

**GLENVIEW NEW CHURCH SUNDAY MORNING PROGRAM**  
**Primary Lessons: Phase 2, Lesson 2**  
**Second Day of Creation (Genesis 1:6-8)**

**I. Underlying Ideas for the Teacher**

- A. The Lord is the beginning of everything. He created heaven and earth.
- B. The Word is the Lord's revelation to us of all that we need to know about our Creator and our relation to Him.
- C. The whole Word is a parable written in the language of correspondences.
- D. "The laws of order prescribed for man are that man should acquire for himself truths from the Word, and think of them naturally, and so far as he can rationally, and thus procure for himself natural faith. The laws of order on the part of God then are, that He should approach, fill the truths with His Divine light, and thus fill with the Divine Essence man's natural faith, which is only knowledge and persuasion. Thus, and not otherwise, is saving faith procured" (TCR 73:2).

**II. Story Circle**

A. Introduce the Story

- 1. Last time we talked about the Word and why it is different from all the other books in the world. Do you remember why? (The Lord is the Author)
- 2. Why did the Lord give us the Word? (To tell us about Himself and what we need to know so we can go to heaven when we die.)
- 3. Who can tell me the name of the first book of the Word? (Genesis)
- 4. Do you remember what "Genesis" means? (The beginning)
- 5. Our lesson last time was about the beginning of something - what? (The heavens and the earth)
- 6. On the first day the Lord created light and darkness— day and night. Listen while I read from the Word about the second day of creation.

B. Tell/Read the Story

- 1. Genesis 1:6-8

C. Ideas to Discuss

- 1. What did the Lord create on the second day? (Firmament)
- 2. What did He call the firmament? (Heaven)
- 3. Do you know the everyday word we use instead of "firmament"? (Sky)
- 4. The Lord divided the waters under the firmament - under the sky - from the waters above the firmament - above the sky. What waters do you know about that are "above the firmament"? (Clouds [rain, snow])

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5. What waters can you think of that are "under the firmament"? (Seas, oceans, rivers, streams, lakes, ponds, creeks, bays)

### D. Further Ideas

1. Do you think making the firmament - the sky - and dividing the waters was the best thing for the Lord to do next? Why? (What would happen if there were waters everywhere, or if we had no water? No rain, no streams?)
2. Just as the Lord brought light to the world, He brings light to our minds. And just as He gives us water so things can grow, so His teachings water our minds to make them grow.
3. There are several different forms of water in the world (seas, oceans, rivers, etc. - rain, snow). And there are different ways in which we learn things - ways in which our minds are watered:
  - Through what our parents teach us
  - Through what we learn in school
  - Through what we learn in church and Sunday School
  - Through what we learn from the Word itself— from the Lord

## III. Enrichment Activities

### A. Music

1. "And God said, 'Let there be light,'" FIRST SONGS FOR LITTLE CHILDREN, p. 24 (first & second verses)
2. "This is the day that the Lord has made," LAUREL SONGBOOK #50 (copy attached to Lesson #1)
3. "This is the day that the Lord hath made," FIRST SONGS FOR LITTLE CHILDREN, p. 22
4. "The Lord created you and me," LORI/S SONGS II (tape). Side 2

### B. Activities

### C. Projects for the Second Day of Creation

1. Sky and Water Windsock (see below)
2. Collage of Sky and Water (see below)

### A. Cumulative Projects (*continued over 7 Sunday School lessons on Creation*)

1. Creation Poster: As students learn about each day of the creation story, they picture what was created on individual posters or a group mural. With the final lesson, the poster will be filled with the Lord's creations. (See detailed explanation, attached.)
2. Creation Collage Book: This project is described in the enclosed excerpt from *Art in Education* by Beth Johns. Each page of the book is a collage representing one day of creation.

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3. Folding Screen: Same as collage book, but tape the pages together to create a folding screen-like decoration. (See attached "Variations on Creation Project".)
4. Diorama
  - a. Backdrop on poster board with play dough/salt ceramic/plasticine figures of animals and people set in front.
  - b. Diorama that can be taken apart and then used again to act out the 7 days of creation one day at a time. (*See following lessons on 7 days of creation.*)

#### **IV. Teaching Aids**

#### **V. Further Reading for the Teacher**

- A. Dole's Bible Study Notes, Vol. I. "The Creation - A General View," Genesis 1; 2:1-3; "The creation - The First Four Days," Genesis 1:1-19.
- B. The Sower. Vol. I, "The Five Books of Moses," (pp. 1-4); "The Creation," Genesis 1 (pp. 5-12).

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**Creation Projects for the Second Day**



**I. Sky and Water Windsock**

A. Materials needed for each child:

1. 4"x16" blue poster board for sky
2. cotton balls for clouds
3. 4-6 streamers of blue crepe or shiny metallic blue for the water
4. 16" – 18" piece of vinyl tubing or heavy string for hanging

B. Motivation:

1. On the second day the Lord separated the water and the sky. We are going to make a project you can hang up at home with the sky above and the water beneath.

C. Procedure:

1. Glue cotton to the poster board to make some fluffy clouds. If children pull at the cotton a bit, they can make clouds with different shapes.
2. Bend poster board gently into a cylinder and staple at top and bottom. Staple hanging string or tubing at top edge of cylinder.
3. Glue streamers from the bottom of the cylinder, gluing to the inside.

**II. Collage of Sky and Water**

A. Materials needed for each child:

1. 12"x18" blue construction paper
2. cotton balls for clouds
3. thick yarn in "water" colors of blue and green
4. text slip: "Then God said, "Let there be a firmament in the midst of the waters, and let it divide the waters from the waters." (Genesis 1:6)

B. Motivation:

1. On the second day the Lord separated the water and the sky. Let's make a picture using cotton balls for clouds in a beautiful sky and yarn for the water.

C. Procedure:

1. Make the sky at the top of the picture using cotton balls for the clouds. If you pull at the cotton balls a bit, you will be able to make clouds of varying shapes.
2. For the water, you can glue down yarn of various "water" colors in waves or swirls or however you like.
3. Now add the text slip at the top or on the back.

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*From Art in Education by Beth Johns*

**THE DAYS OF CREATION**

A Collage Book

(each page representing one day)

*Optional: Tape the pages together to create a long, folding screen-like book or decoration.*

- First Day: Torn paper bits of many toned light and dark papers. The children actually separate the light from the dark, and then paste them to the background.
- Second Day: Torn paper bits of metallic and tissue papers for sky and water, separated and pasted as before.
- Third Day: Torn paper pieces in earth tones and greens creating scene for dry land and growing things.
- Fourth Day: Gold paper sun, silver paper moon cut and pasted on black with many sticker stars added.
- Fifth Day: Bright paper, birds and fish cut out and pasted against pale blue. Blue cellophane covering lower part of page for sea.
- Sixth Day: Many cut-paper shapes of animals and people.
- Seventh Day: Simple red and white background representing Love and Wisdom at rest. Suitable quotation carefully copied in best printing.
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**Creation Story Mural**

Rendered in collage materials similar to the above on several large panels for a school decoration. It is much more elaborate detail by older children.

Note: the above projects are deliberately described in very sketchy terms to give plenty of latitude for development by individual teachers. Very often, especially for the Christmas projects, glitter, sequins, and other bits of special material have been offered. This adds an exciting touch and makes the product seem more worthy as a gift. It should be emphasized once more that all of these projects work only when the children's affections are aroused so they relive the episode almost as if it were their own experience. "Let's show how the Wise Men held their gifts with both hands because they were the most precious things they could bring to the Lord." "Think how desperate Peter must have felt when he began to sink in the water and how the Lord's strong arms reached forward to help him." "Just imagine the magnificence of that shining golden city coming down from God out of heaven!" If the inspiration is vivid and immediate the children's work will powerfully show their response.

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