

Creation: Day 1

Learner Outcomes

Locate Creation on a timeline of the 7 C's of History

Identify what God created on day 1 of creation

Identify God as Creator

Key Passages

Genesis 1:1-5

Vocabulary

created: made

Materials

- *Creation and the 7 C's* video
- Scrapbook: Lesson 1
- 7 C's Timeline
- ball of clay (1 per student)
- analog clock

Activity Options

Games

- Day & Night Divide
- Light Scavenger Hunt

Practice Pages

- Lesson 1 Coloring Page
- Lesson 1 Activity Page

Science

- Sink or Float? Salty or Fresh
- Will Light Pass Through?

Snack

- Beginning of Time Treat

Songs

- "God Created"
- "The Lord Made"



7 C's Chronology

Events in this lesson happened during the Creation "C" in the 7 C's of History. Creation happened approximately 6,000 years ago over the course of six literal, 24-hour days.

During day 1 of creation, God created the heavens, a water-covered earth, time, and light. He separated the light and darkness, calling the light "day" and the darkness "night."



Scriptural Background

Before creation, nothing but God in eternity past existed. The first verse in the Bible answers many questions for us, such as “Where did everything come from?” “Is there a God?” “When did time begin?” These are questions Christians often have trouble answering—not because they lack faith, but because they don’t realize that answers to questions like these can be found in Scripture.

When did time begin? Time itself began when God began to create the universe—“in the beginning” (Genesis 1:1). He created time for man, but he himself is not bound by time. He is eternal—the Alpha and the Omega—the beginning and the end (Revelation 1:8). God confirms this concept when he tells us that to him a day is like a thousand years, and a thousand years is like a day (2 Peter 3:8).

Is there a God? Where did everything come from? Everything came from God—“God created” (Genesis 1:1). The Hebrew word *bara* is used in this verse, which relates to making “something out of nothing.” God intentionally created the universe out of nothing, displaying his omnipotence and eternal nature in the process.

Historical/Apologetics Background

Over the past 200 years, because of “scientific” developments, many Christians have attempted to merge millions of years into the Bible’s account of creation. These are all ideas that attempt to fit evolution and/or millions of years into the Bible rather than believing the Genesis account of the six days of creation. Does the creation account matter? Is the order important? Why should we care what God created on each day? Well, if God specifically and systematically presents the order of his creation over a six-day period in his Word, we can safely say that yes, it does matter.

It matters because we must be aware that the idea of evolution is prominent in our culture today—even indoctrinating our youngest children. We must beware. This idea is in direct opposition to what God’s Word tells us about his amazing work of creation. Creationists believe God’s Word as recorded. Evolutionists believe in millions of years

On day 1 of creation, God not only created time but the heavens and the earth. Initially, the earth was “without form and void” (Genesis 1:2). The water-covered earth was cloaked in darkness and the Holy Spirit, a reference to the Trinity’s presence at creation, hovered over the waters (Genesis 1:2). Then God spoke and light was created, after which he separated it from darkness to make Day and Night (Genesis 1:3–5). Although we do not know what the light source on day 1 was, the Bible is clear that the sun was not created until day 4 (Genesis 1:14–16). All that is needed for day and night is a source of light and a rotating earth. This tells us that earth was created and started rotating on day 1.

The biblical record is clear that God created in six literal, 24-hour days. The Hebrew word for day used throughout the creation account is the word *yom*. *Yom* can have different meanings, but whenever it is used in conjunction with the words *morning* or *evening* and a specific number in the Old Testament, it refers to a literal 24-hour day, as is used to describe day 1 of creation (Genesis 1:5).

of slow change, from nonlife to simple cells, to more complex plants and animals, and eventually to the organisms that exist today, including man. Those who embrace this position must reject God’s Word because evolution does not harmonize with God’s account of creation.

It is very sad to consider that many Christians feel that the age of the earth is an unimportant side issue and that discussing it detracts from the gospel message. If we can set aside a literal six-day creation because it is considered “unscientific” or unpopular, then what will be our basis for determining the truth of the rest of Scripture? Can we teach a virgin birth or a literal resurrection? When we read the genealogy of Christ, which goes back to Adam, can it be taken literally? Believing the historical account of Genesis 1–11 is foundational to believing the rest of the Bible and essential for understanding the gospel message.

Prepare

Say: Today, we're going to meet a very special person named Mrs. C. She and her friends, Matthew and Maisie, will help us learn more about the 7 C's of History. What are the 7 C's of History? Let's find out!



Play the CREATION AND THE 7 C'S VIDEO.

Say: Mrs. C mentioned that the Bible is God's Word. It can tell us about real events that have already happened, are happening now, or will happen later. Today, we going to start learning about the first event in history, creation.

Study

Day 1 of Creation

Use the following information to help students understand day 1 of creation.

- Read Genesis 1:1 aloud. **Say:** This verse tells us that in the beginning, God created the heavens and the earth. The beginning is the starting point of time. It was only about 6,000 years ago.
- Explain that **created** is another word for made; however, when God created, he did so from nothing (Hebrew: *bara*). When we make things, we use materials that are already there. To illustrate this difference, complete the following demonstration.
 - ◇ Give each student a piece of clay and have them craft a model of earth—a sphere.
 - ◇ **Say:** You made a model of earth using clay. Now try to create a model of earth without the clay—make it appear out of nothing. Guide students to realize that they cannot make the model out of nothing.
 - ◇ **Say:** God made the universe—including the materials that resulted in the clay you used. You couldn't make a model of earth out of nothing. Before God created, there was nothing but him. He made everything out of nothing. Only God can do that.
- Read Genesis 1:2 aloud. **Ask:** What did the earth look like when God created it? *It was without form, dark, and covered with water.* Emphasize that the phrase “face of the waters” tells us that God also created water that covered earth on day 1.
- **Ask:** Who was hovering over the waters on day 1? *Spirit of God* Emphasize that this is a reference to God the Holy Spirit, a person of the Trinity.
- Read Genesis 1:3–5 aloud. **Ask:** What did God create when he spoke? *God created light when he spoke.* What did he call the light? *He called it good.* Emphasize that we do not know what the light source was, but it was not the sun (created on day 4).
- Reinforce that Genesis 1:1 starts with “In the beginning” and Genesis 1:5 talks about God creating day and night, so there was morning and evening on day 1. **Say:** Before day 1, there was no time—there was just God (Revelation 1:8). When God created on day 1, he created time. He created day and night, which help us measure the length of a day.
- Show students a clock with moveable hands. Explain that there are 24 hours in a day, so the hour hand has to go around the entire clock twice—12 hours plus 12 hours—to equal 24 hours. Have students count the hours with you as you take the hour hand around the clock twice.
- **Say:** The word day in the creation account is the Hebrew word *yom* (*yome*). When it is used with a number and the phrase “evening and morning” in the Old Testament, it means an ordinary 24-hour day like the days we have.

Mrs. C and the 7 C's



- **Say:** Throughout our lessons, Mrs. C is going to share a scrapbook of her journey through the 7 C's. Each page will help us remember something about what we have learned. Let's look at Mrs. C's scrapbook page for today's lesson.
- Show **SCRAPBOOK: LESSON 1.** **Say:** Creation is the first event in history. It is the start of everything. God created the heavens, earth, time, and light on day 1 of creation. He separated the light (day) and the darkness (night).
- Point to the Creation “C” on the **7 C'S TIMELINE.**
- Have students touch the Creation “C” on their timelines and say: *Creation is the first C of history.*

Review Questions



Have students discuss the following questions related to the lesson.

- What is the first “C” in the 7 C’s of History? *Creation*
- What did God create on day 1? *God created the heavens, a water-covered earth, light, and time.*
- What did God create when he separated light from darkness? *He created day and night.*
- How long was day 1 of creation? *It was a regular 24-hour day.*

Understand

Choose one or more of the following **Activity Options** to help students understand the lesson concepts.

Games



Day & Night Divide

Help students remember that God created day and night on day 1 of creation using the following movement game.

- Designate one side of your instructional area as “day” and the other as “night.” Have students stand in the middle.
- Read aloud the following items in random order. After you read each item, have students move to the location of the room to show whether the item is most often associated with day or night. Have students return to the center of your area after each item.
 - ◇ Day: light, school, eating lunch, playing at the park
 - ◇ Night: darkness, sleeping, saying prayers before bed, eating dinner, saying “goodnight”

Light Scavenger Hunt

Where can students find light? Have students examine the areas around them (e.g., instructional area, outside) for objects that give off light, such as flashlights, lamps, and computers. See how many light sources students can identify.

Ask: When did God create light? *He created light on day 1 of creation.* Was the light from day 1 the sun? *No, it was not the sun but another source of light.*

Practice Pages



Lesson 1 Coloring Page

Have students color the **LESSON 1 COLORING PAGE** to remember what God created on day 1.

Lesson 1 Activity Page

Have students complete the **LESSON 1 ACTIVITY PAGE** to differentiate between things that God created on day 1 and things he did not create on day 1.

Science



Sink or Float? Salty or Fresh

Use the **SINK OR FLOAT? SALTY OR FRESH EXPERIMENT** to help students explore characteristics of water, which was created on day 1 of creation. Students investigate and compare buoyancy of objects in fresh and salt water.

Will Light Pass Through?

Help students learn about the interaction of light and materials. Gather various materials, such as construction paper, plastic wrap, or a book. Encourage students to predict which materials light will shine through. Have them hold up each object, shine a light at it, and observe if the light passes through the object.

Introduce the words *opaque* (light cannot travel through) and *transparent* (light can travel through) to describe the materials. Explain that light can interact with materials in different ways depending on whether it can pass through the object or not.

Remind students that God created a light source on day 1 of creation.

Snack



Beginning of Time Treat

Use the **BEGINNING OF TIME TREAT RECIPE** to help students remember that God created time on day 1 of creation. Students make clock-themed cake pops out of chocolate snack cakes, craft sticks, and white icing.

Songs



Have students sing **GOD CREATED** and **THE LORD MADE**. Reinforce that God created the universe and everything in it in six literal, 24-hour days about 6,000 years ago.

Apply

Ask students these questions to help them connect the lesson to everyday situations.

- How would the world be different if there was no light? *Possible answers: We couldn't see to do things, everything would be dark all the time.*
- If you are watching a show that says the world began with a big explosion, how do you know if this is correct? *You can compare this to God's Word. God tells us that he created the earth on day 1 of creation, not a big explosion.*

Say: *Some people say the universe came into existence by a large explosion called the "big bang." After the explosion, they believe that earth and all life arose over a very long time. This is not what the Bible tells us. God was there at the beginning, and in Genesis 1 he tells us what he created, how he did it, and how long it took him. God is omnipotent, or all-powerful. He literally spoke and things like light were created.*

God's Word tells us that he created the universe and everything in it in just six literal, 24-hour days. So even if people around us say something different, we can compare it to God's Word. God's Word is true and never changes.

Sink or Float?

Salty or Fresh Experiment

Directions

Prior to the experiment, create salt water by boiling $\frac{3}{4}$ cup of water and stirring in 2 tablespoons of salt for each group. Once cool, pour $\frac{3}{4}$ cup of salt water into the “salty” cup and $\frac{3}{4}$ cup of fresh water into the “fresh” cup.

- **Ask:** How many of you have gone swimming in a lake or pond? How many have swum in the ocean? What’s the difference between fresh water (from lakes and ponds) and ocean water? *Ocean water is full of salt and fresh water is not.*
- Explain that we need both fresh water and salt water to survive. **Say:** *We drink fresh water, and we cannot survive without water. Salt water is important too because it is part of the water cycle that gives us rain and provides a home for billions of sea creatures. God thought of everything when he made water for us on day 1.*
- Tell students that salt makes water more dense. “More dense” means that a cup of salt water feels heavier than a cup of fresh water. Have students take turns holding the cup of fresh water and the cup of salt water, noticing that the cup of salt water feels heavier even though there is the same amount of water in each cup.
- **Say:** *For something to float on water, it has to be lighter, or less dense, than the water under it. Since salt water is denser than fresh water, some items are light enough to float in salt water but still too dense to float in fresh water. You may have noticed this when you were at the beach. It’s easier for a person to float in the salty ocean than in a pool or lake.*
- Tell students that they will be testing the following objects to see if they float or sink in both salt water and fresh water: paper clip, oat cereal, apple, grape, rubber band, hair clip, and rock.
- Have students predict which items will float in each cup.
- Have students test each item by carefully placing it in the fresh water cup first and then the salt water cup. Guide students to record their observations by checking “yes” or “no” for each item on the **Sink or Float? Recording Sheet** (located in the Student Book).
- Review students’ observations. Remind students that God created water on day 1 of creation, and we can see this in the ponds, lakes, rivers, and oceans around us.



Science

Materials (per student, pair, or group)

- 2, 9-oz. clear plastic cups (1 labeled “salty,” 1 labeled “fresh”)
- 1 paper clip
- 1 toasted oat cereal piece
- 1 small apple piece
- 1 grape
- 1 small rubber band
- 1 small plastic hair clip
- 1 small rock
- 1½ c. water
- 2 T. salt
- Sink or Float? Recording Sheet



Beginning of Time Treat Recipe

Directions

- **Say:** *Today, we are going to make a Beginning of Time Treat. This will help us remember that there was a time when there was no time, just God.*
- **Ask:** On what day of creation did God create time? *He created time on day 1 of creation.*
- Hold up an analog clock. Identify the hour hand and the minute hand. **Ask:** How many hours are in a day? *There are 24 hours in a day.* Move the hour hand around the clock twice to show 24 hours.
- **Say:** *Each day of creation was 24 hours long, just like our days today.*
- Give each student a chocolate-covered snack cake, a craft stick, and a bag of icing on a paper plate.
- Assist students in gently sticking the craft stick in the side of the chocolate-covered snack cake to create a “cake pop.” [Note: You may choose to place the craft stick in the snack cake prior to the activity.]
- Guide students to use the icing bag to pipe a minute and hour hand onto the chocolate-covered snack cake to make it look like a clock. Depending on your students, you may also choose to have them pipe a simple number “1” on the cake to remind them that God created time on day 1.
- **Say:** *This edible clock helps us remember that God created time on day 1 of creation.*
- Allow students to enjoy their Beginning of Time Treat!



Snack

Materials (per student)

- Hostess Ding Dong or other chocolate-covered snack cake
- white icing (in piping bag with tip or in zippered baggy with small part of one corner cut off)
- analog clock
- food-safe craft stick
- paper plate



Song Sheet

God Created

God made day, God made night,
 God made everything in sight.
 He made air, blue sky, too.
 He knew exactly what to do.
 Made the plants and the land,
 The hardest rock, and softest sand.
 God created. God created.

Chorus

So let's stand up, turn around,
 Make some noisy praise (Hey!)
 He created everything
 Thank God for his grace.

God made stars, moon and sun.
 So looking up at night is fun
 He made fish, birds that fly;
 To swim in seas and soar up high
 Animals that roam the land,
 From the dust, he made a man
 God created. God created.

Chorus

So let's stand up, turn around,
 Make some noisy praise. (Hey!)
 He created everything.
 Thank God for his grace.

(Repeat chorus)

The Lord Made

(To the tune of "Jingle Bells")

In six days, in six days
(Jingle bells, jingle bells,)
 The Lord made the heavens and the earth,
(Jingle all the way.)
 God made the heavens and the earth, the sea,
(Oh, what fun it is to ride,)
 And all that is in them!
(In a one-horse open sleigh!)

In six days, in six days
 The Lord made the heavens and the earth,
 God made the heavens and the earth, the sea,
 And all that is in them! Hey!

