

Bible Point ▶

God made our world and you and me.

Bible Verse

God made the world (adapted from Genesis 1:1).

Growing Closer to Jesus

Children will ■ discover that each person is different and special,
 ■ hear how God made people,
 ■ tell each other why they're special, and
 ■ thank God for each person in class.

Teacher Enrichment

Bible Basis

■ God creates people.

Genesis 2:7-22



In Genesis 2:7 we see a bit of the “how” of Adam’s creation. Humans were the first of creation not simply spoken into being. This account tells us of God’s personally forming Adam out of the earth. And then one more difference appears: God breathed life into Adam, and he became a living being. Many here translate *being* as “soul.” And no other creature was given that designation. Genesis 1:27 tells us that humans were created in God’s image. And after the creation of humans, God announced that his creation was not only “good,” it was “very good” (Genesis 1:31).

Many conclusions have been drawn from Eve’s being created from Adam’s rib—from his side—such as the intent that they work side by side, that they be equal to each other in standing before God, and that “the two are united into one” in the bond of marriage. However, Adam lost a rib to make Eve. Without her, he was incomplete. And without Adam, Eve wouldn’t have existed. Both had strengths—and weaknesses.

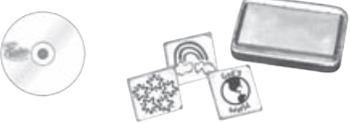
Prayer

- Read Psalm 139:14.
- How does it make you feel to know that God made every part of your being?
- Pray: Lord, thank you for making me so infinitely complex. Help me to honor you, and help me to help my students begin to appreciate how awesome you are.

Before the Lesson

- Collect the necessary items for the activities you plan to use, referring to the Classroom Supplies and Learning Lab Supplies listed in the chart on the next page.
- Make photocopies of the “Today I Learned...” handout (at the end of this lesson) to send home with your children.
- Pray for the children in your class and for God’s direction as you teach the lesson.

This Lesson at a Glance

	What Children Will Do	Classroom Supplies	Learning Lab Supplies
Welcome Time	Welcome! —Receive name tags, and be greeted by the teacher.	"Animal Name Tags" (p. 23), scissors, marker, safety pins or tape	
Let's Get Started Direct children to one or more of the optional activities until everyone arrives.	Option 1: Dough People —Make people out of modeling dough, and hear how God formed Adam out of the earth.	Modeling dough	
	Option 2: Animal Mix & Match —Hear how Adam named the animals, and then mix animal parts and name "new" animals.	"Animal Mix & Match" handouts (pp. 49-50), scissors, crayons	
	Option 3: Pudding Prints —Make handprints in pudding paint, and see how each person's hands are different.	Pudding cups, wax paper, construction paper, spoons	
	Pick-Up Time —Sing a song as they pick up toys and gather for Bible Story Time.	CD player	
Bible Story Time	Setting the Stage —Play a game to learn that each person is special.		
	Bible Song and Prayer Time —Sing a song, bring out the Bible, and pray together.	Bible, CD player	
	Hear and Tell the Bible Story —Hear about the first people God made.	Bible	
	Do the Bible Story —Make people outlines to add to their creation mural.	Bible, newsprint, washable markers, masking tape, crayons	
Closing 	Where's the Mouse? —Trace an outline of Whiskers and add it to the creation mural.	Newsprint, marker	
	One Big Family —Sing a song, and thank God for making each person in class.	CD player	

*See the end of this lesson for extra-time ideas and supplies.

Welcome Time

SUPPLIES: “Animal Name Tags” (p. 23), scissors, marker, safety pins or tape

- Kneel down and make eye contact with children as they arrive.
- Greet each child individually with an enthusiastic smile.
- Thank each child for coming to class today.
- As children arrive, ask them how they practiced what they learned last week. Use questions such as “What did you tell your family about all the animals God made?” and “Did you see any animals this week? What kind?”
- Say: **Today we’re going to learn that ► God made our world and you and me.**
- Hand out the animal name tags children made during Lesson 1, and help them attach the name tags to their clothing. Have extras available for children who weren’t in class that week and to replace name tags that are damaged.
- Direct children to the Let’s Get Started activities you’ve set up.

◀ BIBLE POINT



teacher tips

It’s important to say the Bible Point just as it’s written in each activity. Repeating the Bible Point over and over throughout the lesson will help kids remember it and apply it to their lives.

Let’s Get Started

Set up one or more of the following activities for children to do as they arrive. After you greet each child, invite him or her to choose an activity.

Circulate among the activities to offer help as needed and direct children’s conversation toward the point of today’s lesson. Ask questions such as “Tell me about a special person you know” or “What makes you different from the other people in your family?”

■ Option 1: Dough People

SUPPLIES: modeling dough

Set out modeling dough and help children make a variety of people. Encourage them to identify the people they’ve made. For example, they might make a small person to represent a younger sibling and a larger person to represent a parent or other adult. As children work, tell them that today’s Bible story is about the first people God made. Remind them that ► God made our world and you and me.

teacher tips

Show children how to make “ropes” by rolling dough back and forth on the tabletop. This may help them form the arms and legs of their dough people.

◀ BIBLE POINT



■ Option 2: Animal Mix & Match

SUPPLIES: “Animal Mix & Match” handouts (pp. 49-50), scissors, crayons

Before class, photocopy the “Animal Mix & Match” handouts, and cut the animals apart. If you’ll have more than six children doing this activity, you may want to make two copies.

Set out crayons, and have children match and color the animals. Then let the children mix up the animal parts to create “new” animals. For example, they might put a giraffe’s head on an elephant’s body to create an “eleraffe.” Help children think up names for their new creations. As children work, explain that God gave Adam the job of naming all the animals he’d created. Remind them that ► God made our world and you and me.

◀ BIBLE POINT





■ Option 3: Pudding Prints

SUPPLIES: pudding cups, spoons, wax paper, construction paper

Have children wash their hands. Give each child a spoon, a wax paper square, and a pudding cup. Show children how spread a spoonful of pudding over their wax paper. Have them gently set their hands in the pudding, and then have each child transfer his or her hand to a sheet of light-colored construction paper to make a hand print. Have children wash their hands, and then let them observe each other's prints. Point out that each handprint is different because each person is different.

After children have looked at all the prints, let them return to their own pudding cups and enjoy their snacks. As they eat, remind them that ► God made our world and you and me.

When everyone has arrived and you're ready to move on to Bible Story Time, encourage the children to finish what they're doing and get ready to clean up.

■ Pick-Up Time

SUPPLIES: CD player



Lead children in singing "Come Along With Me" (track 2) with the CD to the tune of "Come and Go With Me." Encourage children to sing along as they help clean up the room.



SING

**Come along with me and pick up all our things,
Pick up all our things,
Pick up all our things.
Come along with me and pick up all our things
So our room will be clean.**

(Repeat 2x.)

Bible Story Time

■ Setting the Stage

SUPPLIES: none

Tell children that when you turn the room lights off and then on again, they're to stop what they're doing and raise their hands. Practice this signal a few times. Encourage children to respond quickly so you'll have time for all the fun activities you've planned.

When everything is cleaned up, gather everyone in a circle on the floor.

Ask: • **What did you make or do when you came to our class today?** (Played with pudding; made dough people; mixed up animals.)

Say: **Some of you made pudding handprints, some of you made people out of modeling dough, and some of you mixed up animal parts to make new animals. You were all learning important things about our Bible story. Today**



we're going to learn that ► God made our world and you and me. We'll hear about the first people God made and the special job he gave them to do.

God gives us special jobs to do, too. God made each person here, so each one of you is special! That means God made you different from everyone else in the whole wide world and loves you very much. Let's play a game to help us remember that.

I'm going to give you some directions. If you hear me say, "If you're special" before the directions, do what I say. For example, I might say, "If you're special, stand up."

Have children stand up.

Say: **You'll have to listen carefully. Don't follow my directions unless you hear me say, "If you're special."**

Read the following instructions, one at a time. Each time you say, "If you're special," pause for children to complete their actions. As you speak, put extra emphasis on "If you're special" to make sure children hear and follow the directions.

- If you're special, hug yourself.
- If you're special, shake a friend's hand.
- If you're a mouse, crawl on the floor.
- If you're strong, make a fist.
- If you're special, pat someone on the back.
- If you're special, hug someone.
- If you're in our class, sit down.
- If you're special, jump up and shout, "I'm special!" and then sit down.



Say: **Good job! We have a lot of special people in our class. Jesus was a very special person, too. When he walked on the earth, Jesus was kind to people and to animals. Jesus is glad when we are kind to people and animals because he wants us to be just like him. Let's do something right now that would please Jesus. Turn to the person sitting next to you, shake his or her hand, and say, "You're special!"**

Say: **Now let's bring out our Bible and hear about the first special people God made.**

■ Bible Song and Prayer Time

SUPPLIES: Bible, CD player



tracks 3, 4

Say: **Now it's time to choose a helper to bring me the Bible marked with today's Bible story. As we sing our Bible song, we'll pass around our special Bible. The person who's holding the Bible when the music stops will be our Bible helper today.**

Lead children in singing "I'm So Glad for the Bible" (track 3) with the CD to the tune of "Give Me Oil in My Lamp." As you sing, pass around the special Bible.

This Bible story is featured in *My First Hands-On Bible™*. Order several now for your ministry at group.com.





SING
 I'm so glad for the Bible.
 Keep me learnin', learnin', learnin'.
 I'm so glad for God's book today.
 I'm so glad for the Bible.
 Keep me learnin', learnin', learnin'—
 Keep me learnin' all about his way.

Let me hear 'bout God's love—
 Keep me learnin', learnin', learnin'.
 Let me hear 'bout God's love for me.
 Let me hear 'bout God's love—
 Keep me learnin', learnin', learnin'.
 Let's shine the light for all to see.

(Repeat first verse.)

When the music stops, invite the child who's holding the Bible to bring it to you. Stamp the child's hand with the *world stamp*, and thank him or her for bringing you the Bible. Then stamp the other children's hands. Return the *world stamp* and *ink pad* to the Learning Lab.

Say: **I'm thankful for** [name of child who brought the Bible], **and I'm thankful for everyone in our class today. Let's thank God together for all our friends in this class.**

Lead children in singing "I'm So Glad We're Together" (track 4) with the *CD* to the tune of "Give Me Oil in My Lamp."



SING
 I'm so glad we're together.
 Keep us prayin', prayin', prayin'.
 I'm so glad we're all here today.
 I'm so glad we're together.
 Keep us prayin', prayin', prayin'—
 Prayin' for each other every day.

Lead children in folding their hands and bowing their heads as you continue to sing.

Thank you, Lord, for each one.
 Keep me thankful, thankful, thankful.
 Thank you for everyone who's here.
 Thank you, Lord, for each one.
 Keep me thankful, thankful, thankful—
 Thankful for our friends both far and near.

■ Hear and Tell the Bible Story

SUPPLIES: Bible



Open the Bible to **Genesis 2**, and show it to the children. Say: **Our story comes from the Bible, God's special book. Our Bible Big Book shows us pictures of the Bible story.**

Bring out the *Bible Big Book: God Made Our World*. Read aloud

teacher tips

Include more children each week by asking another child to put the Bible away or to lead the rest of the class in cheering for the Bible helper. Be sure to keep track of who fills these roles each week so that every child has the chance to feel special.

the story from pages 1 to 7, using the text printed on each page. After you finish the story, put the *Bible Big Book* away and out of sight.

Say: **God loves us and watches over us, too. People are God's most special creation.**

Ask: • **How are people different from animals?** (We can talk; we live in houses; we eat different food.)

• **Look at someone sitting next to you. What's one way that person is different from you?** (She's a girl and I'm a boy; he's wearing a green shirt and I'm wearing a red shirt; we have different colors of hair.)

Say: ► **God made our world and you and me. People are God's most special creation. We can think, we can talk, we can run and play, and we can love God. God made each person different and special. We're going to do an activity now that will help us see how each person in our class is different.**

■ Do the Bible Story

SUPPLIES: Bible, newsprint, washable markers, masking tape, crayons

Form pairs and give each pair two sheets of newsprint. Have one child in each pair lie down on a sheet of newsprint as the other child traces around him or her with a washable marker. Then have partners switch.

After children complete their outlines, tape them to the wall on or near your creation mural. Set out crayons and let children draw faces and color their outlines.

After a few minutes, flash the lights and ask children to put their crayons away and return to the story area. Open your Bible to **Genesis 1:1**, and show children the verse. Say: **Today's Bible verse says that ► God made the world.** Repeat the verse together. **Let's give God a great big cheer to thank him for making such good things and people.** Lead children in a rousing cheer for God.

Then walk along the wall where the figures are posted and point to each one as you say: **God made** [name].

As you point to each figure, point out something unique about it such as "This person's wearing a blue shirt" or "This person's smiling." Invite children to help you notice things. Continue until you've pointed out all the figures.

Say: **Each person in our class is different and special. God did a great job making all these special children. Let's shout together, "Thanks, God!" Maybe our friend Whiskers will hear us and come out to visit. We can't shout too loud, though. We don't want to scare Whiskers.**

Lead children in shouting, "Thanks, God!" together.

Closing

■ Where's the Mouse?

SUPPLIES: newsprint, marker

Gather the children in a circle on the floor. Bring out Whiskers the Mouse, and follow the script on the next page. When you finish the script, put Whiskers away.



For the "Do the Bible Story" activity, be aware that it's difficult to draw on newsprint laid on carpet. If you have an uncarpeted area in your room, use it for this activity. Washable markers work best for this activity because children don't have to press hard to get results.

If you have mostly 3-year-olds, you may want to do the tracing. It won't take long, and children will be intrigued watching you as they wait their turn.

◀ BIBLE VERSE





Whiskers: What was all that shouting about?

Teacher: I'm glad you heard us, Whiskers. We were saying thank you to God.

Whiskers: How come?

Teacher: We were thanking God for making each person in our class. We just finished making life-size figures of each other to help us see that each person is different and special.

(Whiskers walks over to the wall and looks closely at several figures.)

Whiskers: Hmm. I see.

Teacher: You see, Whiskers, we're learning today that ► God made our world and you and me. You can see some of the other things God made if you look at our creation mural. Children, let's show Whiskers our creation mural and tell him all about it.

(Help children point out plants, sky, sun, and other creations you've added to the mural.)

Whiskers: *(Looking back and forth between the mural and the figures)* Hmm. I think you missed something. I don't see any mice in this picture. You said ► God made our world and you and me, but all I see is you! Didn't God make me, too?

Teacher: Of course he did, Whiskers. I'm sorry we've left you out of our picture. Would you like us to make an outline of you, too?

Whiskers: *(Nodding)* That would be great!

(Carefully outline Whiskers on a sheet of paper or newsprint. As you're working, have Whiskers make comments such as "Be careful not to mark on my ear" or "Don't forget my tail.")

Teacher: OK, Whiskers. Now you have an outline, too.

Whiskers: *(Looking at his outline)* That's much better. Now I can really see that God made our world and you and me. Can we say that together once more before I go?

(Lead children and Whiskers in repeating the Bible Point: ► God made our world and you and me.)

Whiskers: Thanks, friends. I'm going to go tell my brother what I've learned. Maybe he'll let me trace around him. We can make our own creation mural in our room! I'll see you later.

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■ One Big Family

SUPPLIES: CD player



track 1

Say: **I'm so glad that ► God made our world and you and me. Let's sing a song to celebrate all the special people in our class that God made.**

Form a circle, and invite two or three children to stand in the center. Lead children in singing "God Made You, God Made Me" (track 9) with the CD to the tune of "This Old Man." As you sing, join hands and walk around the center children.

Repeat the song until everyone has had a chance to stand in the center. If you have a large class, you may want to have four or five children stand in the center each time.



SING

**God made you; God made me.
God made each one differently,
But we're all part of one big family.
God made each one differently.**

**God made you; God made me.
God made everyone we see,
But we're all part of one big family.
God made everyone we see.**

After you sing the song, close with a prayer similar to this one: **Dear God, thank you for making such a beautiful world and for making people your most special creation. We love you. In Jesus' name, amen.**



Growing closer to Jesus extends beyond the classroom.

Photocopy the "Today I Learned..." handout (at the end of this lesson) for this week, and send it home with the children. Encourage parents to use the handout to plan meaningful family activities to reinforce this week's topic.



For Extra Time

If you have a long class time or want to add additional elements to your lesson, try one of the following activities.

■ Lively Learning: People Parts

Remind children that God made them special, and then lead them in the following action rhyme.

God made fingers, noses, toes (*touch fingers, nose, toes*),

Eyes and ears and hair that grows. (*Touch eyes, ears, hair.*)

God made you and God made me. (*Point to others and then self.*)

God said, “It’s good.” Don’t you agree? (*Nod head.*)

Repeat the rhyme several times. If children are interested, let them take turns leading it. After you’ve said the rhyme the last time, have children shout, “It’s good!” and clap for God.



■ Make to Take: Clothespin People

Give each child a wooden craft clothespin and a 4-inch piece of chenille wire. Help children slip their wires into the clothespin slits for arms, wrapping each wire end around the clothespin once. Let children use markers to add faces and hair to their clothespin people. As children work, point out how each clothespin person is different just like each child is different. Remind children that ► God made our world and you and me.



■ Treat to Eat: Orange Smiles

Before class, cut oranges into thin wedges. Give each child two or three orange wedges. Show them how to bite into the orange flesh and hold it in their teeth so the orange peel looks like a smile. Let children show off their “orange smiles” to each other as they enjoy the snack. Tell them you’re glad God made each person special.

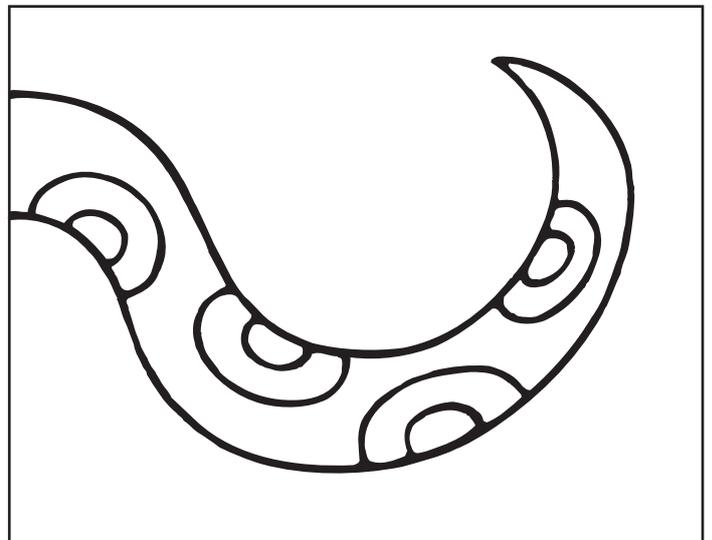
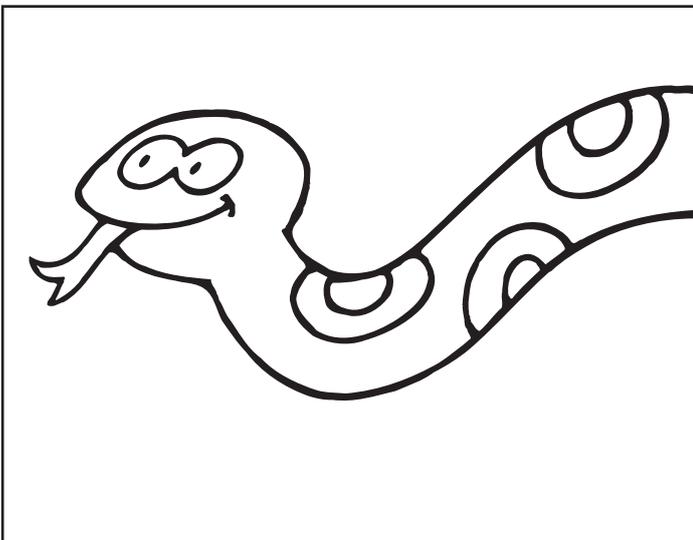
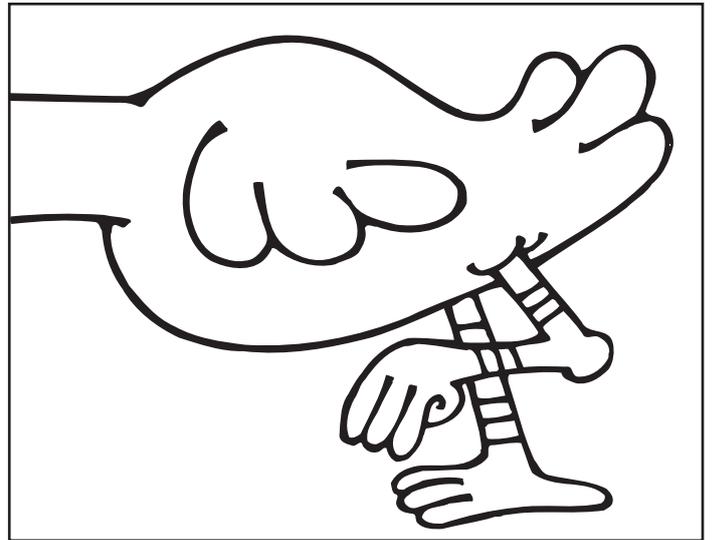
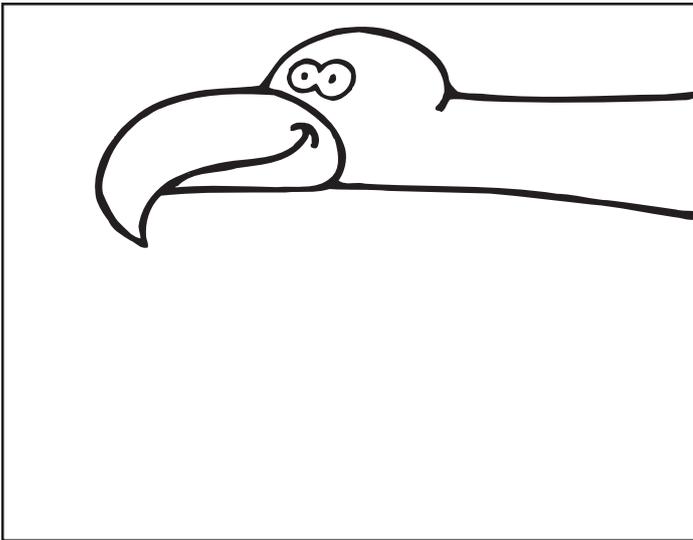
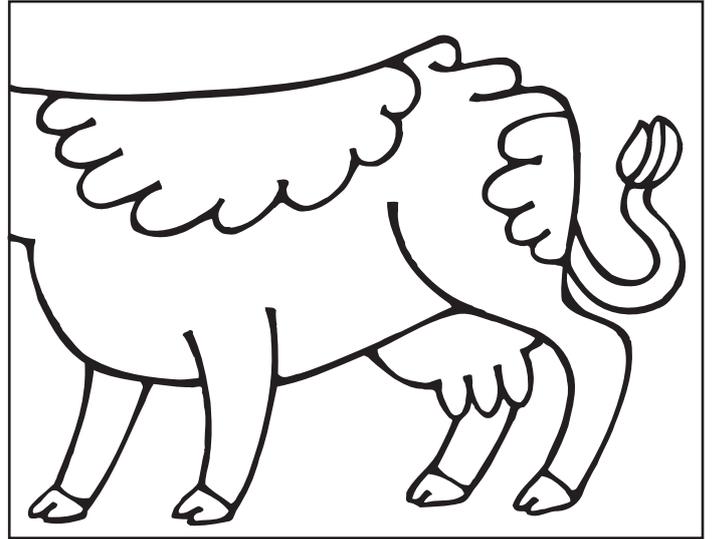
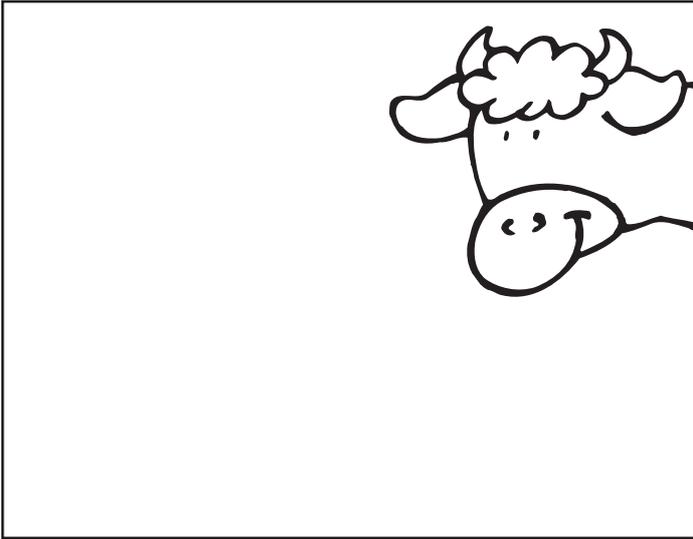


■ Story Picture: God Made You and Me

Give each child a copy of the “Today I Learned...” handout. Set out crayons, and have children color their pictures. Then distribute craft sticks for children to glue onto the seesaws. As children work, remind them that God made people to think, to run and play, and to love him.

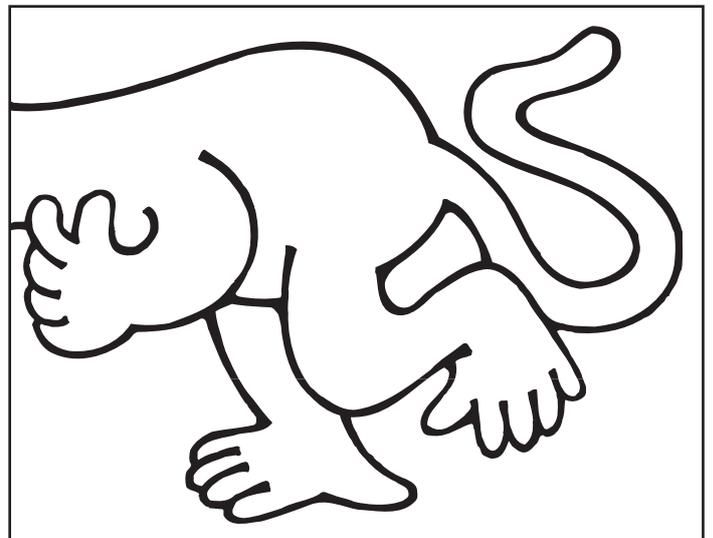
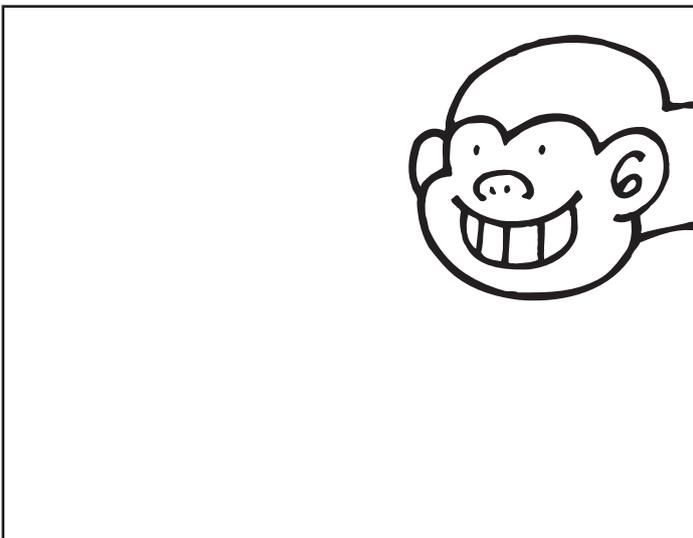
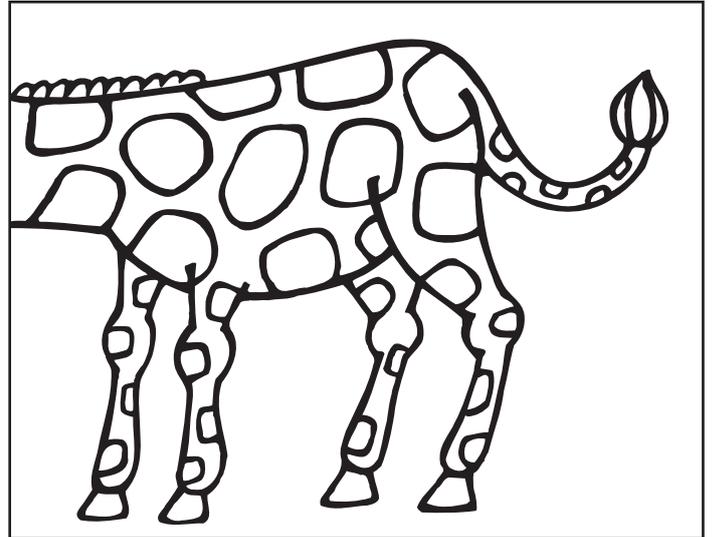
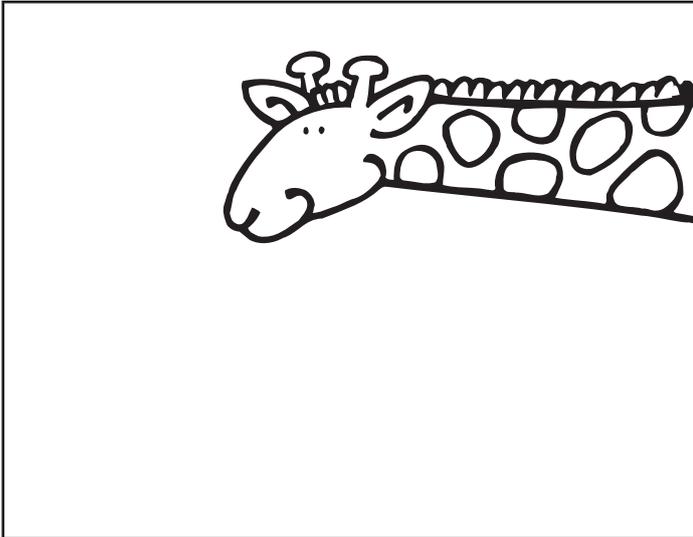
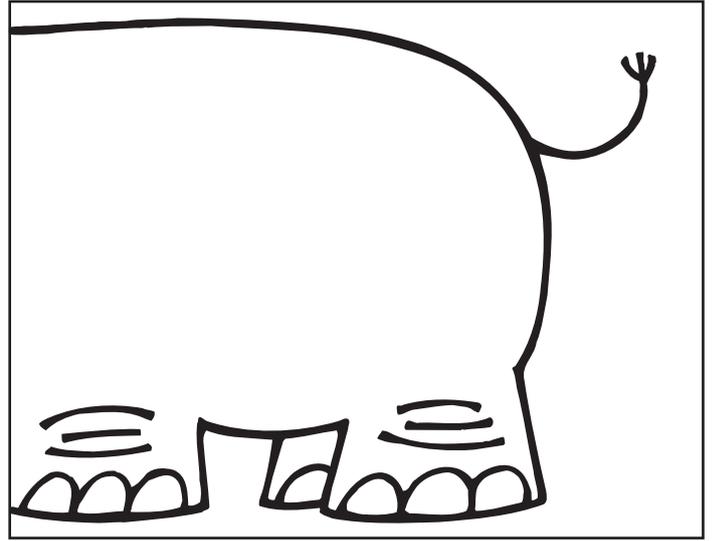
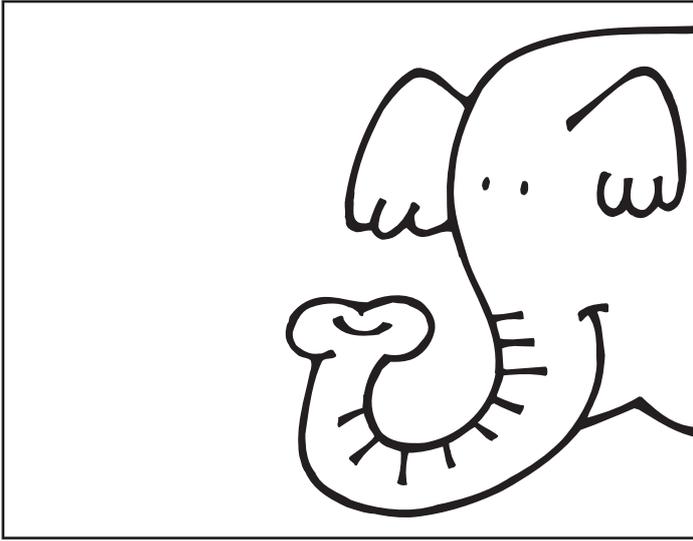
Animal Mix & Match 1

Photocopy and cut out the animal-part cards.



Animal Mix & Match 2

Photocopy and cut out the animal-part cards.



Today i learned... God made our world and you and me.

Lesson 3
Today your child learned that **GOD MADE OUR WORLD AND YOU AND ME.** Children heard how God created Adam and Eve. They thanked God for the special way he made each person.

Help me learn this:

God made the world (adapted from Genesis 1:1).

Ask me:

- Who made you and me?
- What makes people different from animals?
- What's special about each person in our family?

Family Fun

- Sing "God Made You, God Made Me" with your child, to the tune of "This Old Man."

God made you; God made me.

God made each one differently,

But we're all part of one big family.

God made each one differently.

God Made You and Me (Genesis 2:7-22)



