



**COMMUNITY**  
BIBLE STUDY

# **Level 1 - Year 1**

## **Trusting in God**



Lessons 1-40

## LEVEL 1 YEAR 1 – TRUSTING IN GOD

**UNIT 1:** TRUSTING IN GOD'S WORD  
God's Creation and His First Families

**Lesson 2:** God Created Everything

**Scripture:** Genesis 1 – 2

**Story Overview:** God created the world and all that is in it, including the first man and woman. God loved all He created and spent time with Adam and Eve in the Garden of Eden.

**Objective:** For the learners to know that God created the world and everything in it for us to appreciate and enjoy.

**Memory Verse:** "... then shall I have an answer for him who taunts me, for **I trust in your word.**"  
**Psalms 119:42**

**Bible Story:** *(Begin Bible story time with a prayer)*

God chose to make something very beautiful. He decided to make a beautiful world. God said, *'Let there be light, and there was light.'* God was pleased with the light and said, "It is good." He called the light day and the darkness night. Together the night and the day formed the very first day of creation. The next thing God created was the sky, and He separated it from the waters. God called this the heavens. Then there was nighttime and daytime, which made the second day.

Then God said, "Let the water come together, and let dry land appear." And that is just what happened. God called the dry land earth, and He called the water seas. God then said, "Let there be grass, and plants, and trees." God made green grass and all kinds of pretty flowers in different colors God made different kinds of trees. Some were tall, some were short, and some even had fruit growing on them. Now, the earth was a beautiful place. When God looked at this beautiful place He said, "It is good." There was nighttime and daytime, which made the third day.

Then God said, "Let there be bright lights in the sky to give light to the earth." God made a light for daytime and one for the nighttime. What did God make to shine over His beautiful earth during the day? That's right, God made the bright sun. Who can tell me what He made to shine at night? Yes, the moon. Is that all that shines at night? No, God made stars to shine with the moon at night. Once again God said, "It is good." This made the fourth day.

God looked up at His beautiful blue sky and said, "Let there be birds." He made many different kinds of birds that were different sizes and colors. Some were big like the eagle and some were small like the hummingbird. God finished making all this during the fifth day. On the sixth day, God made more and more animals. God said, "Let the earth bring forth every kind of animal—cattle, and reptiles, and wildlife of every kind." God made the bears, cows, donkeys, elephants, ants, bees, and caterpillars (*go on with list*). The Bible says, "God was pleased with everything He made." God decided there was something missing, though.

So, God decided to make a person. The first person God made was a man, and He called him Adam. God wanted Adam to have a friend, so He made the first woman and called her Eve. The next day would be the seventh day. Let's count to seven. What do you think God decided to make on the seventh day? Nothing! God had finished making His beautiful world, and what do you think He did? The Bible tells us that He rested!

**Life Application:**

Because we have the Bible, we can read all about how God created the world and everything in it. Think about some of your favorite parts of creation and thank God for them.

**LET'S PRAY...** *(Pray for God's help to apply what you have learned)*

# GOD CREATED EVERYTHING



**“...then shall I have an answer for him who taunts me,  
for I trust in your word.” Psalm 119:42**

## LESSON 2 – God Created Everything

Genesis 1-2

◆ *Select ideas and activities suitable for the participants in the class and according to available resources* ◆



### Interest Centers

- Have as many pictures or objects as possible to illustrate the story (birds, fish, Adam and Eve, etc.) Hold up each item as you say what God made.
- Have a “Surprise Box” for children to reach in to pull out objects representing things God made.
- Let the children look in a mirror to see something God has made – them!
- Make thumbprint animals using washable paint or a stamp pad. Explain that no two thumbprints are alike and that each person has unique special fingerprints.
- Set out a magnifying glass for children to closely examine different objects like shells, feathers, pinecones, etc. Explain God created all these items.
- Day/Night Sorting Activity: Cover a large bulletin board with flannel – one half navy blue for night, the other half yellow for daytime. Cut out pictures that represent each (sun, breakfast foods, outdoor play activities, pajamas, stars, etc.). Put Velcro on the back of each picture. Let the children sort the pictures according to day or night and place them on the correct side. Remind the children that God made everything.



### Storytelling Ideas

- Prepare Creation Day Bags to involve the children in the story. Use a small paper bag for each day of creation, with the number of the day and the things God created written on the front. Put items of creation in each bag, such as:
  - Day 1:** Day and night—foam ball painted black on one side and yellow on the other.
  - Day 2:** Sky—blue piece of paper for sky and cotton for clouds.
  - Day 3:** Land, seas, plants—small, sealed plastic bag of dirt or sand, perhaps with small rocks; small bottle of blue colored water; artificial flowers or greenery.
  - Day 4:** Sun, moon, stars—small yellow foam ball for sun; foam cut in half moon shape; foil star stickers.
  - Day 5:** Sea creatures, birds—any small birds, fish, whales, etc. that you can find, such as party favors.
  - Day 6:** Land creatures, man—any small land animals, men and women you can find (plastic toys).
  - Day 7:** Nothing written on the bag—show children there is nothing in the bag because God rested on the 7th day.
- Use finger puppets of animals and flowers.
- Use various colors of construction paper to tell the story. Black and white for dark and light, blue for the sky, brown for the earth, green for the grass, yellow for the moon and sun, etc.
- For each child, make a small creation booklet with at least seven pages. On each page, have the children draw things that God made each day.



### Prayer

- **Thank You Prayer:** Think of your favorite thing God created and pray, “Thank you God for\_\_\_\_\_.”
- **Prayer Bag:** Gather items or pictures that represent things God created and put them in a bag. Have the children take turns pulling out an item and pray, “Thank you God for\_\_\_\_\_”
- **Color Prayer:** Have different color construction paper strips in a bag. Have the children take turns

pulling out a strip of paper from the bag and thank God for something that color. For example, if a child pulls out green, say, "*I like green. Green makes me think of frogs. I like frogs. Thank you,*

*God for frogs.*" Alternate: Instead of having color strips, the teacher can name a color. Children raise hands and the teacher calls on a child to share.



### Memory Verse (Shorter verse in bold)

"... then shall I have an answer for him who taunts me, for **I trust in your word.**" Psalm  
119:42

- **Clap a word:** Have one child close their eyes. Have the rest of the class pick a word in the verse to clap or skip. As the class says the verse, the child with eyes closed identifies the word that was clapped or skipped.
- Review the hand motions for the memory verse from Lesson 1. Everyone says the verse together with the hand motions.



### Activities/Games

- **What Color Bird Are You?** Pretend each child is a bird. Ask these questions: "What color bird did God make you? How many red birds are in this class?" Any child wearing red will fly to the other side of the room. Continue this with different colors until all children have a turn. Play again as fish swimming across the room.
- **Charades:** Have children play charades, acting out different animals. When the animal is guessed, others jump up and act out the same animal together. The child who guessed correctly will get to act out the next animal.
- **Ball Roll:** Children sit in a circle on the floor. Teacher rolls the ball to one child, and that child says one thing God created. That child then rolls the ball to another child; continue until all children have a turn. (For a faster game, play it like Hot Potato.)
- **Roll the Die Game:** Let each child take a turn rolling a die. See if they can tell you what God made on the day that matches the number they rolled.
- **Animal Tag:** Players stand on one goal line. Person appointed "It" stands in center of play area. Give names of animals to the runners at the other goal line. When "It" calls out an animal name, the player with that name attempts to get to the goal line at the opposite end of the area without being tagged. When "It" tags a runner, he or she changes places with the runner. As a variation, when a player is tagged, he or she joins "It" to help in tagging other players.
- **Animal Barn:** Children are scattered in an open area. A leader whispers the name of an animal to each player (two or three are designated the same animal – sheep, dog, cow, duck, etc.) When the leader says, "Animal Barn!" all players make their animal noise and try to find the same animal as themselves. The first group to get all together wins. Some animals may include, pig, sheep, cow, dog, cat, duck, horse, monkey, elephant, lion, etc. For a challenge, have the children close their eyes.



### Additional Learning

Think about your favorite things in life that God created (parents, pets, trees, etc.) and draw pictures of some of them in your journal. Say a prayer thanking God for all His creation.

- **Thumbprint Animals Booklet:** Children make thumbprints (use stamp pads). Children should be encouraged to be creative whether making true-to-life animals or "invented" animals. Children may want to write about their animals. Share the animal with the class and say one unique thing about the animal.
- **"God Created Us" Get Acquainted Game:** Divide children into pairs. Have each child draw a picture of his or her partner. Display pictures (no names) and see if classmates can identify who the picture is.



# Genesis 1:1-2:3

## The Creation



◆ **Learn the Truth:** Do you ever wonder why you are alive and what your purpose is? The first four words of Genesis tell us: “In the beginning, God.” God is in charge forever with no beginning or ending. God put you on earth to do things for Him. Ask God what purpose He has for your life.

### DAY 1: Review - Introduction

- ◆ **Genesis** is a Greek term meaning “beginnings” or “origins”. What is one fact you know about the author of **Genesis**? \_\_\_\_\_

### DAY 2: CREATION: THE BEGINNING—GENESIS 1:1-2



◆ Memory Verse for the Week: Psalm 19:1

“The heavens declare the glory of God, and the sky above proclaims his handiwork.”

- What three things can you learn about the earth from just these two verses?

The earth \_\_\_\_\_

The earth \_\_\_\_\_

The earth \_\_\_\_\_

- ◆ Look more closely. What are two more things you can learn about the earth from these two verses. The earth \_\_\_\_\_

The earth \_\_\_\_\_

### DAY 3: CREATION: THE FIRST SIX DAYS—GENESIS 1:3-31



◆ Write the Memory Verse for the Week: Psalm 19:1

\_\_\_\_\_

- ◆ Read the words repeated at the beginning of verses 3, 6, 9, 11, 14, 20, and 24 in Genesis 1. Why do you think God wanted Moses to repeat them so often? \_\_\_\_\_
- ◆ If someone asked you how the earth got here, what would you say? Use only truths you find in verses 1-25. \_\_\_\_\_
- ◆ Draw a picture to illustrate what God created each day:

**Day One** (verses 3-5)

**Day Two** (verses 6-8)

**Day Three** (verses 9-13)

**Day Four** (verses 14-19)

6. ♦ Read verse 27. What makes people different from the other creatures in God’s creation?
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**DAY 4: CREATION: THE SEVENTH DAY—GENESIS 2:1-3**



♦ Recite the Memory Verse for the Week to one other person: Psalm 19:1

**“The heavens declare the glory of God, and the sky above proclaims his handiwork.”**

7. ♦ What did God do on the seventh day? (verse 2) \_\_\_\_\_
8. Read Acts 20:7. What day of the week do most Christians set aside for rest and worshipping God?  
\_\_\_\_\_
9. What are some ways Christians can follow God’s example and rest on His special day?  
\_\_\_\_\_

**DAY 5: THE GOD OF CREATION—GENESIS 1:1-2:3**



♦ Write the Memory Verse for the Week: Psalm 19:1.  
\_\_\_\_\_

10. Be ready to share your answers to these two questions. How do the heavens tell the glory of God? How do the skies show the work of God’s hands? \_\_\_\_\_  
\_\_\_\_\_
11. How did God feel about what He created? (verses 4, 10, 12, 18, 21, 25, 31) Go back to the pictures you drew of creation and under each picture, write what God says about this part of His creation.  
\_\_\_\_\_
12. What work did God give people to do in His new creation? (verse 26)  
\_\_\_\_\_
13. ♦ What are two ways you can take care of God’s creation?  
I can care for creation by: \_\_\_\_\_  
I can care for creation by: \_\_\_\_\_



♦ **Follow the Truth:** God created our beautiful world from darkness and emptiness. God spoke, and the world was created. God the great Creator is worthy of our love and worship. How does this truth affect the way you worship Him and how you take care of His creation?

# Genesis 1:1–2:3

## The Creation



**Learn the Truth:** Do you ever wonder why you are alive, or what your purpose in life is? The first four words of Genesis tell us: **“In the beginning, God.”** This week, every time you look at the sky God created and think how beautiful it is, thank God that He created you, and remember, you are special.

### DAY 1: Review - Introduction

1. What impresses you about the author of *Genesis*?

**Genesis** is a Greek word meaning “beginnings or “origins.”

### DAY 2: CREATION — THE PROLOGUE – GENESIS 1:1-2



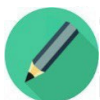
Memory Verse for the Week: Psalm 19:1

***“The heavens declare the glory of God; and the sky above proclaims his handiwork.”***

2. Read the praise verse, Psalm 19:1, several times. Then write your own praise verse here, thanking God for something you love in His creation.
3. When God first created the earth (verse 1), what was it like? (verse 2)
4. \*Carefully read Genesis 1:1-2 and also John 1:1-3 and Colossians 1:16. Draw a triangle here. It represents the Trinity. On each point of the triangle, write the name of each Person of the Trinity who is present at creation? (For further study)

If what you find surprises you, draw five exclamation points here:

### DAY 3: CREATION — THE FIRST SIX DAYS – GENESIS 1:3-31



Write the Memory Verse for the Week: Psalm 19:1

Underline what God made. Circle what these creations bring to God. Put two lines under the words that tell you that God is personally involved in creation.

5. What is the importance of the phrase that is repeated at the beginning of verses 3, 6, 9, 14, 20, and 24?
6. Read verses 1 through 25. Draw a mouth. Under it write, “And God said.” Beside it write three words that describe God in these verses.



Genesis – Level 3

7. What did God create on each day?

Day One

Day Two Day

Three Day

Four Day Five

Day Six

Underline the things God created that were good. Which creation day would you most like to have seen? Put a star in front of it.

8. What are the purposes of the sun, moon, and stars?

9. What makes man different from everything else God creates?

**DAY 4: CREATION — THE SEVENTH DAY – GENESIS 2:1-3**



Recite the Memory Verse for the Week to one other person: Psalm 19:1

*“The heavens declare the glory of God; the sky above proclaims his handiwork.”*

10. What should Christians today learn from what God did on the seventh day?

11. \*Read Exodus 31:16-18. How is the Israelites’ celebration of the Sabbath related to the seventh day of creation? (For further study)

12. How do you know that this Sabbath covenant is a very important one?

13. Read Acts 20:7. A child asks you, “Why do we always go to church on the same day each week?” What would you answer? Include why this day is a celebration. \_\_\_\_\_

**DAY 5: THINKING ABOUT THE GOD OF CREATION – GENESIS 1:1-2:3**



Write the Memory Verse for the Week: Psalm 19:1

14. Review verse 26. List three things Christians do to carry out this responsibility. List three things you think Christians aren’t doing, but should be doing, to carry out this responsibility.

Christians do!

1

2

3

Christians should do!

1

2

3

15. List at least five things you could learn about God from Genesis 1, even if this were the only chapter in the Bible you had ever read.



**Follow the Truth:** God created our beautiful world from darkness and emptiness. He spoke and the world was created. God, the great Creator, is worthy of our love and worship. How do you show your love and worship to God, especially on His special day of the week? “I go to church” is the easy answer. What are some other things you do?

## Lesson 2 – The Creation

### Genesis 1:1 - 2:3

**Central Idea:** God's creation shows us His perfect wisdom, intelligence, power, and great love for us.

**Challenge:** Will you choose to worship God, the Creator, who is worthy of your praise?



#### Opening

After greeting each person by name, ask students about their week. Talk about some of the good things that people have created. What makes God's creation and people's creations different?



#### Memory Verse

This begins the 1<sup>st</sup> set of our 10-Week Memory Verse Challenge and its variation. Students should review their discussion from last week about the importance of memorizing this verse. What can we know or assume about God just from this verse? Why memorize this verse? When students have answered, ask volunteers to recite it.

*"The heavens declare the glory of God; and the sky above proclaims his handiwork."*

**Psalm 19:1**

#### REMEMBER:

- **God's creation shows us His perfect wisdom, intelligence, power, and great love for us.**
- **Will you choose to worship God, the Creator, who is worthy of your praise?**



#### Small Group

Since this is the first-time students have answered their lesson's questions. Ask them how they felt about the study and how long it took them to finish. Ask if they understood all the questions or concepts, etc. Students should go over the work they did during the week.

- **Level 2:** Emphasize these questions with the group: 2, 3, pictures from questions 5 and 11 together, and 8 and 9 together.
- **Level 3:** Emphasize these questions: 2, 4, 9, 13, 14.



#### Teaching

**Passage:** Genesis 1:1—2:4

**Central Idea:** God's creation shows us His perfect wisdom, intelligence, power, and great love for us.

**Challenge:** Will you choose to worship God, the Creator, who is worthy of your praise?

**Teaching:** What an exciting seven-day story! Today I'd like to emphasize what God did on the seventh day. He finished His work in six days and on the seventh day He rested. He wants us to follow this pattern, too. Work hard during the week. But on the last day of the week, rest from all your work and spend time worshiping and praising God. Some people rest on Saturday. Others rest on Sunday. The important part of resting is that we live our lives differently on the "rest day." On that day, we usually meet with other Christians to sing about our God and to praise Him for what He has done. That day is to be a refreshing day. On that day we remind ourselves of God's love and power; we can enter our next week feeling like new people who are ready to work hard all over again. One woman had triplets. Her small church had no one to look after the babies while she worshiped. They would babble and cry and crawl all over. So, she decided she would make her own worship space in her home for about an hour once a week. The babies were at an age when they cried and tried to climb out of their crib. So, for that one hour, she would take them out of their crib, and she would climb into it. The babies would explore the room and she would watch to make sure they were safe, but

## Genesis

## Leaders Guide – Levels 2 & 3

most importantly, they left her alone so she could be quiet and rest before God. She and He talked together as she followed the pattern God has set—on the seventh day we should rest.

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- What are some ways people today rest on the seventh day? What are some ways you rest?
- What are some things Christians could change about their Sabbath that would make it more God-centered, a day when they celebrate Him.
- Some people have to work on the day when others rest and praise God. What can these people do to follow this wonderful pattern of rest that God set at creation?

No doubt, you had some questions as you read these verses. Remember that God gave us some answers about creation, but not all of them. One question has caused controversy among Christians for years. Did God create the world in six literal days, or were those days really long stretches of time, like ages? Sometimes Bible writers used the word “day” to describe long periods of time, so we don’t know for sure. What we do know is that God created everything using His own timetable.

During the first three periods of time or days, God creates three special spaces—the land, the seas, and the sky. During the second three days or period of time, God fills those spaces. On the sixth day God creates people.

God knows everything, so He knows from the very beginning when He creates people that they will turn away from Him. They will sin and reject His love and leadership. But He creates people anyway. He wants people’s love even though He knows it will cause Him pain. He doesn’t create things that are programmed to love Him—like robots. He creates people who can make the choice to love and follow Him. Some choose no. Others, of their own free will, choose yes. God made us free to choose. If you would like to say “yes,” see me after class.

### REMEMBER:

- **God’s creation shows us His perfect wisdom, intelligence, power, and great love for us.**
- **Will you choose to worship God, the Creator, who is worthy of your praise?**



### Activity/Game

**Planning Praise-** Divide your class into 7 groups. If you have a small class, one person can be a “group,” or you can give each group more than one assignment. Assign days of God’s creation to each group: (1) Light separated from darkness. (2) Sky (3) Land and seas (4) Plants and trees (5) Sun, moon and stars (5) Fish and birds; (6) Land animals and people (7) Rest. Explain that the word, Create, is in the word Creator. Today they are going to follow the pattern God the Creator set by using the creativity He give them. Each group is to find a creative way to praise God for what He made on their assigned day. Here are some ideas the students may want to develop: Write a poem about your day and add a clapping pattern (music) as you recite your poem. Develop a movement skit to symbolize how your day of creation took place. Ask some people to do the movements, another should read aloud what happened that day. Develop a game about your day of creation and lead the whole class in playing it. Let students know how much time they have. When time is up, each group should demonstrate their creation day. (Let students know that when time is up, they are to give their complete attention to what each other group is presenting.)



### Prayer

Explain that people are God’s greatest creation. Adam was made from the dust of the earth, but only God could give that dirt living-and-breathing life. Ask students to thank God for giving life to someone they love. They should thank God for one special thing about that person. For example, “Thank You, Creator God, for creating my grandmother. She loves me, and she makes me better understand Your love for me.”

Let students know that if anyone would like to talk with you about *accepting* Jesus as their personal Savior, that student should come see you after class. You can talk and pray together.