

General Church Education



# The Third Day

Genesis 1:9-13

## Lesson 3

Youth Journey Program

# Creation: Reflection of God

Level C: For ages 11-14 years

# Teacher Background

## Creation: Reflecting God through Correspondences

### A Key for Understanding the Word

There is a New Church teaching that, “The Word of God is like a body with a living soul” (*Arcana Coelestia* 1408). Many readers have sensed this deeper level of meaning within the words and images of the Bible.

God wrote His Word so that every image contains multiple levels of meaning. The literal meaning focuses on the natural, physical world. A deeper symbolic meaning focuses on the world of the spirit, the world of the human mind. The relationship between the two levels is called “correspondence”. Natural images and symbols “correspond” to spiritual qualities.

We often make this connection between levels without thinking about it. For example, we may talk about not “muddying the waters”, or say that a child is “testing the waters”. When we say “not muddying the waters” we are not talking about water at all; we are saying that false or misleading ideas should not be brought into a situation. Similarly, a child “testing the waters” is experimenting with his or her behavior to see how others react. These sayings make connections between the way true ideas work in our minds with the way water works in the natural world.

Jesus made connections like this in His conversations with people. To a woman at Jacob’s well, He said, “Whoever drinks of the water that I shall give him will never thirst. But the water that I shall give him will become in him a fountain of water springing up into everlasting life” (John 4:14). Jesus was associating the true spiritual ideas He came on earth to teach with water. The connection is in how they are useful—how they work in our lives. True ideas from the Word cleanse our thoughts just as water cleanses our bodies.

Sometimes these connections are harder to see in the stories of the Old Testament. The key, according to the Heavenly Doctrine for the New Church, is this concept of correspondences. Correspondences allow us to see more than the general allegory of the human journey to the “promised land” of heaven. They help us see who God is and what He intends for us in specific ways. A knowledge of correspondences can help us gain fresh insight into the stories of the Old Testament.

This is true for the creation story. The Heavenly Doctrine explains creation in terms of a person’s step-by-step spiritual progress along the path to heaven. Each “day” of creation pictures a new level of personal development. The seventh day is a beautiful picture of the restful state of heaven—a state free from the struggles against selfishness that we all deal with in this world.

The spiritual meanings of the days of creation are interwoven throughout this lesson. We hope they bring this familiar story to life in new ways.

Correspondences are natural truths in which spiritual truths are reflected as in a mirror. *Arcana Coelestia* 9300



# The Third Day

# Level C

Genesis 1:9-13

Ages 11-14

**Life Focus:** The Lord’s Word and the created world reflect the Lord, the Creator.

**Lesson Focus:** We cannot learn about the Lord directly from nature; we learn about Him in the Word. He planned it this way so we can freely choose heaven.

**Reading:** Then God said, “Let the waters under the heavens be gathered together into one place, and let the dry land appear”; and it was so. And God called the dry land Earth, and the gathering together of the waters He called Seas. And God saw that it was good. Then God said, “Let the earth bring forth grass, the herb that yields seed, and the fruit tree that yields fruit according to its kind, whose seed is in itself, on the earth”; and it was so. And the earth brought forth grass, the herb that yields seed according to its kind, and the tree that yields fruit, whose seed is in itself according to its kind. And God saw that it was good. So the evening and the morning were the third day (Genesis 1:9-13).

Lesson 3		Materials Supplied	Materials Needed
<b>1. Getting Started</b> (2-3 minutes)	<b>Welcome Warm-up Activity</b>	<b>Watch a Plant Grow!</b> directions p. 4 choice of movies at <a href="http://www.bitly.com/WondersOfCreation">www.bitly.com/WondersOfCreation</a>	computer or other viewing device
<b>2. Focus on the Word</b> Use all activities (5-7 minutes)	<b>Read the Word</b>	see <i>Reading</i> above	
	<b>Talk About It</b> discuss the reading	<b>Talk About It</b> discussion guide p. 4	
<b>3. Learn by Doing</b> Choose 1-2 activities (15-20 minutes)	<b>Act It Out</b> experience the blessing of a good deed and choose a way to pass it on to someone else	<b>Seed to Fruit to Seed</b> directions p. 5 <i>Seed to Fruit to Seed</i> p. 7	open space for skits
	<b>Make</b> “re-enact” the creative process through making a pop-up model of the creation of land and plants that bear fruit	<b>Seas to Trees Pop-up</b> directions pp. 5-6 <i>Seas to Trees Assembly Directions</i> pp. 8-9 <i>Seas to Trees Templates</i> pp. 10-11 assembly video <a href="https://www.newchurchvineyard.org/resource/video-make-seas-to-trees-pop-up-project/">https://www.newchurchvineyard.org/resource/video-make-seas-to-trees-pop-up-project/</a>	stiff paper, scissors, tape computer or other viewing device
<b>4. Wrap It Up</b> (2-3 minutes)	<b>Take the Message Home</b> introduce quotation for the week	<b>Take Home Cards</b> p. 12	



# 1. Getting Started

**Welcome** Watch a plant grow! Video activity

**Warm-up Activity** Witness the miracle of a plant growing in a time-lapse video. Choose from a variety of videos in a playlist at [www.bitly.com/WondersOfCreation](http://www.bitly.com/WondersOfCreation). Encourage questions and discussion as you watch. For example,

1. What happens after the flowers fade away? (fruit)
2. How could this plant help us? (food, wood for homes and furniture, flowers to cheer people up—smell, sight, etc.)
3. What would be missing in the world if this plant did not exist?

# 2. Focus on the Word

**Read** Genesis 1:9-13

**Talk** What is the first book of the Word? Genesis, which means beginning.

**About It** What did the Lord create on the first two days of creation? Day 1: light, day and night. Day 2: The expanse or firmament (sky); he also separated the waters above (clouds) from the waters below (rivers, oceans)

**What did the Lord create on the third day?** Dry land and plants bearing seeds and fruit.

**Imagine what it would be like if there were no land! Why is land important?** We would have nowhere to build homes and grow food without land. The waters (true ideas) were “gathered” into seas, so land (love for heavenly things) could develop.

**What useful resources come from the land?** Stone, bricks, plaster, metals, wood, fuel (coal, oil), chemicals, gemstones, etc.

**What were the first *living* things created on the land?** Plants. Because they are a source of food for animals and people, plants paved the way for the creation of animals and human life.

**Have you ever planted or harvested a garden? What did you enjoy about it?**

**The human mind is sometimes compared with a garden. True ideas from the Word correspond to the seeds. These “seeds” of truth receive light, warmth and water when we think about the Word and want to change our lives by doing what it teaches. Jesus said that if we do what He teaches we will “bear much fruit” (John 15:5). Our fruits are the useful services we do for others—comforting a friend who is sad, helping out when we are asked to, etc. Jesus also said, “by their fruits you will know them.”**

**The Lord’s purpose in creating the world is to lead us to heaven by doing what He teaches, which is what will make us truly happy. If this is so, why is it impossible for us to see and learn about Him directly through the created world?** The Lord reveals Himself in His Word and not in nature so that we can freely choose to love Him. If this were not the case our love for Him would not be free. We would be forced to love Him and so could not freely choose heaven.

# 3. Learn by Doing

Choose one or two activities

**Choice**

## Seed to Fruit to Seed

Students will act out scenes to show how one good action (corresponding to fruit) contains seeds that can lead to future good actions (more fruit).

Players are given a starter scenario. Once it has been acted out, audience members decide how the deed of kindness could be passed along to another person.

For example, a person helps by picking up something someone drops; the person who was helped smiles at someone who looks sad; the person who felt sad opens a door for someone else, etc. Each deed has the potential to produce further acts of useful service (fruit).

1. Ask for two volunteers to act out a scene. One player will act the part of someone with a problem. The second player will do something to help the first player. Players decide who plays which part.
2. Choose a starter scenario from the *Seed to Fruit to Seed* list on p. 7. Once students are engaged in the activity they may have skit ideas of their own.
3. Students should continue a skit until a person has been helped. Audience members may then shout "Freeze!" at any time. Both players must then freeze in whatever position they are in at the time.
4. The audience member who shouted freeze taps one of the players on the back. The player who is tapped withdraws and sits down while the new player assumes the frozen pose. Unfreeze and continue the scene.
5. The person to whom the good deed was done takes the lead in thinking up a way to pass the deed forward to someone else.
6. Players may be replaced repeatedly until the teacher decides it is time to stop or re-start with a fresh scenario.
7. When the skit ends, discuss what happened and how it relates to the students' real-life experiences. Discussion questions are on p. 7.

**Choice**

## Seas to Trees Pop-up

The third day of creation pictures changes that take place in our lives when we know true ideas from the Word (seas), love them (land), and put them into practice in daily life (plants bearing seeds). When this happens, we are fulfilling the Lord's call to "bear much fruit" (John 15:5).

In this project, students will "re-enact" the third day of creation by making a pop-up paper model of the land rising from the seas, followed by a fruitful tree growing up.

Step-by-step assembly directions are on pp. 8-9.

Directions for making the assembled pop-up work are on p. 6.

### Prepare in Advance

Clear enough space for students to act out scenarios. Print *Seed to Fruit to Seed* p. 7.

### New Church Concept Action Is Important

Nothing becomes a person's own if he just thinks it, or even thinks about willing it to happen, unless at the same time he wills it to such a degree as to do it when opportunity offers (*Divine Providence* 80).

All religion is of life and the life of religion is to do that which is good. Every person who has religion knows and acknowledges that a person who leads a good life is saved...for he knows and acknowledges that the person who lives rightly thinks rightly, not only about God but also about his neighbor.... The life of a person is what he loves, and that which he loves he not only likes to be doing, but also likes to be thinking (*Doctrine of Life* 1).

### Online Video

For easy assembly, go to <https://www.newchurchvineyard.org/resource/video-make-seas-to-trees-pop-up-project/> Video takes you through each step.

### Materials for Each Student

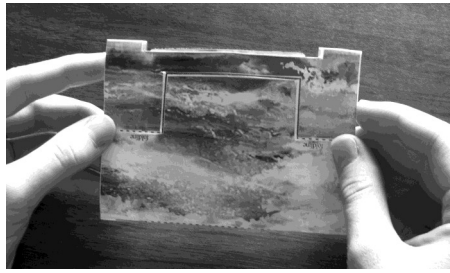
copy of pp. 10-11 printed on stiff paper, copy of the *Assembly Directions*, pp. 8-9, scissors, tape

### Prepare in Advance

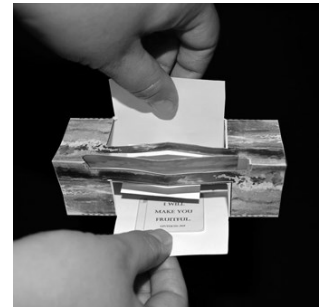
Print projects. Assemble a project so students can see how it works and you can help students make theirs.



## Seas to Trees Pop-up *continued*



1. Close the project up so you can only see the seas.



2. Pull the tabs on either side as shown. (View from above.)



3. (View of the same step from the front.) The land will pop up, and the top of the tree will be visible through the slit above the island.



4. Pull up the tree.



5. Seas to Trees pop-up completed. Can be re-folded and popped up again and again.

## 4. Wrap It Up

### Closing

Why do we need to learn about the Lord through the Word and not from the world around us? (So we can choose whether to follow the Lord or not. Without this freedom we could not go to heaven.)

Why is it important to put the true ideas we know into action? (This is how our lives are connected with heaven.)

### Take the Message Home

Read this quotation aloud: “Blessed is the man who trusts in the Lord.... He shall be like a tree planted by the waters. His leaf will be green, and he will not cease from bearing fruit” (see Jeremiah 17:7-8). What part of you would you like to have blossom and be fruitful? Ask the Lord for His help to trust in Him and to grow.

**Give *Take Home Cards* (p. 12) to the students as they leave and suggest they put them up somewhere they will see them this week.**

# Seed to Fruit to Seed

## Scenarios

Choose one of the following scenarios as a skit starter.

1. You see a person fall on a busy street.
2. You are feeling overwhelmed and on the verge of tears. A friend sees you.
3. An elderly person is trying to reach an item on the top shelf in a store.
4. You and a friend have tickets to a show. Just before you leave your friend feels sick and wants to stay home.
5. A friend says something unkind about another person to you.
6. You have lost your cell phone. Your parents have asked you to call and you know they will be worried.
7. A person has lost a pet.
8. You are feeling happy and smile at a stranger you pass.
9. You feel exhausted. Your parents ask you to help.
10. You are very busy. A needy friend calls you and asks if you have time to talk.

## Discussion Questions

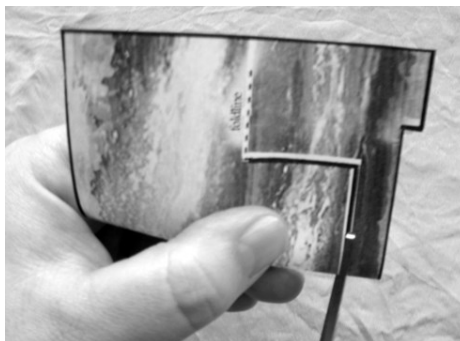
Choose questions that encourage reflection and response to the situations in your skits.

1. Have you ever been in a similar situation? How did you respond?
2. How does your conscience affect your choice to help someone?
3. Is an action genuinely good if a person is secretly hoping for praise?
4. The Lord does wonderful things for us at each moment. How can we do something nice for Him?
5. How would you respond if you were in this situation?
6. What makes an action “good”?
7. What does “pay it forward” mean?

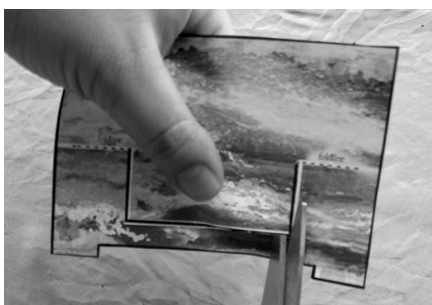
# Seas to Trees Pop-up Assembly Photo Directions



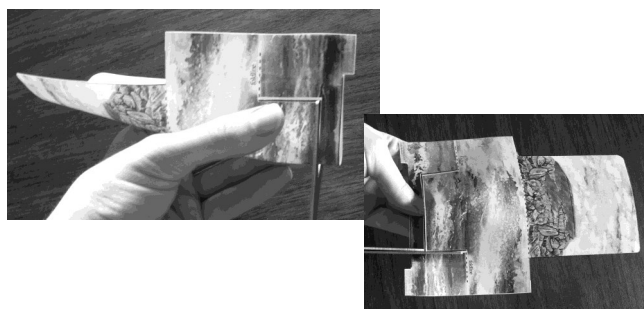
1. Cut out parts A, B, C and D.



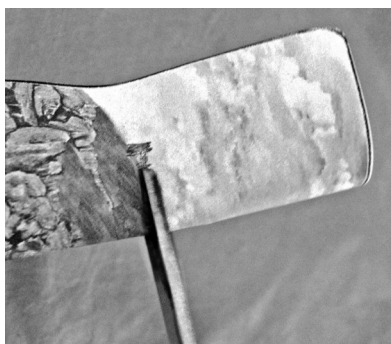
2. Gently bend part A in the center and make a small cut along the solid black line as shown.



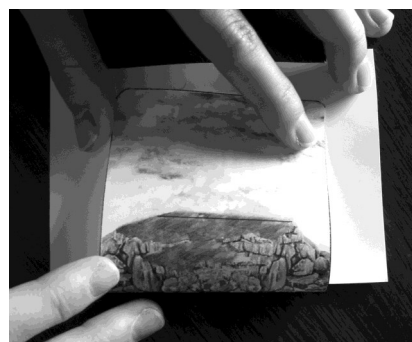
3. Flatten A and cut along all the solid black lines.



4. Repeat steps 2 & 3 with part B.



5. Gently bend the "island" on part B in half and cut along the solid black line.



6. Fold the "island" up along the fold line so the pictures are back to back, facing away from each other.



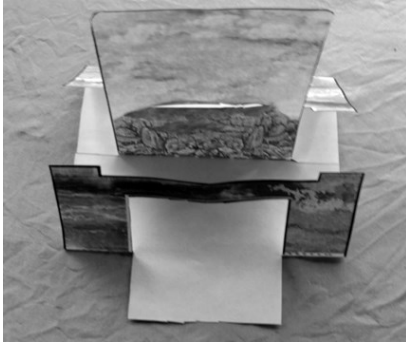
7. Line up parts A and B with the "seas" showing and the "island" tucked underneath in the center.



8. Tape parts A and B together along the middle line.



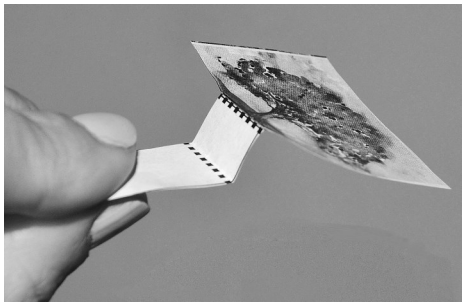
## Seas to Trees Pop-up Assembly Directions continued



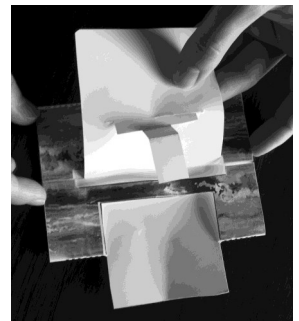
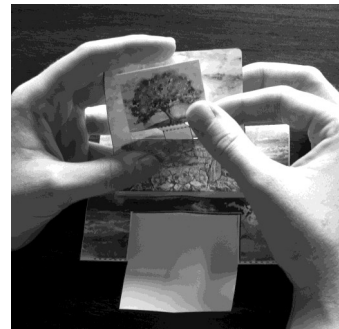
9. Turn the project over. Fold parts A and B upwards along the middle fold lines.



10. Bend the folded parts until they meet. Tape across the tabs on either side of the project. Do not tape the "island".



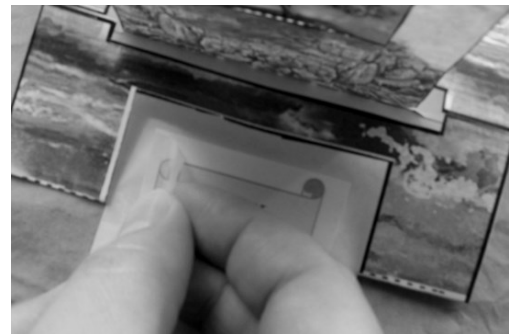
11. Fold part C (tree tab) on the dotted lines in "accordion fashion" as shown.



12. Insert part C through the slit on the island. (Shown from front and back.)



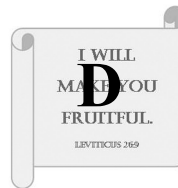
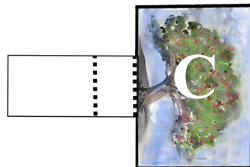
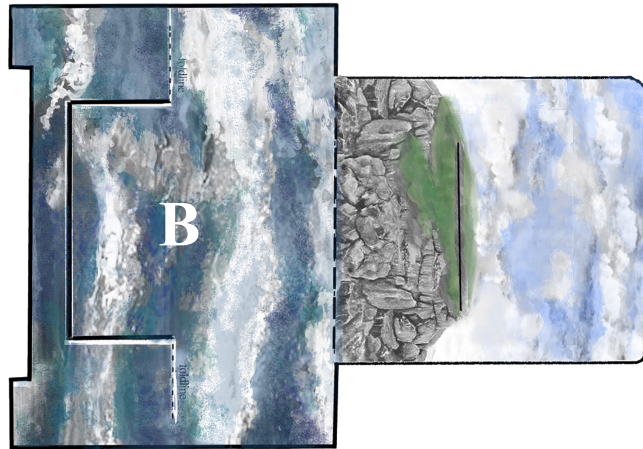
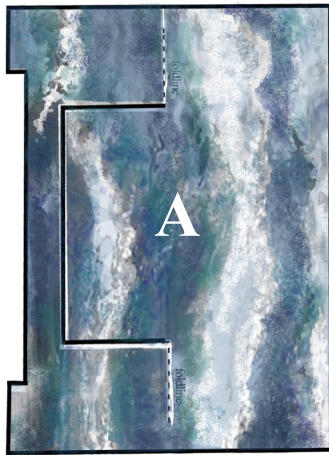
13. Secure the tree by taping the tab of the tree down, below the island fold line.



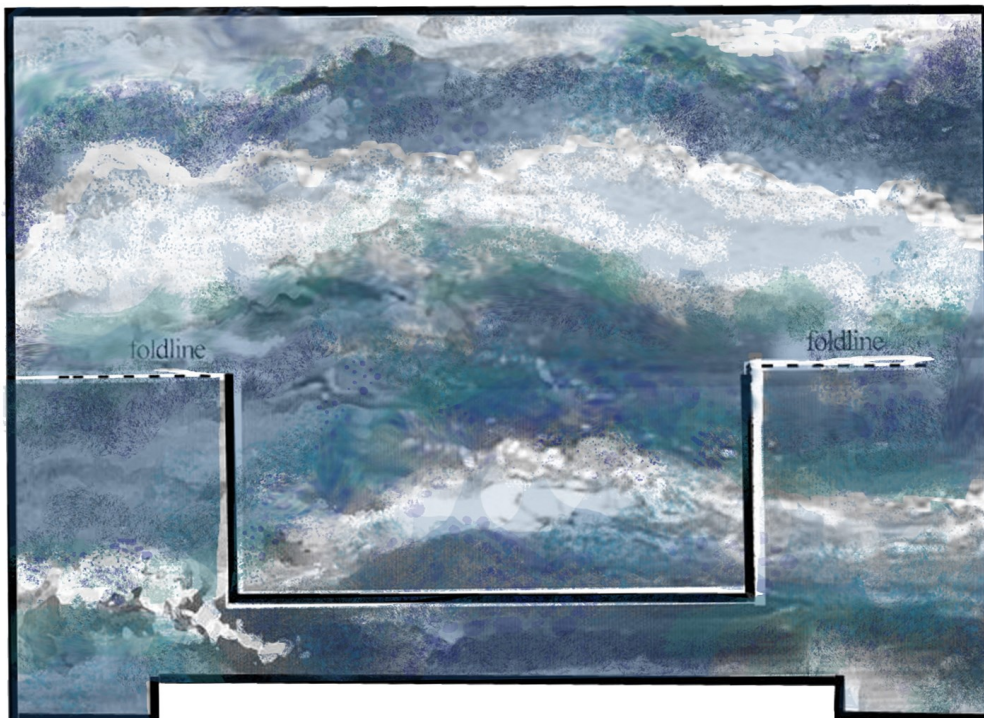
14. Tape part D (quote) to the flap in front of the "island" pop-up.

# Seas to Trees Template 1

A color version of this template is available at [www.newchurch.org/youth-journey-programs](http://www.newchurch.org/youth-journey-programs).



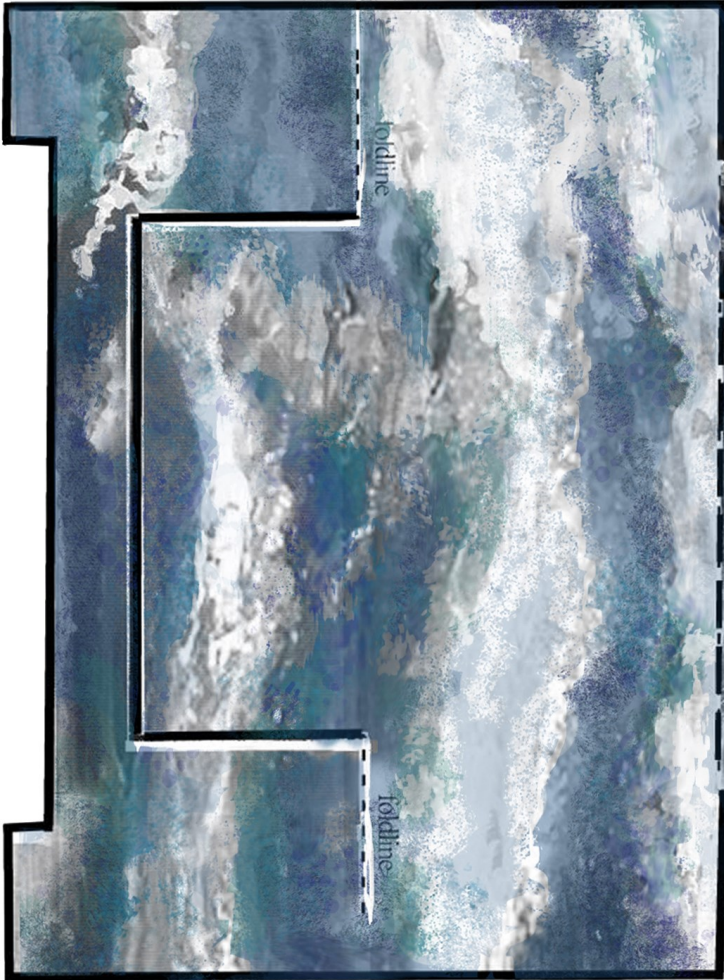
## Part A



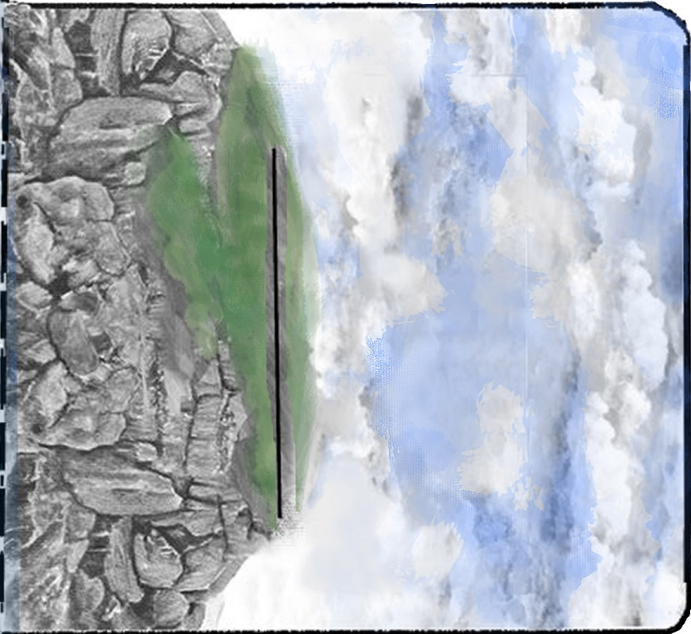


# Seas to Trees Template 2

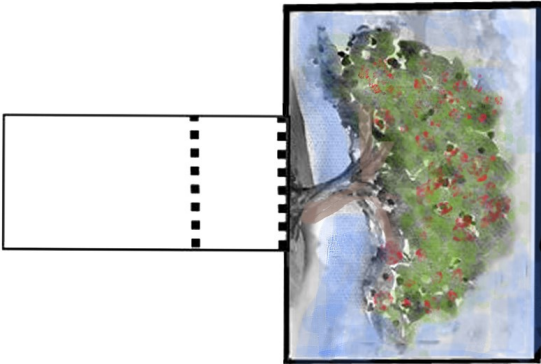
A color version of this template is available at [www.newchurch.org/youth-journey-programs](http://www.newchurch.org/youth-journey-programs).



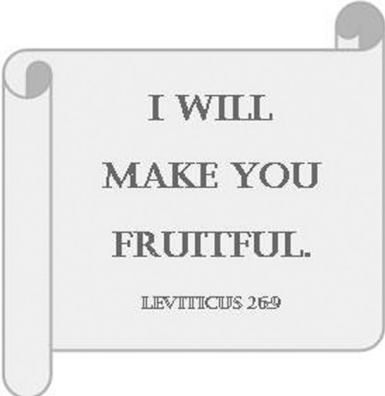
**Part B**



**Part C**



**Part D**





**Take Home Cards**  
Make a copy for each student.

