

LESSON ONE

GOD, OUR CREATOR

Memory Verse

Jeremiah 32:17

*Ah, Lord God! It is you who have made the heavens and the earth
by your great power and your outstretched arm.
Nothing is too hard for you.*

Bible

The Story of Creation

Genesis 1:1–2:3

Questions:

• What are some beautiful things God created?
• How did He create the Skies and the Earth?
• How did He create the Sun, Moon, and Stars?
• How did He create the Land and the Sea?
• How did He create the Animals?
• How did He create Man?
• How did He create the Garden of Eden?
• How did He create the River?
• How did He create the Tree of Life?
• How did He create the Tree of the Knowledge of Good and Evil?
• How did He create the Snake?
• How did He create the Fall?
• How did He create the Flood?
• How did He create the Tower of Babel?
• How did He create the Tower of the Babel?
• How did He create the Tower of the Babel?

Preparatory Considerations

1. This class is divided into four blocks. To ensure that all the material is covered, you will want to consider carefully each block and its instruction in advance of class.
2. Read the Bible reference for each lesson.
3. Make sure that all materials are prepared for the students' use. The following materials will be required for this class:

- Bible
- Provision Packs (Block One—Lesson One—reproducible; Lesson One Memory Verse Poster; Names of God; Names of God Answer Sheet; Who Is God reproducible)
- butcher paper
- markers (Block One)
- magazines (Block One)
- scissors (Block Four)
- glue sticks (Block Four)
- optional: device with internet access and printer connection (Block Four)
- optional: can of spray paint (Block Four)
- chairs (Block Four)

Lesson One

In the Beginning

- Examine the story of Creation.
- Explore the power held by our Creator.

A. During this VBS, we will be untangling our ideas about God and learning more about His nature. The more we grow to know Him, the more we will grow to trust Him and His plans for us. Have students use their Bibles or devices to look up the lesson text for today. Text is taken from Genesis 1:1—2:3.

B. Review the Bible story by asking the following questions:

- Consider the first five words of the Bible, *"In the beginning, God created..."* How do these words stand in contrast to what the world tries to teach us?
- What did God create on the first day? light, day and night
- What did God do on the second day? He separated the waters and created an expanse, which means He made the sky.
- What are some things God created on the third day? earth, seas, flowers, grass, trees, etc.
- What are some things God created on the fourth day? sun, moon, stars
- What did God create on the fifth day? sea creatures, birds
- What did God say about the sixth day? He created man and woman each day? It was good.
- What did God create on the sixth day? all types of animals (horses, monkeys, etc.) and man and woman
- What was different about the sixth day? Mankind was made in God's image.
- What did God say about His creation on the sixth day? It was very good.
- What did God do on the seventh day? He rested.

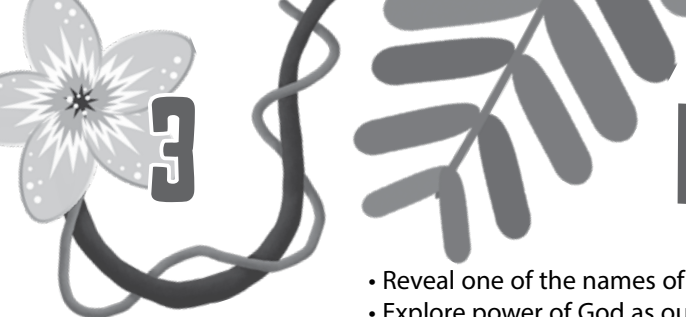
- How do you feel knowing that God makes the sun rise each day? Is it the same God that watches over you?
- How do you feel knowing that God who gives rain to water the grass and trees is the same God who cares about you?
- How do you feel knowing that when God invented people, He was very good? How do you feel knowing that the powerful Creator who created the world is the same God who loves you to each day?

Points of God's Plan...

Don't forget to realize Jesus was with God when the world was created? Read Genesis 1:1 again, then John 1:1-3; 14. "And the Word became flesh and dwelt among us, and we have seen his glory, glory as of the only Son from the Father, full of grace and truth." God spoke and the world was created; the Word died for our sins, giving us the chance to become a new creation in Him.

God's Plan

God created the Earth and seas. God spoke and created all creatures—birds and sea creatures, livestock and creeping things and beasts. When he created man, "He formed man out of dust from the ground and breathed into his nostrils the breath of life." God didn't speak mankind into being; He molded us in His image and breathed His spirit into us.



What's in a Name?

- Reveal one of the names of God, Elohim.
- Explore power of God as our Creator.
- Discover how this knowledge should affect our lives.

A. Before class, remove the *Names of God* poster and answer sheet from the Visual Aid package. Cut apart the names and their meanings. As VBS progresses, all names will be displayed on the wall. If you wish, you can display them on a bulletin board with a heading such as *What's in a Name?* Bring the *Elohim* Visual Aid and all the *Name Meaning* Visual Aids to class with you. Place the *Name Meaning* Visual Aids in a Provision Packsack.

Have students turn to page 1 in their *Jungle Journals* to the section titled, "What's in a Name?" Show the *Elohim* Visual Aid to students. **In the Bible, we discover that God has many names, each one revealing another characteristic of God. Sometimes characteristics describe how we look. Other characteristics describe how we act and think, like funny or kind or smart. During each lesson of this VBS, we will untangle another name of God and grow to know Him better. We will learn more about Who He is and what He has planned for us.**

One of the names of God is Elohim. Have students repeat the name, then write the name on the provided in their *Jungle Journals*. **Elohim is Hebrew and appears over 2,300 times in the Bible. It appears in nearly every verse of the first chapter of Genesis. Can you guess what the name means? Take the *Name Meaning* Visual Aids out of the Provision Packsack and place them around the room. Allow students to study the name meanings. After a few minutes, have them write the correct name meanings on their *Jungle Journals*. After a few minutes, have them write the correct name meanings on their *Jungle Journals*.**

Elohim means "Creator" or "All-Powerful One." Have students write the name on the provided in their *Jungle Journals*. The Hebrew word means, "Powerful." In English, it is written as "God." God's very name means power. That great power, God created everything from the structure of the atom all the way up to the stars. The more we study the world around us, the clearer we can see His handiwork in the design. Even in the days of creation, we can see His meticulous planning. God provided an environment for the creation before He made the creation. God made a sea for the fish before He created the fish. God made a home for humanity before He created them. God made a plan for us before we were

even born. See how His care and planning for His creation, how much He can do, and that He has plans for each one of us to live and a hope? You can add the *Elohim* and *Name Meaning* Visual Aids to your *What's in a Name?* display now or at the end of class.

B. Also on page 2 of the *Jungle Journals* is a section titled, "Untangling Elohim." Here they will write three partial statements that they will complete as you instruct them. Once completed, these statements will reveal what our reaction should be as we come to know God as our Powerful Creator. As you read each verse, then have the students write the answer. **When we know God is our Powerful Creator, that should make us want to praise Him. When we know God as our Father, we want to praise Him. When we know God as our Friend, we want to praise Him.**

When we see God's wonderful creation around us, our reaction should be to praise its Powerful Creator.

Do good works. The apostle Paul, in his letter to the Ephesians, tells us that God has prepared for us to do His workmanship, His masterpiece, created to do the good works He has prepared for us to do. Jesus has showed us how to do; We just need to follow His example.

Be a light to the world. Matthew 5:16 When others see our good works, they will see God's light shining through us. When they see how good our Powerful Creator is, they will want to praise Him, too.

C. Give each student a copy of the *Who God Is* reproducible page from the Visual Aid package as well as a pair of scissors, a sheet of blank paper, and a pen. Have them cut the words apart. **In the Bible, we can read about people who wanted to tell others who God was to them. Paul called Him, "the Father of mercies and God of all comfort," (2 Corinthians 1:3). Jesus called Him, "Lord of heaven and earth," (Matthew 11:25). This page has many of the titles, roles, and characteristics of God. Think about what you have learned about God as our Creator. What does that mean to you? Who is God to you? Use these words as a starting point, add your own, and create a name that shows who God is to you.** When students are done, have them write the name in the space for *Who God Is to Me* under the "What's in a Name?" section of their *Jungle Journal*. Have the students put the pieces of the *Who God Is* reproducible page in an envelope to use in the next lesson. Or you can make extra copies of the page to be used in each lesson.

Expedition Exercises

- Reinforce the lesson.
- Create a hands-on learning experience that will solidify the lesson in the students' minds.
- Have fun!

Wall of Wow!

Materials needed: butcher paper

markers

magazines

scissors

glue sticks

optional: device with internet access and printer or a can of spray paint

Before class, cover one wall or bulletin board with butcher paper. SAY: **Think about your creation for a moment. Is there an aspect of creation that just makes you awe? A beautiful sunset? The individuality of fingerprints? The fact that butterflies fly with their feet? (You can't see them!)** Let's create a Wall of Wow with some Creation Graffiti! You can write down your crazies or draw your creation you can think of (or use your device to find a picture and draw (optional) and paste (optional) a magazine) a picture of a beautiful, wonderful, or just amazing creation. Bonus points if you can add the day on which it was created.

You may want to protect the wall with a clear plastic sheet or a clear plastic sheet in case the markers bleed through the paper.

Option

You could also use a chalkboard and chalk or a white board and erasable markers.

Extra Fun

Start this activity by showing students a can of spray paint. SAY: **Who wants to make some graffiti? Shake it up! Shake it up! Put the can in a safe place and let's get started!**

Circle of Control

For this activity, you will need a large open space to create a circle environment. If you don't have enough students, recruit reliable help.

Have your students stand in a circle in a large open space. Ask for a volunteer to take their place in the center of the circle, then have the students tighten up and are standing together, shoulder to shoulder around the volunteer. The circle will then put their hands on the volunteer in the center. They will act as "bumpers" to protect and keep the volunteer upright.

Have the volunteer cross their arms over their chest and lock their hips, knees, and waist so their lower body doesn't bend. The volunteer should then drop their head and lean forward (or backward or sideways), and fall against the protective hands of the circle. The circle should gently lift and push the volunteer upwards so that they fall against the hands on the other side of the circle. Continue until the volunteer has been caught several times.

ASK: How did it feel to have no control? Did you trust the circle to catch you? Just think, your Creator Who had the power to speak light in to being, also has the power to catch you when you fall. If we can trust Him to catch us, we can trust Him to lead us. We can trust His plans for our future.

God Created Everything

Materials needed: chairs

Arrange chairs in a circle facing inward. You will need one fewer chair than the number of students. Ask the class to name some of the things God created. (Examples: light, stars, seas, mountains, birds, frogs, etc.) Assign one creation to each pair of students. You will have two stars, two frogs, etc.

Choose one student to be "It" and have them stand in the center of the circle. The other students should be seated in the chairs. "It" will name one of the things God created. When they say "God created _____!" the two Stars will quickly jump up and exchange seats as "It" takes the seat of one of their chairs. The Star who is left standing is now "It." At any point, "It" can call out, "God created _____." When they do, the two _____ should exchange seats. Play as long as you wish.

Option

If your class is larger than 20, and you want to add another element to the game, you can have an "It" for each day of creation. For example, you may assign one student "light." Another pair might be "stars." A third pair might be "frogs," and still another pair might be "trees." When "It" calls out a creation, they will call out the *day* of creation such as "Day Three." When "It" calls out "Day Three," any student assigned anything created on Day Three will exchange seats. This will mean that more than two students exchanging seats.

Jungle Journals

Allow the students to complete the activities from Lesson One in their Student Books.