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. 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 Christ by revealing their sinfulness, your holiness, and the forgiveness that is solely found in Jesus.

➤ **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.



Review

In last week's lesson we looked at the first four days of God's creative work. If you have your Days of Creation worksheet from last week, get that out and let's quickly review what we learned last week.

- ? What did God make on Day One? *Earth, light, day, and night.*
- ? What did God make on Day Two? *The atmosphere (firmament or expanse), which separated the earth from the heavens.*
- ? What did God make on Day Three? *The dry land appeared from under the waters to form land and the*

seas surrounding it, and then the plants were created with seeds to produce more of the same kind.

- ? What did God make on Day Four? *The stars, planets, sun, and moon were created to mark signs and seasons and to give light to the earth.*

As God created, His commands were immediately followed by the creation of what He spoke. His omnipotence was put on display as He spoke the entire universe into existence. And He continues to sustain it—holding every atom together by the word of His power (Hebrews 1:1–3; Colossians 1:15–17).



Studying God's Word

- Write on the board, "What makes man distinct from the animals?"
- Have students mark Genesis 1:20 with a bookmark in their Bibles.

READ THE WORD

OK. So we are moving on in the Creation Week. Last week we read about Days 1–4. We are going to find out about Days Five and Six today. We'll start with Day Five. We'll be reading Genesis 1:20–23 first. Then we'll move on to the first part of Day 6—Genesis 1:24–25. Our last section will be about the end of Day 6—Genesis 1:26–31.

EXAMINE THE WORD

Observe the Text

Refer to the Bible Study poster to remind your students how to dig deeper into God's Word by asking the right questions.

Genesis 1:20–23

Everyone follow along closely. I'll be calling on someone for each verse—so pay close attention. Beginning with verse 20, call on different students 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 makes it clear that God spoke everything into existence—the entire universe.*
- ? And what was God doing in this passage, in these verses? *He was speaking more things into existence.*
- ? What attribute is God revealing here—and throughout all of this creation account? We talked about it last week. *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 here. Go back to Genesis 1:20.

Someone read verse 20. As you read, I'm going to add to our drawing here. This tells us what God created on Day Five. *Choose a student to read the verse.*

- ? What did we just read? *Living creatures in the water and flying birds. Add these to your drawing—Day Five.*
 - ? Great. I am going to add those to my drawing now. By the way, the phrase “flying creatures” is a more accurate translation of the word “birds” in the text. That is because this verse includes not only birds, but also 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. 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 another repeated phrase in these verses from last week? The phrase appears in verse 21. *According to their kind.*
 - ? And there is one more in verse 23. Who can tell me what that is? *The evening and the 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 kind,” and “evening and the morning.” Remember, when God

repeats something, He wants us to take notice. He is giving us very specific information about His creation and how He created it.

Back to Day Five and the water and flying creatures. You all did a good job naming animals for the drawing, but I have pictures of some animals here that also lived in the sea. You may not have heard of these. *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 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. Good job naming so many. Did anyone say bat or pterodactyl? I have a picture of a pterodactyl to show you. Pterodactyl means “winged lizard.” It is a term for a Pterosaur and it belongs to the scientific animal group known as the *Pteranodon*. *Show pterodactyl picture.*

Pterodactyls are extinct now. But we know they existed because of the fossil record. The Bible says that God made ALL the sea creatures and ALL the flying creatures on Day Five, including the ones that are extinct now. And it was only about 6,000 years ago.

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.



READ THE WORD

Genesis 1:24–25

Well, let’s move on to Day Six. Go to Genesis 1:24–25. We are going to read this section. Follow along carefully. I’ll call on someone different for each verse and I want you to be ready. *Call on students to read verses 24 and 25.*

EXAMINE THE WORD

Observe the Text

- ? What did God create first on Day Six? Tell me what the Bible says. This should be from verses 24 and 25 only. *Living creatures, cattle, creeping things, beast of the earth.*
- ? 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.*

- ? I see some of our repeating phrases here again on Day Six. Look closely. **What are they?** *Two phrases, “evening and the morning” and “according to their kind,” continue to repeat, just like on Days 1–5.*

Discover the Truth

God is very persistent in this. “Evening and the morning” means these days were normal 24-hour days. And when He tells us everything was created according to its kind, we know that it could not have evolved from a single cell—evolution is not true when we compare it to God’s Word!

- ? We are talking about the beginning of Day Six. What did God create then?
Land animals.

- ? You gave me some examples of land animals for the drawing. Here are some pictures of animals that are believed to be extinct. When were they created? *Show pictures of T-Rex, Apatosaurus, Triceratops, cave bear, and woolly mammoth, printed from the Resource DVD-ROM. They were all created on Day Six.*

God created ALL of the land animals on Day Six, even the ones that are extinct now. Sometimes we forget that extinct animals are part of the original creation. And you often hear that these extinct animals lived millions of years ago.

- ? Is this the truth? *No!*

- ? **And why not?** *God’s Word tells us that ALL land animals were created on Day Six and we know that God created everything only about 6,000 years ago—in the beginning.*

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 regarding animals created on Days Five and Six and last week in terms of the plants God created on Day Three. 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.

- ? Give me the names of some types of dogs. *Poodle, German Shepherd, dachshund, Dalmatian, Labrador Retriever, Golden Retriever, wolf, fox, dingo.*

That’s right. There are sure a lot of different dogs. They all look different, but they are all part of the dog kind. And when they have babies, their babies are dogs!

Now you may have heard of some strange sounding animals—like 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 tiger and lioness are from the cat family, too. The zebra, horse, and donkey are all from the horse family. So, you see, animals within a kind can have babies—that is actually how we get so many different types of dogs. 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 what God’s Word says is absolutely true.

The thing to remember in all of this is that evolution cannot be true. Evolutionists believe that all animals are related to each other somehow 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 families (or kinds). He did the same thing for plants. Each family is totally different from any other family—and one family can’t change into another family. 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!





Kinds of Critters

MATERIALS

- Kinds of Critters worksheet for each student
- Kinds of Critters answer key
- "Kinds" video (2:17) from the Resource DVD-ROM
- TV and DVD player or computer

INSTRUCTIONS

This video clip will introduce our activity for today. Listen for the ideas of God's creativity displayed in the different kinds of living things He has made.

Show the "Kinds" video and then have the students work through the Kinds of Critters worksheet.

Most of us have probably never sat down and made a list of the different creatures God made and on which days they were made. Take a few minutes to work through the worksheet questions with a partner and then we will discuss the answers in a few minutes.

CONNECT TO THE TRUTH

If you are unfamiliar with any of the animals from the worksheet, take time to look them up and be prepared to explain what they are.

Let's look at the list of creatures and talk about some of the more interesting critters. Most of them are pretty obvious, but there are a few that are a little tricky.

5	Bats	6	Alligators
5	Tuna	6	Deer
5/6	Platypus	5	Pterodactyls
6	Camels	6	Tyrannosaurs
5/6	Butterflies	6	Lizards
5	Lobster	5	Crows
5	Hummingbirds	5	Seals
6	Dogs	5	Whales
6	Cows	5	Plesiosaurs

? Let's start with the platypus. Who can explain where they placed it and why? *Discuss the answers, noting that a platypus is primarily a water creature but spends some time on land. They are probably a Day Six creation, but we can't be certain.*

? Butterflies present another interesting question. Who can explain their reasoning for this creature? *Allow discussion. Since this is a winged creature in its adult form, it was likely created on Day Five, but some might suggest it is a creeping thing that was created on Day Six.*

If time allows, discuss other creatures that might be hard to determine on which day they were created: penguins and ostriches are birds but they can't fly; many insects have flying, water, and land forms.

Just because we can't nail down every detail of the days on which the various creatures were created does not mean that the Bible is wrong or untrustworthy. If there is only one day of difference, there are no significant implications for the development of life or the fossil record.

However, as we looked at previously, there is a huge discrepancy in the evolutionary explanation and the Bible. For example, whales would be a Day Five creation according to the Bible, but the creatures they allegedly evolved from were a Day Six creation. Evolutionists teach that mammals evolved from a reptile-like ancestor and then evolved into whales after millions of years. You can't just line up the biblical order with the evolutionary view and try to show how they are parallel—they are opposite one another in many ways.



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. I'm going to read verses 26–28 and then 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 students. Remind them to look in their Bibles and follow along with you as you read.*

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.

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? *Verse 27 says He created them male and female. Write on the board, “God created man.”*

Right. He created two people, 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? *So God created man in His own image. Write on the board, “Image of God.”*

There weren't any animals made in God's image! 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? *Allow students to answer.*

Discover the Truth

Adam and Eve were 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.

- ? **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—in His image?** *Allow students to answer. Answers should include we can love each other, we can forgive someone, we can ask forgiveness, we know right from wrong. Add these to your list under "Image of God."*
- ? **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 students 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.

God is so great we can't begin to understand His greatness. We can't begin to know about His power, His wisdom, His love. He is beyond our imagination. *Quickly refer to the Attributes of God poster.*

Yet still He has given us the opportunity to be His children—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 students to answer.*

Let me tell you. 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. And He did not give it to anything else in His creation—not the plants, animals, planets, solar system—nothing else. He only gives people the opportunity to call Him "Father" and to be forgiven of our sins. *Under "Image of God," write on the board, "We can have a 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 and the land creatures on Day Six. 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 the 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 differently 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

Be sure to wear your biblical glasses this week, and watch for ways the TV or other media talk about evolution—how man evolved from ape-like creatures or how animals all came from a single life form. Each time you notice a reference to millions of years or to 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."



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.