

# Creation Days 5 and 6

UNIT  
1  
LESSON  
4

## Bible Reference

Genesis 1:20–25

## To the Teacher

Students will study creation days 5 and 6, focusing on the creation of animals.

## Preparation/Materials

- \* Gift bags from Lessons 2 and 3
- \* Two empty gift bags. Label one with a large number 5, and put craft feathers and a bag of fish-shaped crackers inside. Label the other with a large number 6, and put miniature plastic animals inside.
- \* Tape one picture each of a field, an ocean, and the sky to three different walls/spaces in the classroom.
- \* Activity sheet, one per student
- \* Stickers or stencils of birds, insects, and fish
- \* Crayons

## Lesson Highlights

- \* God created birds and fish on the fifth day.
- \* God created land animals on the sixth day.

## Background

The Bible's first five words express the central truth of Genesis 1. God is the Creator. He called the world into being by the creative power of his word. The repetition of the words "and God said" in Genesis 1 emphasizes that "he spoke, and it came to be" (Psalm 33:9a).

Before creation, the Earth was formless and empty. God formed and filled it in six days of creative work. On days 1–3 he separated and gathered; on days 4–6 he made and filled.

## Lesson Steps



### Bridge

1. Use the bags from Lessons 2 and 3 to briefly review the events of the first four creation days emphasizing God's good gifts.
2. Have students recite the creation rhyme.

On Day One God made dark and light.

(Hold up one finger, and then cover and uncover eyes.)

God saw it and said, "All is right."

(Put hands over forehead like a scout, and then give the thumbs-up sign.)

Day Two brought sky and water blue.

(Hold up two fingers, and then point to the sky and make wave motions.)

God spoke, and all he said came true.

(Point to the mouth and nod emphatically.)

God made plants upon Day Three,  
(Pretend to pick a plant, and hold up three fingers.)  
And pushed the dry land from the sea.  
(Pat the ground.)  
On Day Four God made the bright sun,  
(Hold up four fingers, and then put hands together to form a sun.)  
The moon, and stars, and then was done.  
(“Blink” fingers together as stars, and then wipe hands together as though  
having just completed something.)



### Scripture Link

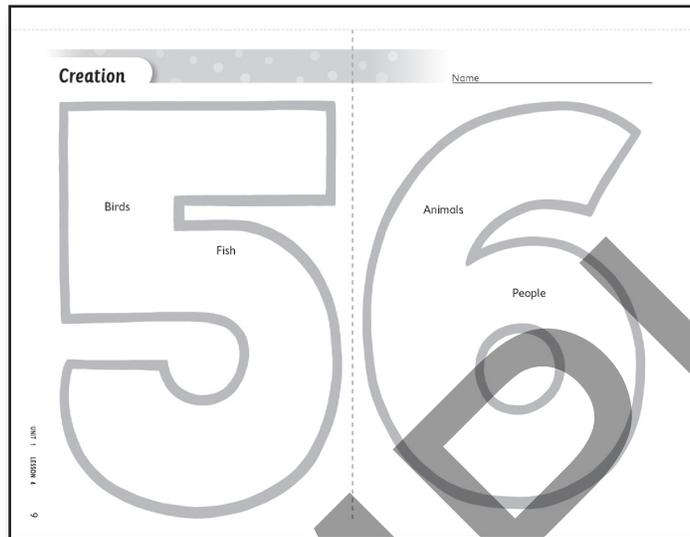
1. Bring out the bag labeled 5, and tell students, “God continued to fill the Earth he had prepared. On the fifth day God said, ‘Let the water teem with living creatures, and let birds fly above the earth across the expanse of the sky.’ And it happened. The water was filled with living things such as dolphins and sharks, and the sky was filled with flying things such as robins and bees.” (Have a student reach into the bag and remove the feathers and the fish-shaped crackers. Let students enjoy the cracker treat while naming more water animals and flying things, but keep a few crackers in the bag for review.) Tell students, “God saw what he had made, and it was good.”
2. Bring out the bag labeled 6, and tell students, “God wanted more creatures in his beautiful new world. On the sixth day God said, ‘Let the land produce living creatures.’ And there were kangaroos hopping and pigs snorting and cows mooing and lions roaring. What other animals can you think of? (Cats, dogs, horses, hippos, tigers, etc.) God made them all and saw that they were good.” (Have a student reach into bag 6 and bring out the miniature animals.)
3. Point out to students the pictures of the field, ocean, and sky. Tell students, “I’m going to call out the name of an animal, and you decide if that animal lives on the land (point to the field picture) or in the water (point to the ocean picture) or in the sky (point to the sky picture). Then you may move like that animal to the correct picture.” Call out animal names, including insects, being mindful that some animals may live in more than one place.
4. Teach students the next verse of the creation rhyme. Tell them that they will learn the verse for the sixth day in the next lesson.

Day Five brought with it birds that fly,  
(Hold out five fingers, and flap your arms.)  
And fish in streams that swim on by.  
(Hold out one hand, and move it like a fish.)



## Student Activities

1. Distribute the activity sheet and fish, bird, and insect stickers or stencils. Have students color the backgrounds.
2. Have students complete number 5. Save number 6 for the next lesson.
3. Collect the activity sheets, or have students keep them in a safe place.



## Enrichment

- \* **Language arts.** Read *It's a Noisy Place!* by Patricia L. Nederveld.
- \* **Math.** Play an animal-matching card game.
- \* **Music.** “God Made Everything” and “That’s Good” from *Sing with Me*.
- \* **Science.** Develop a unit on animals—their different coverings, where they live, how they grow and change, what different animal babies are called, etc.
- \* **Science.** Take a field trip to the country or a large park.
- \* **Publishing.** Make a class book called *Our Favorite Animals* or *Our Favorite Birds*.

# The Plagues

UNIT  
5  
LESSON  
3

## Bible Reference

Exodus 7:14—10:29

## To the Teacher

Remind students that God used these plagues to show both Pharaoh and the Israelites that he alone was God. The plagues would also bring about the Israelites' freedom and journey out of Egypt.

## Preparation/Materials

- \* Make a sign with two sides: "Let my people go!" and "No!"
- \* Make a simple drawing of Egypt on a large piece of paper or posterboard. Include the Nile River.
- \* Small blocks or Legos to represent people
- \* Animal crackers
- \* Paper-punched dots or torn scraps of construction paper in the following colors: red, green, gray or brown, black, and light green or yellow. Keep the colors in separate containers.
- \* Pictures of fruits and vegetables
- \* Activity sheet, one per student
- \* Crayons

## Lesson Highlights

- \* God freed the Israelites from slavery in Egypt.
- \* God is powerful and rules over nature and all people.

## Background

In the plagues God showed not only Pharaoh and the Egyptians but also the Israelites that he is the God of Earth and sky. After hundreds of years in Egypt, the Israelites knew the Egyptians' gods better than their own

God. Like other pagan people, the Egyptians worshiped parts of creation rather than the Creator. God's mighty hand invalidated the Egyptian gods. For example, the Egyptians believed that the goddess Heket was in charge of the frogs that annually teemed from the Nile. Turning the frogs into a plague of pests showed that a goddess did not control frog activity. The Nile River, so vital to life and food, was represented by the Egyptian god Hapi; and the Egyptians worshiped Re, the sun god, as the source of life and warmth. The plagues refuted confidence in these and other Egyptian gods.

The first nine plagues can be separated into three sections: 1–3, 4–6, and 7–9. The first plague of each section sent a warning to Pharaoh and the Egyptians. These three warnings become increasingly complex. In the second warning (the fourth plague) Moses revealed that the Israelites would be spared the suffering of the subsequent plagues. In the third warning (the seventh plague), Moses proclaimed God's will for Pharaoh to acknowledge him as God alone.

The first six plagues showed God's control of nature. Although the magicians could duplicate the first two plagues, after the third plague they recognized that they were opposing no ordinary magic but the finger of God. After the third plague, Pharaoh became aware that God was sparing people in Goshen from the plagues' fury. The last three plagues showed God's control of the heavens. God sent a storm that lashed Egypt with hail, God swept the locusts in and out of Egypt with a mighty wind, and God blocked out the sun to darken the sky.

## Lesson Steps



### Bridge

1. Ask, “What are some things that remind you of God’s power and control?” (Answers will vary but may include thunder, lightning, mountains, sunrise/sunset, rain, crops growing, being healthy, etc.)
2. Tell students, “The Egyptians didn’t believe that God was the only God in control of everything, so God needed to show them his power and control.”
3. Tell students, “In today’s story, Moses and his brother Aaron would tell Pharaoh God’s message: ‘Let my people go!’ (Show students the sign and have them practice.) Every time I hold up this sign, you say the message. Pharaoh would give an answer: ‘No!’ (Show students the other side of the sign and have them practice.) When you see this sign, you say the word *no*.” Have students practice “reading” the signs.



### Scripture Link

1. Place the large Egypt map on the floor, and have students gather around it.
2. Remind students that God’s people were living in one part of Egypt. Have them place blocks or Legos on one small section of the map to represent God’s people. Have them place animal crackers and pictures of fruits and vegetables as crops there as well. Tell students, “Even though the Israelites lived in one small part of Egypt, they were slaves to the Egyptians. God’s people worked hard to make bricks and construct buildings for Pharaoh. The Egyptian slave masters were not kind. God was going to rescue his people and have Moses lead them back to Canaan where Abraham, Isaac, and Jacob had lived.”
3. Continue with the story. Since the Egyptians lived in the rest of the land, have students place blocks or Legos on the rest of the map, leaving a space around God’s people. Add the animal crackers and pictures of fruits and vegetables as crops for the Egyptians.

Moses and Aaron went to Pharaoh with God’s message. (Hold up the “Let my people go!” sign.) Pharaoh said, (hold up the “No!” sign). God told Moses to have Aaron stretch his staff over the Nile River. Aaron obeyed, and the water turned to blood. (Have students put red dots on the river.) Blood was in all of the rivers and streams, and the people had nothing to drink.

A week later, Moses and Aaron came back to Pharaoh and gave God’s message. (Hold up the “Let my people go!” sign.) They told Pharaoh that if he didn’t listen, frogs would be everywhere, even in Pharaoh’s bed! Aaron stretched out his staff over the river and frogs appeared. The frogs even got into Pharaoh’s food. (Have students sprinkle green dots all over Egypt.) Pharaoh told Moses that he would let the Israelites go if Moses would take away the frogs. But when the time came for the Israelites to leave, Pharaoh said, (hold up the “No!” sign).

God told Moses to warn Pharaoh that if he didn't let the people go, gnats would cover the land. Pharaoh wouldn't listen so God told Moses to have Aaron strike his staff to the ground. The dust turned into gnats. The gnats were everywhere (have students sprinkle the brown or gray dots all around the map.) The gnats made the people and animals miserable. (Have students pretend to brush them away from head, hands, and legs.)

Moses went to talk to Pharaoh again and told him God's message (hold up the "Let my people go!" sign). Moses told Pharaoh God would send swarms of flies to the Egyptians, but the flies would not bother the Israelites who lived in Goshen. Pharaoh said, (hold up the "No!" sign; have students sprinkle black dots only on the Egyptian parts of the map).

Moses warned Pharaoh about the next plague that would come if he did not let God's people go—all of the Egyptian animals would get sick. Many of the Egyptians' cows, sheep, horses, donkeys, and goats would die, but the Israelites' animals would be safe. (Have students take most of the animal crackers off the Egyptian part of the map.) Once again Pharaoh said, (hold up the "No!" sign).

Boils are sores that cover the skin of people and animals. Boils were the next plague that God sent to the Egyptians. (Have students tip the block or Lego pieces on the map where the Egyptians lived.) The Egyptians and their animals suffered great pain, but Pharaoh still said, (hold up the "No!" sign).

Moses went to Pharaoh again with God's message. (Hold up the "Let my people go!" sign.) Pharaoh didn't listen, so God sent the worst hailstorm that the Egyptians had ever seen. It killed many people and animals and destroyed much of the crops in the fields. (Have students stand up and stomp their feet for the hailstones, and then have them tear up some of the pictures of fruits and vegetables and remove more animal crackers where the Egyptians lived.) Nothing in the land of Goshen where God's people lived was touched.

Pharaoh's officials were tired of the plagues, and they told Pharaoh to let the Israelites leave. Pharaoh would not even listen to his own people, so God sent a plague of locusts to the Egyptians. Locusts are large grasshoppers that eat everything they find. (Have students sprinkle light green or yellow dots on and tear up the rest of the fruit and vegetable pictures on the Egyptian parts of the map.) This time Pharaoh seemed ready to let the Israelites go. He told Moses that he had sinned against God and asked for forgiveness. But as soon as the locusts were gone, Pharaoh changed his mind and said, (hold up the "No!" sign).

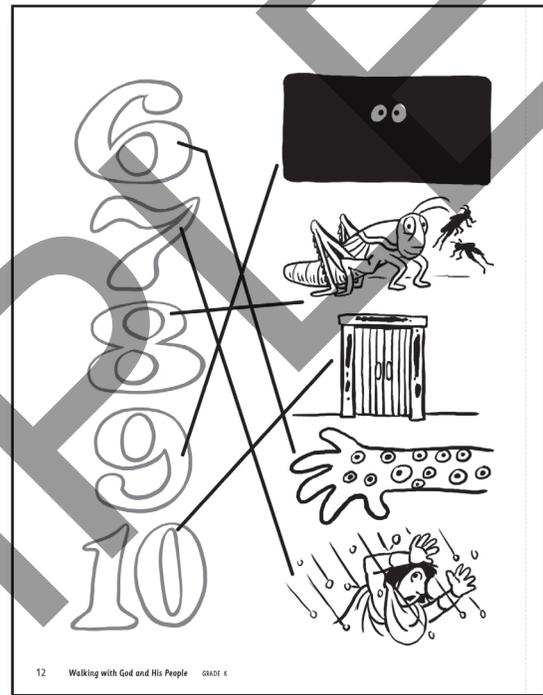
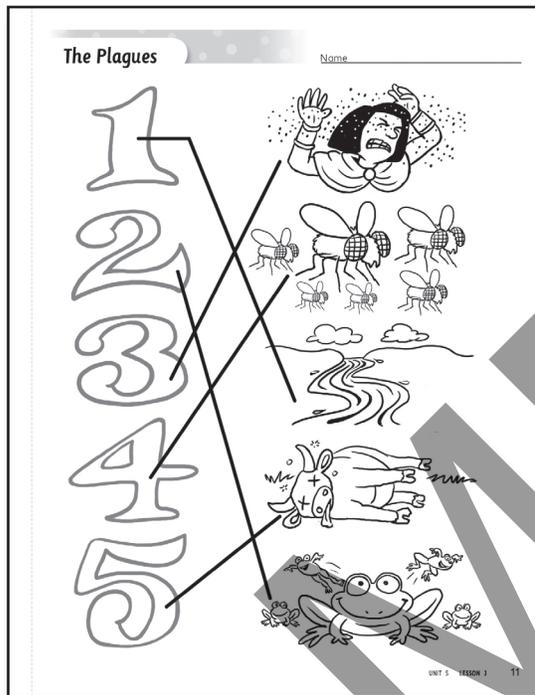
The next plague God sent was darkness. In the middle of the day there was total darkness, and it stayed dark for three days. (Have students cover their eyes for one minute.) There was no darkness in Goshen where the Israelites lived. At first Pharaoh acted as though he was going to let the Israelites go, but then he changed his mind saying, (hold up the "No!" sign). He would not let the Israelites go.

4. Point out that makes nine plagues that God sent the Egyptians to show them his power and control—to show them that he was the only true God. Tell students that there was one more plague but that you will discuss it next time. Enjoy the animal crackers as a snack.



## Student Activities

1. Distribute the activity sheet.
2. Show students how to draw lines to match each number with the correct plague. You may want to do this activity together and have students recall together the order in which the plagues occurred.
3. Have students color the pictures.
4. Keep the activity sheet for the next lesson.



## Enrichment

- \* **Drama.** Pantomime or play charades with the first nine plagues. Whisper to student volunteers which plague to act out. Let the rest of the class try to guess the plague.
- \* **Exercise.** Play a game of hopscotch with ten squares. Mark each square as a plague, and say the name of each plague as students hop through it.
- \* **Music.** “Moses” from *Songs for Life*; “Awesome God,” “When Israel Was in Egypt’s Land,” and “God’s Story” from *Sing with Me*.
- \* **Writing.** Have students continue the Moses journal.

# Paul and Silas in Prison

UNIT  
15  
LESSON  
7

## Bible Reference

Acts 16:16–36

## To the Teacher

Paul was joined by Silas during his second missionary journey. This lesson focuses on an episode from that journey. The students are given the opportunity to get involved with the story by creating a jail cell and the missionaries from snack items and then manipulating them during the telling of the story. Another opportunity for student involvement occurs later when they are asked to share how God has turned something bad in their life into something good.

## Preparation/Materials

- \* Cheese cubes, ten per student
- \* Pretzel sticks, ten per student
- \* Paper plate, one per student
- \* E.L. Fudge cookies, two per student

## Lesson Highlights

- \* Paul and Silas told the good news of Jesus to the jailer and his family.
- \* God can use the bad times in life to work out his plan for good.
- \* The Holy Spirit gives peace and joy even when we face bad times.

## Background

Acts 16 shows the Spirit leading the missionaries away from Asia and Bithynia and into Europe. This step seems a matter of timing, because later Paul did go to Ephesus and all of Asia Minor. But bringing the gospel into the Western world was clearly the Spirit's intention, not a whim of Paul and his companions. Paul would have been amazed at the influence this route had on the spread of the gospel for the next 20 centuries.

## Lesson Steps

### Bridge



1. Distribute the cheese cubes, pretzel sticks, and paper plates.
2. Show students how to construct a jail cell on their paper plate: Place the cheese cubes in a rectangle shape, and stick one pretzel stick into each cube to form bars for the jail cell.
3. Distribute the E.L. Fudge cookies, and tell students that these two cookies represent Paul and Silas, the two men in the story today.
4. Tell students to listen to the story to find out what to do next with the Paul and Silas cookies and the jail cells.



## Scripture Link

1. Use the following story starter.

Paul went on another missionary journey. A man named Silas was with him. Paul and Silas met a slave girl who needed God's healing. When Paul healed the girl in Jesus' name, the girl's owners became angry because they didn't want to lose the money they made from the slave girl. They convinced the city leaders to have Paul and Silas beaten and thrown in jail.

2. Continue with the following outline.
  - The jailer put them in the inner cell and chained their feet (Acts 16:24). (Tell students to put the E.L. Fudge cookies inside the pretzel jail cell.)
  - Paul and Silas prayed and sang songs to God in the middle of the night (16:25). (Have students sing "Jesus Loves Me" with their E.L. Fudge cookies.)
  - An earthquake shook the prison and the prisoners' chains came off (16:26). (Tell students to slide their paper plate back and forth so that the pretzel bars fall over.)
  - The jailer was very upset when he saw that the prison doors were open (16:27–28).
  - Paul and Silas told the jailer the good news of Jesus (16:29–31).
  - The jailer took Paul and Silas to his house and cared for them. The jailer's whole family heard the good news of Jesus. The family believed, and they were all baptized (16:32–34).
  - In the morning, Paul and Silas were told that they were free to go (16:35–36). (Let students enjoy the cheese cubes, pretzels, and cookies as a snack.)
3. Ask, "How could Paul and Silas pray and sing after they had been beaten and thrown in jail?" (The Holy Spirit gave them peace and joy. They were concentrating on God, not themselves.) "How did God turn the bad time of Paul and Silas into something good?" (The jailer and other prisoners heard Paul and Silas praying and singing, and they got to see a miracle when God sent the earthquake. The jailer and his family got to hear the good news of Jesus and be saved.) Consider telling about a time when God turned something bad in your life into something good. Give students an opportunity to tell of such a time as well.
4. Tell students that they can pray for the Holy Spirit's help to feel peace and joy when they face bad times in their lives.



## Student Activities

1. Sing “Spirit, Be Our Breath of Life” on page 000.
2. Discuss how it relates to the story. Consider adding a verse “Spirit, give us peace and joy.”

## Enrichment

- \* **Music.** “I Have the Joy,” “Stop! And Let Me Tell You,” and “The Fruit of the Spirit” from *Sing with Me*; “Paul, Preacher of the Word” from *Songs for Life*.
- \* **Drama.** Provide students with simple costumes and props, and allow them to act out the story. Assign students the roles of Paul, Silas, the jailer, other prisoners, and the jailer’s family members. Let students perform the story several times so that all students get a chance to play a role.

SAMPLE