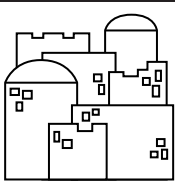


Introduction

to The World of Creation



Unit Overview:
God creates the heavens and the earth, and the life forms therein, and puts the world in the care of mankind.

HISTORICAL BACKGROUND OF THE UNIT

With the use of “In the beginning,” the writer of Genesis 1:1 begins to tell the story of Creation. The story is not told in scientifically satisfying detail, because probability is not the author’s point. Indeed, no answer

to the question of the origin of the universe can ever be proven by science. All answers posed to this question must be accepted or rejected finally on the basis of faith.

The question “Is this story myth or fact?” has long been debated by theologians, and most certainly will never be answered to everyone’s satisfaction in this life. But it’s important to note that Scripture, from Genesis to Revelation, treats the Genesis account of Creation as fact. In Matthew 19:4-6, Jesus Christ refers to the creation of man and woman in a discussion He has with the Pharisees on a point of law.

Today’s popular world view asks us to take on faith the theory that matter in all of its forms, both animate and inanimate, came into being by random chance following an enormous explosion of undetermined origin. It

WEEK	OVERVIEW	BIBLE STORY	METHOD OF PRESENTATION	KEY VERSE
1	God creates the earth out of nothing.	The Creation account, Day 1.	Angel Eyewitness Skit	Genesis 1:1
2	God creates the earth so it will provide food.	The Creation account, Days 2 and 3.	Food Naming Skit Angel Eyewitness Skit	Psalms 104:14
3	God creates the earth to have a calendar and seasons.	The Creation account, Day 4.	Angel Eyewitness Skit	Psalms 74:16, 17b
4	God creates the earth to sustain animal life.	The Creation account Days 5 and 6.	“Name that Creature” Game Pantomime Angel Eyewitness Skit	Psalms 24:1
5	God creates people to take care of the earth.	The Creation account, Day 6.	Angel Eyewitness Skit Student drama	Genesis 1:26a
6	God’s people praise and celebrate His creation.	Summary of Genesis 1.	Praise cheer Narrated Poem and acting	Psalms 108:5



is a theory born out of scientific study and reasoning, but just a theory, nonetheless, based on ever-changing data. This view gives life no meaning or purpose and paints a fairly hopeless long-term future for mankind.

Scripture, however, tells us not only something about the “How” of Creation but the “Who” and “Why.” It gets at the heart of what mankind wants and needs to know. It introduces us to an all-sovereign God, Elohim (L-oh-heem), God the Creator, who purposefully brings everything into existence for His own glory (Rev. 4:11). It raises mankind from the ranks of clever animal to a position of honor and responsibility as a being made in the image of God and charged with care-taking duties.

Although debated by many today, most Jewish and Christian theologians down through the centuries have credited Moses with the authorship of the first five books of the Old Testament (the Pentateuch). As an adopted grandson of the Pharaoh of Egypt, Moses most certainly had the opportunity to learn the skills of reading and writing in the world’s most advanced culture. God chose Moses to lead His people out of slavery and make them a nation who worshiped the one true God. It is believed the Pentateuch was written during the Exodus wander-

ings sometime between 50 and 1280 B.C.

The Creation account uses the literary device of telling the story from the point of view of an observer. So the same literary device has been used in the creative presentations of this unit’s Bible stories. Scripture gives us the names of two angels, Michael and Gabriel, and so these two have been drafted into our service for six weeks, and we hope they don’t mind too much. Although Scripture isn’t clear on just when the angels were created, Job 38: 4-7 places them on the scene as observers during Creation of our world, and this is the position that has been taken here for creative purposes only.

ENVIRONMENT SET-UP INSTRUCTIONS

The environment for this unit on Creation will focus on giving the children the feeling of being angelic observers to the Creation events. The learning environment will start out empty and draped in black. Throughout the six weeks, new murals will be revealed. These, along with some other environment props, will

COORDINATOR'S PLANNING GRID

Use the following grid (or develop one of your own) in your planning sessions to help you keep a record of projects and of personnel needed for Jubilation Station.

WEEK	PROJECTS BEING USED	PROJECT STATION STAFF	LARGE GROUP STATION PRESENTERS
1			
2			
3			
4			
5			
6			

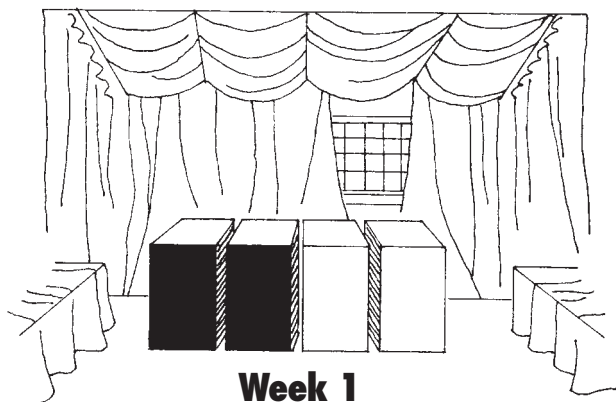
transform the room into a garden setting with a sky backdrop, showing many of the wonders of creation.

To begin your environment and introduce creation, create the feel of a vast, empty void for the first day of Creation. Remove as many furnishings from the room as possible. Drape the walls with black table covers. (Most party-supply stores sell large, black, paper or plastic table covers at reasonable prices.) Or you could cover the sides of the room with painted cardboard panels cut from large appliance boxes. If there are any windows in the room, they should be covered in order to further darken the room. (Heavy paper or cardboard could be used and held in place with picture-hanging putty.)

If tacking or taping things to the walls of your room presents a problem and there's a drop ceiling, the black panels or table covers can be stapled to fir strips and hung with wire from the ceiling.

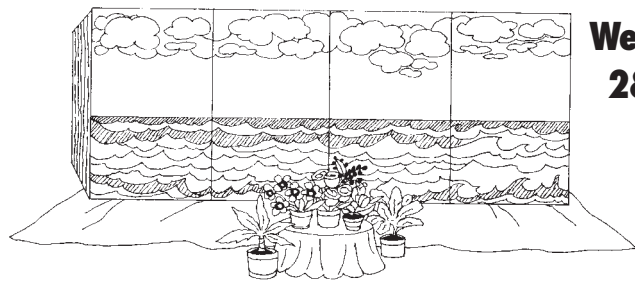
At one end of the room, create an area for the murals. The mural boxes will be black and white for the first day and then as the children study creation, the murals on the other sides of the boxes will be revealed. (You may want to have blankets or sheets handy to drape over the boxes to cover the sections of the boxes that are for other weeks.) Set the boxes out from the wall a few feet so that story characters can make their entrances and exits from behind them. It will be easiest for you to paint all the murals at once and then simply turn each box as the mural for that week is revealed. The environment props and murals for each week are listed below.

Week One: Paint one side of two of the large appliance boxes white and one side of the other two boxes black so that the children will recognize the light and the darkness.



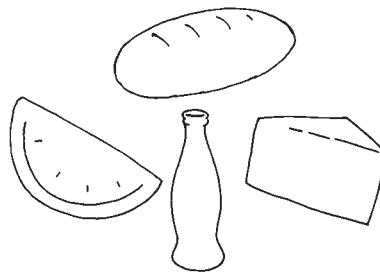
Week 1

Week Two: This mural will be used for Creation Days 2 and 3. Turn all the boxes to a blank side and paint this mural across all four boxes. This scene should have a band of clouds along the top edge, a blue sky in the middle, and water across the bottom. Sea sponges and foam paint brushes work well for making such murals. They're easy to control and give the painting a nice texture. If your boxes have dark printing on them, prime them with white paint and let it dry before making your mural. Place a blue sheet or cloth on the floor in front of the mural to extend the "sea" out toward the children. As the story is being told, a small table draped with a green sheet or blanket should be carried in and placed in front of the mural to represent the creation of dry land and plants. Potted plants and flowers can be added to the scene.



**Weeks
2&3**

Week Three: Make heavy paper cutouts of the sun, moon and stars to add to last week's mural. Paint the moon and stars with glow-in-the dark paint. (This is usually sold at craft stores. Self-adhesive, glow-in-the-dark stars are also sold in some toy and science stores.) Double faced tape should be put on the back of the cardboard stars so that stagehands can stick them to the mural during the story. (The sun cutout doesn't need to glow in the dark.) The sun and moon will be carried in, but not attached to the mural. If possible, make a lot of extra glow-in-the dark stars to add to sides of the room as well, following the story.

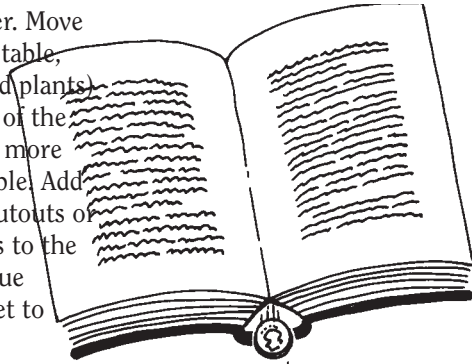


Week 3

Week Four: Turn the large boxes and paint a new mural that shows a sea shore, green hills, trees and birds flying in a sunny sky. Show a whale or porpoise jumping

Week 4

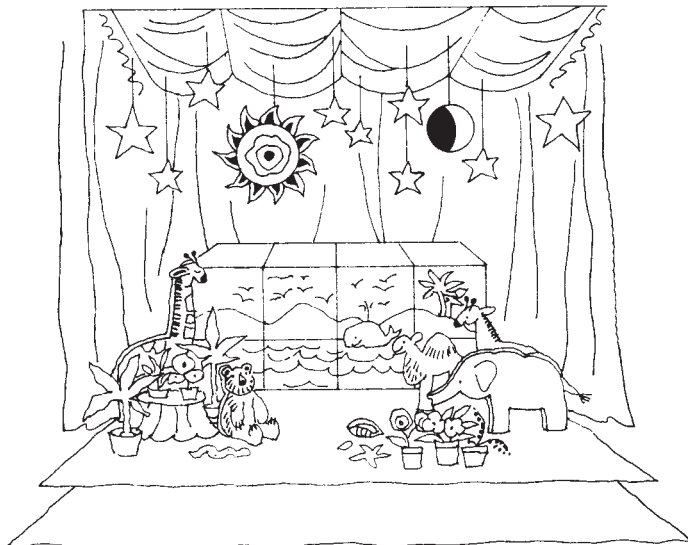
out of the water. Move your land (the table, green sheet and plants) to the left side of the mural and add more plants, if possible. Add large animal cutouts or stuffed animals to the scene. Use a blue sheet or blanket to extend the sea out onto the floor.



Placing large seashells and starfish along the edge of the "sea" would also be a nice touch.

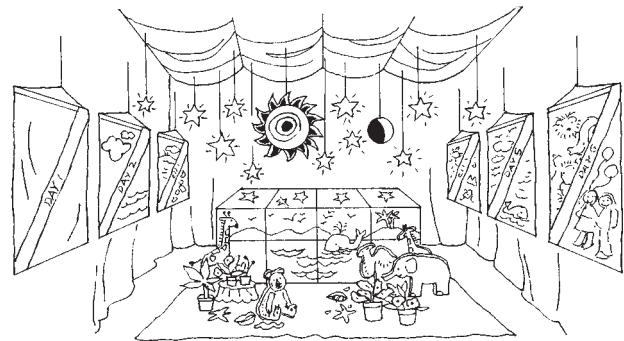
As an option, hang the children's cut-metal stars that they made in Project Station, around the room. If the stars cannot be attached directly to your ceiling, hang a wire across the room and hang the stars on that.

Week Five: Use the same mural and setting as last week, only expand the "land" by adding another green sheet or blanket to the scene. (The actors playing Adam and Eve will be beneath this blanket until they are "created" in the Large Group Presentation.)



Week 5

Week Six: Use the same mural and setting as last week, but remove the green sheet or blanket used to cover Adam and Eve. Hang the children's "Days of Creation" banners along the sides of the room.



Week 6

PROJECT SUMMARY LIST

Detailed instructions and supplies needed for creative projects are included in the Project Leader's Guide.

1. Speed of Light Chart (Week 1))
2. Experiment: Why Is Space Dark? (Week 1)
3. Days of Creation Banners (Week 1-5)
4. Experiment: Why is the Sky Blue? (Week 2)
5. Psalm 104:14 Dish Garden (Week 2)
6. Edible Seeds Survey (Week 2)
7. Times Cycle Dial (Week 3)
8. Experiment: The Phases of the Moon (Week 3)
9. Four Seasons Table Mural (Week 3)
10. Cut-metal Stars (Week 3)
11. Psalm 74:16, 17b Star Pillows (Week 3)
12. Origami Animals (Week 4)
13. Animal Statues (Week 4)
14. Experiment: Water Pollution (Week 5)
15. Clay Sculptures (Week 5)
16. Praise Flowers (Week 6)

