

Lesson 3

CHRIST THE CREATOR



Teaching Goal

For the students to understand that Jesus is Creator, Redeemer and Sustainer.

Parent Perspective

In Lesson 01 we emphasized that Jesus is the Creator (John 1:1-3). Indeed, Colossians 1:16 says that “by him all things were created, in heaven and on earth, visible and invisible,” including “thrones or dominions or rulers or authorities.” All things were “created through him” (as the Creator) and “for him” (as Lord over His Creation). In this lesson we will look at the Creation event day by day. The days of Creation show Christ to be orderly, wise, and loving, providing for the needs of all His creatures.

Objectives

- Identify several New Testament references that indicate that Christ Jesus is the agent of Creation
- Identify several New Testament references that indicate that Christ Jesus is the Sustainer of all He created
- Identify and describe the days of the Creation week
- Develop an understanding of the creation account from Gen. 1:1 to Gen. 2:25
- Discuss what the vastness, minuteness, and complexity of our created universe tells us concerning our God

Memory Verse

Colossians 1:16 (ESV) - For by him all things were created, in heaven and on earth, visible and invisible, whether thrones or dominions or rulers or authorities—all things were created through him and for him.

Materials

Activity Option #1: Computer or TV that has access to YouTube.com; Search for your own preferred videos or consider using - God's Creation Part 1:

https://www.youtube.com/watch?v=AE_BX1XUSC4, God's Creation Part 2:

<https://www.youtube.com/watch?v=Frz43ncf-R8>

Activity Option #2: 1 C. peanut butter (or other nut butter), ½ C. honey, 2 C. powdered sugar, large bowl, mixing spoon

Pen for each student

White paper and pencil or white board and dry erase marker

Preparation

1. Pray for your students to know Christ as Creator through this week's study.
2. Read through this Teacher Guide to familiarize yourself with the lesson.
3. Set up your computer or TV before the lesson if you have chosen Activity Option #1.
4. Set out Edible Playdoh materials if you have chosen Activity Option #2.

Key Terms

Creator – the one who speaks all things into existence from out of nothing (John 1:3, Col. 1:16, Heb. 1:2)

Sustainer – the one who holds all things together within His creation (Col. 1:17, Heb. 1:3)

Gravitational force – the force between two objects with mass

Electro-magnetic force – the force between the electron and the nucleus of an atom

Nuclear force – the force between the proton and neutron within the atom

Evolution – the idea that simple things in nature, from the beginning of time, gradually changed and became the more complex things of today, through many, slight, random changes that occurred over vast amounts of time, without the aid of a Creator or supernatural power.

Kinds – a created “kind” is a reproductive unit with great variety built into it (think of dog breeds), which allow for variation within the “kind,” as opposed to the more restrictive, modern term “species.”

Redemption – the purchase back (or deliverance) of something (or someone) that had been lost, by the payment of a ransom (Eph. 1:7, Mark 10:45)

LESSON THREE

- Begin the lesson by reading and considering Gen. 1:1-3.
- Remind the students that Christ Jesus is the one speaking creation into existence as we saw in John 1:1-3.
- Answer the questions and fill-in the missing words to complete the worksheet.

READ: Gen. 1:1-3 - In the beginning, God created the heavens and the earth. The earth was without form and void, and darkness was over the face of the deep. And the Spirit of God was hovering over the face of the waters. And God said, "Let there be light," and there was light.

TEACHERS NOTE: The Bible provides no explanation of who God is or from where He came, because God is the eternal, self-existent, self-sufficient, transcendent source of all things. According to Henry M. Morris, Ph.D:

"This opening verse of the Bible is unique, the foundation of foundations, probably the first words, ever written down, either revealed to Adam, or even written directly by God Himself. One who really believes Genesis 1:1 will have no difficulty believing the rest of Scripture. God (Elohim) is eternal, existing before the universe, and is omnipotent, having created the universe. Therefore, nothing is impossible with God, and He alone gives meaning to everything. No attempt is made in this verse to prove God; it was recorded in the beginning when no one doubted God." (ICR/Bible, Gen. 1:1)

- A. Besides John 1:1-3, two other scripture passages indicate that it was Christ who created, see Colossians 1:13-17; and Hebrews 1:1-3.
1. Col 1:16: "For by him all things were created, in heaven and on earth, visible and invisible...all things were created through him and for him."
 2. Heb. 1:2: "his Son...through whom also he created the world."
- B. These passages not only indicate that Christ Jesus is the Creator, but also that He is the ongoing Sustainer of all He created (He holds all things together).
1. Col 1:17: "and in him all things hold together."
 2. Heb. 1:3: "and he upholds the universe by the word of his power."

Day One (Gen. 1:3-5)

What was created or made:

Before beginning the days of Creation section, explain that since God is a triune being, a tri-unity (one God in three persons), we see in the Creation account the repeated use of threes. It is as if the triune God uses the number "three" as His signature on His work, as an artist signing His masterpiece. [Note: we will see this use of threes throughout our study of the Life of Christ, especially in the essential events of Christ's death, burial, and resurrection, God's true masterpiece.] Indeed, this begins with the very first verse: "In the beginning (Time), God created the heavens (Space) and the earth (Matter). The physical universe exists as a continuum of Time, Space, and Matter, a tri-universe. [See Henry Morris' commentary on Genesis 1 for a more scientific explanation of these verses. (ICR/Bible/Gen. 1:1).]

Ask for a volunteer to "draw the earth in the beginning." Typically, a student will start with a circle to represent the globe and then fill in some land and water. Praise the student's drawing, but then ask if this rendering agrees with Gen. 1:2: "the earth was without form and void?" To be "without form" means no shape; and to be "void" means blank, empty, bare. Verse 2 implies a vast watery-like mixture with no order and no complexity (much like a blank sheet of paper). At this point (v.2) the Spirit of God began to move, the Hebrew word translated "hovering" in the ESV means to flutter, move, or shake (like an oscillating wave). Thus, the Spirit transmitted motion to the created mixture and things began to happen (ICR/Bible, Gen. 1:2)

Gen. 1:3 says, "And God said, "Let there be light," and there was light." Light in this verse implies all forms of electro-magnetic energy; thus, God energized His creation (like turning on the switch) (ICR/Bible, Gen. 1:3). [Thus, the "Word" spoke and things came into existence.]

Significance:

Several things are significant in these opening verses. First, "God created." The Hebrew word translated "created" is *bara*; this word is only used in the Bible with God as the subject, because only God can create something from nothing. (Morris, Henry M., *Created and Made*, Days of Praise, Nov. 23, 2004, from <http://www.icr.org/article/19407>). Man can make, form, assemble, or build from things already in existence, but only God can truly create (*bara*). Once the created universe was energized things begin to happen. Gen. 1:4-5 speak of light and darkness, Day and Night, evening and morning; implying the earth (matter) is now rotating on an axis with a light source present. This light source cannot be the Sun, which is not present until Day Four (see Gen. 1:14-18). Perhaps God Himself was the source of light (see Rev. 21:23 and 22:5). The introduction of energy would cause gravitational, electro-magnetic, and nuclear forces to take effect and begin to organize matter into its various elements and shapes (ICR/Bible, Gen. 1:2).

NOTE: Notice how precise the writer of Genesis deals with the duration of each day. The Hebrew word for "day" is *yom*. *Yom* can mean a 24-hour day, a part of a day, or an indefinite time period, as in Gen. 2:4. Gen. 1:5 uses the word "day" to distinguish the light portion of a day from the dark portion called "night." However, the statement in v.5 "there was evening and there was morning, the first day" clearly implies a 24-hour day as the earth rotated on its axis before a light source. When the Hebrew word *yom* is used with a numeral (such as day one or the third day) it is always understood to be a 24-hour day. Thus, Genesis 1 and 2 use the word "day" very precisely, in all its various forms, so there should be no question that the clear meaning of this scripture is that the universe was created in six literal, 24-hour days (ICR/Bible, Gen. 1:5).

Day Two (Gen. 1:6-8)

What was created or made:

On Day Two, God made an expanse to separate "waters." The word translated "expanse" means a stretched-out thinness; thus, likely referring to what we call our atmosphere. The expanse separated the waters under the atmosphere from those waters above it.

Significance:

Thus, the waters below would be liquid, while the waters above would be in the form of invisible, translucent vapor. This cannot mean the atmospheric conditions we see today with clouds producing rain, because Gen. 2:5-6 describe the method used to water the earth before the Great Flood of Gen.7-8. The Hebrew word translated "above" truly means above (not mixed in) thus, there must have been a water vapor canopy above the expanse (in the upper atmosphere) surrounding the earth. As Henry Morris notes in his commentary on these verses: "the exact extent and structure of this canopy is still being researched by computer simulations," however "there are no insuperable scientific problems with the concept" (ICR/Bible, Gen. 1:7). If such a vapor canopy did exist it would serve as a thermal blanket around the earth's atmosphere thus causing a "greenhouse effect" on the earth (see Gen. 2:6) (ICR/Bible, Gen. 1:6). Such a vapor canopy would create higher atmospheric pressures on early earth, which in turn would help explain why men lived longer before the Flood (due to the health benefits of living in a higher pressurized environment). A vapor canopy could also explain the mystery source of the 40 days and 40 nights of rain upon the earth during the Flood (water that now resides in our vast oceans) (ICR/Bible, Gen. 1:6,7).

Day Three (Gen. 1:9-13)

What was created or made:

On Day Three, God commanded the waters to gather into seas, so that dry land appeared. He then called forth three general types of flowering vegetation, plants yielding seed, and fruit trees bearing fruit with seeds in it, "each according to its kind" (v.12).

Significance:

According to the Genesis account, plant life was formed before animal life, one of many contradictions between the creation account and the theory of evolution which assumes that life began in the ocean. Henry M. Morris points out that over 20 contradictions exist between the creation account in Genesis and evolutionary assumptions (ICR/Bible, Gen. 1:12). Notice that these plants were already "yielding" and "bearing fruit" so that they had the appearance of age (they were functionally mature) (ICR/Bible, Gen. 1:11). Seeds contain the genetic code that guarantee that future plants would reproduce "according to its kind" (ICR/Bible, Gen. 1:11). Note that created "kinds" are larger groupings than the more modern, man-made classification categories known as "species" (an arbitrary man-made word applied to biology in the 1600s) (ICR/Bible, Gen. 1:11). Created kinds, as a classification term, would likely relate to the family or genus of a plant or animal, and on occasion to an order or species (Hodge, Bodie and Purdom, Dr. Georgia. "What are "Kinds" in Genesis?" [www.answersingenesis.org](http://answersingenesis.org). *Answers in Genesis*, Apr. 16, 2013, from <https://answersingenesis.org/creation-science/baraminology/what-are-kinds-in-genesis/>).

Day Four (Gen. 1:14-19)

What was created or made:

On Day Four, God said: "Let there be lights in the expanse of the heavens to separate the day from the night" (v.14). God made two great lights, the greater (Sun) to rule the day and the lesser (Moon) to rule the night. He made stars also (v.16).

Significance:

These lights now assumed the task of providing light on the earth, as it rotated on its axis. However, providing a source of light was not the primary purpose of the Sun, Moon, and stars, as evidenced by the light God provided on Days One, Two, and Three. Rather, the stated purpose of these lights was to help man keep time: "to separate the day from the night;" "for signs and for seasons, and for days and years" (ICR/Bible, Gen. 1:14). The rotation of the earth on its axis produces day and night, one complete rotation equals a 24-hour day, one complete orbit around the Sun equals a year. The tilt of earth's axis and the distance from the Sun (in earth's orbit) produces seasons. Constellations (that remain constant) help us observe the movement of stars, thus providing "signs" in the heavens. NOTE: days and years are based on the earth and Sun, but there is no earthly reason why earth's inhabitants observe a week. That's because God gave us the week as a testimony of the six days of creation (see Exo.20:8-11).

Notice that the earth was created before the Sun. Since the earth is man's home, and man is God's special creation (Gen. 1:26-28), the order of creation likely shows God's priority (Willmington, p.3, D.3.a). How often have men worshipped the Sun rather than worship their Creator? The innumerable stars of the vast Cosmos are mentioned (v.16) almost as an ever-thought. Current estimates indicate there are over two trillion galaxies in the universe, with each galaxy having 100s of billions of stars (Ps. 19:1). The light from distant stars take many light-years to reach earth, but their light was observable on Day Four when God made them. This is another example of apparent age or mature creation.

Day Five (Gen. 1:20-23)

What was created or made:

On Day Five, God created "great sea creatures," and "every living creature that moves" (in the water) and "every winged bird" (v.20-21).

NOTE: the Hebrew word tannin, translated as "sea creature" in verse 20, is more often translated as "dragon" in the Old Testament (Isa. 27:1, 51:9; Eze. 29:3). Therefore, tannin likely refers to large marine reptiles, or to use a more modern term "dinosaurs" (ICR/Bible Gen. 1:21). [Note: the word dinosaur originated in 1842 and means "terrible lizard" in Latin.] These creatures (and birds) were again made "according to their kinds" just as God designed them and not the result of evolution over time.

Significance:

This is the second time God "created" (bara). The material needed to make the physical bodies of these creatures was already in existence; therefore, what God created on Day Five was consciousness (or conscious life), which animal life has but plants do not (ICR/Bible Gen. 1:21). The Hebrew word (nephesh) translated "creature" in vv.20-21 refers to a breathing creature. The same phrase, "living creature," is used in Gen. 2:7 in connection with the creation of man (ICR/Bible Gen. 1:21). Thus, animals and man are both living (breathing) creatures. I often used the illustration of returning home and being greeted by my pet dog vigorously wagging its tail; yet noticed that my plants did nothing to acknowledge my arrival. That's because animals have consciousness, plants do not. God created (bara) conscious life (sea creatures and birds) on Day Five.

Day Six (Gen. 1:24-31)

What was created or made:

On Day Six, God called forth living creatures on the earth (dry ground) according to their kinds. Three general categories of animal life were made: 1) livestock, 2) creeping things, and 3) beasts of the earth. In God's final act of creation, He created "man in His own image."

Significance:

The three general categories cover all land animals from the lowliest insect to the greatest dinosaur. The categories relate to what we would call domestic animals (livestock), small non-domestic creatures (creepers), and large non-domestic creatures (wild beasts) (ICR/Bible Gen. 1:24).

Notice the oft-repeated phrase: "And God saw that it was good" (Gen. 1:10, 12, 18, 21, and 25). During the Creation event, God commanded things to happen and they happened just as He said; therefore, everything so far was indeed "good." God's pronouncement of "good" in the middle of Day Six, before His final act of creation, seems to indicate that He had been working toward some climatic event and that all preparations were now complete and ready.

Finally, God said "let us make man in our image." This special creature, man, was to have dominion over all the earth and over every living thing on the earth (vv. 26 and 28). Notice that God both made man (v.26) and "created" (bara) man (v.27). Man's body and soul (consciousness) are like other "living creatures" (Gen. 2:7). However, for God to "create man in his own image," man would also need to have a spiritual component (ICR/Bible Gen. 1:27). Our eternal spirit is what separates man from all other animal life. It is through man's eternal spirit that man can conceive of and respond to God our Creator. Both man and woman were created in "the image of God" (v.27), and as such are capable of relationship and friendship with their Creator God (ICR/Bible, Gen. 1:27). "Shared equally by man and women are all those spiritual attributes not shared by animals—moral conscience, abstract thought, appreciation of beauty, emotional feelings, and, especially, the capacity for worshipping and loving God" (ICR/Bible, Gen. 1:27). God instructed man to exercise dominion over "the earth" (v.26) and over all the other living creatures on the earth (v.28). This third creative act completed God's work and when "God saw everything that he had made...behold, it was very good" (v.31). With Creation now complete, God rested the "seventh day" (Gen. 2:2).

Willmington's Guide to the Bible uses an illustration of stages and actors to help students remember the days of Creation. The first three days of creation established the stages: space, seas and atmosphere, and dry land. The second three days placed actors on each stage: Sun, Moon, and stars (in space); sea creatures (in the seas) and birds (in the atmosphere); and animals and man (on dry land) (Willmington, p.3). Dr. Henry Morris has an interesting devotion concerning creation waiting to be completed (see Morris, Henry, "They That Wait Upon the Lord," *Days of Praise*, Aug. 19, 2002, from <https://www.icr.org/article/18600>).

Consider reading excerpts from the article Mankind – The Pinnacle of God's Creation, to help students understand just how special and how complex man is (Bergman, Dr. Jerry, "Mankind – The Pinnacle of God's Creation," *Acts and Facts*, July 1, 1984, from <http://www.icr.org/article/mankind-pinnacle-gods-creation/>). Evolution would have us believe man is just a higher-level animal. However, man is the complex creature he is because he was created in "the image of God."

C. Have students answer the questions at the end of the Lesson handout:

1. When man builds a better telescope, what does he see?

MORE SPACE FILLED WITH MATTER

2. When man builds a better microscope, what does he see?

MORE COMPLEXITY AND MORE MINUTE MATERIAL

3. What does this tell us about our God?

SINCE EVERY EFFECT MUST HAVE AN ADEQUATE CAUSE, OUR GOD MUST BE BIGGER AND MORE COMPLEX THAN WE CAN EVER IMAGINE. TRULY A CREATOR WORTHY OF OUR WORSHIP (REV. 4:11).

Truly our God is worthy of our worship (see Ps. 77:11-13; Ps. 96:4-5; and Rev. 4:11). Think of the attributes of God: He is eternal, all-knowing, all-powerful, present everywhere at all times, immutable (never changing), righteous and just, gracious and merciful, and loving. God is great, God is good, and we should thank Him for everything!

Application

The main point of this lesson is that Jesus is Creator, Redeemer, and Sustainer.

We need to respond to this information in 2 ways:

1. We need to respond to God about this truth in worship, because we realize all of creation was created by Jesus.
2. As we do creative things (paint, solve equations, bake, write songs, etc.) we are being like Jesus and must be humble that He is the One who gives us creativity! We create for Him and because it's a gift He gives us! We must create for His glory and that others will know Him better.

Discussion Questions

1. Why is it important in our faith that we recognize Jesus as Creator?
2. What does this lesson make you think or feel about Jesus being Creator, Redeemer and Sustainer?
3. What do each of those terms make you think or feel about Jesus?
4. How would you describe this lesson to a young child?
5. What would you like to pray about today?

Prayer:

In addition to praying for your students' requests, spend time worshipping Jesus for being the Creator, Redeemer and Sustainer.

*Additional Activities**Option #1: Seeing Creation***Object**

The object of watching these videos is to get the students picturing what they will be reading about and the enormity of God's Creation through Christ.

Materials

- Computer or TV that has access to YouTube.com;
- Search "Biblical Creation video" and use your judgement to find an appropriate video. Consider:

God's Creation Part 1: https://www.youtube.com/watch?v=AE_BX1XUSC4

God's Creation Part 2: <https://www.youtube.com/watch?v=Frz43ncf-R8>

Activity

Explain to the students: We are continuing our study on the Life of Christ and today we are going to discuss Jesus' role in creation. Let's start our time seeing some of creation to help us gain perspective on what creation *means*.

Options:

1. You can watch the videos before you start the lesson to set the perspective for the entire lesson.
2. You can talk through the intro and Sections A and B then watch "God's Creation Part 1" before starting Section C. You can then watch "God's Creation Part 2" before covering Day 5 where the animals come in.

After watching the videos, ask your students:

1. What part of creation stood out to you most as you watched the videos?
2. Why does it matter what part of creation Jesus played? (He is Creator and is to be praised and thanked for all He created!)

Option #2: Being like Jesus as Creator

Object

The object of this activity is to be reminded that we are to be like Jesus in our creativity.

Materials

There are many options, but we're sharing a recipe for Peanut Butter Playdough. You can find others by simply typing "Edible Playdough" in your search engine.

- 1 C. peanut butter (or other nut butter)
- ½ C. honey
- 2 C. powdered sugar
- large bowl
- mixing spoon

Activity

1. Combine all the ingredients in the bowl using the mixing spoon.
2. After the playdough is stirred together, split the dough among all your students and challenge them to create something. You can give them a challenge (i.e. sculpt an animal, sculpt a face, etc.).
3. As you start talking through the lesson, your students can eat the playdough, keep playing with it or refrigerate it for later!
4. We get our creativity from God! Just think about all of the amazing things He created as you mold this playdoh (and/or eat it)!

HOMESCHOOL DAILY SUGGESTIONS

Before Day 1: Read through the Teacher Guide and make or collect materials mentioned in preparations.

Day 1: Do the Lesson Three Activity Option #2, Complete the Reporter Notepad workbook page together, and introduce the Scripture Memory Verse and terms.

Day 2: Use the Teacher Guide (and Answer Worksheet) to work through the introduction paragraph, Sections A-C on the Student Worksheet, do the Jesus Christ our Creator activity page, and review the Scripture memory verse and terms.

Day 3: Using the Lesson Three Activity Option #1, watch "God's Creation Part 1." Use the Teacher Guide (and Answer Worksheet) to complete Days 1-4 on the Days of Creation Chart on the Student Worksheet. Watch "God's Creation Part 2" and complete Days 5 and 6. Then review the Scripture memory verse and terms.

Day 4: Use the Teacher Guide (and Answer Worksheet) to work through Section D-E on the Student Worksheet and review the Scripture memory verse and terms.

Day 5: Talk through the Lesson Three Application on the Teacher guide and either review or test on the Scripture Memory Verse and terms. Read through Teacher Guide Lesson Four and make or collect materials mentioned in preparations.

Bibliography:

Acts and Facts. Institute for Creation Research. <https://www.icr.org/aaf>.

NOTE: *Acts and Facts* is a free publication, published by the Institute for Creation Research (ICR); articles are searchable online at <http://www.icr.org/bible> by using the Article feature.

Citation: (Author, Title, Publication, Date)

Answers in Genesis. The Institution for Creation Research. <https://answersingenesis.org>.

NOTE: *Answers in Genesis* articles are available online at the Answers in Genesis website: <https://answersingenesis.org/>, using the search feature.

Citation: (Author, Title, Publication, Date)

Days of Praise. The Institution for Creation Research. <https://www.icr.org/dop>.

NOTE: *Days of Praise* is a free publication, published by *the Institution for Creation Research* (ICR); articles are searchable online at <http://www.icr.org/bible> by using the Article feature.

Citation: (Author, Title, Publication, Date)

Morris, Dr. Henry M. *The New Defender's Study Bible* (KJV). World Publishing, Inc, 2006.

NOTE: This Bible and its Annotations (prepared by Dr. Henry M. Morris) are available on the Institution for Creation Research's website: http://www.icr.org/defenders_chapters. This Bible is searchable using the website's search mechanism: <http://www.icr.org/bible> using the Bible feature.

Citation: (ICR/Bible, note reference)

Willmington, Dr. Harold L. *Willmington's Guide to the Bible*. Tyndale House Publishers, Inc, 1984.

Citation: (Willmington, p.xx, [para marking on that page])