



# LESSON

# 04

## HOW DID THE WORLD COME TO BE?

### TODAY'S BIBLE BASE

### Just for Teachers

#### **Bold Bible Truth**

#### **GOD IS ALL-POWERFUL.**

*(1 Chronicles 29:11)*

“In the beginning God created the heavens and the earth.”

*(Genesis 1:1)*

- **The Holy Spirit took part in creating the world.**

Genesis 1:2

- **Jesus took part in creating the world, too.**

John 1:1-3

- **The Creation process**

Genesis 1:3–2:2

#### **Create a Bold Classroom Environment**

Your preteens hear very different stories about how the world came to be. Big bang? Evolution? Chance? Design? God? Six days or 13 billion years? Put your kids at ease about sharing their thoughts and questions by not judging if they seem confused or don't accept your view of how the world came to be. Instead, reassure them there's an all-powerful Creator who's behind all that exists...including them.

#### **Pray for Your Preteens**

Ask God to help your kids be open to him, and willing to let the truth of the Bible influence their thoughts and opinions. Ask God to make himself known to your kids.

Jot your prayer below:



Christians don't always agree on how the world came to be. Some say God crafted the universe in six 24-hour days. Others embrace intelligent design or evolution. Some aren't sure. But all Christians can agree on this: God is all-powerful, and God is behind all that's been, all that is, and all that will be. While Christians may debate *how* the world came to be, there's no question *who* was responsible.



## THIS LESSON AT A GLANCE

Section	What Preteens Do	Supplies	Easy Prep
<b>Begin Boldly</b> (about 10 minutes)	Enjoy a snack, review BE BOLD Values, report on Mystery Missions, and add questions to the whiteboard/poster board.	<ul style="list-style-type: none"> <li>• BE BOLD Values poster</li> <li>• modeling dough</li> <li>• markers</li> <li>• snacks</li> <li>• whiteboard or poster board</li> </ul>	
<b>Game</b> (about 15 minutes)	Play Instant Creations.		
<b>Question of the Week</b> (about 20 minutes)	Dig into Genesis, chapters 1 and 2.	<ul style="list-style-type: none"> <li>• Bibles</li> <li>• Bold Action Student Books</li> <li>• clock or device with timer function</li> <li>• sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>• Tear out pages 13-16 from Bold Action Student Books.</li> </ul>
<b>Bold Action</b> (about 10 minutes)	Create BE BOLD Bird Feeders.	<ul style="list-style-type: none"> <li>• Bold Action Student Books</li> <li>• paper or plastic bowls</li> <li>• string or twine</li> <li>• Cheerios-style cereal that can be strung on twine</li> <li>• hole punch</li> <li>• large paper clips (2 per preteen)</li> <li>• markers</li> </ul>	<ul style="list-style-type: none"> <li>• Using a paper punch, create four holes in the rim of bowls and cut two 36-inch pieces of string for each preteen.</li> </ul>
<b>Bold Blessing</b> (about 5 minutes)	Receive a prayer blessing and a Mystery Mission.	<ul style="list-style-type: none"> <li>• Mystery Mission Cards</li> <li>• Mystery Mission Stickers</li> </ul>	<ul style="list-style-type: none"> <li>• Fold and seal a Mystery Mission Card for each preteen.</li> </ul>



### **PRETEEN POINTER**

Think your kids are too grown up for modeling dough? Here's a tip: When you enter into play with preteens, they quickly follow your lead. Your enthusiasm and participation are contagious!



## **BEGIN BOLDLY** (ABOUT 10 MINUTES)

### **Arrival Activity**

Greet preteens warmly as they arrive. Have healthy snack stuff on a table.

Have modeling dough available and encourage kids to each use the dough to create something—anything they'd like. Make something yourself, too. Allow time for a quick round of show and tell.

As you're ready to move on, have your kids put clay into its containers and remove the containers from sight.

### **Welcome Kids**

This week ask a willing reader to read aloud the BE BOLD Values from the BE BOLD Values poster:

**You're accepted just as you are.**

**We respect each other's thoughts and struggles.**

**We're all in this together.**

**God is here, ready to be your friend because you matter!**

Say: **Today we're talking about a topic not every Christian sees the same way. So let's decide right now to respect each other's thoughts as we share what we believe to be true.**

**I love that this is a safe place to share our thoughts...and our questions!**

## **Mystery Mission Reports**

Say: **This is also a safe place to talk about how our last Mystery Mission went. I'll share first.**

**My last Mystery Mission was...**

Share a brief story of *your* last Mystery Mission, and then ask kids to partner up and share with one another what happened on their last Mystery Missions.

Mystery Missions help cement in place what preteens learn in your class and provide opportunities to experience Jesus. Encourage kids to follow through on their missions.

## **Question Collection**

Say: **Thank you! I love hearing how you're taking what we discover in the Bible and living it out during the week.**

**Today we're talking about this...**

Write "How the world came to be" on the whiteboard.

Say: **We're talking about how we got here. How this planet got here, how life happened at all. It's a big topic that gets talked about a lot, partly because people have a lot of questions about it. One of mine is this...**

Briefly write on the whiteboard a question about how the world came to be.

Say: **What are *your* questions about this topic? Or what are questions that you've heard others ask? Shout them out and I'll write them, or you can come up to the board and write your question yourself.**

Gather kids' questions on the board. Be sure to have enough markers so preteens can write their own questions.

Say: **Thanks. If your specific question isn't answered today, we can talk about it later. But I think if we talk about this...**

Point to "How the world came to be" on the board.

**...we'll hit most of the questions that we listed—or didn't list.**

**But before we dive into the deep end of the pool, let's play a quick game of Instant Creations!**



### **PRETEEN POINTER**

Let preteens talk about their last Mystery Mission—no matter how long ago it was.



## GAME (ABOUT 15 MINUTES)

### Instant Creations

Form kids into groups of four or five. Explain you'll name an object and groups will have 100 seconds to create that object using only their bodies. When time has elapsed, each group will demonstrate their Instant Creations to the other groups. You'll play several rounds as time allows.

Not a lot of preteens in attendance? That's okay—form just one group. It will still be fun and set up a meaningful conversation. Emphasize that *everyone* in a group must be involved in the group's Instant Creation.

Feel free to call out these objects or substitute your own: a car, a shopping cart, an airplane, a spider, a jar of pickles, an elevator, a boa constrictor.

When you've finished playing, as a whole group talk about this:



**What made this game easy or hard?**

Say: **In our game I told you what to create. But let's turn the tables and let you decide what to create.**



**If you had the power to create any one thing, what would you create? And I mean *any* one thing: a cure for cancer, a fix for greenhouse gases, an all-A report card—anything at all. What would you create, and why do you pick that thing to create?**

After groups talk, ask kids to share with the whole group what they talked about in their smaller groups. What would they create—and why?

Say: **It would be so cool to create something amazing.**

**Modeling dough was fun, silly poses were fun, but imagine making something huge like...well, a *planet*.**

**That's the sort of creating we're talking about today. When you look at this world and the life on it, was this all something that was created? And if so, who did it? How did it happen?**

**How did the world come to be?**

**Let's dig into what the Bible says about that.**



### PRETEEN POINTER

When preteens are sharing insights or answers, it's okay to nudge them to go deeper. Saying, "Tell me more about that" or "I'm wondering why you feel that way" keeps kids talking. And, said without any hint of judgment in your voice, it communicates your respectful regard.



### HOW DID THE WORLD COME TO BE?



## QUESTION OF THE WEEK (ABOUT 20 MINUTES)

Distribute pages 13-16 from the Bold Action Student Books to each preteen.

Say: **Christians don't always agree on exactly how our world came to be. Some say that God built it all in six 24-hour days. Others say that God built it but took longer to do it. Some aren't sure exactly how our world came to be.**

**One thing Christians *can* all agree on, and we can know for sure, is that **GOD IS ALL-POWERFUL**. The God who raised Jesus from the dead has the power to create life and build a beach.**

**Let's see what the Bible says about how our world came to be.**

Ask willing readers to, one at a time, read the three passages on page 13 of the Bold Action Student Book. When they've finished, ask:

❓ **What do these passages tell us about *who* created our world?**

Allow several responses from kids.

Say: **We've discovered that God created the world, and Jesus and the Holy Spirit were part of Creation as well.**

**The Bible doesn't say whether they had fun while creating the world, but I think they did. And, as we look at *how* they created the world, let's have some fun, too.**

Explain you'll walk through the seven days of creation as they're described in the Bible. Kids will do something related to what happened each day.

Have a willing preteen read Day 1's passage on page 14, and then continue.

Say: **The first day of Creation was all about light. Did you know you can see light with your eyes closed?**

**Close your eyes now and rub your eyelids. (Pause.) See those blobs of light floating around? They appeared because the pressure of your fingers is firing up ganglion cells in your retinas—that's a part of your eyeball—just like those cells fire up when light reaches them.**

**Open your eyes, please. Only God could create light. Our GOD IS ALL-POWERFUL!**

Have a willing preteen read Day 2's passage, and then continue.

Say: **On Day 2, God created atmosphere—the air that supports life.**

**Back in 2012, a guy named Tom Sietas held his breath underwater for 22 minutes and 22 seconds. Let's see if we can last 22 seconds.**

Signal kids to begin holding their breath, and let them know when 22 seconds have passed. Use a watch or device to keep track of time.

Say: **Our atmosphere is made up of the exact blend of gasses to support life. Our GOD IS ALL-POWERFUL!**

Have a willing preteen read Day 3's passage, and then continue.

Say: **On Day 3, God created dry land and plants. Animals didn't show up until later, but I'll talk about them here to help us see the benefits of dry land.**

Ask everyone to spread out.

Say: **Some animals have two feet—like us—so they touch land with two points of contact. Others have four feet, like cats, and touch land with four contact points.**

**As I call out animals and insects, touch dry land with the same number of contact points they use. Stand, sit, kneel, bend over, whatever works for you.**

**Ready? Bears!** (4 contact points) **Robins!** (2 points) **People!** (2 points of contact) **Ostriches!** (2 points) **Spiders!** (8 points) **Hissing cockroaches!** (6 points) **Giant African Millipedes!** (300-400 points)

Say: **I'm glad God created dry land—we need it under our feet! Our GOD IS ALL-POWERFUL!**

Have a willing preteen read Day 4's passage, and then continue.

Say: **Day 4's Creation is about the sun, moon, and stars.**

Place five sticky notes randomly on a wall.

Say: **You've probably heard about constellations like the Big Dipper—where if you draw lines between stars it forms a picture. Looking at these “stars” on the wall, what picture do you see? Take 30 seconds to see if you can make something out.**

Have kids who “see” a constellation attempt to show it to others.

Say: **The stars God created are so cool—and there are a lot of them! There are an estimated one septillion—that's a one with 24 zeros after it—and some astronomers think that number is low. Our GOD IS ALL-POWERFUL!**

Have a willing preteen read Day 5's passage, and then continue.

Say: **Day 5 of Creation is about birds and sea creatures. Everyone decide whether you'll fly or swim and, for the next 30 seconds, move around our room. Start...now!**

When 30 seconds have passed, say: **That must have been a busy day of Creation! But imagine how much fun God had making all those fins and feathers! Our GOD IS ALL-POWERFUL!**

Have a willing preteen read Day 6's passage, and then continue.

Say: **On Day 6 of Creation God made more animals, insects, and people.**

Have kids form pairs and face their partners. Give pairs 20 seconds to decide whose birthday comes first in the year; that person will go first.

Say: **Act out an unusual animal and see if your partner can guess what it is by asking yes-no questions. Your partner will have 45 seconds to figure out what animal you're portraying, then you'll switch who's acting and who's guessing. I'll tell you when 45 seconds are up so you can switch. Start... now!**

Have both partners act out animals, then continue.

**If that was hard, there's a reason: There are an estimated 8.7 million species on the planet. That's a lot of creating!**

**By the way, did anyone act out being a person? God made people so we can do things no other animal can do! Our GOD IS ALL-POWERFUL!**

Have a willing preteen read Day 7's passage, and then have kids lie down on the floor and close their eyes. Tell them that they're resting—but as they rest you want them to listen as you read something aloud to them.

Read aloud page 15 of the Bold Action Student Book and then ask kids to sit up.

Say: **According to the Bible, how the world came to be is through God—our all-powerful Creator. The world is here because God made it and breathed life into it...and us.**

Here's a question for us as a whole group:

**?** How satisfied are you with that answer—and why?

Allow time for conversation. This discussion is at the very heart of this lesson.

Say: **The Bible's account of Creation doesn't give much detail. The Bible doesn't describe *how* God created matter and life, just that God did it. And this truth shines through every word of the Bible's account of Creation: **GOD IS ALL-POWERFUL!****

**If you have questions about how God created the universe and all that's in it, it's okay to bring those questions to God and to our group. We probably can't answer them all, but we can talk about them—and keep trusting our powerful Creator.**



**PRETEEN POINTER**

Inviting kids to voice doubts might seem counterproductive. But you're not *planting* doubts; you're *surfacing* doubt that's already there. And until kids share their doubts, you can't work together to resolve those doubts.

**BOLD ACTION** (ABOUT 10 MINUTES)

Say: **God created our world, but he expects us to help care for it. He said so on Day 6 of Creation.**

**You're going to care for a few feathered friends in God's creation by building a **BE BOLD Bird Feeder!****

Kids will construct bird feeders by following the directions on page 16 of their Bold Action Student Books.

When preteens have completed their bird feeders, ask them to describe where they'll hang those feeders. Consider giving kids paper or plastic bags in which to carry home their creations.



**BOLD BLESSING** (ABOUT 5 MINUTES)

**Pray**

Ask kids to stand and close their eyes.

Say: **You stand on a planet that God created. Above you is sky that God created. Far beyond that thin layer of atmosphere, gazillions of stars spin and glide through space and time.**

**And all of them sing a praise to their creator, God.**

**Please raise your hands, palms up, as I pray.**

Pause.

Pray: **God, we stand in awe of you.**

**We are in awe of your power—only you could do what you’ve done, create what you’ve created.**

**And we stand in awe of your love—love for us and for all your creations.**

**Thank you for calling us to you. Thank you for calling us your friends.**

**In Jesus’ name, amen.**

**By the way, what I read to you as you rested on Day 7 of Creation is on the back of your bird feeder instructions. Take it home and hang it up where you’ll see it.**

**It’s a reminder: God did a great job with Creation—including creating you!**

### **Send-Off Cheer**

Have kids stand in a circle with one hand reaching into the center, like a sports team. Tell them that when you finish the Bold Blessing, they’ll raise their hands and shout “Let’s be bold!”

Say this Bold Blessing: **May you be bold in caring for all of God’s creation.**

**In caring for others as you share God’s love with them...in caring for yourselves as you draw closer to God...and in caring for this planet God has created and entrusted to us.**

**Say it with me: *Let’s be bold!***

### **Mystery Mission**

Say: **We discovered today that **GOD IS ALL-POWERFUL**. He created the world and all that’s in it—including us.**

**And we were reminded that God wants us to help take care of his creation. Keep that in mind as you open your Mystery Mission this week!**

Distribute a Mystery Mission Card to each preteen, telling kids to not open their cards until the following morning. Take your own card home and complete the challenge, too!

