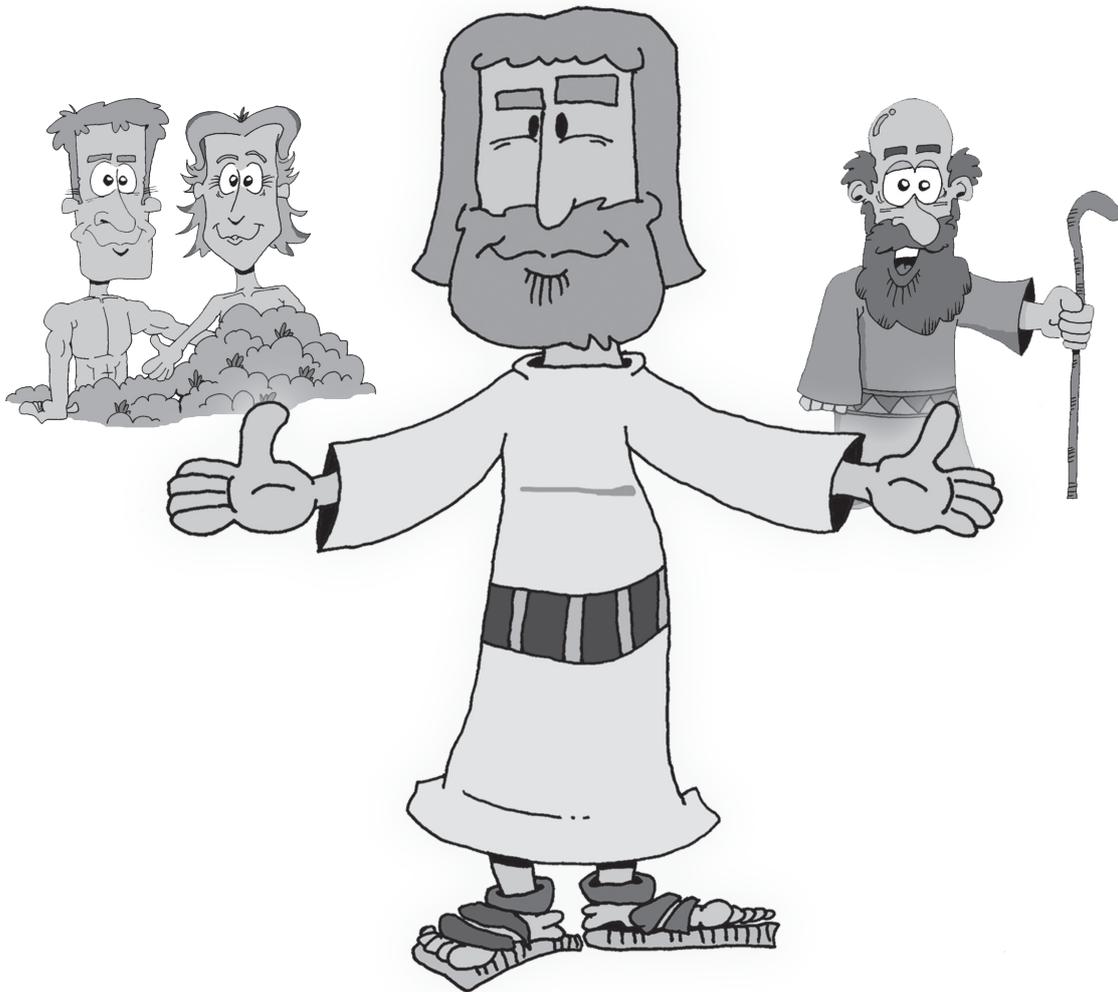




Best News!



A 7-session program on the Good News of Jesus Christ
from Creation to New Creation.

CEP
CHRISTIAN EDUCATION
PUBLICATIONS



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ISBN 978-1-921460-26-5

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Best News CD by Tony Jones and Mountain Feet is available from CEP.

kids@club and kids@church resources are available from:

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The bonus **Best News CD-ROM** included in this pack contains all the visual aids, PowerPoint presentations, ClipArt and song lyrics for this program.

It does not include the actual music tracks listed as suggested songs.



The **Best News CD** is **sold separately** and is available from CEP Sales on (02) 8268 3344.



Welcome!

This program is one of the kids@club series, by Christian Education Publications (CEP), for **Australasian** kids in a kids' club setting. We're sure that you will find it really helpful as you plan a program to suit the specific needs of your group.

Our aims

kids@club products are strongly committed to bringing **the gospel of our Lord Jesus Christ** to primary school children and to **making the Word of God relevant** to their daily lives.

All of the programs have been written by experienced club leaders who have worked with a wide range of kids in a variety of settings. Many of the program ideas are 'tried and true' – some of them many times over – so any wrinkles have been ironed out.

Help with Bible talks

We have given you help with the Bible teaching segment. This will free you up to spend more time praying with your club members and thinking creatively about how to present your program.

What's in this pack?

Within each pack you will find a **Bible teaching outline** for each session, **visual aids** and suggestions for **music, craft or games**. Leader-training articles on memorising Scripture, teaching boys versus girls and answering tricky questions are also included, together with ideas for extending or shortening the program a week or two.

The lessons are full of practical activities to choose from, depending on your time frame. Don't feel you have to do every activity – sometimes there is not enough time to do everything. But make sure you always welcome the children, set an expectation for the activities to come and pray with them. Have fun while learning from the Bible, use quick links which tell them how each activity relates to the big idea of the lesson and share the gospel with them in both word and deed. This pack includes a CD-ROM with song lyrics, PowerPoint presentations and graphic files of coloured visual aids you can use to enhance your Bible teaching.

Additional to this *Best News* pack is a music CD also called *Best News* by the author Tony Jones and his band, Mountain Feet. This is optional but highly recommended, as the songs suggested in each session come from this CD. Song lyrics are available on the *Best News* CD-ROM included with this pack. The *Best News* CD from Tony Jones and Mountain Feet is available from CEP.

You may photocopy

You may photocopy any of the visual aids or photocopiable activity pages for **use within your own club only**. We are sure you will want to promote this material with other clubs and encourage them to purchase this material for their own use.

Your own ideas

Finally, we would like some **feedback** on this program. Let us know how it went, what ideas it stimulated in you and so on. This will enable us to make the next edition even better!

We'd also like to hear from you if you have planned and run a successful program in your kids' club and would be happy for it to be made available to the wider Australian and New Zealand community of kids' clubs.

May God bless you and the children in your club as you discover together the marvellous truths of the gospel of our Lord Jesus Christ.

Julie Firmstone

Leader's notes

Creation to New Creation – God's love unfolds!

Most people today would claim to know what Christianity is all about and to have already heard about the Bible, and yet many have not heard the gospel message, nor have an understanding of God's plan of salvation.

God's Word, the Bible, is an unfolding message of love and hope. God reveals himself to us and outlines his plan for living in a relationship with him.

It begins with the wonder of Creation, where God made everything from nothing. The heavens and the earth were formed, night separated from day, all living things were made, plants and animals. Finally God created man in his image – the finest of all Creation, man and woman he created them.

God created people to be his special friends, and put them in a special place, the Garden of Eden – to work in it and look after it – with one rule not to eat from one special tree. God gave people the responsibility of making choices and Adam and Eve chose to disobey God, encouraged by the snake to ignore the consequences.

We find out how sincere God was when he discovered the sin that had occurred. The punishment for sin is death – separation from God, and so Adam and Eve were banished from the garden into a world marred by the effects of not living God's way. We learn that this was not a one-off incident. Sin spread.

Although greatly grieved by man's continuing disobedience, God still loves his Creation. He made special promises to Abraham, and slowly a rescue plan unfolded, firstly for God's chosen people and eventually the whole of mankind.

God is mighty and 'fair dinkum'. He still needs to punish sin, but he sent the most precious thing he has – his Son, Jesus – to take that punishment.

***For God so loved the world
That he gave his only Son,
That whoever believes in him
Shall not perish but have eternal life
John 3:16. (NIV)***

Like us, Jesus was born a helpless little baby. This Messiah, this expected King – recognised by some but ignored by many – grew with a mission to teach people about the Kingdom of God and to point them back to living God's way.

Jesus said and did amazing things. He healed the sick, the blind and the lame. He calmed the storm and walked on water. He even raised the dead. Yet this only reinforced the message – turn back to God.

Jesus' teaching was radical. Some followed. Others, even Jewish teachers of the law, got angry. They had him arrested, beaten, tried on trumped-up charges, sentenced and executed on a big, wooden cross – they wanted him dead not just 'out of the way'. Jesus' followers were so upset and afraid that they ran away and locked themselves in a room, bolted from the inside.

In those days, normally a body would be covered in special ointment and carefully bandaged before burial. However, with a public holiday the next day, Jesus was quickly wrapped in cloth and placed into a cave hastily donated by Joseph, a well-wisher. The Romans sealed the cave with a large rock, and posted guards to make sure nothing happened to the body.

The day after the public holiday the women arrived to complete their work, only to find the guards gone, the stone rolled away and Jesus' body missing. All that was left was the cloth he was wrapped in.

The risen Jesus appeared to his followers in the upper room, confronted a doubting Thomas, and saw over 500 people in the ensuing weeks. The message is one of death conquered, the price of sin paid, and salvation for all who will believe. Jesus promises life eternal if we believe and follow him.

The last message is one of Jesus' return, as King and Judge, with Creation renewed. The message needs to go out to everyone, so that all may hear of the hope of salvation. Do not be ashamed of the gospel of Jesus Christ. We've got the *Best News* – we've got the Good News.

Tell the world!

Tony Jones

Overview of lessons

The theme throughout this kids@club pack is God's love for us, and the radical way he shows it to us.

Session 1 – Creation

Genesis 1:1–2:3

God made everything.

God loves his Creation.

Session 2 – Spoilt by sin

Genesis 3:1–13, 3:23, 6:5–6

God's Creation is spoilt by sin but God still loves what he has made.

Session 3 – Promises to Abraham

Genesis 12:1–3, 15:1–21, 17:1–8; Proverbs 3:5–6

God makes big promises that are the beginning of a huge rescue plan.

Session 4 – Rescue Plan: God with us

Matthew 1:18–24; Isaiah 7:14

Jesus is born!

Session 5 – He died so we could live

Luke 23:34–43, 24:1–8; John 20:24–29

Jesus conquers death! You can be sure of it.

Session 6 – Living God's way is radical

Matthew 5:1–12; Mark 12:30–31

How God wants us to live radically.

Session 7 – Tell others the Good News!

Luke 24:44–49; Matthew 28:16–20

The best news is the Good News.

Ideas for shortening or extending the program

The kids@club *Best News* pack covers seven sessions in a school term, but can be compacted to four sessions for a holiday club outreach.

For seven sessions, it looks like this:

Session 1 – Creation

Session 2 – Spoilt by sin

Session 3 – Promises to Abraham

Session 4 – Rescue Plan: God with us

Session 5 – He died so we could live

Session 6 – Living God's way is radical

Session 7– Tell others the Good News!

For four sessions, it looks like this:

Session 1 – Creation

Session 2 – Spoilt by sin, Promises to Abraham

Session 3 – Rescue Plan: God with us, He died so we could live

Session 4 – Living God's way is radical, Tell others the Good News!

Where lessons are combined, the teaching follows on. Some games may be removed at the leader's discretion and you can choose whichever craft you feel best suits the needs of the group you are working with.

Ideas for teaching memory verses

If we can get relevant Scripture verses, through memorisation, into the minds and hearts of the children, the Holy Spirit will be able to help them recall truths and verses when they are most needed.

Memory verses should be:

1. Relevant

They do not have to be from the same passage as the story but should relate to the main teaching of the lesson.

2. Easily understood

Explain big words, such as 'iniquity' and 'perish'. If possible, link with activities that draw out the meaning of the verse.

3. Repeated

Without repetition, you're wasting your time. Repetition is the key to success.

4. Reviewed

One verse may be taught over several weeks. Revisit previously learnt verses from time to time.

Memory verse ideas

The following are ways of creatively presenting the memory verse. Remember there is still a need to learn the verse after it has been creatively put together. Don't forget to repeat and review memory verses.

- Wherever possible, a good memory verse song is a fantastic way of remembering the Bible. This is because there is an emotional link through music as well as words.
- Type the verses on a business card-sized paper so that the children can take them home. Pass these cards or slips of paper out as the children leave. The children are encouraged to learn the verse through the week and see if they can say it the following week.

- Look for interesting and novel ways of presenting the verses:

1. *Is there an action implied in the verse?*

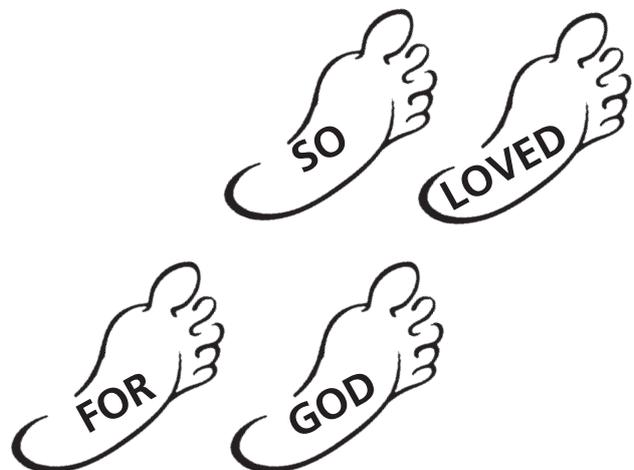
For example, if the theme of the verse is 'fishing', you may like to teach the verse by using fish-shaped pieces of paper and a 'fish pond'. Attach a paper clip at the fish's mouth and use a magnet attached to a pole (stick and string) and allow each child to 'fish' for a verse from 'a pond' chalked out on the floor. When each child has their fish, get them to line themselves up in the correct order so the verse can be learned.

2. *Is there a shape suggested?*

For example, with 'Light of the World', write the words of the verse on cardboard cut-outs shaped like light globes.

- **Footprints**

Trace around an adult footprint on a number of pieces of paper. Write the words of the verse on these 'footprints'. Lay the footprints on the floor and have the children hop or bunny jump from footprint to footprint saying the words out loud as they go. Note: Get the kids to jump next to, not on the word – the paper won't last long. Alternatively, laminate the footprints to make them more durable.



- **Flash cards**

Write the words to the memory verse in phrases on separate cards and hold them up so that the children are reading the memory verse. Go through the verse several times with all the cards and then hold them up for shorter amounts of time each go, becoming an aid to memory rather than an aid to reading. This effectively turns the learning into a game and can be quite fun to play.

- **Human clothes line**

Find old plain T-shirts and tops from within your group or at an Op shop. Paint the memory verse, one word per article of clothing clearly on the front. Pile them at one end of the room and have volunteers come and put on one of the tops, lining up along the front with the word from the memory verse facing the group. Volunteers then need to swap places to get the memory verse in the right order. Once correct, the tops are taken off and pegged on a rope stretched across the front of the room like a clothes line. Alternatively, the rope could be threaded through the sleeves so that all the tops hang across the front and the memory verse can be learnt through repetition.



- **Flags – ‘March past’**

Words of the memory verse are written on paper pennants attached to short poles. Children have to get them in the right order, then have a march past around the room while the rest of the group recite the memory verse.

- **Letters – ‘Here comes the Postie’**

Write the words to the memory verse on separate pieces of paper and seal each into an envelope. Have a leader or child play ‘Postie’ and deliver them to different children who open the letter and put the memory verse together on the floor of the room or put onto a wall. The group then learns the verse. Words can progressively be removed as the verse becomes more familiar.

- **Diminishing words**

Write or print the verse a number of times on pieces of paper or cardboard, each time making the font smaller. The words on the last time through should be as small as possible. For example, begin with biggest font and work your way through, commenting as the words get smaller to the kids’ eyesight. Finally, say something like ‘I don’t believe you can really read this last card. I think you’ve memorised the verse and that you can repeat the verse without any card at all’. And they will!

- **Guess the letter and word games such as ‘Bus Stop’**

This works well for short memory verses. On a board or piece of paper, write dashes that represent the letters and words of the verse. Children take turns to guess the letters. If they get one right, it is written above the dash. If the letter guessed does not appear in the verse, the first part of the bus stop sign is constructed, beginning with the circular base and ending with the ‘P’ of ‘STOP’.



- **Pass the parcel**

A parcel is constructed from wrappings of newspaper with words of the memory verse taped to a ‘prize’ within the parcel (every second or third sheet). Music is played and the parcel is passed around the circle of children. When the music stops, the child holding the parcel unwraps a sheet of paper. If it contains a prize and memory verse, they keep it. The music resumes and the passing continues. When the parcel is totally unwrapped, the children with the verses bring them to the front and the verse is put in the right order and recited by the group.

- **Ghost or invisible writing**

Write the verse in white crayon on white paper or cardboard. Gradually reveal the verse by painting over the crayon with watered-down food colouring or a watercolour wash. Use red for verses relating to the blood of Jesus.

- **Repeater**

Use a puppet or another leader to help teach the verse. Have the verse written for the children to see, and explain that your puppet is going to say the verse – a few words at a time – and they have to repeat everything it says. Have fun by adding jokes or irrelevant information or pauses in the wrong places, but always bring the puppet (or leader) back to where they digressed.

- **Jigsaws**

Print the memory verse on coloured paper and paste onto a piece of cardboard. Cut into large random shapes to form a jigsaw puzzle. The children need to complete the jigsaw and say the memory verse.

- **Styrofoam cup tower**

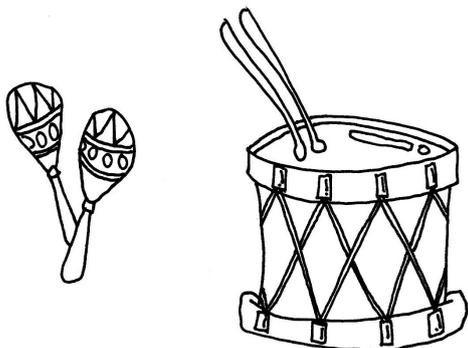
Words to the memory verse are written on inverted styrofoam cups. Divide the children into groups. Make a set for each group. The cups are then handed to the group who race to make a cup tower and solve the memory verse. Once completed, the first group to memorise the verse is the winner.

- **Chinese whisperers**

The children sit in a circle. The leader whispers the memory verse to the first child, who whispers it to the next. Each child passes the verse on in a whisper until the last child is told. This last child then stands and tells the group what he/she heard. Usually this has become a convoluted version which creates much laughter from the group. The leader then tells the group the original verse and all repeat it several times.

- **Percussion**

Hand out percussion instruments. Set up a rhythm and say the memory verse to the rhythm a number of times.



- **Rap**

Break the children into teams with the memory verse written on a piece of paper. Give them a few minutes to turn the memory verse into a rap song, and then get each team to present their rap to the rest of the group.

- **Elimination of words as a method of memorisation**

Whenever the memory verse is written with words on individual pieces of paper, this method can be used to encourage memorisation of the verse. Say the verse together several times, and then remove several of the words each time the verse is said. Eventually the children are saying the verse without needing it in front of them.

- **Balloon race**

Write or type the verse twice on paper. Cut each into one-to-two word strips, fold and put one complete verse into a deflated balloon. Blow up and tie a balloon for each team. Divide each team into two and send them to each end of the room. Have a relay race, with the first person bursting the balloon and then each following child retrieving one piece of the puzzle. Once all pieces have been retrieved, the teams must put the puzzle together and paste it onto a fresh sheet of paper or cardboard. The first team to recite the verse from memory is the winner.

- **Picture puzzles**

Draw a series of pictures representing each word and have the children try to guess the matching words. Write the correct words up on a whiteboard or turn the cards with the pictures over to reveal the memory verse complete.

- **Codes**

Replace each letter of the verse with a code. Let your imagination run wild with codes – you could create a code of symbols to replace letters in the verse. This would look a little like hieroglyphics and would suit an Old Testament verse about the Israelites in Egypt. Alternatively, the code might be numbers such as the place of the letter in the alphabet. Get the children in groups to decipher the verse.

Asking Questions

Questions can facilitate discussion or focus attention on particular aspects of a topic. They may help review essential content or evaluate the children's knowledge and understanding. Certain types of questions can also stimulate particular kinds of thinking. For example,

Closed questions such as 'How did this story end?' encourage convergent or analytical thinking and allow only a narrow range of prescribed responses.

Open questions such as 'Can you think of another ending to this story?' stress divergent or creative thinking and allow a wide range of acceptable responses.

What, when, how, who and why questions

- *What* questions usually involve knowledge or recall of key ideas and details.
- *When* questions require students to think about the sequence of events. That is, what happened first, then second, etc.
- *How* questions are concerned with procedures and processes. That is, what has to be done to make something happen.
- *Who* questions require students to identify persons involved in particular events, such as, which persons were involved in the main events in a narrative.
- *Why* questions require students to explain reasons for particular phenomena.

What questions to ask

- Use a variety of questions that involve different levels of processing.
- Make sure questions are relevant.
- Ask questions that students can answer correctly most of the time.
- Make sure the wording of questions is direct and clear.
- Ask questions that are appropriate to students' age, knowledge, experience and abilities.
- Ask brief questions that focus on one key point at a time.



How to ask questions

- Ask one question at a time.
- Ask questions in order from easy to difficult.
- Ask questions in a logical sequence.
- Provide adequate time for students to formulate appropriate answers.
- Distribute questions to all members of the class.

Answering hard questions

Questions from children tend to fall into several general categories:

1. Questions about the world.
2. Questions about God.
3. Questions about death and suffering.
4. Questions about heaven and hell.
5. Questions about sex and family

Be glad they asked – hard questions are gifts from God. They usually indicate that a child is searching for answers.

Be positive in your handling of the question, even if you are not sure how to respond. A child needs to be encouraged to search for truth.

Think quickly about whether that moment is the right time for a response. Do you have time in your session? Is there a more appropriate place in the session to deal with the question? If you say you'll deal with it later, you **must** remember to do so.

Invite the questioner, and then other group members, to share their thoughts and hypothesise an answer. Build on what they contribute.

Young children often want quick, simple answers. Keep concepts clear, but also avoid 'pat', standard responses. Be thoughtful and challenge the child to think as well.

Don't expect to know all the answers. 'I don't know' or 'I'm still working on that myself' are appropriate responses. Being honest is vital here. If you don't know the answer, it's fine to say, 'I don't know but I'll find an answer for next week's lesson'. Understand you just created a verbal contract and your integrity is on the line. Find the answer and be sure you get in first next week, before the child has to remind you.

Make sure the answers you give to 'theological' questions are biblically based.

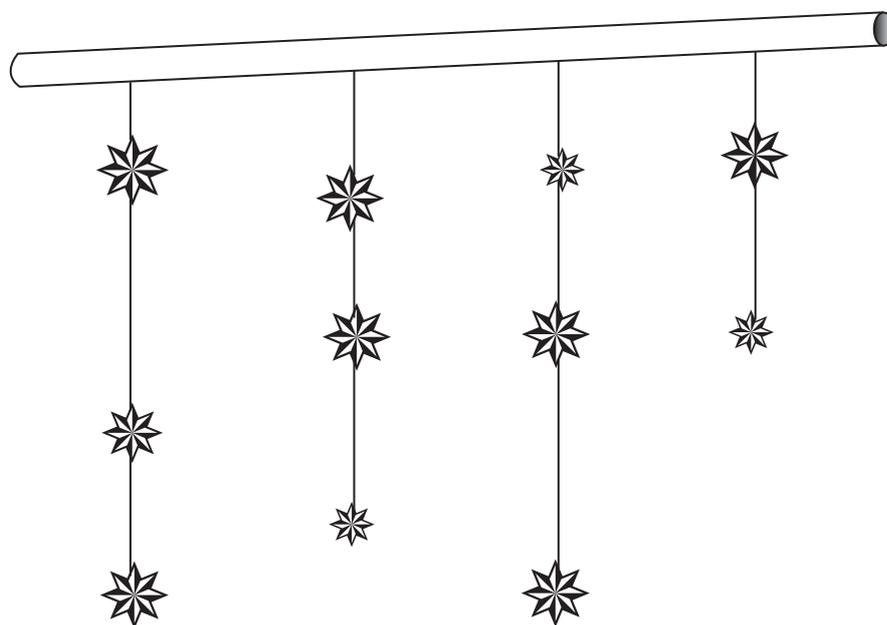
Be a good listener. Listening well shows respect for the child and their ideas.

Listening well may also reveal an underlying reason for the question and may give a clue to a wise response.

If you are getting asked hard questions from your group on a regular basis, you might consider running the kids@club program called *Hard Questions about God*. This is also a good reference guide for leaders to prepare good responses to the tricky questions children ask.



Dressing the space



Decorating or 'dressing' the teaching space, whether it is a room or a hall, encourages a child's imagination and creates a much more exciting learning environment.

You may be limited by budget, but it is amazing what can be achieved using recycled boxes and materials. Remember your congregation is a resource that can yield surprising results when you ask for items and materials they no longer use.

Here are some suggestions for this program:

Creation – Try blue material for sky, boxes for land, a 'sun and moon', pictures of animals, trees etc.

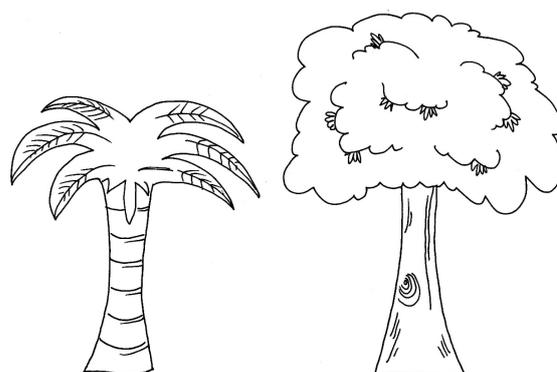
The Fall – An 'Eden' space within a wilderness. The Eden space could be decorated with pictures of lush tropical forest, fruit trees and animals.

God's covenant – Hang star shapes cut out of silver cardboard from the hall ceiling. Glow-in-the-dark star sheets are often available from discount shops.

Jesus' birth – Refer to the script of 'Bethlehem Birthday'. If you have talented artists in your group, or among parents, why not paint a calico backdrop of the town of Bethlehem featuring the inn?

Jesus' death – Have a handy person create a large cross from pinewood. Alternatively, create a cross made from a plank, sturdy enough for children to walk along as a 'Jesus Bridge over Sin'. See Session 5 for the explanation of how to set this up.

Resurrection – Create a 'cave' opening from material or cardboard, or make a large 'stone' from thin plywood or 3mm MDF board available from the hardware store. Paint the stone in brown and grey. Make a sign saying 'He is Risen!' that can be added during the lesson. Add another banner that reads 'Tell the World'.



Teaching boys & girls

The needs of boys and girls may differ, depending on their age. Generally, girls are more likely to respond well to listening, discussion activities and paper-based craft.

Boys usually respond well to active learning. They may find it hard to stay focused during a quiet, word-based activity.

The following strategies may also apply to girls, but if you have a group of boys, it is especially important to remember these guidelines:

- Be positive and encouraging.
- Plan for active and interesting learning.
- Be well-prepared.
- Have a variety of activities. Move quickly and decisively from one activity to the next.
- Make sure activities cover a variety of learning styles.
- Give lots of opportunities for hands-on learning.
- At times, allow noise and mess, then ask them to help to 'keep it down' or clean it up.
- Avoid over-use of reading, writing and colouring activities.
- Be sensitive when reading is required. A greater percentage of boys have reading difficulties.
- Choose small groups that have children with a mix of abilities. Groups work best with 3–5 people.
- Be clear about how lessons from the Bible can be applied to everyday life.
- Provide opportunities for the children to relate to older boys and teenagers in the church, those who can provide positive relationships and be good role models.
- Avoid comparing boys and girls when asking for behaviour to change.
- Boys can be as sensitive as girls, even though they may have funny ways of showing it!
- Avoid competitions where boys compete against girls.
- Provide clear boundaries for behaviour – what is acceptable and what is not. For bad behaviour, work out in advance, levels of consequences that gradually increase in severity. Make sure you are prepared to carry them out – remember 'young bulls always test the fences'.
- Be aware of group dynamics. Identify which boy is the 'alpha' male – he may be the one the others try to impress.
- Remember, a child who is engaged and 'on task' is rarely a problem behaviourally.





Creation

Genesis 1:1 – 2:4

Aim

To help children understand that God made everything and that he loves what he made.

Outcomes

By the end of this lesson the children will:

- know that God made everything.
- appreciate that it was just as he had planned it.
- understand that God loves his Creation.

Key verse

God looked at what he had done and saw that it was good (Genesis 1:10b).

Gear

- Creation Visual aids printed out or viewed on a screen from *Best News* CD-ROM
- Photocopied template of the Creation order (see *Games* – page 56)
- Bibles
- Animal Biscuits mix or commercially-made animal crackers (see *Creative Cooking* – page 67)
- Words to *Creation Song* (see *Music Song Lyrics* – page 73)
- *Best News* CD and CD player
- Materials for **Collage** (see *Craft* – page 60)
- Materials for **Diorama** (see *Craft* – pages 59 and 64, and *Best News* CD-ROM)
- Photocopied resource sheet for **Animal Pairs** game (see *Games* – pages 57–58)

Leader's prayer

Pray for the children in the group, that they will know God as the Creator of all things and that he made them special too.

Leader's notes

In a modern world, where the concept of Creation is questioned, it is important to encourage children to understand that there is order within God's Creation. 'The heavens keep telling the wonders of God', God's hand can be seen in Creation (**Psalm 19:1**).

The early chapters of Genesis are proto-historical, describing events before writing existed. Inspired by God, and most probably written by Moses, these record the oral tradition of God's action in human history.

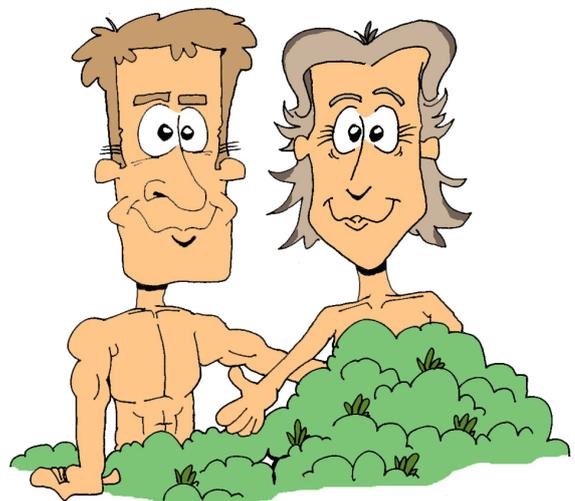
The purpose of Genesis 1 is to help us to understand that there is purpose, and most importantly, that God created everything and that he loves his Creation.

Introduction

Music could be playing as children arrive – *Creation Song* from *Best News* CD.

Begin this session with a warm welcome, a very brief overview of what to expect and a prayer led by a leader. In this first session, make a point of quickly introducing yourself and the other leaders.

This session focuses on **God's Creation**.



Games

Animal Pairs (see *Games* – page 53)

Link: God made lots of different creatures. Can you think of some of the more unusual animals?

Cooking

Animal Biscuits (see *Creative Cooking* – page 67)

Note: You will need to make the biscuits early enough to be cooked and eaten by the end of the session. Alternatively, if time is short, use a commercial brand of animal crackers instead of cooking your own biscuits.

Bible time

Retell Genesis 1:1 – 2:4, using visual aids from the *Best News* CD-ROM.

The Bible tells us that in the beginning, God created everything FROM NOTHING. He first made the heavens and the earth. There was no life, and the earth was all covered with water and in darkness.

Then he commanded the light to shine, and made day and night.

The next day he made the sky, and after that he separated the water from the dry ground, with sea and land with trees and plants growing on it.

The fourth day God commanded lights to appear in the sky, with sun for the day and the moon and stars at night.

The fifth day God made the oceans full of sea creatures and birds to fly above the earth. The sixth day God commanded the earth to give life to all kinds of tame animals, wild animals and reptiles. And that's what happened. God made every one of them. And just as he had done each other day, he looked at what he had done, and it was good.

Finally, God created people to be like him; to have children and families, to look after the earth and all that he had made.

'God looked at what he had done. All of it was very good.'

Read Genesis 2:1–4

What we want to highlight in this teaching is:

- God made everything.
- God was pleased with all that he had made.
- God made people to be his special friends, and with the special job of looking after his Creation.
- God made you.
- God knew you before you were even born!
(Psalm 139:16)
- God knows the number of hairs on your head!
(Matthew 10:30)
- You are special.
- Everything was made just as God had planned it, then God rested on the seventh day.

Conclusion

Ask the children:

Q: What do we learn about God's love?

A: *God created the world and everything in it. He created it all from nothing.*

A: *God loves his Creation and he made it just the way he wanted it to be.*

A: *We are all special to God. He knows us very well because he made us.*

Memory Verse

God looked at what he had done, and saw that it was good. (Genesis 1:10b).

(See *Ideas for teaching memory verses* – page 8.)

Hard Questions

During this session, the children may ask difficult questions. Here we have tried to anticipate what these questions might be and provide a suggested answer for leaders to give.

Regarding the references to God looked at what he had done and it was good (**Genesis 1: 10, 12, 18, 21, 25, 31** [very good]):

Child: What does it mean by 'good'?

Leader: It means that everything was just the way God had planned it.

Child: Does a day mean a day, or does it mean a period of time?

Leader: This is ambiguous, as in the Hebrew it can mean either. It is quite possible that God did all this in six days, or in six longer periods of time. The most important thing is that God made it, with purpose and order. God has the power to make everything and to keep our universe happening.

Child: Does that mean that evolution doesn't happen?

Leader: Not necessarily, the Bible does not rule this out, but does not confirm it either.

Child: What about dinosaurs?

Leader: Evidence for dinosaurs exists, though much of what we think we know is still only a theory. There is nothing to suggest that God did not include dinosaurs in his Creation.



Song

Creation Song – Track 1 of *Best News* CD

Performance

Create a chant based on the Creation order:

Light (night and day), sky and sea, dry land and plants, trees, stars, moon, sun, fish, birds, animals, people and rest.

Alternatively, create an animal 'soundscape' to reflect Creation. Have the children choose the sound and make the sound every time you (the conductor) point to them. You could also use sound effects – rain, thunder, ocean etc. **Soundtracks are available on the *Best News* CD-ROM for this purpose.**

Craft

Collage (see *Craft* – page 60)

Link: Talk about the wonder of God's Creation while the kids are collecting items.

Diorama (see *Craft* – pages 59 and 64, and the *Best News* CD-ROM)

Link: The children are making their own version of the Creation as a reminder of what God has done.



Closing Prayer

Heavenly Father,

Thank you that you made everything.

Thank you that you love everything that you made.

Thank you for making us your special friends.
Amen.

Bible time

These images are available on the *Best News* CD-ROM to print-out or project on a screen as a part of this session's Bible time.

