Creation vs. Evolution Lessons
Part of Traveling through the Bible: Old Testament
in REAL Kids at Christian Life Center
March 14, 21, 28 and April 4, 2012

Our Goals:
- to instill the BIG PICTURE of Creation
- to build a biblically based intellectual “bookcase” so that when kids learn more details of Creation, Evolution and Nature, they have a place to “store” those facts
- to make kids aware of the lies of Evolution that they hear (or will hear) in life
- to provide parents with a few discussion ideas and resources to continue the exploration at home

Parents: Look for the “FOR PARENTS” section at the end of each Lesson. You can also look over the notes for each lesson, so that you are aware what we talked about.
Lesson 1: God is the Creator
March 14, 2012

- Tell the Creation story in Genesis chapter 1 (told by PA and Franklin the puppet)

- **Genesis wasn't written to show HOW God created the world.** And really, we wouldn't be able to understand that anyways – it's too complex - especially for pre-scientific societies (cultures without knowledge of anything seen with a microscope or telescope ...).

- **Genesis was written to tell us that GOD CREATED the world.** God gave us a simple answer that anyone can understand. *(PowerPoint Slide)*

  - (ex) A young child asks “How does electricity work?” Which of the following answers is going to be more useful to the child?

    A complex answer … “There are three main properties that make electricity work: voltage, amps and resistance. These properties work together inside a circuit to allow electricity to move from place to place. The process of electricity begins when an atom's electrons are stimulated and made to move in a current or flow. Some atoms hold their electrons close to the nucleus and some don’t. The atoms that don’t hold their electrons close are best at conducting an electrical current. In order for electricity to flow in a current, there must be some sort of force or pressure pushing the electrons along. This force is called voltage …” *(from ehow)*

    A simple Answer … Electricity is made in a power plant, sent along electrical wires to our house. When we plug in something into the electrical outlet, we get electricity.

    God gave us the simple answer in Genesis.

- **2 Main Creationist beliefs of how the world was made...** *(Power Point Slide)*

  1. Some people take the bible literally and say that “1 day” in Genesis is literally 1 day or 24 hours. That would make the world about 6,000 years old. (We figure that from other dates and years given in the bible.)
  2. Some people take the word “day” to mean “period of time.” (The Old Testament was written in Hebrew. The Hebrew word “yowm” can be translated “day” or “period of time” depending on context.) If “day” is translated as “period of time,” then God could have created the world during a period of thousands or millions of years. God also is not constrained to our idea of “time,” as God CREATED “time.” Psalms 90:4 says, “For a thousand years in your sight are like a day that has just gone by, or like a watch in the night.”

- **We don’t know exactly HOW creation happened.** And, it's not worth fighting about (but unfortunately, a lot of people DO fight about it). **What we DO know** is that this world was CREATED by GOD. It couldn't have come into existence all on its own. However God chose to
create the universe, HE is still the Creator.

- Watch *What's in the Bible* DVD, Episode 1, segment (Phil Vischer talks about Creation and Evolution)

- Split into Smaller Groups and work on *Creation Project*

**Review Questions:**
1. What did God create on the 2nd day? 4th day, etc.?
2. TRUE or FALSE: The bible tells us exactly HOW God created the world. (False – It tells us that GOD created the world.)
3. What is a Creationist? (Someone who believes the world was CREATED by God.)
4. If someone is a Creationist, they usually believe one of two things about HOW God created the world. What are those 2 beliefs? (God created the world in 6 literal days ... or God created the world over an unknown period of time).

**FOR PARENTS:**
Here is a great “re-telling” of the story of Creation in Genesis 1. It follows the bible very closely, yet updates it, offers some clarifying explanations, and makes it very easy to understand. Read it before bedtime, or have your child read it to you or to a younger sibling. (This website also retells several other bible stories in a similar manner – very nice! Check it out!)


Here are also just a couple good websites to continue research about Creation and Evolution. We know there are many more resources out there – if you know of any, please share them with us! We strongly encourage you to research WITH your child and DISCUSS what you find. There is so much information (not all correct or unbiased) about Creation and Evolution, and children definitely need guidance through these murky waters!

[http://nwcreation.net](http://nwcreation.net)

[http://answersingenesis.org](http://answersingenesis.org) (look in “Kid Answers”)

Lesson 2: What is Evolution?
March 21, 2012

- God created the world. We learned about that last week! However, SIN entered the world. (SIN is turning away from God and saying, “I want to do things MY way!”) When SIN entered the world, people chose to REJECT God. What can happen when someone rejects God? They reject the fact that God made the universe.

- They might say … “If God created the world, then He is important. If He is important, then I need to worship and obey Him. I don't want to obey Him – I want to do things MY way. Therefore, I will say that God did NOT create the world. Then I can live the way I want to live.”

Romans 1:18-23 The wrath of God is being revealed from heaven against all the godlessness and wickedness of men who suppress the truth by their wickedness, 19 since what may be known about God is plain to them, because God has made it plain to them. 20 For since the creation of the world God’s invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that men are without excuse. 21 For although they knew God, they neither glorified him as God nor gave thanks to him, but their thinking became futile and their foolish hearts were darkened. 22 Although they claimed to be wise, they became fools 23 and exchanged the glory of the immortal God for images made to look like mortal man and birds and animals and reptiles. (Look up and on Power Point slide – discuss what it means)

- Soooo … if someone REJECTS God and REJECTS that He created the universe, then where DID the universe come from? They need to create or “find” an answer. That “answer” is Evolution. A man named Charles Darwin created the theory of evolution in the 1800’s (Power Point slide of Darwin’s picture)

- So ... what does Evolution say? Let's see if YOU can figure it out from these examples ...

(Ex) Show a segment from the Fantasia DVD of the dinosaur song … (showing the “evolution” of amoebas into dinosaurs, etc.)

(Ex) Show a picture of the “evolution” of mankind from ape

- Definition of Evolution: a process that results in heritable changes in a population spread over many generations. (In our lesson, we’re talking about MACRO-EVOLUTION. Encourage the kids to ask their parents about MICRO-EVOLUTION from the “For Parents” section!)

(Macro) Evolution: Things started as matter, then changed slowly over billions of years and formed into bigger and more complex things. Amoebas changed into small animals, which changed into bigger animals, which changed into humans. Evolution says, “if you give anything enough TIME, things can happen!”
4 (of the many) problems with Evolution:

1. **Chaos (or disorder) does not become Order on its own.** *(Power Point slide)*

- (ex) Your messy room. It starts out clean, but it tends to get messy quickly. How does it become orderly again? You WORK. You have to put ENERGY into cleaning it up and putting things back in order. It doesn’t happen on its own. And if it stays clean, it's because you're putting ENERGY into KEEPING it clean.
- (ex) A lawn – if left to itself, weeds will grow, things will break apart.
- That is a law of nature (something about our universe that is TRUE): everything that starts orderly gradually grows into chaos (or disorder) if left on its own. Evolution says the opposite. Evolution says that things started out disordered, but became orderly all on their own. And our world is INCREDIBLY ordered and complex. That just doesn't happen on its own!

2. **There isn't a fossil record to prove it.** *(PP Slide)*

- What is a fossil? (Ask kids, show a picture)
- There are no “missing link” fossils that connect changing animals ... and if evolution is true, there should be missing links ALL over the place!
- (ex.) According to evolution, there should be millions of years where apes slowly changed into humans (show picture). So ... there should be LOTS of fossils and bones of these “in between” ape-humans. But there aren't any. (There have been a few claims of a “missing link” fossil, but they were later found out to be fakes, etc.) And this isn't just true for ape-humans. This is true for ALL creatures. IF evolution is true, there should be TONS of fossils and bones of these creatures in transition. But there aren't!
- “The number of intermediate varieties which have formerly existed on earth must be truly enormous. Why then is not every geological formation and every stratum full of such intermediate links? Geology assuredly does not reveal any such finely graduated organic chain; and this, perhaps, is the most obvious and gravest objection which can be urged against my theory.” - Charles Darwin 1902 edition.
- “The main problem in reconstructing the origins of man is lack of fossil evidence: all there is could be displayed on a dinner table.” - New Scientist, 20 May 1982, pg 491.

3. **Look at nature.**

There are things in nature that can't exist without others. So how did they *both* evolve? (There are parts of our cell that our cell needs to exist, but it can't exist outside the protection of the cell.) *Show a model as a visual aid.*

4. **Our own selves fight against this.**

“*If there isn’t a God, then nothing matters. If there is a God, then nothing ELSE matters.*”

If there isn't a God, then we evolved from ooze, and our life has no meaning. We live, we die, we cease to exist. What we do doesn't matter at all. But everything inside us SCREAMS out that we DO matter. That's because we DO matter. We matter because God created us. We are important not because of what we do or look like, but because we exist. We are created by God. And deep down, we KNOW that we matter and we WANT to matter. Why? Because God has put that in us. If evolution is true, we don’t matter, and why would we even want to matter?
But we DO matter. Why? Because God created us. We are fearfully and wonderfully made. (Psalms 139). God has a plan and purpose for us (Jeremiah 29:11). And God's creation is GOOD (Genesis 1).

- Split into Smaller Groups and work on Creation Project

FOR PARENTS:

MICRO-EVOLUTION vs. MACRO-EVOLUTION

We don't have time to discuss this in church, but the following would be a GREAT discussion or small research project for you and your child to do together (it is longer, so find a small chunk of time this week)! Find some time, and talk about and ask the following! See what happens! See what interest might be sparked in a young ... or older ... mind!

Say: In church, you talked about how Evolution can't work. (Review the 4 problems with Evolution if you wish – starts on the bottom of page 4) But did you know that in a few ways, evolution DOES occur? (Your child gasps and falls out of their seat.) Here are some things that change over time ... Our language changes/evolves over time. Ask your child: Do the words we say ever change? What are some words that you and your friends use that I don't use? (texting language, anyone?) What are some words that I use that you and your friends don't use? (Prepare to be totally embarrassed.) Have you ever heard words or phrases that nobody uses anymore? (“That's the cat's meow!” or Shakespeare ... or the KJV of the bible ...) So language changes or evolves over time.

Our laws also change / evolve over time. Ask your child: What are some laws that our country had years ago that have changed? (Women can now vote, racial equality, general Constitution stuff ... you can see if your child has been paying attention in social studies!)

Even an animal population (a type of animal) can change over time, in a small way. Let's see how ...

First, we need to figure out what Micro-Evolution is. Let's take the first part of that ... “micro.” What other words have “micro” in them? (micro-machines, microscope, microwave ...) They are all talking about small things (Micro-machines were tiny, popular choking hazards years back, microscopes look at super tiny things, microwaves ... eh ... tiny energy waves? Not sure. Look it up.) So what do you think Micro-evolution means? (Evolution on a very small level. Changes WITHIN an animal species over time – not from one animal type to another...but changes that help the animal survive better... Ha! Good luck with this answer!) Micro-evolution DOES happen! There can be changes within an animal species over time. (At this point, your child's puzzled expression deepens. Perhaps a glazed look covers their eyes ...) That doesn't seem to make much sense. Let's see an example and it will make much more sense. (Quick, run to the computer or whip out your smart phone ... the glazed look will magically disappear! Or pretend that you are totally confused and you NEED your child's help! Your child will LOVE feeling smarter than you!)

Look up the following website about the Peppered Moth and read it together. Or use the summary below and tell the tale yourself!

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Summary of the Peppered Moth

There are 2 main types of the Peppered Moth – pale and dark. Hundreds of years ago, in jolly old England, the pale moth was much more popular. Why? Because the English trees had lighter bark, and the pale moth was better camouflaged as they rested on the tree bark. The dark moths were more easily seen by birds and so were eaten more. But as England started using more coal (etc.) in the Industrial Revolution (that's another lesson!), the coal started turning the tree bark a darker color. Now the DARKER moths were more camouflaged and the pale moths were eaten up. In a few moth generations, the Peppered Moth population had completely change. Now the pale moth was rare (since it kept getting eaten) and the dark moth was much more popular.

Say: This is an example of MICRO-EVOLUTION ... changes within a species. However, the Peppered Moth continued being a Peppered Moth. It didn't change into ... a bird ... or a dragon ... or a human with wings.

MACRO-evolution says that there can be changes within a species so that, given enough time, that species will change into a DIFFERENT species.

(Ex) A fish gradually developed lungs and legs. Then it crawled out of the ocean. It turned into a new amphibian species. Dinosaurs gradually developed feathers. Then they started to fly. They became a new species of birds.

MACRO-EVOLUTION cannot happen. Animals cannot change into a different animal, no matter how much time they have to attempt it!

Whew! Now go get an ice cream and enjoy it together!
Lesson 3: Recognizing the Evolution Lie (Assumptive Language)
March 28, 2012

A lot of people believe in Evolution because they’ve been taught that it’s true. And they never really research the arguments against it. Evolution is a lie, but it's being told in such a nice way that people believe it. And sometimes, this lie is being told but we don’t even recognize it. Tonight, we’re going to work at recognizing the lie.

• Talk about assumptive language (from the Truth Project).

**Assumptive Language**: Powerful and deceptive use of words in which a seemingly simple statement is made, hoping the hearer will buy the simple statement without recognizing the huge assumptions that come with it. When one buys the simple statement, you buy its assumptions without knowing it. *(Truth Project)*.

• Listen to the Truth Chronicles bit about Assumptive Language on CD

• Give a few examples – read examples and have the kids shout out “assumptive language” when they hear it. Remember, assumptive language isn't just used in evolution ... it's used ALL over in advertising!

Which of these 3 statements is using Assumptive Language?

**Mr. Tom's dog chewed through his sofa. He is now talking to a salesman at a furniture store.**
1: All of our furniture is special order and takes eight weeks to get delivered.
2: If you see something you like we can order it. It takes eight weeks to get here.
3: We'll have your furniture delivered and set-up in just eight weeks. (Salesman is assuming Mr. Tom is buying the furniture.)

**Ms. Sandra is taking a vacation and is shopping for a vacation dress.**
1: You might check out the new sundresses we just got in.
2: One of these sundresses would be nice for your vacation.
3: I have the perfect sundress for your trip to the Outer Banks. Which of these colors do you prefer? (Salesman is assuming Ms. Sandra loves that dress.)

**Ms. Lauri is looking at some jewelry at a jewelry store.**
1: If you buy this necklace you might want to look at the matching earrings.
2: When you buy the necklace you might also want to consider the matching earrings.
3: When you buy the necklace you’re likely to want the matching earrings. Here, let me hold them up to your ear. (Salesperson is assuming Ms. Lori will buy the necklace...)

**Mr. Randall had a tree fall on the roof of his house. He is interviewing a contractor who could fix all the damage to his house.**
1: "Are you ready to sign the contract so we can get going, or do you want to think about it for a few days?"
2: "After speaking with me this evening, obviously you are ready to get started. Sign the contract, so I can get you what you want in the time you need it. Won't that be great?" (Contractor is assuming that Mr. Randall has “obviously” already decided on hiring him.)

3: Let me know when you're ready to make a decision.

“Evolution is a fact amply demonstrated by the fossil record and contemporary molecular biology.” Carl Sagan (Evolution is not a FACT, it is only a theory. It has not been proven or “demonstrated by the fossil record and contemporary molecular biology”.)

“The Cosmos is all that is, or ever was, or ever will be.” Carl Sagan
(He is basically saying there is no God.)

“We are the product of 4.5 billion years of fortuitous, slow biological evolution. There is no reason to think that the evolutionary process has stopped. Man is a transitional animal. He is not the climax of creation.” Carl Sagan
(He is assuming, again, that we evolved over billions of years, and he is stating this theory as a fact.)

“It is absolutely safe to say that if you meet somebody who claims not to believe in evolution, that person is ignorant, stupid or insane (or wicked, but I'd rather not consider that).” Ignorance is No Crime Free Inquiry Summer 2001
(This person is stating that anyone who rejects evolution is obviously stupid. On the contrary, there are MANY very intelligent scientists … and others … who believe in Creation.)

What do we DO when we hear Assumptive Language?
1. We don't call our teacher (or other person) a liar. Remember, he or she is believing a lie. (2 Tim 2:24-26)
2. But when we're asked our opinion, be prepared to give it, with reasons. (ex) “I believe God created the world and here's why …”
3. Pray for those who are believing a lie.
4. Talk about it with your friends (but not while your teacher is talking).

• Break up into groups, review and work on Creation Project

FOR PARENTS:

Talk about Assumptive Language. This week, look for or listen for Assumptive Language in advertising, commercials, TV, etc. You should find PLENTY! After all, sales and advertising are TRAINED to use Assumptive Language! Hopefully, when we become aware of it, we won't so easily fall for it … in advertising OR in teachings about evolution.
Lesson 4: We all have Faith in something
April 4, 2012

Creationists put their faith in God.
Evolutionists put their faith in Time.

- Scientists always do experiments to show that something is true or not. However, no scientist can do an experiment to prove that evolution is true. Because there isn't enough time! An evolution experiment would require millions of years, and we all would be LONG dead before we ever got the answer. So, the scientist says, “Even though I can't do an experiment to prove evolution exists because there isn't enough time, I have FAITH that if I DID have enough time, that the answer is true.” So, the scientist has faith in TIME.

- Faith is being sure of what we hope for. It is being certain of what we do not see. Hebrews 11:1 (NIRV)

- We ALL put our faith in something ... even if we don't know it. I don't think the scientists realize they have faith. They would probably deny it. And most ordinary people probably don't even THINK about what they put their faith in.

- What would YOU rather put your Faith in – God or Time?

- Watch “Jelly Telly”: God is Eternal video - http://www.jellytelly.com/video/god-is-eternal/

- Break up into groups, review, and finish Creation Projects ... and take them home!

FOR PARENTS:
Ooooh and ahhhhhh over your child’s Creation Project!

Some Creation Project ideas: (to work on through the 4 weeks in Small Group classes)

- A board game (questions come from the lessons – can brainstorm them as a class ... need specific rather than general questions)
- A quiz for parents
- Create a creation book – “Here's why I believe in Creation”
- Other ideas...