



# 2

## Creation Days 1–4

### Key Themes

- The Bible tells us how God created the universe.
- God created the universe from nothing in six days.

### Key Passage

- Genesis 1:1–19

### Objectives

Students will be able to:

- Describe the meaning of the word day (*yom*) as used in Genesis 1.
- Identify that God created plants “according to their kinds.”



## Lesson Overview



### Come On In

Write on the board, “Why is context an important thing to understand when reading Scripture?”



### Activity 1: Memory Verse Review

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

- Print and cut apart one set of Memory Verse strips from the Resource DVD-ROM for each student. Put complete sets into small bags or envelopes.



### Studying God’s Word

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Students will see how the Hebrew word *yom*, used in context, points to the days of creation being regular 24-hour days. They will also explore creation Days 1–4 and be introduced to the idea of *kinds*.

- Study the Prepare to Share section.
- Make a copy of the Drawing Creation Days instructions (Days 1–6) from the Resource DVD-ROM for use in class. You will use Days 1–4 today.
- Go Before the Throne.
- Preview the video clip “What Is a Day?” (2.45) from the Resource DVD-ROM.
- DVD player



### Activity 2: Consider the Seeds

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Students examine various seeds and consider what *according to its kind* means for plants.

- Gather various seeds.
- Make a seed answer key, if necessary.



# Prepare to Share

## SCRIPTURAL BACKGROUND

To prepare for this lesson, read Genesis 1.

Through the book of Genesis, God intended for us to know specifically what He created and how long it took Him to create. The creation account allows us just a small glimpse of the power—the omnipotence—of our mighty God as He speaks, by the power of His Word, the entire universe into existence. Our lesson this week will include Days 1–4 (Genesis 1:1–19).

Day One includes the heavens, the formless earth, the waters covering the earth, and light which was separated from darkness. In addition to that, time itself began on the first day (Genesis 1:3–5).

On Day Two God created the “firmament” or “expanse.” The Hebrew word is *raqiya*, and it has the idea of something spread out. This firmament was called “heaven,” and this is what God created to separate the waters below from the waters above (Genesis 1:6–8).

God caused the dry land to appear and gathered the seas together to one place on the earth. He then spoke the grass, herbs, and trees into existence. This was Day Three (Genesis 1:9–13).

God again spoke and created lights in the expanse of the heavens—the sun, moon, stars, and other heavenly bodies appeared on Day Four (Genesis 1:14–19).

The Hebrew word for “created” is a word that depicts the making of something from nothing. God created our world *ex nihilo*—out of nothing that had previously existed (see Hebrews 11:3). The Bible reiterates that God is Creator in several other passages: Psalm 148:4–6; Isaiah 40:25–26; Colossians 1:15–16; Revelation 4:11. He spoke and it came to be. This is

impossible for us to comprehend. But it should leave us breathless in the knowledge that He alone is worthy of our praise.

## APOLOGETICS BACKGROUND

Those who want to fit evolution (and its millions of years) into the creation account in Genesis often reinterpret the 24-hour days in Genesis to be millions of years in length. As Christians who stand firmly on the authority of God’s Word, we believe that a day is a day—24 hours—just as the Bible says.

We can understand the length of the days of creation by exploring the Hebrew word for “day” in Genesis 1, which is *yom* (rhymes with home). First, almost any word can have more than one meaning, depending on context. *Yom* can have several meanings. It can mean a day (an ordinary 24-hour day), the daylight portion of an ordinary 24-hour day (i.e., day as distinct from night), or an indefinite period of time describing an era (e.g., in the day of the judges, in the day of the Lord, or in my grandfather’s day).

When determining the meaning of the word *yom* in the context of Scripture, theologians have relied on Hebrew dictionaries like the *Brown-Driver-Briggs Hebrew Lexicon*. This respected Hebrew resource actually gives Genesis 1 as an example of an instance in Scripture where the word *yom* refers specifically to a 24-hour day.

We also know that the Hebrew word *yom* always refers to an ordinary day when associated with a number and the words “evening” or “morning.” In fact, whenever the word *yom* is used in the Old Testament in this way, it clearly refers to a 24-hour day. This simple study of the Hebrew language confirms the Genesis account of creation in six 24-hour days.

The study of Genesis and its accuracy as to the age of the earth is never far from a discussion of fossils. Fossils are the remains, traces, or imprints of dead plants or animals that have been preserved in the earth's near-surface rock layers. Secular scientists view fossils as evidence for a long prehistory for the earth and life on it—spanning millions of years.

Creationists view the same fossil deposits around the world and understand that these had to be formed by the rapid burial of countless billions of plants and animals. This rapid burial, when looked at through the lens of Scripture, is consistent with a global, catastrophic, year-long Genesis Flood which occurred, according to the biblical time frame, about 4,300 years ago.

Why is this an important issue? Because millions of years of history create an insurmountable problem regarding the gospel. The fossil record consists of the death of billions of creatures. It is a record of death, disease, suffering, cruelty, and brutality. The Bible makes it clear that God's creation was "very good" (Genesis 1:31) and that it was the sin of Adam that brought death, disease, and suffering into the world (Genesis 2:17; Romans 5:12). Death is the penalty for sin; Jesus Christ is the remedy. When Christians allow for death, suffering, and disease before sin, they are ignoring the exclusive message of the Cross and Christ's atoning work there, and they impugn the character of God who called His creation "very good."

## HISTORICAL BACKGROUND

Prior to the 1700s, few believed in an old earth. Most people accepted the biblical account of Genesis and believed that the earth was approximately 6,000 years old. The subjective concepts of old age and uni-

formitarian geology—the view that slow and gradual processes, rather than a global catastrophe, created the earth's rock layers—started in the mid-1700s and 1800s. This was the beginning of the surrender of the truth of Genesis and the belief in millions of years of earth's history.

These concepts have weakened the culture of the western world and have affected the church because they attack the veracity of the very Word of God. Genesis 1 tells us exactly how God created the universe and exactly how long it took Him. To deny the very beginning verses of God's Word is to open the door of compromise to many other scriptural truths. The church is rushing down that road of compromise and must realize the urgent need to ignite a new reformation—calling believers back to the absolute authority of the Bible.

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



## BEFORE THE THRONE

El Shaddai, God Almighty, I worship you as my Creator. Open my eyes, that I may see wondrous things from your Law this week. Help me to have a teachable heart as I prepare, that I, too, would learn new truths from your Word. Then help me pass that understanding on to my class. Open their hearts so they believe the wonderful truths about creation. Help them to gain confidence to believe your word above man's word. And please dear Father, bring them to a saving knowledge of Jesus Christ, our Lord and Savior.

► **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 a big overview of the creation of the entire universe. We saw God's unlimited power demonstrated in His acts during the Creation Week.

? **What did God make the universe from?** *The universe was created ex nihilo—out of nothing.*

Before God created the universe, there was nothing apart from Himself. God is eternal and brought time, space, and matter into existence as He spoke the creation into existence.

The other main idea we discussed was whether the evolutionary explanation of the origin of the universe and the biblical

description of the Creation Week are compatible.

? **How compatible are these two views?** *They disagree on virtually every point apart from the idea that the universe had a beginning.*

Today we are going to refine our understanding of some of the details of what was created in the first four days of the Creation Week and how we can know that the days of the Creation Week were normal days, not long ages of time.

? **Can anyone say our new memory verse yet—Exodus 20:11?** *Give students an opportunity to say it without looking at the Memory Verse poster. If no one can say it yet, have them read the poster a couple of times. Now do Activity 1 to practice the verse.*





# Memory Verse Review

## MATERIALS

- Exodus 20:11 Memory Verse strip sets from Resource DVD-ROM, cut out and in baggies, one set per student

*Be sure to keep these baggie verse sets for future lessons.*

## INSTRUCTIONS

I am going to pass out some strips of paper that have our memory verse printed on them. Each of you will get your own set. When I say “Go,” open your baggie and put the verse pieces in order as quickly as possible. Stand up when you have the verse in order. But don’t start until I say, “Go.” *Begin passing out prepared memory verse sets until each student has a baggie with a cut out verse.*

“Go!” *Students should remove their strips of paper from their baggie and put them in order, standing to indicate they are finished. Have the Memory Verse poster displayed somewhere in the room. Students may use that for reference. In later weeks, you will begin covering up words in the poster during the memory verse activity.*

*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 pieces for use again in future classes.*

## CONNECT TO THE TRUTH

This verse is a great one for us to memorize. It is taken from Exodus where we read that God gave Moses the Ten Commandments. The Bible says that these words were written by the very finger of God. It tells us the events of the Creation Week in a nutshell! The Lord made all things in six days, and He rested on the seventh day.

We are going to continue working on that verse for several more weeks. God wants us to delight in His Word. Memorizing Scripture is one way we can do that.



# Studying God’s Word

## READ THE WORD

Today, we are going to study more details about the first four creation days. Everyone turn to the first chapter of Genesis, the first book of the Bible. I’d like four volunteers to read. *Choose four students.*

Readers, while you are reading, I am going to draw some simple pictures to illustrate each day of Creation Week. *Have the first reader clearly read Genesis 1:1–5, describing the creation of the first day. Draw a picture on the board according to the instructions on the Resource DVD-ROM “Drawing Creation Days.” You will be adding to the picture per the instructions as the students read the verses. A small version of the drawing is in the margin for a teacher reference.*

This is a simple illustration to show the earth with space all around it. There was nothing else in all of space except the rotating, undecorated, unfilled earth. I’m going to shade half the earth—this represents the

- Write on the board, “Why is context an important thing to understand when reading Scripture?”

Genesis 1:1–5

## Genesis 1:6–8

darkness that covered the earth. This non-shaded area represents the light that God spoke into existence.

OK. Now read 1:6–8. *Second reader reads. Draw separated waters picture in second frame as the student reads.*

On Day Two God created the firmament or expanse. He then separated the waters that were upon the face of the earth. The waves in this drawing represent the water below. The clouds represent the waters above the earth. The “firmament” or “expanse” is basically everything we see when we look up. That is represented in the drawing as the remaining space in the picture.

? Who remembers what we said the firmament or expanse was? We talked about it last week. *It is the stuff we breathe—the atmosphere—some may say the air or oxygen.*

## Genesis 1:9–13

OK, let’s read about Day Three. *Have the third reader read Genesis 1:9–13. Draw earth and plants in third frame.*

The third day God gathered the water together so the dry land appeared, and He created fruit trees, grass, and herbs.

? What does the Bible mean by “herb?” *Another name for plant.*

## Genesis 1:14–19

Let’s move on to Genesis 1:14–19. *Have the fourth reader read. Draw the celestial bodies in the fourth frame like the example.*

On Day Four of creation, God created the lights of the heavens.

? What lights are listed in verse 16? *Sun, moon, stars. From the earth, planets also appear to be lights of the heavens, so we include them in the drawing, too.*

## EXAMINE THE WORD

This is an amazing account of Scripture. There are several things to notice as you read this; let’s take a look at some of them.

### 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.*

? Who is the main character? *God.*

Don’t forget that God gave us this record. He uses words and language to communicate with us. He could have left us guessing, but out of His goodness, He gave us His Word and preserved it for us through thousands of years.

? What is God doing in all these verses? Look carefully at verses 3, 6, 9, 11, and 14. *God is speaking. Write on the board, “God said.”*

? That’s right. These verses repeat “God said” five different times. What does that mean? *God spoke all of these things into existence. Refer to the illustration you put on the*



board—the heavens and the earth, light, firmament (or atmosphere) that divided the water above from the water below, dry land, grass, herbs, fruit trees.

- ? Are there any other phrases or words that are repeated in the verses we just read? Can anyone see them? Read through the verses again if needed. Write “evening and the morning” and “according to its kind” on the board next to “God said.”

Whenever God repeats things in His Word, He wants us to pay special attention to them. Today, we are going to see what God wants us to learn from these three repeated phrases. Let’s start by looking deeper into the phrase, “God said.”

- ? How many times did we say “God said” was repeated in Genesis 1:1–19? Write “repeated five times” on the board under “God said.”

God simply spoke the universe into existence!

- ? Did He need lightning or radio waves or nuclear fusion to create the universe? Did He need microbes or test tubes or cells? No!

God spoke everything into existence by the power of His Word. Write “God spoke universe into being—no ingredients needed!” on the board, under “God said.”

- ? How do we know that this is true, that God spoke everything into existence? This is what God’s Word says. It must be true. God’s Word is the history book of the universe and it tells us true history.

Another interesting phrase is in verse 16 where we read, “He made the stars also.” If you consider the billions of stars just in our galaxy, and that there are an uncountable number of galaxies, it should boggle your mind. And that word translated “stars” would also include the planets and other objects in space as well.

- ? Great. Let’s take a look at the next repeated phrase. Who remembers what it is? Evening and the morning.

- ? How many times does God repeat this phrase? See verses 5, 8, 13, and 19 for clues. Write “repeated four times” on the board under “evening and the morning.”

God is eternal and is not bound by time as we know it. Someone read the definition of eternal here. Point to the word “Eternal” on the Attributes of God poster—always was and always will be.

That’s right. He doesn’t need time. He created time for us. Time as we know it began right here in Genesis.

Now look at verse five. This is the first time the phrase “evening and the morning” is used. This finishes the first day of creation. Let’s take a closer look at Day One.

- ? I know we read it earlier, but someone read verse three again. Ask a student to read the verse. “Then God said, ‘Let there be light’; and there was light.”

etERNAL

## OMNIPOTENT

- ? Wait a minute! God said what? “Let there be light”? But, how could there be light? Check out our drawing. Where does light usually come from? *The sun, moon, and stars.*
- ? Had those been created yet? *Not yet.*
- ? On what day were those heavenly bodies created? *Day Four.*
- ? So how could there be light on Day One without the sun, moon, or stars? *Allow students to answer.*

Many people think the light came from God Himself. The text doesn't say, but keep in mind, God had not created anything else yet.

We can be assured of one thing. God didn't need a sun to give us light. He is all-powerful—omnipotent. He could easily create light without creating the heavenly bodies first. And He did!

Omnipotent is one of God's attributes. It means that God is all powerful and can do whatever He wants. *Point to the Attributes of God poster and read definition.*

- ? So can you see how God could have made light without the sun? *Yes.*
- ? But what about time? Could God have possibly made time without the sun? *Allow students to answer.*

Many people have wondered if time was passing normally, just as it does today, without the sun on Days One, Two, and Three.

Questions you might hear about this could be: Did time begin on Day One with the earth rotating at the same rate as it does today? Or did the earth begin to rotate on Day Two . . . or on Day Four? Is the sun necessary to have the normal passage of time, or can time exist without the sun, just as light existed without the sun? Does the Bible tell us this important detail? Let's see. *No need for students to respond yet.*

By studying our second repeated phrase “evening and the morning,” we get a clue to help us answer these questions. God is using this repeated phrase to indicate a specific amount of time.

- ? How much time do you think God is indicating with the phrase, “evening and morning”? *One day—24 hours. Write “one day” on the board under “evening and the morning.”*

Take a look at verse five. Put your finger on the word “day.” That verse says, “So the evening and the morning were the first day.” That word “day” has caused quite a stir. Some people have decided that word might not mean a regular 24-hour day, but a long span of time instead. In the original Hebrew language this word for day is *yom*. *Write “yom” on the board next to “one day.”*

I'm going to play a short video clip of some experts talking about this word day, or *yom*, in context. They do a good job of explaining its proper meaning.



- ? Before we watch it, what do you think? Will they tell us that the word *yom* means a regular 24-hour day, or will they say it means a long span of time? Allow students to answer. Play the video clip “What Is a Day?” (2:45) from the Resource DVD-ROM.

These Bible experts are saying that whenever the Bible uses this word—*yom* or day—it is understood to mean a normal 24-hour day. And did you catch our memory verse in that clip? It says that God made the earth in six days and rested on the seventh, and He wants man to do the same.

- ? Would our memory verse make sense if the first days were millions of years each? *No.*

No, of course not. It would have to read like this. “For in six days [millions of years?] the Lord made the heavens and the earth, the sea, and all that is in them, and rested the seventh [millions of years?] day.” I don’t think God intended us to rest for millions of years, do you?

- ? So how long do you think each day was? *About 24 hours, just like the days are today.*

- ? Did you hear what the men in the clip were saying about the phrase “evening and the morning”? *Allow students to answer.*

That’s right. God specifically used this phrase, “evening and the morning,” with the number of the day—first, second, third, fourth, fifth, and sixth—so there would be no doubt that we would know that the days were 24 hours long, just like they are today.

- ? OK, tell me. How long were the creation days? *Normal 24-hour days, just like ours today. Write on the board, “24 hours” under “one day.”*

- ? Do you see why understanding the Bible in context is important? *Allow responses.*

- ? So when someone asks you to explain to them how you know the days of creation were normal 24-hour days, what will you say? *God used the phrase “evening and the morning” and assigns each day a number “first,” “second,” etc. to clearly indicate the days were 24 hours. And the Hebrew word for day, yom, means a normal day throughout the Bible when it is used in this way.*

Now turn back to your Bibles so we can explore another repeated phrase, “according to its kind.”

- ? Where do you first notice that phrase in the text? *Verse 11.*

- ? Yes, and you’ll find it again in verse 12. What was created on Day Three? *Point to the plants in your drawing from earlier in the class. Have someone read verse 12. Grass, herbs, trees. Write “repeated two times” under “according to its kind” on the board.*

It says that these were created and reproduce “according to their kinds.” *Point out this phrase written on the board.*

- ? What do you think that means? *That a plant seed will only produce a plant like the one the seed is from.*

**Created Kinds:**  
the original  
organisms  
(and their  
descendants)  
created  
supernaturally  
by God as  
described in  
Genesis 1

And God created many, many plant kinds. Write "God created many plant kinds" on the board under "according to its kind."

? For example, if you were to plant the seed from an apple, what would grow? An apple tree. Write "apple seed=apple tree" on the board under "God created many plant kinds."

? Good. What about a seed from wild prairie grass? What would that produce? Wild prairie grass. Write "grass seed=grass" on the board under "apple seed=apple tree."

? That's right! And if I planted a seed from an orange? An orange tree.

You see, the Bible shows us that God created plants to reproduce according to their kinds. He made a variety of kinds of plants that would bear fruit and seeds, so when the seed was planted, more of the same kind of plants would grow.

Do you see how vastly different that is from the idea that one plant slowly turned into another plant, which turned into another plant and so on, until we have the variety we have today?

Evolution scientists teach and believe that one plant changed into another, which changed into another until we have all the different kinds of trees, flowers, grasses, and bushes that exist today.

? Have any of you seen an apple on an orange tree? Or a grapefruit on a tomato vine? The kind of change the evolutionists want us to believe in has never been observed. And, more importantly, it does not line up with what God says in His Word.

? Instead, what phrase in the Bible tells us that God made each different kind of plants that would only produce the same kind of plants and not a completely different plant? "According to its kind" in verses 11 and 12.

The description here indicates that there are distinct kinds of plants that were created—kinds of grasses, kinds of herbs, and kinds of trees. This is very consistent with what we observe in the world around us. We classify different kinds of plants into groups based on their similarities, and one of the important characteristics is the fertility of plants with one another.

The early scientists John Ray and Carolus Linnaeus were Christians who were looking to understand these groupings, and their thinking is still used as the fundamental structure of classifying organisms today.

Today, creationists use fertility as one of the main ways to identify groups of biblical kinds. This study is called baraminology and is derived from the two Hebrews words for create (*bara*) and kind (*min*).

- ? **What types of plants do you think might belong to the same created kind as wheat?** *Barley, oats, rye, and other grains including grasses commonly used for lawns might all be part of the original created kind.*
- ? **How does this idea of specific types of created kinds of plants fit with the evolutionary view of plants?** *The evolutionary view says that one kind of plant evolved into other kinds of plants, so the views are quite contradictory. If the seeds produce the same kind of plant, we would not expect to see one kind changing into another.*

## Discover the Truth

We have searched this passage and have discovered a whole lot of things. God's Word is full of His amazing truth. I'd like for you to remember a few very important things.

First of all, God created by the power of His words. He created the entire universe—and He did it in just six 24-hour days! The Hebrew word for that is *yom*. We believe this with all of our hearts because God's Word is true. It is a true history of the entire universe. In fact, God was very specific in these verses. He repeated a lot of phrases. When God repeats things in His Word, be sure to take notice. He is trying to get our attention and teach us.

You will hear stories about creation, the beginning of time, and the origins of the universe that are absolutely against what the Bible says. But we know this; we have to trust His Word—God will not lie!





# Consider the Seeds

? We are going to have some fun with some of the things God created on Day Three. What did He create on Day Three? *Plants, grass, trees, herbs.*

We are going to take a look at some seeds. You'll notice how different they are. Remember, each seed can only produce the kind of plant it was intended by God to produce.

## MATERIALS

- Container with various seeds in it
- Seed answer key, if necessary

*For this activity you'll need a variety of seeds. Gather them throughout the week from your pantry or refrigerator. Suggestions of readily available seeds you may have include pits and beans. Save them from oranges, apples, avocados, tomatoes, watermelon, cantaloupe, cucumber, etc. If you have flower or garden seeds, include those as well. You may want to keep an answer key that you can make to bring to class. Just use clear tape to attach seeds to paper and write the seed name below.*

## INSTRUCTIONS

*Pass a container of various seeds around the table. Have each student take one out. When all students have a seed, ask them to examine their seeds. Notice how large or*

*small the seed is; whether it is smooth or bumpy; what it smells like; what color it is. Then have each student guess what kind of seed it is. Go around the table, allowing each student one or two guesses. After all have guessed what kind of seeds they have, reveal the answers to them.*

## CONNECT TO THE TRUTH

The Bible tells us that God made each plant with seeds to reproduce according to its kind. Look at the seed you have chosen. Take note of its size and shape. Is it possible to tell what plant it will grow into? There is nothing written on the outside that tells us. What a creative God we have! He even made seeds with a certain amount of beauty and interest.

Take a good look at your seed. Each seed, which looks lifeless, almost like a rock, is capable of becoming a plant that contains many more seeds. But each seed only produces the kind of plant or tree or fruit or vegetable that it was designed to create. God made plants to reproduce "according to their kinds" from the very beginning.

? How do they still produce today? *According to their kinds.*



# Applying God's Word

## WHAT YOU HEARD IN THE WORD

*Refer to the drawing of Creation Week as you conclude. We read Genesis 1:1–19 today—about the first four days of creation. As I point to the drawing on the board, I want you to shout out the name of what was created on each day. Point to these items on the drawing, saying the name of the day each thing was created.*

? On Day One, God created what? *The earth and light!*

? **On Day Two, God created what?** *He separated the water above from the water below, and created the firmament or expanse above! The atmosphere! The stuff we breathe.*

? **On Day Three, God created what?** *Plants, grass, bushes, trees!*

? **On Day Four, God created what?** *The sun, moon, planets, stars!*

On each of these days, God was getting the universe and the earth ready for the animals and man, which He created on Days Five and Six. We will learn more about those in our next lesson.

? **What did God use to create all of this?** *God simply spoke—the power of His Word. Refer to the repeated phrases written on the board.*

? **What is the meaning of the word “day” or *yom* in this passage, where God says first day, second day, third day, fourth day? What kind of day does He mean?** *A normal 24-hour day.*

? **And who can tell me the meaning of the phrase “according to its kind” when we talk about plants and seeds?** *God made many kinds of plants. Each plant can only produce other plants like it. The seed from a plant or fruit—like an apple—will only grow similar plants.*

## GOD’S WORD IN THE REAL WORLD

? **What objections might you hear from others (or that you may have yourself) regarding the days in Genesis 1 being normal, 24-hour days?** *Some might object that it is not a scientific explanation, that God could have just created everything instantly, or that the text is just an allegory that we shouldn’t try to understand as a literal description.*

? **How can we answer those objections?** *The most important thing to remember when answering any of these objections is that we must look to the Bible for the answers, not to outside sources like “science” or biblical scholars, which are fallible.*

? **What is the danger of suggesting that the days in Genesis 1 should be interpreted as long ages or as a myth that contains truth?** *The authority of Scripture is lost when we pick and choose which parts of the Bible are to be taken plainly. If the foundational book of Scripture—Genesis—can be questioned, then why can’t passages that speak directly of the gospel be set aside as well?*

**Don’t forget to wear your biblical glasses this week!**

Our biblical glasses help us to recognize truth. When we hear teaching that contradicts the Bible, like how the earth is millions or billions of years old, or how all living things evolved from a single cell, we can remember that man makes mistakes. However, God’s Word has stood the test of time. We can always count on it to be true!

Also, as we wear our biblical glasses in school, at home, and around the neighborhood, we may discover there are some things we have

questions about. Our biblical glasses remind us that the Word of God has the answers for every area of life. This week, if a friend or family member asks you how long each day of creation was, you can answer with confidence that each day was a regular 24-hour day.



### 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 how He reveals Himself to us more every day through His Word.
- Pray that He will bring all of us from darkness into the light of life.