

Helping to Make God Real Creation Part II: Days 1 – 3 (Family Study Guide)

Objectives:

- Review what your family learned about God and how He creates.
- 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.

Challenge Objectives:

- Defend that the heavens and earth were formed by God using evidence from both scripture and science.
- Explain how God's creation from days 1-3 sustains and benefits human existence.

1. Review God's overall plan of creation.
 - a. God is not the author of confusion.
 - b. God plans what He creates.
 - c. Jesus Christ created by the will of the Father.

2. **How God created the heavens and earth**
 - a. **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).
 - b. **Genesis 1:2** *"And the earth was without form, and void; . . ."*
 - i. Without Form (Tohuw): meaning to lie waste, desolate, a worthless thing.
 - ii. Void (Bohuw): meaning to be empty, undistinguishable ruin, emptiness.
 - c. God's command was all that was needed to create. **Genesis 1:3** *"And God said . . ."*
**** See under "Additional Resources" below:**

3. **Creation – Day 1: Day and Night (Genesis 1:3-5)**
 - a. God said *"Let there be light."*
 - b. God divided the light from the darkness.
 - c. God called the light Day and the darkness He called Night.

4. **Creation – Day 2: Heaven (Genesis 1:6-8)**
 - a. God divided the waters in the sky from those on earth.
 - b. God called the firmament Heaven.

5. **Creation – Day 3: Dry land, Seas, Grass, Herbs, Fruit Trees (Genesis 1:9-13)**
 - a. God gathered the waters together under into one place and dry land appeared.
 - b. God called the dry land Earth and the waters gathered together Seas.
 - c. God commanded the earth to bring forth:
 - i. Grass
 - ii. Herb yielding seed
 - iii. Fruit trees with seeds

CHALLENGE ACTIVITIES: (Be prepared to share at Compass Check or Youth Instruction Classes)

1. Take some specific part(s) of days 1-3 of creation and discuss why it could not have "evolved."
2. What evidence is there that earth's creation was made for man's benefit? (From the Bible or creation itself.)
3. As your family reviews the creation process – view parts of the "NOVA – [Earth From Space](#)" video and discuss how God's brilliance made everything in heaven and on earth to be interdependent and intricately designed to support life.

QUESTIONS

These questions are intended to check parents or older teen's understanding of the topic.

1. The statement in Genesis 1:1 "*In the beginning God created the heavens*" the word "heavens" refers to:
 - a. God's spiritual dwelling place
 - b. Outer space (the universe)
 - c. Our planet's atmosphere
 - d. None of the above
 - e. Possibly all of the above

2. The Seven Days of Creation:
 - a. were seven actual days in which God created the things talked about in Genesis 1 & 2
 - b. actually took place over a seven thousand year period of time
 - c. just represented the process of time it took for earth to evolve

3. According to indications from the Bible (mark all that are true)
 - a. The earth cannot be more than 6,000 years old.
 - b. Satan once occupied the earth as the angel Lucifer.
 - c. A great cosmic war in heaven once caused the earth to become chaotic and uninhabitable.
 - d. The Genesis 1 days of creation were actually the account of the renovation of the earth in preparation for the creation of man.

Additional Resources you can use for your family studies:

- **UCG Bible Commentary**
<http://bible.ucg.org/bible-commentary/Genesis/Creation;-Earth's-six-day-renovation;-The-Sabbath/>
- **UCG Booklet: *Creation or Evolution* – Days of Creation**
 - <http://www.ucg.org/booklet/creation-or-evolution-does-it-really-matter-what-you-believe/world-man-biblical-explanation-0/>
 - <http://www.ucg.org/booklet/creation-or-evolution-does-it-really-matter-what-you-believe/world-man-biblical-explanation-1/>
- **UCG Booklet: *Does God Exist***
<http://www.ucg.org/booklet/lifes-ultimate-question-does-god-exist/beginning-universe/>
- **Sermon: *Life at the Extreme* – 2014 Feast Sermon given by Steve Myers**
<http://feast.ucg.org/sites/default/files/sermons/UCG-Sermon-Life-at-the-extreme-Steve-Myers.mp3>
- As a fun and amazing activity for your family, we suggest that you watch the NOVA production ***Earth From Space***. While the producers do not understand the truth of creation, their discovery of the complexities of "*the intricate and surprising web of forces that sustains life on earth*" clearly end up proving God as Creator.
<http://www.pbs.org/wgbh/nova/earth/earth-from-space.html>

Instructor's Notes and Resources

Choice menu activities (shown on following pages) should be distributed 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 group 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 to the group. 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.

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 1-3 sustains and benefits human existence.

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:

Helping to Make God Real Creation Part II: Days 1-3 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 below 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>How do we know we are important to God?</p> <p>Create a visual aid (video, Glogster, poster, model, a hands-on “sample”, etc.) that shows the <u>benefit</u> 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” 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>What happened before and between Genesis 1:1 and Genesis 1:2?</p> <p>How do you know? Why is that important? Check out “The World Before Man” and “Earth’s Age” from the <i>Creation or Evolution</i> booklet on www.ucg.org . http://www.ucg.org/booklet/creation-or-evolution-does-it-really-matter-what-you-believe/</p>	<p>How can we explain creation?</p> <p>Create a visual aid (video, Glogster, poster, model, etc.) that shows the <u>system or order</u> 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.</p>
<p>How does the creation help us to understand God’s Word?</p> <p>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>Free Choice</p> <p>Explain something you studied or found that relates to the topic but is not listed here.</p>	<p>Challenge: Can evolution be disproved?</p> <p>Discuss one specific part of days 1-3 of creation and defend why it could not have “evolved”. Watch the UCG Beyond Today program “Evolution’s Leap of Faith” for more general information on the theory of evolution.</p>
<p>How do you picture it?</p> <p>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>Were the days of Creation really 24-hour days?</p> <p>Check out “Genesis 1 and the Days of Creation” from the UCG booklet <i>Creation or Evolution</i> on www.ucg.org . Why is it even important? http://www.ucg.org/booklet/creation-or-evolution-does-it-really-matter-what-you-believe/</p>	<p>What about the dinosaurs? Where do they fit into all of this?</p> <p>Go to www.ucg.org 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:

- 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.

Helping to Make God Real Creation Part II: Days 1-3 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 style="text-align: center;">How do you picture it?</p>  <p>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 <i>Genesis 1</i> in your book!</p>	<p style="text-align: center;">What about the dinosaurs?</p>  <p>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! Families: Go to www.ucg.org and enter "dinosaurs Bible" into the search engine for helpful information.</p>
<p style="text-align: center;">Free Choice</p>  <p>Bring something that you did or learned with your family that is not listed here.</p>	<p style="text-align: center;">Do you know how much God loves you?</p>  <p>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? Families: You might want to use a clip from the PBS Video "Nova: Earth From Space" to help you select and research a topic.</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.

Helping to Make God Real: Creation Part II - Days 1-3 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 people.

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 on 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. (Some will probably raise hands. 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.

(Distribute and explain choice menu assignment to prepare for next lesson.)

Planet Facts

(All facts from <http://www.planetsforkids.org/>)

Directions: Look at the facts about one of the planets listed. Then decide if that's somewhere you could live. Be ready to explain why you would or would not live there.

Planet	Facts
Mercury	<ul style="list-style-type: none"> ≈ Mercury's sunny side has a temperature rising to 400° Celsius or 750° Fahrenheit. Compare this to a warm summer's day in London, when the temperature might be 80° Fahrenheit or 26° Celsius. ≈ Mercury's dark side is very cold, with the temperature going down to -200° Celsius or -328° Fahrenheit. ≈ Mercury has no atmosphere around it to protect it from the Sun or to retain any heat when it rotates on its axis.
Venus	<ul style="list-style-type: none"> ≈ Venus is covered by clouds of water vapour and sulphuric acid and the surface cannot be seen with an ordinary astronomy telescope. ≈ Venus is the hottest planet in the Solar System, even hotter than Mercury, which is closer to the Sun. The temperature on the surface of Venus is about 860° Fahrenheit or 460° Celsius. Compare this to a warm summer's day in London, when the temperature might be 80° Fahrenheit or 26° Celsius. ≈ The atmosphere on Venus is composed of carbon dioxide. The surface is heated by radiation from the sun, but the heat cannot escape through the clouds and layer of carbon dioxide. (This is a "greenhouse effect").
Earth	<ul style="list-style-type: none"> ≈ It is the only planet that has an atmosphere containing 21 percent oxygen. ≈ It is the only planet that has liquid water on its surface. ≈ It is the only planet in the solar system that has life. ≈ The Earth's atmosphere has protected the Earth and allowed life to flourish. ≈ As the Earth orbits round the Sun it turns on its axis, rotating right round in 24 hours. The side of the Earth that faces the Sun has daytime and the side of the Earth that is turned away from the Sun has night-time. When it is daytime in Britain, it is night-time on the opposite side of the Earth in New Zealand.
Mars	<ul style="list-style-type: none"> ≈ Mars doesn't have a protective layer of atmosphere like Earth, so it cannot store heat from the sun. As a result, the temperature on Mars regularly drops to -125 degrees F (-82 degrees C) in the winter and only rises to 23 degrees F (-5 degrees C) in the summer. ≈ The dust storms on Mars are larger than on any other planet in the solar system. Some dust storms on Mars can blanket almost the entire planet in just a few days. ≈ Seasons – Mars has seasons like Earth too. These seasons are much longer than Earth seasons because Mars is so much farther from the sun. And don't get your swim suits out just yet – the average high during a Martian summer day is 23 degrees F (-5 degrees C) – not exactly beach weather.
Jupiter	<ul style="list-style-type: none"> ≈ Jupiter is made of hydrogen, helium, methane and ammonia. The cloudy sphere has bright belts on it which change their shape. ≈ Jupiter is entirely composed of dense layers of gas. ≈ <u>Jupiter spins very quickly, creating very strong weather patterns in the clouds which surround the planet.</u>
Saturn	<ul style="list-style-type: none"> ≈ Saturn's rapid spinning leads to hurricane-like storms far, far stronger than anything that is seen on the Earth. There is a constant whirlwind storm at Saturn's south pole which can be observed with the strongest telescopes. ≈ Saturn is also composed entirely of gas. Saturn is a great ball of hydrogen and helium.
Uranus	<ul style="list-style-type: none"> ≈ Uranus is also made of gas. Most of the center of Uranus is a frozen mass of ammonia and methane, which gives it the blue-green colour. The atmosphere also contains hydrogen and helium. ≈ Because Uranus is lying on its side as it orbits the sun, for nearly a quarter of its orbit one pole of the planet is in complete darkness.
Neptune	<ul style="list-style-type: none"> ≈ Neptune is one of the four "gas giants". Like Jupiter, Saturn and Uranus, it is composed only of gas. Neptune is a great ball of hydrogen and helium. ≈ Like all the other planets, Neptune turns on its own axis as it is orbiting the sun. (Imagine walking round a large pond, but turning round and round as you go.)
Pluto	Pluto has a solid, icy surface.