

Made by God

Lesson 1



Bible Focus: Job 12:7-10; Psalm 19:1-4; Hebrews 11:3

Bible Memory: Revelation 4:11

Life Focus: ♥ God is the creator of the world.

Heart to Heart Teacher Devotion

People may seek truth from science and never find it; they may look for solutions in education and find that it becomes simply an endless search for answers. But God—the creator of all the universe, the provider of all that causes us to wonder—has not only created us but has also adopted us. How privileged we are to call Him our Father. And how privileged you are to help the preteens you teach to come to know Him as their Father too.

Lesson 1 at a Glance

<p>1 FOCUS IN Use one or more of these activities to help students <i>identify various teachings about the origin of the world.</i></p>	<p> Quick Step Two Views of Origin</p> <p> Option On Purpose or by Accident?</p>	<p>HeartShaper Materials</p> <ul style="list-style-type: none"> • Two Views of Origin reproducible page • none 	<p>Other Materials</p> <ul style="list-style-type: none"> • scissors, envelopes • complex God-made item, complex man-made item
<p>2 EXPLORE HIS WORD Use these activities to help students <i>explore Scriptures that reinforce the Genesis account of creation.</i></p>	<p> Bible Exploration Job 12:7-10; Psalm 19:1-4; Hebrews 11:3</p> <p> Bible Memory Revelation 4:11</p> <p> Optional Bible Skill Builder</p>	<ul style="list-style-type: none"> • <i>Activities</i> for lesson 1 • <i>Resources</i> sheet 2 • <i>Resources</i> Optional Bible Skills 1 and Bible Basics printable files 	<ul style="list-style-type: none"> • Bibles, pencils, scrap paper, roll paper, markers, reusable adhesive • Bibles, reusable adhesive • Bibles
<p>3 MAKE IT REAL Use one of these activities to help students <i>apply God's Word when talking about how the world was created.</i></p>	<p> Quick Step What Would You Say?</p> <p> Option Testing, Testing!</p>	<ul style="list-style-type: none"> • <i>Activities</i> for lesson 1 • none 	<ul style="list-style-type: none"> • Bibles • 12" pieces of string, glasses, water, ice cubes, salt shakers, paper towels
<p>4 LIVE IT OUT Use one of these activities to help students <i>make it known that God is the creator of the world.</i></p>	<p> Quick Step Make It Known!</p> <p> Option Leaf Reminders</p>	<ul style="list-style-type: none"> • <i>Activities</i> for lesson 1 • none 	<ul style="list-style-type: none"> • Bibles, pencils, paper, colored pencils • whiteboard; dry-erase marker; large, fresh leaves; permanent markers

Focus In (10-15 minutes)

- 1 Use one or more of these activities to help students **identify various teachings about the origin of the world.**

Welcome

- Welcome each student by name.
- Early arrivers will enjoy doing one or more of the additional activities described on the unit page.

Quick Step Two Views of Origin

Before class, make enough copies of the reproducible page for each small group to have one. Cut apart the cards, and put each set into a separate envelope. Keep one intact copy for your use.

SAY: Let's think about the origin of the world. Divide the class into small groups (or have kids work with partners). Give each group a prepared envelope. Tell students to read the cards and decide whether the cards belong with the "With God" category or the "Without God" category. For an added challenge, you could set a timer for two minutes. Tell students to raise their hands when they are all done. Have preteens from the first group to finish read two cards they put in the "With God" category. Let the other groups read the cards they put in the "With God" category. Then have volunteers read the remaining cards that belong in the "Without God" category. Be sure preteens understand that the two views of origin are very different—one acknowledges God as creator, and one does not.

ASK: What views about the origin of the world have you heard? Accept responses.

SAY: Let's dig into God's Word to see what it says about the origin of the world.

Option On Purpose or by Accident?

Bring in at least one complex item from nature, such as a flower, and at least one complex man-made item, such as a watch with a clear case or a motherboard from a computer. Let preteens examine the items. Encourage them to think about the complexity of the items and their different parts.

ASK: Which item(s) would you say was made on purpose? by accident? Accept responses.

When we think about how our world came into being, what do people say—that it was made on purpose or that it was made by accident? What views about the origin of the world have you heard?

Talk about the two main views of the origin of the world: 1) God made the world. 2) There was no being who created the world; it happened by accident. Also discuss the impossibility of not only complex things, but even simple things, being created by accident. **SAY: Let's dig into God's Word to see what it says about the origin of the world.**

Focus

♥ God is the creator of the world.

Materials

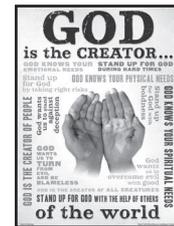
copies of Two Views of Origin reproducible page  (1 per small group), scissors, envelopes (optional: timer)

Note

See the teacher contents page for the location of reproducible pages. The reproducible page is also provided with the *Resources* printable files.

Teaching Tip

Display the Poster for the Quarter (*Resources* sheet 1).



Materials

complex God-made item,  complex man-made item *Object Lesson*

Tech Tip

Preteens could go online to find out information about the God-made and the man-made items to be reminded of their complexity.

Focus

♥ God is the creator of the world.

Explore His Word (25 minutes)

2 Use these activities to help students **explore Scriptures that reinforce the Genesis account of creation.**

Bible Background for the Teacher

Job's friends came to tell him that God was punishing him for his sins. But they were wrong. They did not understand what God was really like. Job turned their attention to the creatures of nature. Because the animals, birds, and fish are the products of God's own hand, they can teach us something about God. The astonishing variety of animals and their intricate interdependence carry a lesson: who cannot know "that the hand of the LORD has done this?" (Job 12:9). The life breath of every creature comes from the wise creator, and its continued survival is in His hand (see chapters 38 and 39).

The truth that Job is explaining is carried over into Psalm 19, which C. S. Lewis called the greatest psalm. The silent heavens speak; the infinite reaches of the universe shout aloud the glory and greatness of the creator. Whatever language people may speak, they have heard the testimony of the skies: the universe is big, but the one who made it is bigger. As a result, every tribe and nation on earth has a concept of God, because through creation "God's invisible qualities—his eternal power and divine nature—have been clearly seen" (Romans 1:20).

Hebrews 11:3 tells us that God made everything out of nothing! Nineteen centuries before Einstein, the author of Hebrews knew that solid, visible matter is made out of invisible energy. In the beginning, God simply spoke the world into existence, including invisible energy (see Psalm 33:6-9). Those who accepted the creation account in Genesis knew this all along. Those who would not accept this had to wait 19 centuries for the knowledge of physics to catch up. The animals, the skies, and the physics of creation all acknowledge God as creator of the world. David concludes that only a fool can say, "There is no God" (14:1).

Materials

Bibles, *Activities* for lesson 1, pencils, scrap paper, roll paper, markers, reusable adhesive



Note

The Scripture text is provided in the *Resources* printable files in both the *New International Version* and the *King James Version*, if you want kids to read from the same Bible version.

Tech Tip

Go to an online Bible website to play a dramatized reading of the Bible verses.

Bible Exploration Job 12:7-10; Psalm 19:1-4; Hebrews 11:3

ASK: Where in the Bible can we read about how the world came into being? (Genesis 1 and 2)

Where else in the Bible could we read about the origin of the world? Accept responses.

SAY: The origin of the world is talked about in several places in the Bible, including Job 12, Psalm 19, and Hebrews 11. Have students turn in their Bibles to Job 12:7-10. Remind them that they can look at the contents page to find out that Job is in the Old Testament and on what page it begins. Give preteens pieces of scrap paper to use as bookmarks because they will need to look at the verses again. Have volunteers read the verses aloud. Then have preteens turn to Psalm 19:1-4, and have volunteers read the verses aloud. Do the same with Hebrews 11:3.

Distribute the leaflets, and have students look at the activity *Creation and the Creator*. Read the instructions. Let preteens work alone or pair up to complete the page. When everyone is done, have volunteers read the questions and their answers. (Answers: 1=animals, birds, earth, fish; 2=the life of every creature and the breath of all mankind; 3=the heavens and the skies; 4=it goes out into all the earth; 5=God's command, invisible things)

SAY: We're going to divide into groups, and each group will do something different. You can choose which group you want to be in, based on

which activity you'd like to do. Offer these activity choices: illustrating Bible verses, creatively reading Bible verses with a group (or partner), and explaining what the Bible verses mean. See who wants to be in each group. If everyone wants to draw, that's OK. You could have half the group illustrate Job 12:7-10 and the other half illustrate Psalm 19:1-4. If only a few preteens want to creatively read or explain the verses, that's OK too. Try to let students participate in the activity of their choice. As needed, assist students and make sure that everyone in the groups is participating. Allow 5 to 10 minutes for groups to prepare; then let the groups take turns reading the Scriptures, explaining the Scriptures, and showing their illustrations. If there wasn't a group that read the verses, ask volunteers to read the verses aloud. Then proceed with the other groups. Be sure to display the illustrations in your room.

ASK: How can the animals, birds, and fish mentioned in Job teach us about creation? (We can watch these creatures and see God's creativity in them. We can see that each species reproduces just like itself instead of slowly turning into a different species. We can see the special physical features and functions that God gave to the various species.)

How is "the life of every creature" (Job 12:10) in God's hand? (God provides food, water, shelter, families, and everything that's needed.)

Psalm 19:1 says that "the heavens declare the glory of God." How do they do that? (The sun, moon, stars, and everything in the skies are so awesome and beyond imagination that there must have been a creator who made them. Nature shows that such a complex world could not have appeared accidentally or evolved.)

SAY: According to Hebrews 11:3, our faith in God helps us believe that He could create a world simply by commanding it to be so. And science helps us understand how everything God made was "not made out of what was visible" but of invisible things—things known as atoms. ♥ God is the creator of the world—a world He planned for, a world made to declare who He is.

Bible Memory Revelation 4:11

"You are worthy, our Lord and God, to receive glory and honor and power, for you created all things, and by your will they were created and have their being."

Display the Revelation 4:11 poster on a wall or bulletin board. Have preteens turn in their Bibles to Revelation 1:1, and ask a volunteer to read it aloud. Then have everyone turn to chapter 4. Have volunteers read verses 1 and 2. **SAY: God allowed John to see into Heaven. Listen to what he saw.** Have volunteers read verses 8-10 aloud. **Listen to what the creatures said.** Have a volunteer read verse 11 aloud.

ASK: Why did the creatures worship God? (He created everything.)

SAY: Only God created. It's only because of God that living things exist. Because ♥ God is the creator of the world, He—and He alone—is worthy of our worship. Lead preteens in saying the Bible Memory together. Encourage them to memorize this important verse.

Materials

Resources sheet 2,
reusable adhesive,
Bibles



Note

The Bible Memory in the *King James Version* is included in the *Resources* printable files.

Optional Bible Skill Builder

Print and use the *Resources* Optional Bible Skills 1 printable file.



Focus

♥ God is the creator of the world.

Make It Real (10–15 minutes)

3 Use one of these activities to help students **apply God’s Word** when talking about how the world was created.

Materials

Activities for lesson 1,
Bibles



Teaching Tip

Help preteens who don’t like to act find ways to be involved, such as giving ideas about how to act it out or finding props to use.

Materials

12” pieces of string,
glasses $\frac{3}{4}$ full of water, ice
cubes, salt shakers (1 each per
small group), paper towels (for
cleanup)



Teaching Tip

Always practice science experiments before class.

Quick Step What Would You Say?

SAY: If you haven’t already, you’re going to hear about the Big Bang, the theory that the universe began with a huge explosion. You’re also going to hear about Charles Darwin’s theory of evolution, that everything came from one cell and evolved over a long period of time. So you need to be ready to tell what you believe about how things began—that ♥ God is the creator of the world. Distribute the leaflets, and have preteens turn to the activity What Would You Say? Read the instructions. Divide the class into three groups (or pairs), and assign each group one of the situations. Each group should read its situation and decide how to act it out. Tell the groups to be sure to include thoughts from the Scripture passages listed. When the groups are ready, let them act out their situations. You may need to remind students that the way we say things is also important.

ASK: Have you ever been in one of these kinds of situations? What did you say? Accept responses.

When are some times that it might be hard for you to talk about God making the world? (at school, at places where no one else is a Christian, when I think others will laugh at me)

SAY: God’s Word may not tell us all the details of how God made the world, but it clearly states that ♥ God is the creator of the world. Let’s never be afraid to tell others what the Bible says and what we believe.

Option Testing, Testing!



Divide the class into small groups (or pairs), and give each group a piece of string, a glass of water, and an ice cube. They’ll also need some salt. Tell the groups to follow these instructions. **SAY: Place an ice cube in the water.** Pause between instructions. **Lay the string across the ice cube. Sprinkle salt from a salt shaker on top of the ice and string.** Pause. **Wait 30 seconds. Lift the ice cube by gently lifting up on the string.** Pause.

ASK: How did it do that? (The salt causes the ice around the string to melt. Then it refreezes, even colder than before, allowing the string to stick to the ice.)

Is it reasonable to think that when the world was created, water could just appear as a result of a big explosion? (no)

Why is it reasonable to believe that God intentionally created everything, instead of everything being created by accident?

(Nature is too complex and detailed and all the parts work together too well to have just happened by accident.)

SAY: God’s Word may not tell us all the details of how God made the world, but it clearly states that ♥ God is the creator of the world. Let’s never be afraid to tell others what the Bible says and what we believe.

Live It Out (10 minutes)

4 Use one of these activities to help students **make it known that God is the creator of the world.**

Focus

♥ God is the creator of the world.

Quick Step Make It Known!

SAY: **Hebrews 11:3 tells us it takes faith to believe that ♥ God is the creator of the world. But it also takes faith—a lot of faith—to believe that a big explosion created the world or that everything evolved from a single cell that kept multiplying and “deciding” to become something else. If God did not create humans, and we evolved from some ooze, then what meaning does life have or what do our lives matter? We matter because God created us. We are important because God made us. Psalm 139:13, 14 tells us that we are “fearfully and wonderfully made.”** Have students turn in their leaflets to the activity Make It Known! Read the instructions. You could suggest that preteens first write or draw their thoughts on paper before marking in their activity leaflets.

When preteens are done, let volunteers share what they wrote or drew. Close with a time of prayer. SAY: **For our prayer time, let’s pray the words of Revelation 4:11 to make it known that ♥ God is the creator of the world. I’ll read a phrase at a time and then pause. Bow your heads, and pray by repeating after me.** PRAY: **“You are worthy, our Lord and God (pause as preteens repeat), to receive glory and honor and power (pause as preteens repeat), for you created all things (pause as preteens repeat), and by your will they were created (pause as preteens repeat) and have their being” (pause as preteens repeat).**

Option Leaf Reminders

SAY: **Hebrews 11:3 tells us it takes faith to believe that ♥ God is the creator of the world. But it also takes faith—a lot of faith—to believe that a big explosion created the world or that everything evolved from a single cell that kept multiplying and “deciding” to become something else. If God did not create humans, and we evolved from some ooze, then what meaning does life have or what do our lives matter? We matter because God created us. We are important because God made us. Psalm 139:13, 14 tells us that we are “fearfully and wonderfully made.”**

SAY: **One way to let others know that ♥ God is creator of the world is to appreciate and care for God’s creation and to let our friends know why we do that. Think about meaningful ways you could care for God’s creation.** Have a brief time of brainstorming, writing students’ ideas on the board. Then give each student a leaf and a permanent marker. Challenge students to each select one idea that they plan on doing and write a few words on their leaves to express their choices.

SAY: **Right now your leaf is soft and moist because it’s fresh. Take your leaf home and, before it gets dried out, tell someone about how you plan to show appreciation and care for what God created.** Close your class time in prayer, asking God to help your preteens as they share their belief in God the creator.

Materials

Activities for lesson 1, Bibles, pencils, paper, colored pencils



Materials

whiteboard; dry-erase marker; large, fresh leaves (any color); permanent markers



Be sure to assist students who need help with writing.

Teaching Tip

To keep cut leaves fresh until you are ready to use them, place the leaves in a container of water mixed with plant food.

Live Wire

Distribute *Live Wire* to students before they leave. They will enjoy the articles, puzzles, and other features included in this fun student magazine.

Be sure parents know about the *Faith & Family* pages available online to print and use with their children at home. Go to www.heartshaper.com.



Two Views of Origin

Cut apart on the dotted lines.

WITH GOD	WITHOUT GOD
God created each element of creation in a given amount of time.	There is no God; there was no being who created the world.
God, who created the world, is actively involved in His creation and has plans for each person's life.	No one is in charge of the world, so there is not a master plan.
All creation points to the existence of the creator God.	Everything came from one cell and evolved over a long period of time through a gain of information.
Creation happened in an orderly manner, not disorderly or from an explosion.	There was an unexpected big bang, and what we see today is a result of that explosion.
All the various kinds of plants and animals that currently exist are descendants of the original plants and animals that God created.	Things started as matter, and then slowly changed over billions of years and formed into bigger and more complex things.
God created out of nothing. He didn't need matter or energy or anything. It was supernatural, a miracle.	Naturally occurring differences among offspring led to the evolution of the species through natural selection.