

CURRICULUM  
SAMPLE



***A Study for Children  
on the Greatness and Worth of God***

by Jill Nelson

*The ABC's of God:*  
*A Study for Children on the Greatness and Worth of God*  
by Jill Nelson, © 1998 Jill Nelson.

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# Preface

Who is God? What is He like? How should I act toward God? The answers to these questions are of utmost importance in the life of faith for children and adults alike. The modern Church has often overlooked the significance of presenting children with the great and glorious view of God that He has revealed in His Word. We tend to give children a watered down theology of God—one that characterizes Him as soft and cuddly and nice. But our children do not need another teddy bear. Although they may not yet have the vocabulary to express it, children possess hungry, desperate souls that are sinking in sin and longing for happiness. A simplistic, warm and fuzzy image of God will not satisfy their soul-hunger.

*The ABC's of God* was written to present children with the bountiful feast of all that God is in His greatness, His worth, and His Word. There is no way that we can make God too great or too worthy for children. He will always be infinitely greater and worthier than we can ever communicate.

Toward this end, this curriculum uses the framework of the alphabet to teach children the attributes and character of God. Although not strictly systematic, *The ABC's of God* presents God in His fullness as He has revealed Himself throughout redemptive history, with special attention to the revelation of Christ.

Understanding and embracing an infinitely glorious God may seem like a lofty goal for young children. It is! But we must faithfully direct children to the feast of God's greatness and worth. God Himself, through His Holy Spirit, will move in their hearts so they will "*taste and see that the LORD is good!*"

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Û LESSON 34	<b>X</b>	<b>EXALTED - God ranks far above everything else. He is the "Most High."</b> "For You, O LORD, are the Most High over all the earth; You are exalted far above all gods." Psalm 97:9	137
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\* Denotes lessons which may be omitted. (See Introduction, page x)

⇔ The order of these lessons may be re-arranged. (See Introduction, page x)

## LESSON 5

# "C" IS FOR CREATOR

**KEY THEME:** God made all things.

**KEY VERSE:** I am the LORD, who has made all things,  
who alone stretched out the heavens,  
who spread out the earth by Myself.  
**ISAIAH 44:24b**

**INTRODUCTION** God alone is eternal. So it follows that everything else, whether angels, atoms, birds, or man, have their source and beginning in the eternal God. God's creative work is a "show and tell" of His attributes, an overflow of His greatness and worth. Today, people are absorbed in unraveling the origin of the universe by means of human reasoning and man-made theories, ignoring the simple but true statement, "*In the beginning God created . . .*" (*Genesis 1:1*) *Romans 1:21* attests "*but their thinking became futile and their foolish hearts were darkened.*"

The next six lessons draw on God's creative work to teach about His glory, wisdom, power, sovereignty, and provision. Keep the focus of this lesson God-centered. Many lessons for children on creation emphasize that they are special, wonderful, unique. This is NOT the main point of creation. The main point of creation is that **God** is special, **God** is wonderful, **God** is awesome, **God** is great, **God** is!

## IN THE BLESSING BOX

1. Ingredients for chocolate chip cookies, mixing bowl and spoon. (You may substitute items for some other homemade food.)

### OTHER VISUALS

1. White and black paper (day and night).
2. Blue paper or picture of the sky.
3. Picture of land (or use dirt) and sea, picture of plants (or real ones).
4. Picture of sun, moon, and stars.
5. Picture or models of birds and fish.
6. Picture or model of land animals and people.
7. Scroll with *Isaiah 44:24b* written on it.
8. Mirror.
9. From Lesson 4: line and circle posters with the Blessing Box items next to them.

Optional: New poster (same size as line and circle posters) with "has a beginning but no end" written on it. Draw a line with starting point that flows off the edge of the poster.

## LESSON PRESENTATION

Comment on the fact that we have last week's things still displayed in the room. Ask the children if they think we might be doing the same lesson over again. Or maybe we ran out of new things to put in the Blessing Box. Who would like to find out? Have some children come up and take everything out one item at a time.

COMMENT: *Wow! We have everything here to make cookies (OR OTHER ITEM), even my favorite kind – chocolate chip. My mouth is already watering. Let's put all of the ingredients and the spoon and the bowl on the table here so we can have some cookies.*

Once everything is on the table, sit back and silently watch the ingredients. After about 30 seconds, get up and see if the cookies are ready yet.

COMMENT: *I wonder if the cookies are ready to eat yet? Maybe they just need a little more time. (GO BACK TO WATCHING THE INGREDIENTS FOR A FEW MORE SECONDS.) These cookies are still not done. Nothing is happening. Did we leave something out? Is something missing? (GIVE THE CHILDREN TIME TO RESPOND. IF THEY SAY YOU NEED AN OVEN OR SOMETHING THAT IS NOT IN THE ROOM, TELL THEM TO PRETEND THAT WE HAVE IT.)*

*Explain that cookies don't just appear on the kitchen table. They are mixed together and made by someone. Have the children imagine coming home and seeing a fresh, warm batch of cookies on the table. Now have them pretend that their mom gives them a cookie to eat, and it tastes wonderful.*

COMMENT: *Would you say something like this? "This cookie is great. Thanks chocolate chips and flour. You're really great." No, you might say, "Mom, this is the best cookie I've ever tasted. You're the best cook in the whole world. Thanks. You're really great." Behind a great cookie is a great cookie-maker.*

ASK: *Even if your mom can make a great cookie, did she create the ingredients that went into them? Where did she get them? Did she get them from the store? Where did the store get the ingredients? Did the store get them from factories and farms? Where did the farmer get them? Did he get them from the soil or the animals? Where did the soil and animals come from? Where will we find the true answer?*

DISPLAY AND READ *Isaiah 44:24.*

***I am the LORD, who has made all things, who alone stretched out the heavens, who spread out the earth by Myself.***

*Explain that since God is the only one who has been always there or is eternal, all other things must come from God. God is the only one who could make or create all things. This verse tells us that He did it all by Himself. He is the CREATOR of all things. Ask the children for examples of all the things God created.*

**STORY – CREATION** *Genesis 1:1-31*

Explain that there is a story in the Bible about God being the creator of all things. Have the children find the book of Genesis in their Bibles. Then have them find chapter 1, then verse one. Read or ask a volunteer to read *Genesis 1:1* while the other children follow along. Briefly summarize the six days of creation using the appropriate visuals to illustrate each one.

END WITH *Genesis 1:31*

***God saw all that He had made, and it was very good.***

*Explain that it was God, and God alone, who created everything. And everything He created was good. Sometimes we look at the things that God created and think about how wonderful and special creation is. But there is something more God wants us to understand about creation, especially about people.*

COMMENT: *Do you remember why people are special? We are created in the image and likeness of God. What does it mean to be made in the image of God? (TAKE OUT THE MIRROR AND LOOK AT YOURSELF.) Does it mean that I look like God? No, the Bible tells us that God is spirit. That means He doesn't have a body of skin, muscle, and bones like us. Maybe it means that God made us with some of the same kinds of qualities that He has. We have minds that can think; we have feelings; we have a will to make choices,\* and we have a soul that will never die. (INTRODUCE THE NEW POSTER AND PLACE IT BETWEEN THE OTHER TWO.)*

*Why did God make us with minds that could think? So we could know God. Why did God make us with feelings and emotions? So we could love God. Why did God make us with a will to decide things? So we could trust God. Why did God make us with a soul that will last forever? So we could enjoy God forever.*

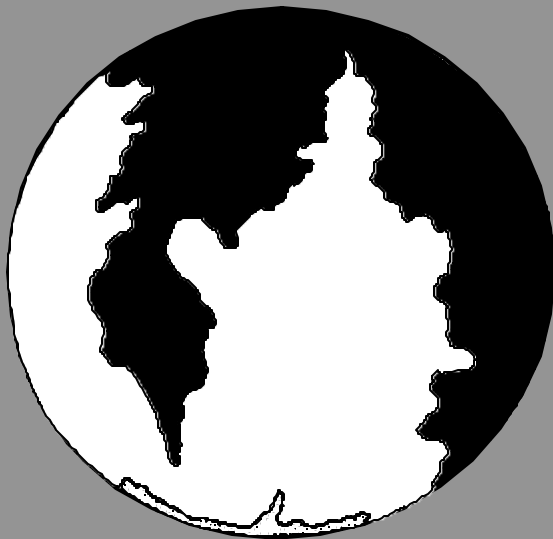
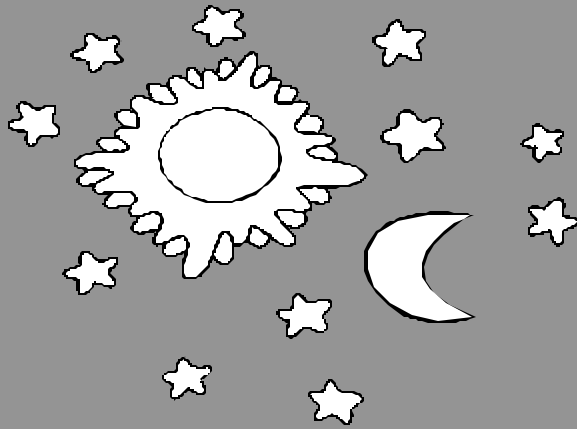
*\*Note: Human choice is always subordinate to God's sovereignty.*

***God created everything that makes us special in order to show how special and great and wonderful He is Himself.***

COMMENT: *God made all things. He is the Creator of everything. All things belong to God. God created us to know Him, love Him, trust Him and enjoy Him. God wants us to look at His creation and say, "This is a great world that you made, God. You are a great, wonderful, and amazing God!"*

## APPLICATION

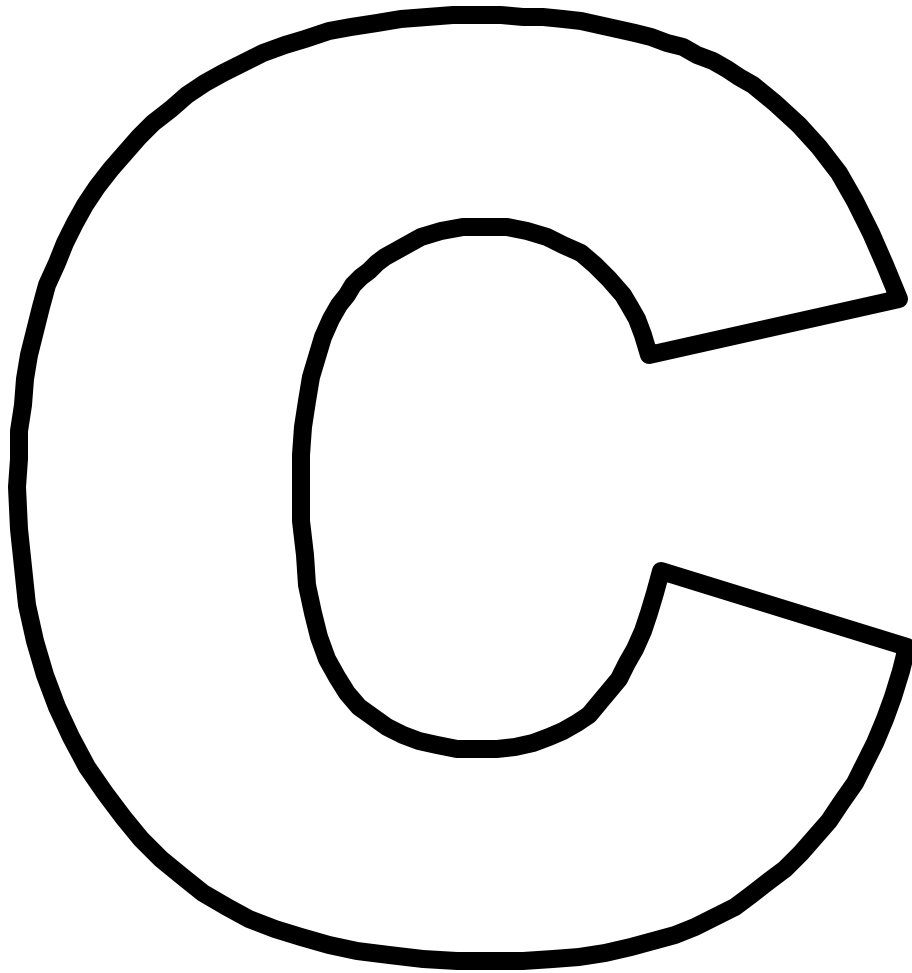
- ★ Have children find the letter “C” for Creator in their workbooks.
- ★ READ *Psalm 24:1*. What does it mean?
- ★ Because God made all things, all things belong to Him. God has the right to do anything He wants to with His creation. [If you are making cookies, do the chocolate chips get to decide whether or not they will go into the cookies? Who gets to decide?]
- ★ READ *Romans 9:20-21*. (If you have play dough available, you might want to let the children pretend they are potters, shaping something.) Because it is God who formed us, does He have the right to give us a certain color of hair, to make us a certain size, to put us in a certain family?
- ★ God made us to know Him, love Him, trust Him, and enjoy Him. Do we always do that? Did Adam and Eve do that? How do we know?
- ★ In many schools children are taught that everything was created by itself, without a Creator, over a very long period of time. Do you think if we sat for an hour, the cookie ingredients would have turned into cookies? How about in a year? How about in 1,000 years?
- ★ How can we be careful not to have God’s creation become more special to us than God Himself? What can we think, say, and do to remind us that all of God’s creation points to the greatness of God? READ *Psalm 8:1-2a, 3-4*.



**I am the LORD,  
who has made  
all things,  
who alone  
stretched out  
the heavens,  
who spread  
out the earth  
by Myself.**

Isaiah 44:24b

# Creator



**“Creator” means:  
God made all things.**

# "C" IS FOR CREATOR

**Key Theme** God made everything.

**Key Verse** "I am the LORD who has made all things, who alone stretched out the heavens, who spread out the earth by Myself." ISAIAH 44:24b

**Lesson Summary** Since God alone is eternal, everything else has its source and beginning in God. God's creative work is a "show and tell" of His attributes because it is an overflow of His greatness and worth.

## WHO IS GOD? WHAT IS HE LIKE?

- What was in the Blessing Box today? What does it tell us about God?
- What does "creator" mean?
- What does it mean that people were created in God's image?
- Why did God make us with minds that can think? [So we can know God.]
- Why did God make us with feelings and emotions? [So we can love God.]
- Why did God make us with a will to decide things? [So we can trust God.]

## HOW SHOULD I ACT TOWARD GOD?

**Memorize** Isaiah 44:24.

**Play "Who Has The Right?"** Since God made all things, all things belong to Him. This means that God has the right to do anything He wants to with His creation. One player asks, "Who has the right to \_\_\_\_\_?" and fills in the blank with 'make the sky dark at night', 'make thunder crash', 'make our bodies need sleep,' etc. Other players answer, "God does!" Then take turns asking, "Why?" and answering, "Because God made \_\_\_\_\_!"

**Responding to God** Look out the window or go for a walk. Name everything that you see and thank God for creating it!