

# Lesson 2

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## The Wonders of the Earth:

*Days 1-4*

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## The Wonders of the Earth: Days 1-4

### Objective

- Explain what the Bible says about how God created the earth and heavens.
- Challenge families to closely examine and “see God” in each aspect of His wonderful and amazing creation.
- Have fun learning about who God is as revealed in His creation.

### Memory Scripture

*Hebrews 11:3 By faith we understand that the worlds were prepared by the word of God, so that what is seen was made from things that are not visible (NRSV).*

### How To Use This Family Guide

*This guide will:*

- Ask your family to respond to God’s questions and declarations regarding His creation.
- Suggest links to videos or stories that show the wonders and power of God’s creation.

We suggest that your family take the time to research, meditate on, and discuss the topic of each study.

1. Watch a suggested video or have your children find one of their own.
2. Have family members discuss their favorite or most interesting part and why.
3. If a video talks about theories of how things “evolved” – discuss the absurdity of everything existing from nothing. Watch these *Beyond Today* videos:
  - a. *Beyond Today*—[Evolution’s Leap of Faith](#) on the impossibility of evolution.
  - b. *Beyond Today*—[Enemies of Evolution](#) discusses science & creation
4. Take time to go outside and observe the various aspects of creation.
5. Discuss how God displays His power through creation. Creation shows that God can do all things and that He has the power to intervene and be involved in our lives. God can handle all our problems!

*This series of Family Study Guides seeks to help families build deeper a relationship with God by examining the various facets of His Creation. When God wanted to help the patriarch Job learn more about Him, God caused Job to think deeply about creation. He wants us to do the same!*

## Genesis Creation: Days 1-4

God’s challenge to Job about the earth:

*Job 38:3-4 (GNT) Now stand up straight and answer the questions I ask you. Were you there when I made the world? If you know so much, tell me about it.*

### 1. Creation – Day 1: Day and Night (Genesis 1:3-5)

- God said “Let there be light.”

- God divided the light from the darkness.
- God called the light Day and the darkness He called Night.

**God's challenge:**

- *Job 38:19 (GNT) Do you know where the light comes from or what the source of darkness is?*
- *Job 38:24 Where is the path to the source of light?*

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### Suggested Videos

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- **Dark Matter | NASA Space Place – NASA Science for Kids**  
[spaceplace.nasa.gov/dark-matter/en/](https://spaceplace.nasa.gov/dark-matter/en/)
- **We Still Don't Know Exactly What Light Is - Bing video**  
[binged.it/3sB70bH](https://binged.it/3sB70bH)
- **Does Dark Matter BREAK Physics? | Space Time | PBS Digital Studios - Bing video**  
[binged.it/32IWVP2](https://binged.it/32IWVP2)

**The Answer!**

*Isaiah 45:6-7 That they may know from the rising of the sun to its setting That there is none besides Me. I am the Lord, and there is no other; I form the light and create darkness...*

## 2. Creation – Day 2: Earth's heaven (Genesis 1:6-8)

- God divided the waters in the sky from those on earth.
- God called the firmament Heaven.

**God's challenge:**

- *Job 38:34-35 (GNT) Can you shout orders to the clouds and make them drench you with rain? And if you command the lightning to flash, will it come to you and say, "At your service"?*
- *Job 37:14-16 (NCV) Job, listen to this: Stop and notice God's miracles. Do you know how God controls the clouds and makes his lightning flash? Do you know how the clouds hang in the sky? Do you know the miracles of God, who knows everything?*
- *Job 38:28 (MSG) And who do you think is the father of rain and dew, the mother of ice and frost? You don't for a minute imagine these marvels of weather just happen, do you?*

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### Suggested Videos

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- **We Still Don't Understand What Water Is, Here's Why - Bing video**  
[binged.it/3qsVI6B](https://binged.it/3qsVI6B)
- **What are clouds? How are they formed? | Educational Video for Kids - Bing video**  
[binged.it/3sCZTzg](https://binged.it/3sCZTzg)
- **NOVA**  
[rmpbs.pbslearningmedia.org/resource/nves.sci.earth.vapor/monitoring-earths-water-vapor/](https://rmpbs.pbslearningmedia.org/resource/nves.sci.earth.vapor/monitoring-earths-water-vapor/)

### **3. Creation – Day 3: Dry land, seas, grass, herbs, fruit trees (Genesis 1:9-13)**

- God gathered the waters together under into one place and dry land appeared.
- God called the dry land Earth and the waters gathered together Seas.
- God commanded the earth to bring forth: grass, herb yielding seed, fruit trees with seeds

#### **God's challenge:**

- *Job 38:27 (GNT) Who waters the dry and thirsty land, so that grass springs up?*
- *Job 38:16, 18 (ICB) Have you ever gone to where the sea begins? Or have you walked in the valleys under the sea? ... Do you understand the great width of the earth? Tell me, if you know all these things.*

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### **Suggested Videos**

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- **This Incredible Animation Shows How Deep The Ocean Really Is**  
[bit.ly/3qCuQRQ](http://bit.ly/3qCuQRQ)
- **We Discovered A Massive Amount Of Water Near The Earth's Core!**  
[binged.it/3z3u9Va](http://binged.it/3z3u9Va)
- **Crash Course Kids Website:** [bit.ly/3qyu1cn](http://bit.ly/3qyu1cn)
  - Four Spheres Part 1**  
[bit.ly/3z6GBDH](http://bit.ly/3z6GBDH)
  - Four Spheres Part 2**  
[bit.ly/3sGOZbU](http://bit.ly/3sGOZbU)
- **Interactions of Earth's Spheres [video and info for kids grades 3-5]**  
[generationgenius.com/videolessons/earths-spheres-video-for-kids](http://generationgenius.com/videolessons/earths-spheres-video-for-kids)

### **4. Creation – Day 4: Sun, moon and stars (Genesis 1:14-19)**

- God created lights in the heavens.
- The lights were signs for the seasons, days and years.
- The lights were created to give light upon the earth.
- The greater light to rule the day, the lesser light to rule the night.

*[You may want to review [The Endless Universe study guide](#) for ideas on God's creation of the heavens. Click on this [hyperlink](http://ucg.org/members/family-study-guides/seeing-god-through-creation-the-endless-universe) or type it into your browser: [ucg.org/members/family-study-guides/seeing-god-through-creation-the-endless-universe](http://ucg.org/members/family-study-guides/seeing-god-through-creation-the-endless-universe)].*

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### **Possible Family Activities**

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- Go outside on a dark evening and look at the moon and the stars. Talk about how big and how far away stars and galaxies are. Remember to thank God for the beautiful moon and stars.
- Go camping or go on a Sabbath walk with your children to notice and express appreciation for the beauty and wonder of all God has made.
- Take a set of watercolor paints, crayons, paper and supplies to a park or other quiet area. Encourage the children to paint or draw what they see. Hang up the pictures at home for a while.
- Make your own creation pictures or cut pictures out of a magazine and make a family album.

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## Additional Family Study Resources

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- **UCG Bible Commentary**

[ucg.org/bible-study-tools/bible-commentary/bible-commentary-genesis-11-24](http://ucg.org/bible-study-tools/bible-commentary/bible-commentary-genesis-11-24)

- **Creation or Evolution – Good News Magazine 2009**

[ucg.org/the-good-news/creation-or-evolution-which-is-more-believable](http://ucg.org/the-good-news/creation-or-evolution-which-is-more-believable)

- **Creation issue - Beyond Today Magazine - Nov./Dec. 2021**

[ucg.org/beyond-today/beyond-today-magazine/beyond-today-magazine-november-december-2021](http://ucg.org/beyond-today/beyond-today-magazine/beyond-today-magazine-november-december-2021)

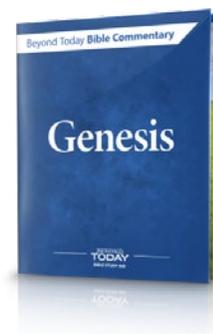
- **Sermon: Life at the Extreme – 2014 Feast Sermon by Steve Myers**

[ucg.org/sermons/life-at-the-extreme](http://ucg.org/sermons/life-at-the-extreme)

- Review parts of the “NOVA – Earth From Space” video

*Discuss how God’s brilliance made everything in heaven and on earth to be interdependent and intricately designed to support life.*

[pbs.org/wgbh/nova/video/earth-from-space/](http://pbs.org/wgbh/nova/video/earth-from-space/)



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## Instructor’s Notes and Resources

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Choose menu activities from the following pages and distribute them a few weeks prior to the summary lesson. Each child will bring one item that they prepared with families to share their learning about the topic. The presentations are based on essential questions about the topic. Arrange the whole class in a circle to begin the discussion. State the topic and objectives for the month. Then, allow each person in the group to present the question and their findings. Each presentation should be no more than 1-2 minutes. It may be useful to run a timer for efficiency. Since the children will be bringing the learning material, instructors do not need to prepare material. Instead, be ready to discuss what is presented, connect to Scripture, clear any misconceptions, and pose the question, “Why is that important?” to maximize learning.

One suggestion to keep older groups focused, reflective, and learning from each other is to use 3-2-1 note taking (see below). As a reflection on learning, instructors can use what the children write down either between or at the end of presentations to promote discussion about the presentations. While it is important to be mindful of time, taking time to reflect through writing or discussion between presentations helps the audience members to retain and connect information.

For younger children, instruct them to be ready to share their “favorite thing” they learned or heard after each presentation. They can either have a partner to share their favorite thing with (this increases engagement when children frequently have an opportunity to reflect on learning) or the instructor can call on 2 or 3 different children after each presentation.

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## Objectives

*Explain* what the Bible says about how God created the world we know.

*Describe* the process of God's systematic creation in Days 1 – 3 and its effect.

*Defend* that the heavens and earth were formed by God using evidence from both scripture and science.

*Explain* how God's creation from days 1-4 sustains and benefits human existence.

As you watch and listen to presentations, write down:

**3 new or important things you learned:**

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**2 interesting things:**

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**1 question you still have:**

Anything else you want to remember from today's presentations:

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## Seeing God through Creation: Days 1-4 *Choice Menu for Grades 5-12*

### Learning goals:

- Explain how God created the world we know.
- Describe God's systematic creation in Days 1-3.
- Explain how creation is for man's benefit using scientific or Biblical evidence.
- Defend that God's creation could not have "evolved" with scientific or Biblical evidence.

**Directions:** Choose one item from the chart (on the next page) to prepare between now and the upcoming summary lesson. Be ready to share your findings with the group in our next summary lesson. Feel free to discuss or prepare other items with your family to increase your learning.

<p><b>How do we know we are important to God?</b> Create a visual aid (video, Glogster, poster, model, a hands-on “sample”, etc.) that shows the benefit of one part of God’s creation from days 1-3 to human beings. You might want to use a clip from the PBS Video “Nova: Earth From Space” (<a href="http://thinktv.pbslearningmedia.org/collection/earth-system-science">thinktv.pbslearningmedia.org/collection/earth-system-science</a>) to help you select and research a topic. How does it help us to understand God and His plan for us? Be ready to explain your visual.</p>	<p><b>What happened before and between Genesis 1:1 and Genesis 1:2?</b> How do you know? Why is that important? Check out “The World Before Man” and “Earth’s Age” chapters from the <i>Creation or Evolution</i> booklet: <a href="http://ucg.org/booklet/creation-or-evolution-does-it-really-matter-what-you-believe">ucg.org/booklet/creation-or-evolution-does-it-really-matter-what-you-believe</a></p>	<p><b>How can we explain creation?</b> Create a visual aid (video, Glogster, poster, model, etc.) that shows the system or order in one part of God’s creation from days 1-3 (light and its effect, soil’s effect on things that grow, seed germination, the effect of trees on the environment, etc.). Why is that system important? How does it help us to understand God? You might want to use a clip from the PBS Video “Nova: Earth From Space” to help you select and research a topic (see link on top left box of this table).</p>
<p><b>How does the creation help us to understand God’s Word?</b> Choose an interesting or important part of the Bible that focuses on light, darkness, the sky, the trees, or earth (soil, ground). How is it used in the Bible? How does that help us to better understand God and His plan for us?</p>	<p><b>Free Choice</b> Explain something you studied or found that relates to the topic but is not listed here.</p>	<p><b>Challenge: Can evolution be disproved?</b> Discuss one specific part of days 1-3 of creation and defend why it could not have “evolved”. Watch the UCG <i>Beyond Today</i> program “Evolution’s Leap of Faith” for more general information on the theory of evolution: <a href="http://ucg.org/beyond-today/beyond-today-television-program/evolutions-leap-of-faith">ucg.org/beyond-today/beyond-today-television-program/evolutions-leap-of-faith</a>.</p>
<p><b>How do you picture it?</b> Create a visual presentation or timeline of days 1-3 of Creation. This presentation can be digital or printed. Label parts of the presentation with sections of Genesis 1:1-13 to support your visuals.</p>	<p><b>Were the days of Creation really 24-hour days?</b> Check out “Genesis 1 and the Days of Creation” from the UCG booklet <i>Creation or Evolution</i>. Why is it even important? <a href="http://ucg.org/booklet/creation-or-evolution-does-it-really-matter-what-you-believe">ucg.org/booklet/creation-or-evolution-does-it-really-matter-what-you-believe</a></p>	<p><b>What about the dinosaurs? Where do they fit into all of this?</b> Go to <a href="http://www.ucg.org">www.ucg.org</a> and enter “dinosaurs Bible” into the search engine. Bring your favorite article and your findings along with one or two scriptures to share.</p>

After preparing with your family, check where you are with your learning.

## Seeing God through Creation: Days 1-4

### Choice Menu for Grades K-4

**Learning Goals:**

- Explain how God created the world we know.
- Describe God’s creation in days 1-3.
- Explain how creation helps people.

**Directions:** Choose one square to do with your family between now and the next summary lesson. Be ready to share with the whole group! You can do the other ones for fun!

<p><b>How do you picture it?</b> Create your own picture book showing days 1-3 of Creation. You can use a computer, make a pop-up book, or create drawings. Use parts of Genesis 1 in your book!</p>	<p><b>What about the dinosaurs?</b> How old are dinosaurs? When were they on the earth? Were they with people? Are dinosaurs in the Bible? Talk to your family about it and be ready to share what you learn with your friends! <i>Families:</i> Go to <a href="http://www.ucg.org">www.ucg.org</a> and enter “dinosaurs Bible” into the search engine for helpful information.</p>
<p><b>Free Choice</b> Bring something that you did or learned with your family that is not listed here.</p>	<p><b>Do you know how much God loves you?</b> Create a visual aid (video, poster, model, a hands-on “sample,” etc.) showing a part of God’s creation from days 1-3 that helps people. How does the creation show that God loves you? <i>Families:</i> You might want to use a clip from the PBS Video “Nova: Earth From Space” to help you select and research a topic: <a href="http://thinktv.pbslearningmedia.org/collection/earth-system-science">thinktv.pbslearningmedia.org/collection/earth-system-science</a></p>

**After preparing with your family, check where you are with your learning:**

- I can share or explain my item clearly. My topic includes biblical or scientific evidence.
- I checked into my topic but some things are unclear. I am not sure of the topic and may or may not include Biblical or scientific evidence.
- I am having difficulty explaining my topic. It might not relate to this month’s study and does not include evidence.
- I did not prepare this time.

## Seeing God through Creation: Days 1-4

### *Compass Check*

#### **Objective**

Explain how the creation of the Earth helps people.

*Opening Discussion:* Today we're going to explain how the creation of the Earth helps humans. We'll start by looking at just the first two verses of Genesis 1. (Get a volunteer to read Genesis 1:1-2).

Look at verse 1. Who created the heavens and the earth? When? (Ask younger children. They should state that God created the heavens and the earth in the beginning.)

What does it say the earth was like in verse 2? (Ask middle age—without form and void.)

The original words for that part are “Tohuw” and “Bohuw”. What do you think that means? (Call an older children.)

Here are the definitions of those words--

- *Tohuw*: to lie waste, desolate, a worthless thing
- *Bohuw*: empty, ruin

The earth was not a place that was worth anything. It was empty and did not contain any living thing. But then, God changed all that. We see day and night, heaven, dry land, seas, grass, herbs, and fruit. God made it worth something, a place where we can live now. We see all these things right now in our world and they help us to live.

**Main Activity:** What if we wanted to live somewhere besides the earth? Could we do that? Raise your hand if you would like to live on another planet, or at least see what it would be like. (Ask for one or two children to explain.)

Let's see if that's possible to live somewhere else besides earth. (Partner/group children and assign each a planet besides Earth. Distribute “Planet Facts” handout.)

*Directions:* Look at the facts about one of the planets listed. Then decide if that's somewhere you want to live. Be ready to explain why you would or would not live there. (Provide 2 minutes for children to look at the handout and prepare their explanation.)

Hold up your hand if you decided you should live on your planet? (Call on one or two with hands raised to provide an explanation. There probably will not be very many.)

Hold your hand up if you decided you should not live on one of these planets. (Ask each group to provide an explanation. Children will determine that many features of the other planets make it impossible for humans to live there. Provide commentary directing them back to the idea that these planets are in many ways empty wastelands.)

**Reflection:** So, these planets could be considered worth less right now than earth. God made the earth to be a place for man, for us, by taking something considered “Tohuw” and “Bohuw” and changing it. Take a moment to look at the facts about Earth. Discuss one way the Earth's creation helps people. (Provide a moment for discussion then call on a few children for answers.)

When we look at how important the design of the Earth is for man to be able to live, we see it is not “Tohuw” and “Bohuw” compared to the other planets. We can see how much God cares about us.

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## Class Activity for Younger Children

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Before class, place a flashlight inside a paper bag and tie it up.

*Say:* I am going to pass around this bag and I want you all to feel the bag but do not say what you think is in the bag. Keep your thoughts a secret.

Pass the bag around the class and remind them to keep their ideas secret.

*Say:* Can you tell me what you think is in the bag? If you know, raise your hand. [Call on the students until someone has the right answer]. Why do we use flashlights? [To light up the dark. To see in the dark.]

*Say:* In the beginning of time, there was no light. Our earth did not have a sun or moon and there were no trees or people. Does anyone know what God created first? [Let students respond.]

*Say:* Your answers are good and the right answer is dark and light, night and day. We are going to learn more about our great God and His creation. Continue with a short lesson and discussion.

