



Date: _____

Series: Sharpening Your Sword
Winter Year 2, Lesson 38

Creation and Evolution—Two Sciences

Take Home Point: *The Bible is scientifically true – God created everything. *Repeat this phrase throughout the lesson.

Bible Event: Genesis 1-2; Psalm 19:1-4

Key Verses: Genesis 1:1 and 27, “In the beginning God created heaven and earth... God created humans in his image.”

We will help kids know:

- Science is an investigation of what is true based on what we can observe and test.
- Evolution science says that the universe began on its own by chance: life began by chance, all living things developed from a single-cell organism, man is an animal, and this all took millions of years.
- Creation science observes the design of life and the entire universe and says there is evidence for a master designer. Creation science is based on science and not religion. Life does not evolve from a lower form. This is based on substantial scientific evidence.
- The Bible agrees with Creation science and describes the God who created the Earth and all of life.

We will help kids feel:

- Confident in the Biblical truth of how the world was created.
- Awed by the power and majesty of God who created all things.

We will help kids do:

- Experience the scientific method of testing a theory while growing in objectivity.
- Experience how evolution science and creation science are contrasted and discuss their responses.
- Create a group mascot out of Lego building blocks or other building materials and discover how the design reflects the personality of the designer.

Kingdom Quest Year 2- Lesson 38 - 1

THIS LESSON'S ROADMAP

DESTINATION	PAGE #	DISCOVERIES ON YOUR JOURNEY	SUPPLIES NEEDED
Small Group Warm-Up 	3	Kids experience the scientific method of testing a theory while growing in objectivity.	<ul style="list-style-type: none"> • ruler • pen
Large Group 	4 8 9	<p>Overview</p> <p>Contest: Kids have a contest to review the books of the Bible.</p> <p>Object Lesson: Zaro, the Magnificent, shows kids how the Bible is scientifically accurate asking four questions to explore the two different theories - Evolution Science or Creation Science.</p>	<p><i>Costume:</i></p> <ul style="list-style-type: none"> • simple black cape and a black mask <p><i>Props:</i></p> <ul style="list-style-type: none"> • toy telescopic plastic lance or toy sword • Bible • Bright Brainy Bible Book Award of Brilliance trophy, ribbon or other team award • rolled up newspaper per group • two mortarboard hats • two chairs • adhesive nametags - one says "Evolution Science;" the other says "Creation Science" • party popper • empty sandwich bag • sandwich bag full of confetti • rubber frog • two live pets from home: could be a hamster, bird, dog, turtle or insect • plastic egg • feather • stuffed monkey • child's crayon art drawing of a church with a cross
Small Group Application 	4	Kids will make a group mascot from the Lego's and discuss how creation tells us about the creator.	<ul style="list-style-type: none"> • assorted mix of Lego or other building blocks

Small Group Warm-Up: 15 minutes



Purpose: Get pointed in the right direction! Build relationships and help guests feel at ease. Do the learning readiness activity that will point your group in the right direction for the lesson.

As kids gather: Listen to memory verses from last week and give coupons for memory verses, remembering to bring your Bible, and bringing a guest.

Supplies: ruler, pen

Your hidden goal will be to conduct an experiment to predict an outcome that really isn't true: Kids with second toes longer than their first have quicker reflexes than those who don't. Though you will conduct an experiment to test this hypothesis, skew the execution of the experiment so that the results prove your theory. This should make for some lively discussion (arguments) about the truth of the theory.

Begin with:

Did you know that kids with their second toe longer than their first have quicker reflexes than those who don't? It's a little known fact, but it's true. Today, I'd like to show you the scientific method of proving this. We must conduct some experiments. First, I'd like to have the group of kids whose second toe is longer than the first sit on the left. Those whose second toe is the same length or shorter than the first, sit on the right. You may have to take off your shoe to check.

Select a volunteer from each group. Have these kids stand up with their hands twelve inches apart, palms facing each other, so they can clap them together as fast as possible to catch a pen that you drop. Hold the pen just above their hands to see if they can clap their hands together and catch it as it passes by.

Hold the bottom of the pen even with the height of the thumbs. You may skew this height to ensure that your theory is proven to be correct. Go several rounds with this game and wait for discussion. After all have participated and discussed results, conclude with the following:

How many of you believe it is a scientific fact that people with a longer second toe have quicker reflexes? The truth of the matter is that there is no scientific evidence that this is true. But the scientific process has been demonstrated.

We begin with a theory and then we conduct experiments, sometimes even changing the experiments, so that we can learn if our hypothesis or theory is correct. The problem is sometimes when people want to believe something, they might even change the

experiments or ignore the evidence because they want to keep believing it.

Many of you have heard the theory of evolution as an explanation for how the universe and life began. Sometimes, it is believed by so many people that they think anyone who doesn't believe it isn't very well informed. Sometimes they might even make fun of the Bible and say that it doesn't agree with scientific fact.

But the truth is, the Bible does agree with scientific fact. It just doesn't agree with the scientific fact of evolution. It agrees with the scientific fact of creation. The challenge is this: what is the best science? Is it creation science or evolution science? We'll discuss this today and see that: **The Bible is scientifically true – God created everything.*

Large Group Overview: 20-30 minutes



Purpose: *Help kids observe what the Bible says. Present the Bible event in creative fashion. Help kids begin to interpret what it means.*

Contest: Kids have a contest to review the books of the Bible.

Teaching Event: Zaro, the Magnificent, shows kids how the Bible is scientifically accurate asking four questions to explore the two different theories—Evolution Science or Creation Science.

Small Group Application: 20-25 minutes



Purpose: *Help kids map out the meaning of the Bible event in their lives. Use the questions to stimulate discussion, but don't feel tied to them. Allow the Holy Spirit to guide you. Include personal examples from your own faith journey. The example of Christ at work in your life will leave lasting impressions of how Christ can work in the children's lives.*

Use your Bibles! Children need to learn how to look up references and follow along when scripture is read aloud. Allow for quality time of prayer at the close of the lesson.

Observing some facts about our world... what will it tell you about our God?

If *you* counted all the stars in the sky at night without a telescope, how many would you count?

- A) 137
- B) 786
- C) **1049** (Correct answer.)

Galileo, inventor of the telescope, could count _____ stars:

- A) 2,250
- B) **3,310** (Correct answer.)
- C) 10,670

Today with radio telescopes we know there are how many stars in our galaxy?

- A) 100 million
- B) 1000 million (1 billion)
- C) **100,000 million (100 billion)** (Correct answer.)

How many galaxies do scientists *guess* there are?

- A) 8
- B) 43
- C) **100 billion** (Correct answer.)

Choose one of the following verses to have kids look up in their Bibles and read aloud.

Psalm 19:1-4

*The heavens declare the glory of God,
and the sky displays what his hands have made.
One day tells a story to the next.
One night shares knowledge with the next
without talking,
without words,
without their voices being heard.
Yet, their sound has gone out into the entire world,
their message to the ends of the earth.*

Romans 1:19-24

What can be known about God is clear to them because he has made it clear to them. From the creation of the world, God's invisible qualities, his eternal power and divine nature, have been clearly observed in what he made. As a result, people have no excuse. They knew

God but did not praise and thank him for being God. Instead, their thoughts were total nonsense, and their misguided minds were plunged into darkness. While claiming to be wise, they became fools. They exchanged the glory of the immortal God for statues that looked like mortal humans, birds, animals, and snakes.

What do these verses say about God as the creator of the universe?
(Have kids answer with as many specifics as possible.)

What would you say to someone who believes in evolution science about the truth of creation science? What proof can you offer?

Application Activity

Supplies: Assorted mix of Lego's or other building blocks

Each group needs an assorted mix of Lego or other building blocks. Using some type of container or bag, shake up the Lego or other building blocks. Ask the kids:

How long do you think we have to do this before the Lego building blocks will fall into place and come together to make a special creature?

How is this like evolution science? *(Evolutionists believe that, over time, molecules came together to produce the earth and all forms of life.)*

Now, pour the building blocks on the ground. Say:

Let's make a group mascot from these Lego blocks *(or other building blocks)*. **We can make a creature any way we want, but everyone must participate and we must give it a name.**

After the group has completed the mascot, discuss:

Our group created this mascot. What does it tell us about the people who created it? *(Talk about its uniqueness in relation to the likes and dislikes of the group.)*

Is there any other mascot in the room exactly like this? Why or why not?

How is the forming of this mascot like creation science?

Just like this mascot tells something about our group, creation tells us much about the creator. We are made in the image of God. We can see, therefore, that God is an amazing designer and that God designed us for a purpose. That purpose is to have a relationship

with him, possible only through Jesus. He also created the world for his enjoyment.

We are not accidents, but unique individuals with a plan and purpose because God is a God of purpose and order.

The key verse for today from Genesis 1:1 & 27 says, *“In the beginning God created heaven and earth....God created humans in his image.”* *The Bible is scientifically true – God created everything.

Closing prayer:

Praise God that he is such a great big God that created heaven and earth and all that is in it. Praise him for all the complexities in life that point to a master designer who created order and purpose in our world. Thank him that we are created in his image and that each of us is unique and has a God given purpose in life. Thank him that he created us to have a relationship with him and that he would stop at nothing, even the death of his Son, Jesus, to make a way for that relationship to continue.

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Large Group Presentation

Books of the Bible Challenge Game

Costume:

- *simple black cape and a black mask to resemble the Zoro character*

Props:

- *toy telescopic plastic lance that extends when flipped forward or possibly another option of a telescopic antenna rigged to a homemade sword handle (used for pointing out the key verses of the Bible)*
- *Bible as the sword tucked into presenter's pocket or belt, like a sword in its sheath*
- *Bright Brainy Bible Book Award of Brilliance trophy, ribbon or other team award*
- *rolled up newspaper per group to be used as a sword*

Introduction: "Zaro, the Magnificent!"

Make a dramatic entrance with flying cape.

Hello, I am Zaro, the Magnificent! I'm sure you can obviously see that for yourselves just by looking at my magnificent costume and more importantly, my magnificent sword! Ah, yes...my sword! In this hand I have my sword.

Hold up plastic sword.

In this other hand, I also have my sword.

Hold up the Bible with other hand.

Play Bright Brainy Bible Book—Award of Brilliance

As we learned last week, without my sword I would not be Zaro, the Magnificent! I would be Zero! But when I learn to use my sword, then it is truly magnificent!

For us to be able to use the sword and keep it sharp, we must be able to find our way through God's word. That is why it's important to memorize the books of the Bible. You've been given that challenge already, so let's see which group is worthy of the Bright Brainy Bible Book Award of Brilliance!

To earn this prestigious award, listen closely to the rules. Each group will use a sword (or rolled up newspaper) as a baton. Once I say, “New Testament experts, on your marks, get set, go!” the first student begins. No student may say more than five books at a time before they pass the baton to one of their teammates. Their teammate continues for as many books as they can remember, but not more than five, before they pass it to the next team member. For any book that is recited in the wrong order or is left out, an extra five seconds will be added to your score.

Shepherds, please listen carefully and count the number of mistakes made.

Give groups some time to discuss strategy and to arrange themselves in order for competing. Play the contest. Start with all groups standing. Have the groups sit down quietly as they finish. Tell them their time on the stopwatch and make sure the shepherd records it. After all groups are finished, the shepherds add five seconds per error and report back to the large group their final adjusted time.

If you have only two or three groups, have each group come up separately. For churches with many groups, let the groups all begin reciting at the same time within their groups, and have each shepherd judge if books are skipped or in the wrong order.

The Bible Agrees With Science – But Which Science?

Object Lesson Teaching

Costume for two kids from the audience:

- *two mortarboard hats,*
- *two chairs*
- *adhesive nametag label for each person. One says “Evolution Science;” the other says “Creation Science”*
- *party popper (small plastic popper that releases a shower of confetti when the string is pulled)*
- *empty baggie*
- *baggie full of confetti*
- *rubber frog*
- *two live pets from home: a hamster, bird, dog, turtle, or insect*
- *plastic egg*
- *feather*
- *stuffed monkey*
- *simple crayon art drawing of a church with a cross on it*

This presentation involves two volunteers from the audience who are given mortarboard hats (graduation caps) or something that makes them look scholarly. Each will be given adhesive nametags that can be placed on their clothing (or lightly pressed to their forehead to be more entertaining).

Four questions are asked. Both volunteers give answers by showing a prop that is handed to them. Zaro can ask what the prop means. Although they will not be able to explain what that theory means, he will then explain for them what that theory teaches.

After both theories' characters have answered the questions, Zaro shows that the Bible is scientific because it agrees with the scientific theory that has more proof behind it – the Theory of Creationism. After the questions have been answered by both theories, Zaro shows that the Bible is scientific because it agrees with Creation Science. Creation Science has more scientific proof behind it than Evolution Science.

A better option:

Have another up front character who will be a scientist and coach the two scientists in their answers. Then Zaro adds his perspective from the Bible.

Introduction

Select two volunteers to come forward. Say:

Today, ladies and gentlemen, I, Zaro the Magnificent, will show you that the Bible is scientifically accurate. But the question is this: With what science does it agree? Is it Evolution Science or Creation Science? Both are scientific *theories*, and both have answers to important questions. Both try to prove those theories through scientific methods. So let's take a look at these two theories. To do this I will ask a question and our scientific theories here will explain themselves. Right, scientific theories?

Look at volunteers and expect no answer.

Question 1 – How did the universe begin?

Evolution Props

- *party popper*

Creation Props:

- *empty sandwich bag*
- *sandwich bag full of confetti*

Hand props to appropriate character.

The first question is simple. How did the universe begin? Mr. Evolution Science, deploy your popper and explain it to us.

Let the kid explode the popper and make whatever comments he/she chooses.

Ahhh, this reminds us of the Big Bang Theory. That theory states that at the beginning of our universe, there was a fantastic explosion called the Big Bang. It is believed to have happened 15 billion years ago. Since then, galaxies and stars are said to have moved farther and farther from the center that just exploded.

But when asked what caused the Big Bang, evolutionists have no scientific answer. They can only accept the fact that the universe did begin. It wasn't something that has always been here. They just can't explain how it began.

Mr. Creation Science, how do you answer the question, "How did the universe begin?"

Have volunteer hold up the empty bag.

Once there was nothing.

Have volunteer hold up the full bag.

Then, there was this. Can you explain that Mr. Creation Science?

Pause for feedback.

Okay, I will help you. Once there was nothing and then some higher intelligence and designer created it. He created something out of nothing.

Take the confetti out of the bag and carefully place some of it on the floor around you.

This is another important fact about how it was created. It was created with a plan and an order. It was created with a set of natural laws that govern the behavior of everything. For example, one of these is the law of gravity. There are other laws that govern the way atoms behave and the way entire galaxies behave. What's important is that the entire universe is one of great order. Such a marvelous design could only be made by a master designer.

And now I ask myself, Zoro, the Magnificent, which of these scientific theories does the Bible agree with? Both of these theories (gesture toward the volunteers) have studied the universe for their answers. But which of these theories does the Bible agree with? Creation Science. The Bible says, "*In the beginning God created heaven and earth.*" (Genesis 1:1.)

There are millions of other galaxies with millions more stars. They are millions and millions times farther away. We live in such a big universe, a big God creating it all can only explain it.

Question 2 - How did life begin?

Evolution Prop: rubber frog

Creation Prop: small live pet

Hand the rubber frog to the Evolutionist and the small pet to the Creationist.

The next question I will ask is, “How did life begin?”

Mr. Evolution Science, will you please show us your frog and explain it?

Pause for feedback.

Okay, I'll explain it for you. You believe that the earth began as a red-hot ball that cooled by chance and eventually, over millions of years, developed perfect conditions that were needed for life to begin by itself. Certain chemicals happened to combine in just the right way that suddenly life began as a single-celled organism.

Why are you holding a frog? (Pause.)

Let's pretend that you have a live frog and put it in a blender. What would you end up with?

Pause for responses.

Yuck – frog soup! But would you have the right chemicals to start life?

Mr. Evolution Science, you believe that if we gave our frog soup enough time, life would just happen. There has never been any scientific proof that life can happen just from chemicals in the right state. Even if it took millions of years, you think life happened by chance.

As a matter of fact, just the opposite has been proven. Not only must the chemicals be in a very perfect state together, but also information must be sent from one chemical to the other chemical for the cell to become alive. This information is sent in living cells by DNA molecules. You've all heard of DNA. If we were to put all the instructions from one of those strands of DNA molecules into English, it would fill many large books, each about the size of a dictionary. But can chemicals come up with all that information on their own?

Mr. Evolution Science, you say, “Yes.” But scientific testing proves otherwise. Even if you waited millions and millions of years, those chemicals in the frog soup by themselves don’t have the power to create complicated DNA messages.

Have the Creation Science volunteer hold up the small live animal.

Let’s ask Mr. Creation Science the question, “How did life begin?” Mr. Creation Science, you say that life is too complicated to have just happened on its own by chance. There has never been any scientific proof, even created in a laboratory, where all the chemicals put together can somehow come alive. If this is true for a single cell organism so small we can’t even see it, how true is it for this cat (or other animal) made up of millions of cells? The millions and millions of cells in this animal all work together so that we finally hear, “Meow” (or state sound of small animal).

What science do I, Zoro, the Magnificent agree with? The science that has the most proof... Creation Science, which says there must be a master designer behind the magnificent plan of life.

Question 3 – How do animals change?

Evolution Props: plastic egg with feather inside

Creation Props: second live pet or insect

Hand the plastic egg with a feather in it to Mr. Evolution Science. Give the other animal to Mr. Creation Science.

Mr. Evolution Science, let’s begin with you again. The question is, how do animals change? Would you like to explain your prop to us?

Have student open the egg and take out the feather. Then pause for a response.

Okay, I’ll help you with this theory. This is called the Hopeful Monster Theory. Evolution scientists believe that over time, animals changed so that a reptile became a bird. Evolution scientists used to believe that these changes happened slowly. For example, some frogs’ arms began to look more and more like a feather until finally, over millions of years, what once was a frog became a bird. Over time, one-celled creatures developed more cells and the animals evolved into more complex forms of life in the following progression: fish, amphibians, reptiles, birds, and finally mammals.

Fewer and fewer believe that theory now because those small changes are not in the genetic code of the bird. In other words, a frog does not have the instructions in its genetic code to grow a feather.

So, if that did happen, it would be very hard for that animal to survive.

Some of you evolution scientists now believe in what is called the Hopeful Monster. That supports the idea that mutations or changes happen all of a sudden. It is almost as if a frog were watching its egg hatch and out came a fully developed bird! The problem with this is that every living creature has a genetic code to only produce babies of its own kind.

When mutations happen, they never happen to create a different kind of animal. After years of experimenting, scientists have observed that not even a one-celled creature will ever produce a two-celled creature. Science has proven that the chance that even one mutation or change to the genetic code of DNA in even one cell proving to be beneficial is less than one out of a number so big that there are a thousand zeros after it. In other words, this is one out of a million, times a million, times a million, times a million, and keep multiplying by a million at least 80 times more. Mathematically, it's impossible.

Mr. Creation Science, what do you have? It looks like two animals there.

Pause for comments.

Mr. Creation, you believe that this species began because someone created it. All the information in its cells will always keep it just as it is. It will never someday, even with enough time, suddenly change into something else. You say that scientific proof shows that all different kinds of animals were present at all different eras in history and there's no proof that one animal changed into another.

Now what do I, Zoro, the Magnificent, say the Bible agrees with? The Bible says that God said, *"Let the earth produce vegetation: plants bearing seeds, each according to its own type...let the water swarm with swimming creatures, and let birds fly through the sky... God made every type of wild animal, every type of domestic animal, and every type of creature that crawls on the ground..."* (Genesis 1:11, 20 and 25.) and God made man."

Question 4 – Human’s place in the order of the world

Evolution Science Prop: stuffed monkey

Creation Science Prop: child’s drawing of a church with a cross on it

Distribute props to the volunteers.

Mr. Evolution Science, how do you answer the question, “What is mankind’s place in the order of the world?” Would you like to explain your prop to us?

Pause for feedback.

Let me help you. Evolution science says that, “Since man evolved from animals, probably apes (have kid hold up the stuffed monkey), then man is just another animal. Our value is the same as any other animal, although we are the highest functioning animal on the planet.”

Mr. Creation Science, how would you answer the question, “What is man’s place in this world?”

Pause for feedback.

Show us that picture you have and let me help you explain. There is something special about humans. We are the only creatures on this earth that make art like this.

Hold up child’s drawing of the church and cross.

We are the only creatures that appreciate beauty. There’s something different about us than all other creatures.

I, Zoro, the Magnificent, agree with Creation Science and point out that the Bible even explains it further. When God created people he said, “Let us create man in our image.”

That means that people were created with souls. They were created to have a relationship with God that no other animal could have. They were created in his likeness. The Bible also says that image became ruined because of our sin and rebellion against God when we tried to shove him out of our world. That’s why God became one of us and sent his Son, Jesus, into the world as a human.

When Jesus gave his life for us, he made a way for us to be friends with God forever so that our souls would never perish, but that we would be able to live forever with God here and in the perfect place of heaven.

Conclusion: The Bible Is Scientifically True—God Created Everything

Hold up the Bible.

So, now you see that Zoro isn't so stupid scientifically speaking. In recent times, more and more scientists have stopped believing in the evolution theory and started believing in the creation theory – even if they don't believe in the God of the Bible. But, I, Zoro, know the truth: **The Bible is scientifically true – God created everything.* And that is all I have to say, except for this prayer.

Heavenly Father, thank you that you are the marvelous God of creation. You have made everything with perfect order and balance. But even when we, your human creations, rebelled against you and sinned, you did not throw us away. Instead, you sent your Son, Jesus. Help us all to trust him and become new creations in the image of your love. Amen.

Evolution Science

Creation Science

