

CREATION DAY

Back to the Beginning

Day 1

BIBLE PASSAGE

Genesis 1–2:3

APOLOGETICS CONTENT

How long ago was the time when time began?

INCREDIVERSE

For in six days the Lord made the heavens and the earth, the sea, and all that is in them, and rested the seventh day. Exodus 20:11

ECHO PHRASE

In six short days, everything was made!

LESSON AIM

Children will learn that the Bible perfectly records how everything came to be. The world didn't come about on its own, but by an incredible Creator God who designed it.

TODAY'S LESSON AT A GLANCE

- Preview the Attraction
Special Effects
- The Main Attraction
Part One: Back to the Beginning
Part Two: Cool Creation Games—Option 1 or Option 2
Part Three: Puppet Pal—It Takes a Designer
- Review the Attraction
Part One: IncrediVerse
Part Two: Go and Do

PREPARING FOR THE LESSON

- Read Genesis 1–2:3 several times.
- Read this lesson several times and prepare the materials. For more information on God creating in six actual days, visit AnswersVBS.com/APFAQ.
- Pray.

LESSON MATERIALS

FROM TEACHER RESOURCE PACK

- Theme memory verse poster
- Memory verse poster
- Daily overview poster
- Days of Creation posters

- Dog Kind poster
- Bottlenose dolphin and woodpecker pictures

FROM TEACHER RESOURCE CD-ROM

- Clip art images (see page 13)
- Sound effects
- Days of Creation pattern (Option 1 only)
- Two copies of today's puppet script

OTHER MATERIALS

- Bible or children's Bible
- IncrediWorld costumes for teachers
- Wristband tickets or regular tickets/ticket box
- Special effects supplies (see page 13)
- Colorful cardstock/poster board/roll paper and tape/sticky tack
- CD player
- Optional: TV trays
- Pens or markers, 1 per child, and time piece (Option 1 only)
- Optional: Something hard to write on (Option 1 only)
- Creation-oriented items or pictures in a bag and optional Creation Coaster (Option 2 only, see page 18)
- Boy or girl puppet and puppet stage
- Clipboard
- Optional: Student guides and supplies (see page 20)
- Optional: Today's Incredible Collectible: Rex, 1 per child

TODAY'S DEVOTIONAL: CREATION DAY

For in six days the Lord made the heavens and the earth, the sea, and all that is in them, and rested the seventh day. Therefore the Lord blessed the Sabbath day and hallowed it. Exodus 20:11

How much time have you spent planning for your VBS program? Ironing out all the details, making sure everything will run smoothly, coordinating with other people, preparing your lessons or crafts or snacks or games . . . days? weeks? months? Imagine having the power to simply speak and have it all done in an instant. No waiting on other people, no arguing about petty differences, no begging for help from others. Just a word, and it all comes together.

Now contemplate the infinite power necessary to speak an entire universe into existence. The eternal Godhead—Father, Son, and Spirit—agreed together in eternity past to create billions of stars and solar systems and . . . earth. For His glory and for our pleasure.

He had no need to gather materials, make several trips to the home improvement store, measure twice and cut once, tear everything apart and start again. He spoke, and it was done. At His word, all things—time, light, space, earth, water, plants, trees, heavenly bodies, flying creatures, swimming creatures, land-dwelling creatures, people—came to be.

Although He could have done it all in an instant, He chose to spread His creative acts over the space of six days. Six normal-length days. What have you accomplished in the past six days? Preparing for VBS? Working

at your job? Cleaning your house? Six days—the time God chose to take to create and fill the entire universe. Then He rested on the seventh day and established the pattern for our seven-day week.

And it was very good. His creation was a reflection of Himself, of His good nature. It was full of His characteristics—life, love, peace, joy. As you read and study the true creation account given in Genesis 1, think about the words of this Puritan prayer regarding our great Creator.

King of glory, Divine majesty,
Every perfection adorns thy nature and sustains
thy throne;
The heavens and earth are thine,
The world is thine and its fullness.
Thy power created the universe from nothing;
Thy wisdom has managed all its multiple concerns,
presiding over nations, families, individuals.
Thy goodness is boundless;
All creatures wait on thee, are supplied by thee, are
satisfied in thee.
How precious are the thoughts of thy mercy and
grace!
How excellent thy lovingkindness that draws men
to thee!
Blessed be thy name!

—Arthur Bennet, *The Valley of Vision*
(The Banner of Truth Trust: 2005), p. 216.



PREVIEW THE ATTRACTION (5 minutes)

Special Effects

Hi there, park riders, and welcome to the WOW Zone here at IncrediWorld! WOW stands for “World of Wonders,” and is it ever true that we live in a world of wonders, designed by the Master Creator Himself. My name is _____ and this is my assistant, _____ (Teacher Two or Teaching Assistant). We’re the trainers here at the World of Wonders Zone.

Let’s get ready for a big week because we’re going to take a thrill ride through our Creator’s amazing, awesome, incredible creation! First, we need to have our admission tickets. Let’s pass those out now. Pass out wristband tickets to put around their wrists, or regular tickets to drop in a ticket box (a shoebox with a slit). Does everyone have on comfy shoes? Take a brief look. And how about our sunglasses? Pretend to put them on. Okay, I think we’re ready to start.

Have you ever been to a special effects theater before? Take brief responses. Let’s check out our own special effects theater as we talk about some of the most spectacular effects that ever happened. Here we go back to the beginning of time!

THE MAIN ATTRACTION (25–30 minutes)

Part One: Back to the Beginning

Teacher One should tell this account with a somewhat dramatic voice and manner. Convey wonder and excitement at the amazing world of wonders God created. Also, make sure to have your Bible open to Genesis 1.

Teacher Two (or Teaching Assistant) should take care of the sound effects, special effects, and posters. For the sound effects, you can use the sound effects on the CD-ROM played through a laptop, or just make the sounds yourself or with the kids. For the items used for the special effects, lay them all out in order on a table or on separate TV trays. For the posters, you can cover each with bright cardstock or just leave uncovered.

Teacher Two: Play or make Sound Effect 1 (clock chime).

TEACHER ONE: Did you know there was a *time* when there wasn’t *time*?

Teacher Two: Play or make Sound Effect 2 (clock “boing”).

TEACHER ONE: God, His Son Jesus, and the Holy Spirit were around before time, because they’ve been around forever and live outside of time. However, everything else didn’t exist. The Bible tells it like this:

Teacher Two: Play or make Sound Effect 3 (water sloshing).

TEACHER ONE: Use your hands to sweep across the sky (the heavens) and make a round earth as you say this next sentence. *In the beginning, God created the heavens and the earth. Say that with me.* Do so, and have them repeat the motions as you point to the theme memory verse poster.

- IncrediWorld costumes for teachers
- Wristband tickets or regular tickets/ticket box

PRE-PREP

1. Prepare your costumes.
2. Make or buy the wristband tickets or regular tickets and ticket box.

◆ Think of fun names for yourselves: Trainer Ted, Coaster Katie, or IncrediWorld Wally.

◆ Wristband tickets can be made out of strips of cardstock that are stapled, or they can be bought online or at some party supply stores. Search “amusement park wristbands” for possibilities.

- Bible or children’s Bible
- Special effects supplies (containers with water, cake ingredients, spray mister, seeds, play snakes or bugs)
- Cardstock/poster board/roll paper and tape/sticky tack
- CD player
- Optional: TV trays

From Teacher Resource Pack:

- Theme memory verse poster
- Days of Creation posters
- Dog Kind poster
- Bottlenose dolphin and woodpecker pictures

From Teacher CD-ROM:

- Clip art images: clouds, sun, moon, stars, fish, birds, giraffe, dino footprints, man
- Sound effects

PRE-PREP

1. Prepare the special effects, including the clip art images that are to be added to the border of the screen. Blow each up to the size needed and trace onto cardstock/paper (sun on yellow, for instance). Laminate (optional).
2. Prepare the water and dry land (no clip art images for them).
3. Put the Days of Creation posters on the screen and (optional) cover each one.
4. The sound effects can only be played from the CD-ROM through a computer. To play the sound effects from a CD player, copy the files from the CD-ROM and burn them onto a CD.

Creation Day



- ◆ The Bible is listed just once daily in the supply list but is used throughout, so keep it handy and marked to the correct passages.
- ◆ Be familiar with the lesson, but don't memorize it. Place it on a clipboard to use as a reference.
- ◆ If working as co-teachers, decide which parts of the lesson each of you will be responsible for teaching. Both plan to dress in costumes.
- ◆ Add blue food coloring to the water so it shows up better. A fun additional idea is to show a blow-up earth beach ball first non-inflated, then inflated.

- ◆ The exact words of Scripture are italicized in this account.



- ◆ A fun extra idea is for the teacher to have signs with key words on them (see Teacher CD-ROM) that the kids will say along with you, such as "evening," "morning," and "first day." These words will be highlighted throughout this account.
- ◆ You might want to say, "Ta-da!" after uncovering each day's poster.



Notice that right away, the Bible tells us God is the one who created everything. He must consider that very important information because it's the first thing He said in His Word. You'll hear some people say everything came about by a big bang, which was like a jumbo cosmic explosion that happened billions of years ago, but that's not what God's Word says, is it?

From careful study of the dates in the Bible (such as the genealogies in Genesis 5 and 11) **we know this happened just 6,000 years ago, and God created it all in just six days. Let's count to six in the softest whisper ever. Do so. Now let's try our deepest voice. Do so.**

Do you think it was hard for God to get it all done in six days? Take responses. **No! Nothing's hard for God! He's incredible!**

Teacher Two: Pour water back and forth into various containers while Teacher One says the next part.

TEACHER ONE: Next, the Bible says the earth was without form, and void. "Without form" means it didn't have any shape. Water is something that doesn't have a shape, right? The earth, then, was a big shapeless form in space. And it was void. "Void" means empty, with no plants or animals or people or anything.

Teacher Two: Get ready to do a game show hostess imitation by pointing to the cake ingredients as soon as the teacher mentions them in the next paragraph.

TEACHER ONE: Can you imagine creating something from nothing? If you wanted to make something, you'd have to start with some materials, wouldn't you? For instance, if you bake a cake, you start with flour, sugar, butter, and eggs. You can't just make it without any starting materials. But in the beginning, God created from *nothing*.

Teacher Two: Turn the lights off now (or have a child or group guide do so) and turn them back on when the teacher says, "Let there be light!"

TEACHER ONE: Then the Bible tells us that *darkness was on the face of the deep. Then God said, "Let there be light!" and there was light. This light wasn't the sun. It's just described as "light."*

God called the light Day, and the darkness He called Night. So the evening and the morning were the first day.

Teacher Two: Uncover or point to the Day One poster, or have a child do so.

TEACHER ONE: Then God created a sky in the middle of the waters.

Stand up and reach as high as you possibly can into the sky. Jump if you want to. Do so. I'm glad God made the sky because there's air to breathe in the sky. We'd die without air! Try to take the biggest, biggest breath of air you can and hold it for a minute. Do so.

God called the sky Heaven. So the evening and the morning were the second day.

Teacher Two: Have the kids help you put the clouds and water on the screen. Uncover or point to the Day Two poster, or have a child do so. Then play or make Sound Effect 4 (water gathering). Lightly mist above the kids as the next part is shared.

TEACHER ONE: *Then God said, “Let the waters be gathered together into one place (pause for misting to be finished), and let the dry land appear;” and it was so.*

And God called the dry land Earth, and the waters He called Seas. And God saw that it was good.

Teacher Two: Have the kids help you put the dry land on the screen.

TEACHER ONE: *Then God said, “Let the earth bring forth grass, the herb that yields seed, and the fruit tree that yields fruit according to its kind . . .”*

Teacher Two: Throw some sunflower, pumpkin, or other seeds into the crowd after the word *seed*.

TEACHER ONE: Did you hear how God made the grass and plants and fruit “according to its kind”? “According to its kind” is an important phrase you’ll hear over and over in Genesis 1. This means that each plant or animal makes more of its kind—one kind of plant or animal never changes into a different kind. For example, dogs have baby dogs, but they never have baby cats. Show Dog Kind poster. There are small dogs, big dogs, coyotes, wolves, and others. But they’re all part of the same kind—the dog kind! And they won’t change into a different kind. For instance, dogs won’t ever develop feathers or scales. God made each kind unique.

And God saw that it was good. So the evening and the morning were the third day.

Teacher Two: Uncover or point to the Day Three poster, or have a child do so.

TEACHER ONE: *Then God made two great lights: the sun to rule the day, and the moon to rule the night. He made the stars also. (The word stars also includes the idea of planets, by the way.)*

So, let’s review. Everyone shout out the answer if you know it. Do you remember on what day God created the earth? Day One. How about the plants? Day Three. How about the sun, moon, and stars? Day Four. Those who don’t trust God’s Word and believe in the big bang say the sun, moon, and stars came first, before the earth. Does God’s Word say the sun came before the earth? No!

God’s Word tells us the order in which things were created. And although some people (those believing in evolution) say it’s a problem for plants to be created before sunlight, it isn’t a problem at all, because it was less than a day’s difference in time (plants on Day Three, sun on Day Four). The plants could certainly have survived for less than a day, and they had some kind of light, anyway, from Day One!

Teacher Two: Have the kids help you put the sun, moon, and stars on the screen.

Uncover or point to the Day Four poster, or have a child do so.

TEACHER ONE: *And God saw that it was good. So the evening and the morning were the fourth day.*

Teacher Two: Play or make Sound Effect 5 (fish and birds) during the next section.

TEACHER ONE: *Then God created great sea creatures . . . and every bird according to its kind. And God saw that it was good.*

So God made the first animals. He designed each kind to do what it does well.

◆ An animal kind is generally defined as animals that can mate with each other. It’s more complicated, but this is one general rule. For more information, see AnswersVBS.com/APFAQ.



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For example, let's look at bottlenose dolphins, which are part of the dolphin kind. Show the picture. Bottlenose dolphins are sea creatures, and God designed them with a special inner layer of skin called blubber that keeps them warm in the water. Everyone give the hugest shiver ever! Do so. God also gave them an outer layer of skin that allows them to swim through the water smoothly, with little resistance. And He gave them something called echolocation so they can find their food. Let's say the word *echolocation* together. Do so. With echolocation, they make up to 1,000 clicking noises every second! Those sounds travel underwater until they hit an object and bounce back to the dolphin, showing where the object is. Let's see if we can make 1,000 tongue clicks in a minute. Dolphins can do it in a second, but we'll try in a minute. Do so.

And how about an example of a flying creature God designed, such as the woodpecker? Show the picture. The woodpecker, which pecks holes in trees, has little tufts of feathers that cover its nostrils so wood chips won't get in. It can peck holes in trees without getting a whopping headache because God put a special cushion in its head that acts sort of like a shock absorber.

Can you imagine these things just happening to turn out so perfectly in their design? That would be like saying a mansion just so happened to turn out perfectly built without a designer. No way! God, the Master Designer, beautifully created each and every kind.

So the evening and the morning were the fifth day.

Teacher Two: Have the kids help you put the fish and birds on the screen. Then uncover or point to the Day Five poster, or have a child do so.

Have play snakes and/or bugs to throw into the crowd when Teacher One says "creeping thing" in the next sentence.

TEACHER ONE: *Then God said, "Let the earth bring forth cattle and creeping thing (pause until the "creeping things" are thrown into the crowd) and beast of the earth, each according to its kind;" and it was so.*

So God made all the land animals, which would include bugs and snakes and even dinos, because they're land animals.

Teacher Two: Play or make Sound Effect 6 (dinosaur footsteps). Have the kids help you put the giraffe and the dino footprints on the piece of land on the screen.

TEACHER ONE: *And God saw that it was good.*

Then God said, "Let Us (that's God, Jesus, and the Holy Spirit) make man in Our image." Let them have dominion over all the animals. Let's say the word dominion together. Do so.

Dominion means "to be in charge of." For instance, does anyone here have a dog? Is your dog in charge of you, or are you in charge of it? Take responses. People were supposed to have charge of everything on the earth, including animals. This means they should take good care of the earth and the animals and use all of it wisely. But

it also means animals and people aren't equal. We are more important than animals, and we are in charge of them. We are God's most loved and valued creation.

Then God saw everything that He had made, and indeed it was very good. So the evening and the morning were the sixth day.

Wouldn't it have been cool to be there in that very good world and see the lion lying down with the lamb? And the dinosaurs walking with man? Animals didn't eat each other. (In fact, all animals and people only ate plants originally, as the Bible tells us in Genesis 1:29–30. They were vegetarians.) It was a perfect and beautiful place.

Teacher Two: Have a child help you put the man on the screen. Then uncover or point to the Day Six poster, or have a child do so. Now play or make Sound Effect 7 (sighing).

TEACHER ONE: Then . . . *the heavens and the earth . . . were finished. And on the seventh day God rested. Let's sigh a big sigh.* Do so.

So one week had gone by, and God was finished. Let's say the seven days of the week together really fast. Do so. Have you ever wondered why we have a seven-day week? In Genesis, we see God created for six days and rested for one, setting up that pattern, which is what the entire world has used ever since. There's no other reason time would have been divided up that way by people—particularly if millions of years of history was true. It's been that way because God started it that way, as recorded in the Bible.

Teacher Two: Uncover or point to the Day Seven poster, or have a child do so.

TEACHER ONE: So how do you like that? God made the whole earth and all the plants and animals and people in six days not long ago. Isn't God incredible?

Part Two: Cool Creation Games

There are two different fun game options in this part. Read through them and decide if you want to do Option One or Option Two. Option One takes approximately ten minutes. Option Two takes five minutes or less. Option Two can also be played for a few minutes any day if you have extra time.

OPTION ONE: DRAW AND DISCUSS

Pass out the Days of Creation sheets and a pen or marker to each child. You may also want to give each child something hard to put their paper on (e.g., a book or a rectangle of corrugated cardboard) to make writing easier.

Now that you've heard the whole creation account, let's see how well each of you can remember it. Have you ever played that game when you look at items on a tray, then the tray is taken away and you have to try to remember all the items on the tray? You'll have one minute to look at the creation posters on the screen. Then we'll cover them so you can't see them, and we'll see how many details you can remember. Drawing skill doesn't matter. Catching the details does. For instance, there's a dinosaur on Day Six, so you'd want to remember to draw that. Ready? On your mark, get set, go!



- Days of Creation pattern (Teacher CD-ROM)
- Pens or markers, 1 per child
- Time piece
- Optional: Something hard to write on, 1 per child

PRE-PREP

1. Photocopy the Days of Creation pattern, 1 per child.

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Check your time piece and give them a minute to examine the posters. At the end of the minute, cover the posters and have them try to reproduce the drawings on their sheet. Encourage them to put as many details as they can remember from each poster on their sheets. After five minutes, call time and begin to go over them. Have them score themselves (based on the honor system) on how much they remembered from each poster. Uncover each poster one at a time, and award points for various elements of each picture. (For example, points for Day Four can be awarded for remembering to draw the number, the sun, the moon, and the stars.) After finishing this activity, say:

Before we move on, let me teach you a really cool word. It's the word *yom*. (Rhymes with *home*.) **Let's say that word together.** Do so. ***Yom* is a Hebrew word that's used over and over in the Bible. It can have different meanings, such as a "day," a "year," or "daylight." Throughout Scripture, every single time *yom* is used with the words *evening* and *morning* or with a number, it means a normal, 24-hour day. The reason that's important is Genesis 1 continually uses *yom* with both the "evening and morning" reference, and the number reference (evening and morning the first day, evening and morning the second day, etc.). So from the use of the word *yom*, we know that God created in ordinary days and not over long periods of time in Genesis 1.**

The word *yom* is also used in our IncrediVerse today. Let's say it together. Use the memory verse poster as a reference.

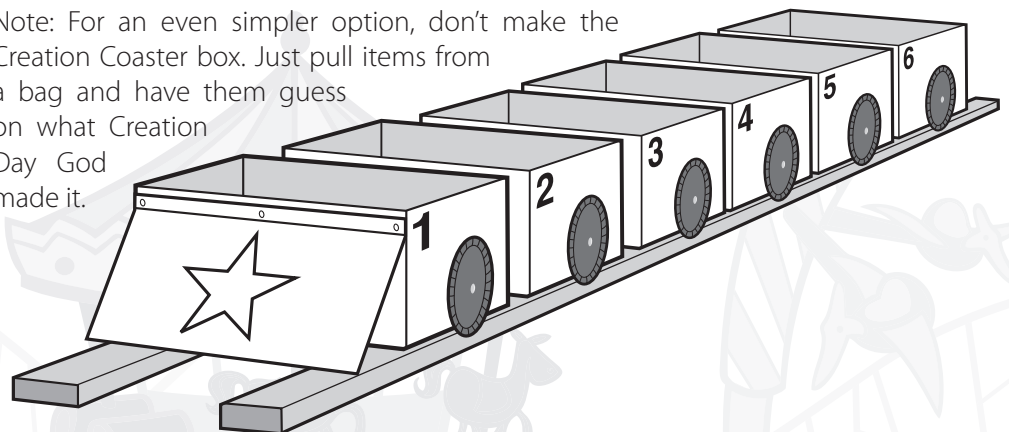
For in six days the Lord made the heavens and the earth, the sea, and all that is in them, and rested the seventh day. Exodus 20:11

In this verse, the word *day* is used twice. Both times, it's the word *yom* again. This verse reminds us that God created in six actual days, not over long periods of time. If God had created for six million years and rested for one million years, it sure would have been one long week!

OPTION TWO: CREATION COASTER GAME

Divide into two teams. Pull out the items or pictures one at a time from a bag and have the teams take turns putting the items in the correct coaster box. For example, if a team chooses a piece of grass, they'd put it in the Day Three box. Keep score, awarding points for correct answers. After completing this, go back to the previous paragraphs and include the brief discussion of the word *yom* before heading on to the puppet pal.

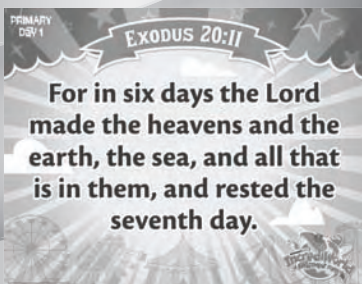
Note: For an even simpler option, don't make the Creation Coaster box. Just pull items from a bag and have them guess on what Creation Day God made it.



- Creation-oriented items or pictures in a bag (see list in Pre-Prep)
- Optional: Creation Coaster supplies (seven boxes, bright-colored spray paint, small black paper plates, numbers one through seven, two boards, power drill and tape)
- Memory verse poster (Teacher Resource Pack)

PRE-PREP

1. Gather creation-oriented items or pictures (e.g., stars, small plants, sun, flying creatures, sea creatures, land animals (beanie babies/stuffed animals work well), bugs, dolls (for people), planets, seeds, grass, dinosaurs, water bottle).
2. Optional: Make the Creation Coaster. (See illustration.) Spray paint the boxes, attach to the boards (the "tracks") using a power drill, and tape on the wheels and the numbers.



Part Three: Puppet Pal—It Takes a Designer

Each day, the puppet pal will reinforce the lesson the kids just heard. It is a quick, but important part of the day. Allow about three minutes daily during the main attraction block of time for the puppet pal. (This is with the exception of the fourth day, which will take a little longer, as noted in that lesson.) If you don't have a teaching assistant or a co-teacher, enlist someone (a group guide or other volunteer) ahead of time to work the puppet each day. If you're alone, work the puppet from a suitcase with the lid flipped up.

The puppet (Roller Coaster Reese) can be a boy or a girl. Use a consistent voice for the puppet all week. Speak clearly, and exaggerate words and expressions. For instance, draw out certain words for emphasis, or make an exaggerated action for things like groaning, turning its head or sneezing. Use your free hand to do things with the puppet's hands or arms. For example, if the puppet is "thinking," put the puppet's hand on its chin. When the puppet is talking, make sure the mouth is open. (This is the opposite of what people often do!)

TEACHER: Now we've got a special visitor. Let's meet him (or her).

PUPPET: Bounce up, acting excited.

TEACHER: Hi there! What's your name?

PUPPET: It's Reese—Roller Coaster Reese!

TEACHER: Roller Coaster Reese? How'd you get that nickname?

PUPPET: I love roller coasters! The tall ones. The fast ones. The looping ones. You click, click, click up that hill, and then, whoosh! Down you speed. I can't get enough of them.

TEACHER: They are loads of fun.

PUPPET: I even got to go on a behind-the-scenes tour at a theme park near my house, and I met the designer of the newest coaster—the Velociraptor!

TEACHER: Oooo, that must have been awesome!

PUPPET: It sure was. This guy designed it so it can go from zero to 100 miles per hour in five seconds flat!

TEACHER: No way! That does sound like an awesome design. And since you met the designer, you'd never say that roller coaster just built itself, with no help or plans from people, right?

PUPPET: That's a no-brainer! A roller coaster could never build itself.

TEACHER: You know what's crazy, Reese?

PUPPET: What?

TEACHER: There are people out there who say this world, and all the plants and animals and people just happened all by themselves, without a designer.

PUPPET: That's nutty!

TEACHER: It is! And it's completely opposite of what the Bible tells us.

- Boy or girl puppet and puppet stage
- Clipboard
- Daily overview poster (Teacher Resource Pack)
- Two copies of today's puppet script (Teacher CD-ROM)

PRE-PREP

1. Tape one script inside the puppet stage, and attach the other to a clipboard for reference.

◆ The puppet can be dressed like a child going to a theme park (i.e., a shirt, visor, sunglasses), or in a small VBS T-shirt. To make a small T-shirt, photocopy, cut out, and laminate a color copy of the logo and tape it to a baby-sized T-shirt.

◆ If you want to get snazzy, use a quick musical introduction and exit when it's time for the puppet to come and go.

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PUPPET: I trust the Bible!

TEACHER: I do, too, because it's the only perfect book, and it always tells the truth! God says that in the beginning, He created the heavens and the earth. It didn't just happen by accident.

PUPPET: The Bible says it. That settles it.

TEACHER: And the Bible makes it clear that in six short days, everything was made.

PUPPET: It didn't take a long time. In fact, God could have made everything in a second if He wanted to. Or a millisecond. Blink your eyes and imagine everything being made that fast! Have the kids do so.

TEACHER: Our God's incredible! And even though roller coasters are cool, they're nothing like this incredible world God designed. It makes me want to praise God!

PUPPET: Me too! In fact, I'm going to go celebrate and ride a coaster!

TEACHER: You do that, Roller Coaster Reese! Have fun! And boys and girls, while Reese takes off, let me teach you our echo phrase for today, so we can remember that God made everything, and He did it in six short days.

Practice the echo phrase: **In six short days, everything was made!** Have everyone say it together, then divide into two groups and practice, with the first group saying the first part of the phrase (In six short days . . .) and the second group saying the second part (. . . everything was made!). Try switching the two echoing groups several times, such as having the girls start and the boys echo, then blue eyes start and brown eyes echo.



- Optional: Student guides and supplies for Part 1 and Part 2
- Optional: Today's Incredible Collectible: Rex, 1 per child

◆ The front page of each day's student guide is a review of today's lesson. The back page matches this section in the teacher guide.

REVIEW THE ATTRACTION (Remaining class time)

Complete one or more of the following ideas in class. These are also on the back of the Primary Student Guides and can be done at home with a parent or caretaker if you are out of time. If you send them home, motivate the kids to do them because they are full of good stuff! Have the group guides check with the kids tomorrow to see how they did on them, and consider giving contest bonus points to the groups for their hard work.

Supplies for this section are not included in the supply list on the back cover since they will vary depending on the activities you choose, so decide what you will do and add them to your supply list accordingly.

Part One: IncrediVerse

Today's Verse: For in six days the Lord made the heavens and the earth, the sea, and all that is in them, and rested the seventh day. Exodus 20:11

Show them today's Incredible Collectible (Rex, the *T. rex*) with the Bible verse on the back. They will receive this collectible at the end of the day. Then try the following challenge, using the memory verse poster as a reference.

Challenge: Bat a balloon back and forth with a partner (or by yourself), saying a word each time you hit the balloon. Start over if the balloon falls on the floor. Try to make it the whole way through without it touching the floor.

Tomorrow's Verse: Your word is truth. John 17:17

Say the new verse together several times and try the challenge again.

Part Two: Go and Do

1. Studying God's incredible world should make us praise Him! Make a praise journal with a page for each letter of the alphabet. Think of things God created from A to Z. For example, for S you may put *stars*, *seahorses*, and/or *strawberries*. How many can you come up with?
2. Read or have read to you Genesis 1. Count how many times God said, "It was good," or "It was very good." Tell your group guide tomorrow.
3. Can you remember what God created on each day? Draw it.
4. Check KidsAnswers.org/go/animals for info on some of God's amazing creatures!

Ask yourself this question: Based on God's Word, did God create everything in six days or over millions of years?

Note: See the Teacher Resource CD-ROM for sample layouts of how to put the posters on the WOW Zone center screen during your teaching time each day. Then, when you've finished for the day, move the posters from the center screen to the designated spot on the side walls (i.e., take the Day 1 posters off the center screen and move to the Creation Day panel). This will free up space on the center screen for the next day's posters.