

Creation (Genesis 1) – Temple Courtyard

At a Glance

Children will divide their time between games that will help them remember in what order things were created according to Genesis 1, and a group project that will focus on being good stewards of the earth (which in most cases was begun last week in Mountaintop Movies)

Outcome Objectives

1. Children will recall the events of the six days of creation.
2. Children will understand the concept of being a steward of the earth.
3. Children will collectively think of one change they can make as a group and make a concrete plan for carrying it out.

Supplies Needed

Notecards

“50 Simple Things Kids Can Do to Save the Earth” (Alternatively, download resources from the internet. <http://pbskids.org/zoom/activities/action/way04.html> is one source)

Posterboard, markers, etc.

Advance Preparation

Label 8 notecards with the numbers 1-7 and “in the beginning”

Label the other notecards with the following words and phrases (you can add others): water, wind, confusion, darkness, light, waters above and waters below, sky, ocean, rivers, clouds, dry land, flowers, trees, grass, sun, moon, stars, planets, birds, mosquitoes, fish, dolphins, Beluga whales, sea weed, ostrich, penguins, sparrows, robins, dinosaurs, lions, dogs, horses, cockroaches, gerbils, people, nothing, the Sabbath Day. SHUFFLE WELL!!

Find out from the leader of “Mountaintop Movies” what this group began discussing last week as an ecology project and do any research, or obtain any supplies, needed to help them organize their action for “life application.”

Opening Activity

If this is the first week, you will have to take time to read through the days of creation and make a chart on paper easels as per Bible Background notes (above). If this is week 2-3, summarize the story. If it is week 4 or later, assume that the information is pretty well known, unless your shepherd tells you there are a lot of new faces.

Lay out the cards “in the beginning” and 1-7 in a line or in a circle for an action game for everyone together.

You will not need these cards for the sit-down game.

Children take turns drawing a card from the deck.

For action game: everyone rushes to the day they think it was made (or if it was there in the beginning). Give them the correct answer, then have the next child draw the next card. (If most get the answer right, lay the card aside; if most get it wrong, return it to the deck.) Don't keep score.

For sit-down game: Work in teams. Have one person pick a card and decide which day the item was created. If they are right, assign them zero points. If they are wrong, their team gets one point for every day that they are off. Put the card aside, or return it to the deck. The team with the lowest score after a pre-determined number of rounds wins.

NOTE: There are some potentially arguable points. Were mosquitoes created with the other flying things on day 5 or all other animals on day 6? Was seaweed made with the plants on day 3 even though it's in the water? How about penguins and ostriches? They are birds (day 5) but they walk on land (day 6). Whales and dolphins are mammals, not fish, but live in the water: which day do they belong to?. Planets look like stars in the night sky, but are very different – where are they mentioned? Are they excluded because they're not part of the “earth?” – but neither are stars! By water above (day 2) does God mean sky? Clouds? Or would sky and clouds fall under day 4 when the sun, moon, and stars are put in place? Allow children to discuss and look up in their Bibles. Be prepared for older children bringing up science-biology issues (see Bible Background and Teaching this Story to Kids) but don't let the discussion get bogged down in this.

Main Lesson

Read Genesis 1:26-31 together.

The Bible uses the word “dominion” – what does this mean? (use dictionary if needed)

Does that mean that God wants people to do whatever they want with creation? If we have dominion over the animals, is it okay that we kill off all the rhinoceros or pandas? Why not? Explain that someone who is put in charge of something is called a “steward.” A steward has rights, but they also have responsibilities. If your mom or dad made you responsible for a pet guinea pig, what could you do that other people couldn't do? (hold, pet, play with, name it, etc.) What would you be responsible for doing that you might not like sometimes? (feed, change cage, etc.)

When it comes to God's creation we are stewards. What rights do we have over creation? What responsibilities? What happens if we ignore our responsibilities.

Life Application

Continue the discussion begun last week in Mountaintop Movies, if applicable. Move beyond talking. Make an ACTION PLAN for what this group of kids can do to make the change they decided on. Work with them to get as detailed as possible, making handouts or a poster to explain their project and the reasons for it. Advocate with the pastors or the church to enable them to carry out their mission.

Journaling

How I can change the planet. (No handout, use blank paper)

To take home

Creation games

Adjustments for age levels and abilities

The non-competitive action game generally works better for younger students with the sit-down game working for older kids – but base it upon your shepherd's knowledge of the children and their ability to sit quietly.

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If you have extra time...

Play another round of the opening game, switching from sit-down to action, or vice versa.

If time runs short...

It is more important to articulate a plan than to make it all pretty on poster board. If it looks like time will be short, focus on YOU writing the plan on the paper easel rather than the kids making posters and/or flyers.

Be creative

Besides poster board and markers, bring in other creative supplies from the art room to complete the posters.