

WHY I Believe God Created the World

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Visuals, skit and activities by ETC Staff

Two-session training for Christian children 8-11 with an adaptation for primaries.

Teaching Schedule

Session One

- Introduction
- Ingredients for Creating Elements of Design
- The Wonderful Human Body
- Gospel Presentation
- Prayer and Praise
- Contest Assignments

Session Two

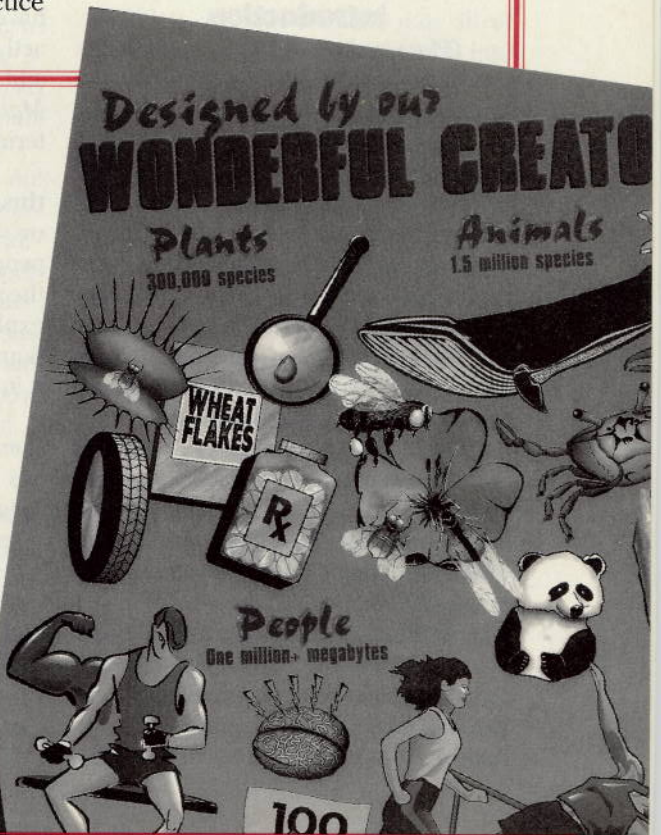
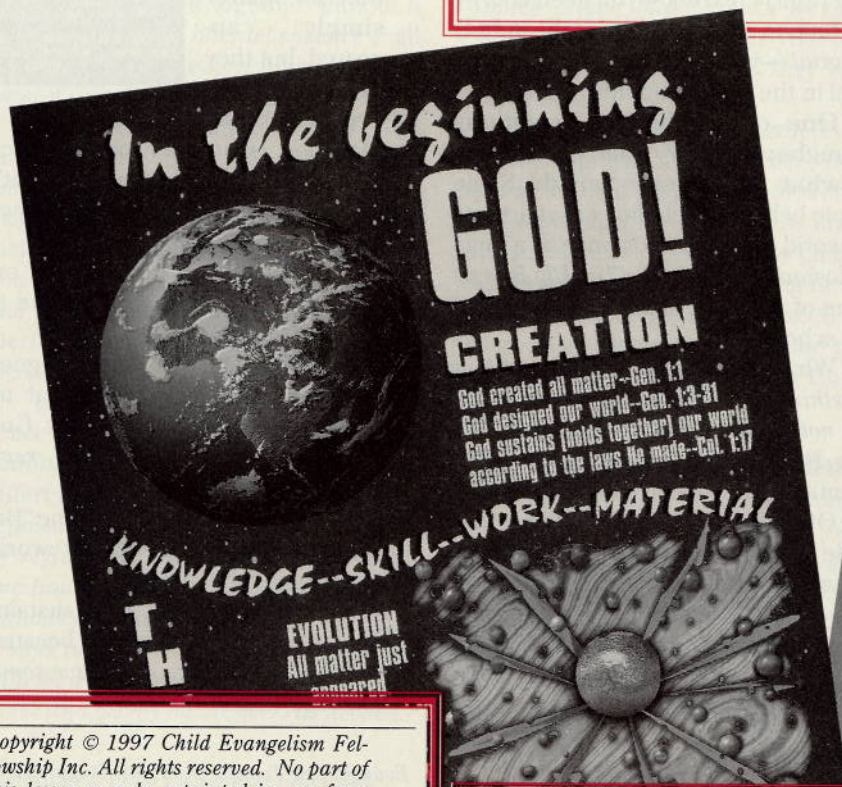
- Share and Judge Contest Entries
- Discovery Time
- Thought Questions
- Facing Evolution Head-On/Practice
- Prayer and Praise

Teaching Objective

That each child will be able to state reasons why he believes God created the world.

Proof Verse

"God... made the world and all things therein, seeing that he is Lord of heaven and earth... he giveth to all life, and breath, and all things" Acts 17:24-25.



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Supplies and Preparation

1. Bible
2. Chef's hat, apron, baking utensils, flour, cocoa, sugar, salt, egg, milk, baking powder, oil. Set up materials on small table for lesson introduction. Have a delicious cake ready (unseen) to serve on paper plates.
3. Plastic bag for each child containing 7 different items, such as: Styrofoam cups, plates, rubber bands, tape, straws, felt marker, paper clips, yarn, scraps of material, etc. Scissors and glue.
4. **Earth Questions:** Write each of the earth questions (page C-3) on a file card. *Answers in parentheses are for your reference only.*
5. **Body Facts:** Cut 9 pieces of posterboard (from 3" to 5" across) in various shapes and colors. Write one of these numbers on each piece: 26 billion, 300 miles, 1,500,000, 137 million, 30 billion, 1,000,000, 40 million, 75,000, 450,000.
6. Cut 5 posterboard squares, 3" x 3", and number from 1 to 5, adding same number to both sides.
7. Have "God's Plan for You" Gospel presentation on hand if you have it from previous issue of ETC.
8. Set up three discovery stations with a sheet of paper, pencil and several Discovery Sheets, (pages 25-27) of the same category at each station.
9. **Thought Questions:** Write each of the thought questions from page C-4 on a file card. *Answers in parentheses are for your reference only.*
10. Photocopy skit (page C-6) for each participant. Plan a time to present skit to a third-grade class.
11. Photocopy a Remarkable Reminder (page 28) on bright cardstock for each student. Laminate if possible. Cut apart and assemble with paper fastener or key ring.
12. Photocopy several lists of creation verses from page C-5.

Session One

Introduction

(Place a chef's hat and apron on a volunteer who will help prepare a cake.)

We're going to try to bake a cake today. Before we begin let's list everything we'll need. (Let kids suggest ingredients and utensils and write them on white board or flip chart.)

If our expert chef was going to create a cake he would have to cause these things to appear out of the air. But since he doesn't have that ability, I will give him what is needed. (Have "chef" dump different amounts of ingredients into bowl.) What are the chances that we would be able to eat this if we baked it? Why not?

(Bring out finished cake. Discuss how they think it was put together. Serve the cake and let them eat it as you present the four basic factors in making something.)



Ingredients for Creating

In order to make anything, whether it's a delicious cake or something as complicated as a computer, you must have four basic things: (1) *Knowledge*—you've got to know how to design it so that it will work; (2) *Skill*—you must have the ability to put it together exactly right; (3) *Work*—you need energy and time to accomplish the job; and (4) *Material*—you must have the right material in the exact amounts.

One of the biggest questions throughout history has been: **Who or what made our world?** Some people believe that billions of years ago the world came into existence by a huge explosion called what? (*The Big Bang.*) Some of you have heard or read about it in school.

What is a *theory*? (*An idea of how something might have happened but it has not been proven to be true.*) The "Big Bang" is part of a theory some scientists call what? (*Evolution.*)

Other people, like me, believe God made the world through creation. How can we know for sure which is the right answer to the question, "Who or what made the world?" (*Let students give their answers without comment.*)

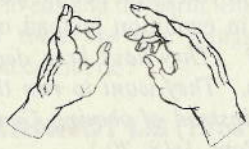


Let's think more about this by looking at the basic differences between evolution and creation. (*Use poster, side A.*)

- Evolutionists say that all matter simply appeared, but they don't know how.
- ◇ Creationists say that God *created* all matter which makes up our world, because that's what God says. (*Have someone read Colossians 1:16a.*)
- Evolutionists say that matter exploded to make our world (kind of like our "dump" cake!)
- ◇ Creationists say that God designed our world, carefully putting it together, because that's what God says. (*Have someone read Job 38:1-6.*)
- Evolutionists say that during the "Big Bang," laws that keep our world working just happened.
- ◇ Creationists say that God sustains (holds together) our world, because that's what God says. (*Have someone read Colossians 1:17.*)



Who is missing in each explanation of evolution? (*God!*) How do we know there had to be a *person* who made the remarkable world in which we live? (*Hint: There are four things needed to make something: knowledge, skill, work and material.*) Because God is all-powerful He even made the material! The Bible is very clear that God alone created the universe and everything in it. (*Have someone read Acts 17:24-25 from poster.*)



Elements of Design

Now it's time for you to make something. By using your *knowledge*, *skill* and the *material* I'm giving you, with a little *work*, make something useful that has more than one part. (*Show examples: a bookmark, pencil and paper clip holder, child's toy. Give each child a bag containing seven items and allow five minutes for him to work. Then have each one tell what he has made.*)

If I found what you made lying in the backyard, I would know it was *designed* by someone. It couldn't have appeared out of nowhere by chance, nor have been smashed together by accident. *Design* means your object has *order*; it wasn't stuck together without a plan. It also has *interdependence*; all the parts work together. And it has *purpose*; it's useful.

Another way you can know God made the world and that it didn't happen by chance is because everything has design. When you see plants, animals and people what three things do you observe? (*Order, interdependence and purpose. If time, let children name specific plants, animals and children in the class.*)

Earth itself has *order, interdependence and purpose*. (*Show a globe if available.*) We're going to look at five different things about Earth that make it possible for us to live here. (*Number off by fives and give each group an earth-question card with one of the following statements and questions on it. Give groups two or three minutes to come up with their answers. Then have each group share and clarify the answers as needed.*)

Earth Questions

- **Air:** made up of nitrogen, oxygen and other gases. What would happen if we had too much oxygen? (*Earth would burst into flames.*) Too little? (*Couldn't breathe.*)
- **Water:** covers two-thirds of our planet. What would happen if there was too much water? (*Flooding.*) Too little? (*Death in two to three days.*)
- **Warmth of sun:** Earth is 93 million miles from the sun. What would happen if Earth was closer? (*Glaciers and polar caps would melt, causing major flooding; oceans would be too warm which would create more carbon dioxide, making life disappear.*) Farther away? (*Freezing effect.*)
- **Tilt of Earth on axis:** along with its spin, Earth's tilt gives us our seasons. What would happen if Earth was not tilted? (*The equator would be extremely hot and the poles would be extremely cold—not livable; farmland would be reduced to nearly one-half.*)
- **Rotation of Earth:** spinning approximately 1,000 m.p.h. What would happen if Earth spun slower? (*Days would be much hotter and the nights much colder; plant growth would be stunted.*) Faster? (*Same terrible effect on animals and plants. They could not survive.*)

These are only a few examples out of thousands which show *order, interdependence and purpose* in our world.

Could Earth, with all these important characteristics, happen by chance, with no one creating, designing or sustaining it? No, it had to be created and designed by a very intelligent and powerful person, the true and living God.

The Wonderful Human Body

Your body alone has a very complicated design with billions of parts. (*Give out Body Facts cards with one of the underlined numbers on each card. Ask children to fill in the blank if they think they have the right number. Read "blank" instead of the underlined numbers.*)

Body Facts

Your heart pumps automatically about 72 times a minute or 40 million times each year.

You have 75,000 miles of blood vessels.

In a normal lifetime, your heart will pump about 450,000 tons of blood!

There are close to 1,000,000 different antibodies—germ fighters—in your body.

Your eye is one of the smallest parts of your body. Even though an eye is no larger than a Ping-Pong ball it has so many millions of tiny electrical connections it can handle 1,500,000 messages at the same moment!

The retina in back of your eyeball has 137 million special cells.

You also have been designed with a built-in computer called the brain. It has approximately 30 billion cells.

The messages your brain sends to other parts of your body travel at 300 m.p.h.

Altogether, your body, not including your brain, has at least 26 billion cells. Each one of those tiny cells is made up of many different parts and shows *order, interdependence and purpose*.



What are the chances that all of these parts of our body would fall into place by chance or evolve over time? Let's do an experiment using just five simple squares. (*Choose a child to throw the five squares in the air and observe if they will line up in order, one through five. Let several try this.*)

The chances of the squares lining up in order is one in 3,628,800. That means, if you dropped the squares 3,628,800 times, you'd have a good chance of it happening once! That's almost impossible, isn't it?

Now, use your knowledge, skill, work and material (squares). See how fast you can put the squares in order. How many times did it take you to do it? Think of how complicated your body is—not five cells, but billions of them! It would be impossible for all of these cells to come together by chance.

What have we discovered today? (*To make anything requires knowledge, skill, material and work.*) Every part of

the universe shows us an intelligent, all-powerful, all-wise person had to create it. From the smallest objects (single cells) to the largest objects (Earth and the universe) we can observe marvelous design.

So, we know there is a living Creator. The Bible tells us He is the Lord God who created, designed and sustains all things. When God created humans He did the most outstanding thing of all. He made us in His own image—different than any other part of His creation (Gen. 1:26). How are we made in God's image? We have the power to think creatively and reason. We can talk with God, love Him and serve Him.

This is God's plan for us!

Gospel Presentation

(Review "God's Plan for You" from last issue of ETC or give the following Gospel presentation.)

The most amazing fact about God is that He loves you personally and wants you to be part of His forever family as His very own child. Your sin, the bad things you have done, have separated you from God. But God's Word says, "God commendeth [shows] his love toward us, in that, while we were yet sinners, Christ died for us" (Rom. 5:8).

God sent His perfect Son, the Lord Jesus Christ, to Earth to take the punishment for your sin. He willingly died in your place so that your sin can be forgiven. God then raised Jesus from the dead. Jesus returned to Heaven and is preparing a home for those who will become God's children by receiving Him as Savior. God promises, "But as many as received him, to them gave he power to become the sons of God, even to them that believe on his name" (John 1:12).

If you have never received the Lord Jesus as your Savior from sin will you do it today and become part of God's forever family? (Designate a place where anyone who wants to make this decision may meet with you for counsel.)

Prayer and Praise

(Conclude class by reading together Psalm 19:1-3 and singing the first two stanzas of "This Is My Father's World" as a prayer. Or, choose your favorite chorus that glorifies God as Creator. Thank God for the wonderful evidence all around us that He is our Creator.)

Contest Assignments

Let your students choose one of the projects below and offer a prize for the most original, most convincing and most "professional" entries:

A. Write a commercial selling something God created. Include order (good design), interdependence (all the parts work together) and purpose (many uses) as your main points.

B. Design a poster to put in front of the ape cage at the zoo to replace the sign that says we evolved from the ape 25 million years ago.



Session Two

Share and Award Contest Entries

(Emphasize the special creative abilities God has given us, who are "made in His image.")

Discovery Time

(Divide into three small groups. Let each group study one of the discovery sheets then report one remarkable fact they found most interesting. Using side B of the large teaching poster, talk about any other "designer" items in our world that were not mentioned.)



Thought Questions

(Have students volunteer to pull a thought-question card from your hand and lead a discussion with the question.)

1. Why do you think people want to believe in evolution instead of in creation? (They have been deceived by Satan. They want to run their own lives instead of obeying God. 2 Cor. 4:4; Rom. 1:18-20.)
2. Does it make any difference if you believe in creation or evolution? If so, why? (Yes. God tells us in the Bible that He created the world and everything in it. If you don't believe what the Bible says about creation then you don't believe it's God's Word because God is truth.)
3. What would you say to someone who believes in evolution? Remember, you need to be gentle and show respect (1 Pet. 3:15). (Refer to the three statements on the poster. All matter could not just appear because it takes knowledge, skill, work and material to make something. Our world couldn't just happen by an explosion because everything has design—we can see that an intelligent and powerful person had to make it. The laws that keep things working also had to be designed by an intelligent person. God tells us in His book how He made the world. He could tell us because He was there!)
4. How would our cake demonstration help someone who believes in evolution change his mind? (To have a cake we must know what ingredients are needed, have the skill to put them together, have energy and time to do the work and have the right materials or ingredients. This is true of all things that are made and it takes a person to do those things.)
5. Why do you think God created you? (To love, worship and serve Him is the broad answer, but the child may





know some specific ways God wants to use him.)

Facing Evolution Head-On/Practice

(Challenge your juniors to share the problem of evolution with a younger class [second and/or third graders] through the skit on p. C-6.)



(Choose someone to pass out Remarkable Reminders.)

These reminders are to help you share with other kids who may not believe God created the world. And you can use them to remind yourself of things we have learned about creation.

Suppose someone says to you, "What makes you think there's a God who created us? Our school books and

the museum at the zoo all tell how we evolved from some cells that came out of the ocean." Using your Remarkable Reminder, what are some things you might tell this person? You can practice now with your partner.

(Have group break up into twos. Have each child take a turn as a "presenter" and "skeptic." Only the presenter should be using his reminder. Have adult or teen helpers circulate, listening and encouraging each pair. Give children a few minutes to practice.)

Prayer and Praise

Conclude by singing a majestic hymn or chorus that focuses on God as Creator. Have a good reader read Psalm 104:1-8 as your students close their eyes. They will enjoy the astounding word pictures of God and His creative power. Have a time of prayer for courage to stand for the truth and to search for truth when they come up against people who seem to know so much about the evolution theory.

If one or more children would like to discover more about creation, chal-

lenge them to search the following verses and share new things they learn with the rest of the class in a succeeding session.

Verses on Creation

Gen. 1:1	Prov. 30:4
Ex. 20:11	Isa. 40:22, 28
1 Chron. 16:26	Isa. 41:20
Neh. 9:6	Isa. 44:24
Job 12:7-10	Isa. 45:12, 18
Job 26:7	Jer. 51:15
Job 38:9	Amos 4:13
Ps. 33:6, 9	John 1:1-3
Ps. 102:25	Acts 4:24
Ps. 104:24, 30	Acts 17:24-25
Ps. 121:2	Rom. 1:20
Ps. 148:4-5	Heb. 1:10
Prov. 3:19	Heb. 11:3
Prov. 8:27-29	Rev. 4:11

Note: A video series of three volumes, *The Wonders of God's Creation*, would be of great interest to juniors. Call Moody Institute of Science/Moody Video, 1-800-842-1223. See ad, Page 35, for more information.

Material That Can Be Used for Primary Children

1. Use side A of the teaching poster to simply make the younger children aware that some people do not believe in God. Long ago some people began to think that maybe Earth started with a big bang instead of being created by God. Use the object lesson of making a cake to show that it takes a person who can think and knows how to put things together to make something. God is the one who wrote the Bible and so we can believe all that it says. Have older children read several creation verses such as Genesis 1:1, Colossians 1:16 and Acts 17:24-25.
2. Have junior children or young teens perform skit (page C-6) for older primaries. Teacher, discuss the following with primaries:
 - a. How do we know what happened at the beginning of time? (*God was there and He tells us in the Bible.*)
 - b. Why do you think some people believe the world started with a big bang instead of believing God created the world? (*They don't believe the Bible. They don't want to believe there is a God. Or, maybe they haven't looked at God's creation and really thought about it!*)
 - c. What does *evolution* mean? (*To change from a simple form to an advanced form, such as changing from an animal to a man.*)
 - d. How do we know animals don't change into people? (*Every creature produces its own kind.*)
 - e. What are three ways we can see that the world had to be made by an intelligent Creator? (*There is design, order and purpose in all things.*)
 - f. Give an example of each of the things we see in God's creation. (*Design—rose; order—the stars; purpose—sun gives us warmth.*)
3. Use some facts from side B of poster to show how God very carefully made His world and everything in it. All the parts work together and have a purpose. This helps us to know that plants, animals and people didn't just happen. A very smart and powerful person had to make them. Only the true and living God is that smart and powerful.

Do not use statistics or go into detail of creating and designing.

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In His Image

(A children's skit)

Characters: Jimmy, Julie and Mrs. Shaw
Props: Book bags, Bible, oatmeal cookies, glasses of milk

(Jimmy and Julie step off the school bus, book bags over their shoulders. They walk toward Jimmy's house.)

Jimmy: Hey, do I feel great! School's out and I get to go home and play with my new puppy, Tiger. He's really smart! Do you wanna see him?

Julie: Yeah! I love puppies! Where did you get him?

Jimmy: My grandpa's dog had puppies; I was there when they were born! It was awesome! Grandpa let me take one home—after he was big enough to leave his mother, of course. I picked Tiger 'cause he looks just like his mother—golden brown with a white spot on his chest. Except he's a lot fatter. And bouncier! He doesn't hold still for a minute!

Julie: Your puppy being born reminds me, my teacher was talking today about how the world began. She said it all started with a "Big Bang"—a kind of explosion!

Jimmy: Oh, that's part of the theory of evolution. It explains how everything was made without God.

Julie: Evolution... yes, that's the word our teacher used. She said that living things changed from simple to more complex creatures and then to fish, lizards, dinosaurs, mice and monkeys. The final animal to evolve was man.

Jimmy: Hey wait a minute! I'm no animal! I mean, animals are great and all; I sure do love Tiger! But I'm different! (The children arrive at Jimmy's house and walk inside.)

Mrs. Shaw: Hello, Jimmy and Julie! You're just in time for oatmeal cookies. Would you like to call your mom, Julie, and ask her if you can stay for awhile?

Julie: You bet! Thanks!

Mrs. Shaw: And Jimmy, you'd better say hello to Tiger. He's been running back and forth to the window

looking for you all day! (Julie exits to call her mom and Jimmy exits to play with Tiger. They return to the kitchen and sit down at the table for their snack with Jimmy's mom.)

Julie: Jimmy, how do you know God made you?

Jimmy: Because God said so in His Word, the Bible.

Mrs. Shaw: Julie, would you like to hear what God says about this world and the people in it?

Julie: I sure would!

Mrs. Shaw: (Reaches for her Bible.) It's all right here, in the book of Genesis. "In the beginning, God created the heaven and the earth" (Gen. 1:1). This verse tells us that God is the Creator. God made everything. We can see that everything in the universe has order, purpose and design. There has to be an intelligent Creator. Let's see how God did it. On the first day of creation, God said, "Let there be light," and He called the light day and the darkness night.

Julie: What happened next?

Mrs. Shaw: In the next two days God separated the water from the dry land and made all the plants. On the fourth day of creation He made the sun, moon and stars. Next He made all the sea creatures and birds, and on the sixth day of creation, all the animals and creeping things. Last of all, God made man in His own image. Then on the seventh day, God rested.

Jimmy: Just think, God made us different than the animals and very special. Genesis 1:26 says, "And God said, Let us make man in our image, after our likeness...."

Julie: What does that mean—"after His likeness"? In what ways are we like God?

Jimmy: We can love and worship God and live forever. We can think and build machines and make music on instruments.

Mrs. Shaw: Animals are beautiful and fun to watch and play with, but they cannot do the wonderful things people can do.

Julie: That's true. But my teacher and my science book say that living things have evolved from less com-

plex to more complex forms of life.

Mrs. Shaw: Listen to Genesis 1:24. It says, "The land produced living creatures according to their kinds." Living things produce only their own kind—cats have kittens, sheep have lambs, dogs have puppies...

Jimmy: (Interrupting.) And Tiger's mom had Tiger! That's why he looks just like her!

Mrs. Shaw: You've got the idea, Jimmy! It's exciting for us to be living at a time when our scientific knowledge clearly shows us this truth. Now we know that each living thing has a code or blueprint—scientists call it DNA. Can you imagine your puppy, Tiger, growing wings and flying?

Jimmy: That'd be cool!

Mrs. Shaw: (Laughing.) Maybe so, but it's not possible because God didn't put wings into his blueprint. The DNA code is a very orderly blueprint.

Julie: I guess everything God does is orderly and has a purpose, right?

Jimmy: Right!

Mrs. Shaw: (Smiling.) God is great and loving and He's created a wonderful world for us to enjoy.

Jimmy: And I especially enjoy Tiger! (All laugh.)

Julie: That reminds me—I haven't seen Tiger yet. May I play with him awhile?

Jimmy: Sure! Let's go! Thanks for the cookies, Mom!

Julie: Yes, thanks, Mrs. Shaw. And thanks for the science lesson, too! (The children exit.)

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