

Lesson 3

The Miracle of Life: *Days 5-6*

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Objectives

- Examine God's creation of life in Days 5-6.
- Explore the incredible miracles of living things that God made in the sea, in the air, and on land.
- Have fun learning about who God is as revealed in His creation.

Memory Scripture

Psalm 104:24-25 How many living things you have made, O Lord! You have exhibited great skill in making all of them; the earth is full of the living things you have made. Over here is the deep, wide sea, which teems with innumerable swimming creatures, living things both small and large. (NET Bible)

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 as shown in this scripture:

Psalm 111:2-4 How amazing are the deeds of the Lord! All who delight in him should ponder them. Everything he does reveals his glory and majesty. His righteousness never fails. He causes us to remember his wonderful works. How gracious and merciful is our Lord! (NLT)

How To Use This Family Guide

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

1. Watch a suggested video or have you or your children find your 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.
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!

Genesis Creation: Day 5—Sea Creatures and Birds

Genesis 1:20-23 (ERV) Then God said, Let the water be filled with many living things, and let there be birds to fly in the air over the earth.” So God created the large sea animals. He created all the many living things in the sea and every kind of bird that flies in the air. And God saw that this was good. God blessed all the living things in the sea and told them to have many babies and fill the seas. And he blessed the birds on land and told them to have many more babies. There was evening, and then there was morning. This was the fifth day.

Genesis Creation: Day 6—Land Animals and Humans

Genesis 1:24-26 Then God said, Let the earth produce many kinds of living things. Let there be many different kinds of animals. Let there be large animals and small crawling animals of every kind. And let all these animals produce more animals. And all these things happened. So God made every kind of animal. He made the wild animals, the tame animals, and all the small crawling things. And God saw that this was good. Then God said, Now let’s make humans who will be like us. They will rule over all the fish in the sea and the birds in the air. They will rule over all the large animals and all the little things that crawl on the earth.

God’s Challenges to Job

After God challenged Job to look at the universe and how wondrously He put the earth together, God then had Job think about the marvels of living creatures.

God asks Job a few questions about animals.

Job 38:39-41 (GNT) Do you find food for lions to eat, and satisfy hungry young lions when they hide in their caves, or lie in wait in their dens? Who is it that feeds the ravens when they wander about hungry, when their young cry to me for food?

Job 39:1-2, 4 Do you know when mountain goats are born? Have you watched wild deer give birth? Do you know how long they carry their young? Do you know the time for their birth? In the wilds their young grow strong; they go away and don't come back.

Job 39:19 Was it you, Job, who made horses so strong and gave them their flowing manes?

God also talks about birds, and gives a rather humorous view of an ostrich.

Job 39:26-27 Does a hawk learn from you how to fly when it spreads its wings toward the south?

Does an eagle wait for your command to build its nest high in the mountains?

Job 39:13-18 How fast the wings of an ostrich beat! But no ostrich can fly like a stork. The ostrich leaves her eggs on the ground for the heat in the soil to warm them. She is unaware that a foot may crush them or a wild animal break them. She acts as if the eggs were not hers, and is unconcerned that her efforts were wasted. It was I who made her foolish and did not give her wisdom. But when she begins to run, she can laugh at any horse and rider.

Chapters 40 and 41 are primarily dedicated to a detailed description of either two extinct creatures – or possibly a hippopotamus and a crocodile. Either way, it shows that God wants us to

take the time to closely look at and think about the greatness of His creation!

Job 40:15-16, 19, 23-24 (TLB) Take a look at the hippopotamus! I made him, too, just as I made you! He eats grass like an ox . . . See his powerful loins and the muscles of his belly. . . . How ferocious he is among all of God's creation, so let whoever hopes to master him bring a sharp sword! . . . He is not disturbed by raging rivers, not even when the swelling Jordan rushes down upon him. . . . No one can catch him off guard or put a ring in his nose and lead him away.

Job 41:1-5, 30 (TLB) Can you catch a crocodile with a hook and line? Or put a noose around his tongue? Can you tie him with a rope through the nose, or pierce his jaw with a spike? Will he beg you to desist or try to flatter you from your intentions? Will he agree to let you make him your slave for life? Can you make a pet of him like a bird, or give him to your little girls to play with? . . . His belly is covered with scales as sharp as shards; they tear up the ground as he drags through the mud.

Suggested Videos for Discussions about God's Creation of Living Creatures

Absurd Planet Video

Children and adults alike will enjoy this light-hearted and interesting series showing the magnificent variety and intricate details of creatures God created. Watch the Absurd Planet series if you have Netflix – or see several short clips.

binged.it/3g1czsn

Fish and Sea Life

- The Outrageous Octopus!

binged.it/3fYt5cy

- Facts: The Octopus

binged.it/3KQQquT

Birds

- 10 UNIQUE and STRANGE Birds

binged.it/3H64yOQ

- Ostrich Facts- the largest living bird

binged.it/3IM7Mrd

- How To Draw An Ostrich – Kid activity

binged.it/3ADoS7D

Animals

- Animals building skills

binged.it/3o2ZGT9

- Symbiotic Animal Relationships - Animals for Kids - Educational Video

binged.it/3o3gbye

Possible Family Activities

Review videos of fish, birds, animals or humans and have each family member pick their favorite ones.

Discuss each family member's favorite creature. Why is it their favorite? What are some of its unique characteristics?

Ask: Why do you think it proves God created it and could not have "evolved?"

Learn more about other unique animals that God created, such as the opossum, kangaroo, dolphin or the duck-billed platypus and figure out why these animals couldn't have evolved from others.

Genesis Creation: Day 6—Humans , the Pinnacle of God's Creation

God's most meaningful creation is humankind. In this lesson, we mainly explore how wonderfully God made the human body, and especially the brain. The next lesson will focus on God's special relationship with humans, and His plan for bringing us into His Eternal Family.

Notice mankind's very special place in creation:

Genesis 1:26-27 (NLT) Then God said, Let us make human beings in our image, to be like ourselves. They will reign over the fish in the sea, the birds in the sky, the livestock, all the wild animals on the earth, and the small animals that scurry along the ground.

So God created human beings in his own image. In the image of God he created them; male and female he created them.

God's Challenge to Job

Job 38:36 Who has put wisdom in the mind? Or who has given understanding to the heart?

- The entire human body is an amazing miracle, but what really sets us apart from all other living creatures is the human brain. Scientists, medical professionals, and philosophers cannot figure out how it works.

For example the article "We know very little about the brain" in Stanford Medical, 11.8.2016 admits:

The greatest challenge in the field of neuroscience...is that we still don't understand the basics.... "We know very little about the brain. We know about connections, but we don't know how information is processed," she said.

- These "experts" fail to recognize that what makes our brains different a special ingredient from God – the spirit in man.

Job 32:8 {GNT} But it is the spirit of Almighty God that comes to us and gives us wisdom.

Zechariah 12:1 {ESV} Thus declares the Lord, who stretched out the heavens and founded the

earth and formed the spirit of man within him:

1 Corinthians 2:11 For what man knows the things of a man except the spirit of the man which is in him?

- For a further explanation, review What Is the "Spirit in Man"? United Church of God.

Suggested Resources to Learn More About the Human Brain

- 25 Amazing Facts About the Human Brain You Should Probably Memorize | Inc.com
- Facts about Human Brain & How Brain Works - Full Documentary - Bing video
- Know Your Brain All About Human Brain - Bing video
- Interesting Facts You Didn't Know About Your Brain - Bing video
- The Brain for Kids | Learning About Your Brain Classroom Video - Bing video

Instructor's Notes and Resources

A few weeks prior to the summary lesson ask each child to bring one item that they prepared with families to share their learning with the class about God's creation. Arrange the whole class in a circle to begin the discussion. Allow each person to present their families' activity and their findings. Each presentation should be no more than 1-2 minutes. 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.

Objectives:

As you watch and listen to presentations, write down:

3 new or important things you learned:

-

-

-

2 interesting things:

-

-

1 question you still have:

-

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

Class Activity

PREPARE IN ADVANCE:

- Have two index cards ready for each child who will be participating in the lesson. One of the cards should have the word "fact" printed on it, the other card should have the word "guess" printed on it.
- Before the children arrive, take a cardboard box and place it over an object on your work surface. Don't let any of the children see you do this. (They shouldn't see the particular object or know that you even placed one under the box).
- For a later activity, you should also have a grocery bag with parts in it such as plastic tubes, fake feathers, clay, a ball, etc.

Welcome the children to class and give each child a "fact" and a "guess" card.

Say: A fact is something that can be proven to be true. A guess is something you think is true. You have two cards which have these words written on them. I am going to state four sentences about this box. Without me telling you anything else, I want you to decide if the sentence is a fact or a guess, then hold up the card that matches your answer. You choose the answer that you feel is right, even if your friends choose a different answer.

Note: Don't give any feedback while they hold their cards up.

Read the following sentences:

- This is a box.

- This box is made of cardboard.
- There is something under the box.
- The box belongs to me.

Let's review the sentences and your answers. Remember a fact is something that is proven to be true, while a guess is something you think is true.

Review the sentences and their answers. Show them how to determine if the sentences are facts or guesses. The third sentence is a guess, since the children did not see something placed underneath the box. The fourth is also a guess, unless the child had specifically inquired about the ownership of the box prior to the lesson.

Ask: Did you know that just like you made some guesses about the box, there are some people called scientists who make guesses about how living things were created? This belief is called evolution.

Before we talk about that, let's decide what "living things" are. Give me some examples of living things. [Go around the group and let the children identify "living things" such as birds, fish, animals, plants, man, etc.].

Say: As I already mentioned, some people make guesses about how living things came to be on the earth. They believe that living things like birds, elephants and monkeys "evolved" or changed into different animals throughout the years to become what they are in our lifetime. Some people who believe in evolution even believe that man evolved from apes. The big problem with evolution is that it's based on assumptions, or guesses, that people think are true. It's not based on proven facts. People who believe in evolution are basing their belief on what other people have told them to be true or what they think might be true.

Say: I'd like to give you a project right now. I have here a bag of parts. [Dump the contents of the bag out on the table.] I would like for you to put these parts together and build a bird. Then I want us to wait for your creation to evolve into a living bird. Go ahead, it could probably be done. Actually, someone has probably done it before. It should work, you could use this to be the legs, this could be the head, here are some feathers, etc. [Wait for reactions.]

Say: Do any of you think you can do this?

Ask: Why won't this work? Can you think of any problems with this way of thinking? [It won't work because of the scientific principle of biogenesis that says, "Life comes from life."] Was I making guesses about your being able to create a bird?

How do we believe that living things were created? Let's look in the Bible to see what is said about the creation of living things.

Have the children circle their favorite animal, then color the rest.



RE-CREATION

Find the hidden words and circle them. Then place the correct number in the “Day” column to show on which day God created each item.

WORD SEARCH

R	D	U	B	I	R	D	S	Y	A	Y
N	X	R	E	S	T	H	S	A	L	M
U	S	E	E	R	T	T	I	D	E	I
S	S	E	A	A	N	I	M	A	L	S
R	D	U	B	A	U	A	X	B	R	I
A	N	B	L	I	N	I	G	H	T	D
T	A	P	Y	R	O	M	O	O	N	E
S	L	A	M	I	N	A	D	N	A	L

Word List:

Day:

SUN
MOON
STARS

SABBATH
REST

SEA ANIMALS
BIRDS

AIR

LAND ANIMALS
MAN

DAY
NIGHT

LAND
TREES
PLANTS
SEAS
