



**Bible Point** ▶

# God made us special.

## Bible Verse

“The earth is the Lord’s, and everything in it” (Psalm 24:1a).

## Growing Closer to Jesus

- Children will
- discover that God made us in his image,
  - realize that God loves us and created us to be with him,
  - learn that God made people unique, and
  - teach Pockets that God made each of us special.

## Teacher Enrichment

### Bible Basis

- **Because God created people in his image, each of us is special and unique.**

#### Genesis 1:26-27



Genesis 1:1-27 describes a vast variety of things God created, but in essence, what God was doing was creating a bountiful, beautiful home for the treasured beings that he would create last. Notice that God created many of each thing: not just one tree, but “every sort of seed-bearing plant, and trees that grow seed-bearing fruit”; not just one star, but “lights in the sky to light the earth”; not just one fish, but “every living thing that scurries and swarms in the water”; not just one horse, but “all sorts of wild animals, livestock, and small animals.”

And then God created humans. We are a vital part of everything good that God made.

Humans were the first of creation not simply spoken into being. God personally formed Adam out of the earth; then he breathed life into Adam, and Adam became a living being, which is sometimes translated as “soul.” And no other creature was given that designation.

Genesis 1:27 tells us that humans were created in God’s image. After the creation of humans, God saw that his creation was good. In fact, according to Genesis 1:31, he saw that it was very good. We are God’s special creation.







### Prayer

- Read 1 Corinthians 11:11-12.
- What are some ways we as humans reflect God’s image?
- Pray: Heavenly Father, thank you for creating us in your image. Help my kids and me to reflect your goodness and creativity by...

### Before the Lesson

- Collect the necessary items for the activities you plan to use. Refer to the Classroom Supplies and Learning Lab Supplies columns to determine what you’ll need.
- Make photocopies of the “Today I Learned...” handout (at the end of this lesson) to send home with your children.
- Pray for the children in your class and for God’s direction in teaching the lesson.

# This Lesson at a Glance

	What Children Will Do	Classroom Supplies	Learning Lab Supplies
<b>Welcome Time</b>	<b>Welcome!</b> —Receive name tags, and be greeted by the teacher.	“World Name Tags” handout (p. 27), markers, tape or safety pins	
<b>Let’s Get Started</b>  Direct children to one or more of the optional activities until everyone arrives.	<b>Option 1: Spoon People</b> —Make spoon people, and talk about how God made each of us special.	Plastic spoons, wiggly eyes, permanent markers, yarn, safety scissors, glue, chenille wires	
	<b>Option 2: Partner Portraits</b> —Pair up and draw portraits of each other.	Paper, markers, crayons	
	<b>Option 3: Stars of Tomorrow</b> —Dress up, and explain what they’d like to be when they grow up.	Dress-up clothes	
	<b>Pick Up Our Toys</b> —Sing a song as they pick up toys, and gather for Bible Story Time.	CD player	
<b>Bible Story Time</b>	<b>Setting the Stage</b> —Go “on the air” to tell how God made them special.	Large cardboard box, scissors, markers	
	<b>Bible Song and Prayer Time</b> —Sing a song, bring out the Bible, and pray together.	Bible, construction paper, scissors, CD player, basket or box	
	<b>Hear and Tell the Bible Story</b> —Interact with a poster and spoon people as they hear the Bible story from Genesis 1:26-27.	Bible, spoon people from Option 1, CD player	
	<b>Do the Bible Story</b> —Play a fun relay game to emphasize how special each person is.	Newsprint, masking tape, markers	
<b>Closing</b>  	<b>Pockets’ Problem</b> —Help Pockets realize how special she is.		
	<b>God Made Us Special</b> —Sing a song, affirm each other, and pray.	CD player	

\*See the end of this lesson for extra-time ideas and supplies.

## Welcome Time

### Welcome!

**SUPPLIES:** “World Name Tags” handout (p. 27), markers, tape or safety pins

- Bend down to make eye contact with children as they arrive.
- Greet each child individually with an enthusiastic smile.
- Thank each child for coming to class today.
- As children arrive, ask them how they put last week’s lesson into practice. Use questions such as “How do you feel when you look at God’s creations?” or “What did you tell your family about God’s creation?”
- Say: **Today we’re going to learn that ► God made us special.**
- Hand out the world name tags children made during the previous lesson, and help them attach the name tags to their clothing. If some of the name tags were damaged or if children weren’t in class that week, have them make new name tags using the photocopiable handout.
- Direct children to the Let’s Get Started activities you’ve set up.



### BIBLE POINT



It’s important to say the Bible Point just as it’s written in each activity. Repeating the Bible Point over and over throughout the lesson will help kids remember it and apply it to their lives.



Ask children to make extra spoon people for those who don’t choose this Option. If you don’t use this Option, make spoon people before class. Children will use them in “Hear and Tell the Bible Story.”

At this stage in their physical development, your 5- and 6-year-olds are developing fine motor skills. Most of them can use safety scissors and color within the lines. They are still developing hand-eye coordination but can handle paste or glue.



Encourage children to draw portraits that show their partners in a positive light.

## Let’s Get Started

Set up one or more of the following activities for children to do as they arrive. After you greet each child, invite him or her to choose an activity.

Circulate among the children to offer help as needed and direct children’s conversation toward today’s lesson. Ask questions such as “What makes you special?” or “Who created people?”

### Option 1: Spoon People

**SUPPLIES:** plastic spoons, wiggly eyes, permanent markers, yarn, safety scissors, glue, chenille wires

Set out supplies and tell children they’ll be making spoon people. Demonstrate how to glue two wiggly eyes on the bowl of a spoon and wrap a chenille wire around the neck of the spoon to form arms. Encourage children to cut small lengths of yarn and glue them on the spoon for hair, and to use markers to draw facial details. As children are working, ask questions such as, “What’s special about the spoon person you’re making?” and “What makes you special?” Say that today they’ll hear how God created people and how ► God made us special.

### Option 2: Partner Portraits

**SUPPLIES:** paper, markers, crayons

Set out paper, markers, and crayons. Have children form pairs and draw portraits of their partners. As children work, encourage them to notice features that make their partners special. Make comments such as “We’re each special in our own way” and “God gave each of us special features and talents.” Explain that today children will hear how ► God made us special.

## ■ Option 3: Stars of Tomorrow

**SUPPLIES:** dress-up clothes

Set out a variety of dress-up clothes. Invite children to dress up as what they think they might be when they grow up. Then encourage them to introduce and describe their “grown-up” selves to each other. Explain that God has given each one of them unique talents and gifts and today they’ll hear how ► God made us special.



When everyone has arrived and you’re ready to move on to the Bible Story Time, encourage the children to finish what they’re doing and get ready to clean up. If they have been working with glue, have them wash their hands before proceeding to the next activity.

## ■ Pick Up Our Toys

**SUPPLIES:** CD player



Lead children in singing “Pick Up Our Toys” (track 2) with the CD to the tune of “Skip to My Lou.” Encourage the children to sing along as they help clean up the room.

You’ll be using this song each week to alert children to start picking up. At first, they may need a little encouragement. But after a few weeks, picking up and singing along will become a familiar routine.

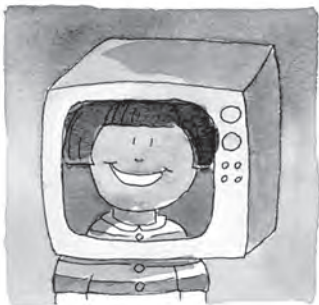
If you want to include the names of all the children in your class, sing the song without the CD and repeat the naming section. If you choose to use the CD, vary the names you use each week.



**We will pick up our toys.  
We will pick up our toys.  
We will pick up our toys  
And put them all away.**

**There’s [name] picking up toys.  
There’s [name] picking up toys.  
There’s [name] picking up toys,  
Putting them all away.**

*(Repeat.)*



## Bible Story Time

### ■ Setting the Stage

**SUPPLIES:** large cardboard box, scissors, markers

Before class, bring in a cardboard box large enough to fit over your head. Cut the flaps off the box so it will easily slide on and off. On one side of the box, draw and cut out a television screen. Use markers to draw control knobs on the screen.

Tell the children you'll clap your hands to get their attention. Explain that when you clap, the children are to stop what they're doing, raise their hands, and focus on you. Practice this signal a few times. Encourage children to respond quickly so you'll have time for all the fun activities you've planned.

Have children sit in a circle on the floor. Put the TV box over your head, and look through the "screen." Say: **Hello, this is Ace Reporter, speaking to you live from [your city]. We're interrupting your regularly scheduled program to bring you this important message. We've just learned that ► God made us special. The Bible says that God created us in his image. We know that means each of us is unique and special. But what makes us special? I'm going to need a volunteer to find out. Who's willing to help?**

Choose a volunteer. Slip the TV box over that child's head. Ask the child one or more of the following questions, and then pass the TV box to the next child. Continue around the circle until each child has been "on the air."

- **What's your favorite food?**
- **What's your favorite color?**
- **What's something you're good at?**
- **When you grow up, what would you like to be?**
- **What do you like best about yourself?**

After the TV box has been all the way around the circle, put it back on yourself and say: **Well, viewers, this is Ace Reporter back to remind you that ► God made us special. Each person we interviewed today is special. God gave each of us special talents and interests, and we can each serve God in a special way. This is Ace Reporter signing off. We will now rejoin our regularly scheduled program already in progress.**



## ■ Bible Song and Prayer Time

**SUPPLIES:** Bible, construction paper, scissors, CD player, basket or box



Before class, make surprise cards for this activity by cutting construction paper into 2x6-inch slips. Prepare a surprise card for each child, plus a few extras for visitors. Fold the cards in half, and then stamp the *world stamp* inside one of the surprise cards. Bookmark **Genesis 1:26-27** in the Bible you'll be using.

Have children sit in a circle. Say: **Now it's time to choose a Bible person to bring me the Bible marked with today's Bible story. As we sing our Bible song, I'll pass out the surprise cards. Don't look inside your surprise card until the song is over.**

Lead children in singing "Read God's Book" (track 3) with the CD, to the tune of "The Muffin Man." As you sing, pass out the folded surprise cards.



**Now it's time to read God's Book,  
Read God's Book, read God's Book.  
Now it's time to read God's Book.  
Let's hear a Bible story.**  
*(Repeat 3x.)*



Help kids praise God for the special way he made everyone. Arrange to have a parent and new baby come to class, and encourage the children to praise God for the wonderful way he made the baby. Kids might praise God for toes, fingers, eyes, or ears. Then encourage kids to praise God for the wonderful way he made each one of them. God made each of us special—we need to praise God always!

This Bible story is featured in *My First Hands-On Bible™*. Order several now for your ministry at [group.com](http://group.com).






**teacher tips**

Keep track of which children have had a turn to be the Bible person, and make sure everyone gets a chance throughout the quarter.


**BIBLE VERSE** ▶

After the song, say: **You may look inside your surprise cards. The person with the world stamped in his or her card will be our Bible person for today.**

Identify the Bible person, and have the rest of the children clap for him or her. Ask the Bible person to bring you the Bible. Help the Bible person open the Bible to the marked place and show children where your story comes from. Then have the Bible person sit down.

Say: [Name] **was our special Bible person today. Each week, we'll have only one special Bible person, but each one of you is a special part of our class! Today we're all learning that ▶ God made us special.**

**Let's say a special prayer now and thank God for making us special. I'll pass around this basket. When the basket comes to you, put your surprise card in it and say, "God, thank you for making me special."**

Pass around the basket or box. When you've collected everyone's surprise card, set the basket aside and pick up the Bible. Lead children in this prayer: **God, thank you for the Bible and all the stories in it. Teach us today that ▶ you made us special. In Jesus' name we pray, amen.**

## ■ Hear and Tell the Bible Story

*SUPPLIES: Bible, spoon people from Option 1, CD player*

Have the children sit in a circle. Hold up the Bible. Say: **Today's Bible story**

**comes from the book of Genesis in the Bible.** Hold up the *Creation poster*. Say: **Our poster shows us pictures of our Bible story to help us learn how ▶ God made us special. Last week we heard how God made our world and everything in it. Our Bible verse is from Psalm 24:1, and it tells us that, too. This is what it says: ▶ "The earth is the Lord's, and everything in it."** Have kids repeat the verse with you.

**Now let's look at the doors on our poster. The doors represent the six days of Creation.** Set the poster down.

Ask: • **What do you think it was like before God created our world?** (Dark; watery; empty.)

• **What did God use to create the world?** (Nothing; he didn't need anything; all he had to do was say the words.)

Say: **Let's review how God created the world with the "Days of Creation" finger rhyme we learned last week.** Lead children in the following finger rhyme.

**One is for the day and night. God knew how to make them right!** (*Hold up one finger.*)

**Two is for the beautiful sky. God made it blue. Oh me, oh my!** (*Hold up two fingers. Lift arms toward the sky.*)

**Three is for each flower and tree. God made them all for you and me.** (*Hold up three fingers. Point to someone and then to yourself.*)

**Four is for the moon and sun. God made them bright for everyone!** (*Hold up four fingers. Hold arms above your head like a shining sun.*)

**Five is for the birds and fish, with wings that fly and fins that swish!** (*Hold up five fingers. Act out birds and fish.*)

**Six is for animals; people, too. I'm glad that God made me and you!** (*Hold up six fingers. Point thumbs at yourself; point index fingers at two others.*)



**Seven is for God's day of rest. I thank you, God, for the world you blessed.** (*Hold up seven fingers. Fold hands and look up.*)

Have children form pairs. Say: **Talk with your partner and decide on one thing from God's creation that you both especially like. For instance, you might decide that mountains, lakes, or chimpanzees are your favorite creation. Once you've decided, see if you can remember on which day God created your favorite thing and open the right door on the poster to find it.**

Have pairs take turns finding their favorite creations behind the doors on the poster. Remind them that the "Days of Creation" finger rhyme gives important clues about where they'll find their favorite creations. It's fine to let children open as many doors as they need to.

After each pair has had a turn, lead children in the "Days of Creation" rhyme once more. Then have children sit in a circle.

Say: **There's something important God created that we haven't talked much about yet. Actually, there are several of those "somethings" right in this room.**

Ask: • **Who knows what I'm talking about?** (Us; people.)

Say: **Right! On the sixth day God also created people. The Bible says that God made people in his image. That means that God made us like him. We can think, solve problems, understand what's right and wrong, and love each other. Because we're made in God's image, we're special—different from everything else God created. That's what our Bible story is about today—how ► *God made us special.***

Give each child a spoon person made in Option 1. Say: **I'll play the Bible story on the CD. Listen carefully, and when you hear the word *people*, hold up your spoon person and say, "We're special!" Ready? Here we go.**

Play "God Created People" (track 6) on the CD. The words are printed here for your convenience. The chimes will signal when to open the doors on the posters.



**SING**

**On the first day...**  
**God spoke the words,**  
**"Let there be light,"**  
**And suddenly there was**  
**day and night.**  
**Darkness changed to morning**  
**bright.**  
**But what about the *people*?**

**On the second day...**  
**God separated the sea and sky,**  
**With water below and water up high.**  
**And in between the air was dry.**  
**But what about the *people*?**

**On the third day...**  
**God created seas and land,**  
**Oceans deep and shores of sand.**  
**Plants appeared at God's command.**  
**But what about the *people*?**

**On the fourth day...**  
**In the sky God created lights;**  
**Sun for days, moon and stars**  
**for nights.**  
**Together they make such**  
**beautiful sights!**  
**But what about the *people*?**

**On the fifth day...**  
**God made all the fish that**  
**swim the seas,**  
**And birds that fly up high in**  
**the trees,**  
**And build their cozy nests in**  
**the leaves.**  
**But what about the *people*?**

On the sixth day...  
 God made the animals,  
 big and small;  
 Lions fierce, giraffes so tall,  
 Puppies and kittens, God made  
 them all!  
 But what about the *people*?

And finally...  
 God made a man from the  
 dust of the ground  
 In a beautiful garden with  
 trees all around.  
 But a helper for Adam could  
 not be found  
 When God created *people*.

Then God took a rib from  
 Adam's side  
 And made a woman to be his  
 bride.  
 God looked at his *people* with  
 love and pride.  
 That's how God created  
*people*!

In his image God made us all.  
 We can listen and answer  
 God's call  
 And spread God's love to  
 folks big and small.  
 That's why God created  
*people*!

Collect the spoon people. Say: **When God made the world, he saved the best for last. On the sixth day, God specially created people and put them in charge of all the animals, all the fish, and all the birds.**

Ask: • **What do you think it means to be made in God's image?** (That we can think; that we can love each other; I'm not sure.)

• **What is something special that God created people to help him with?** (Taking care of the animals and fish and birds; loving others.)



**BIBLE POINT** ►



Say: **God made us to be like him—we can think, solve problems, and love each other. He gave us many special things to do, like caring for animals and fish and birds. And God gave us souls that live forever so that we can be friends with Jesus, our forever friend, and live in heaven with him someday. ► God made us special because he wanted us to love him.**

Return the *Creation poster* to the Learning Lab, and say: **Now let's play a fun game about special people.**

## ■ Do the Bible Story

**SUPPLIES:** newsprint, masking tape, markers

Form two teams and ask for a volunteer from each team. Have the volunteers lie down on large sheets of newsprint. Teammates will use washable markers to draw outlines of the volunteers. Help each team tape its outline person to a wall. Lay markers beside each outline person. Use masking tape to mark a starting line on the floor on the opposite side of the room. Have teams line up behind the line.

Say: **The first person in each line will hop to the outline person and draw one feature such as an eye, a shoe, or curly hair. We'll go through the line two times. Each time it's your turn, add one thing to the picture. When everyone's had two turns, sit down. Ready? Go!**

When both teams have finished and are sitting down, have teams applaud each other's drawings. Then ask:



- **In what ways are the two drawings alike?** (They both have two arms and two legs; they're both funny looking.)
- **In what ways are they different?** (Their hair is different; their faces don't look the same.)
- **How are the differences in these drawings like the differences between real people?** (We're all a little different; only twins are exactly alike.)

Say: ► ***God made us special.*** Each of us has special features, such as how tall we are and whether or not our nose turns up at the end. Each of us has special talents, too, such as being a good listener or being kind and helpful. God made us in his image, and that's what really makes us special. I wonder if Pockets knows how special she is.



## Closing

### ■ Pockets' Problem

**SUPPLIES:** none

Bring out Pockets the Kangaroo, and go through the following puppet script. When you finish the script, put Pockets away and out of sight.



*(Pockets enters and sits down with a big sigh.)*

**Teacher:** Hello, Pockets. You're so quiet. Are you OK?

**Pockets:** *(Very meekly)* Yes.

**Teacher:** You seem a little gloomy today, Pockets. What's wrong?

**Pockets:** Nothing.

**Teacher:** Something must be wrong. You're not your usual happy, funny, bouncy self.

**Pockets:** That's just the problem. I'm not bouncy at all!

**Teacher:** What do you mean?

**Pockets:** Oh, we just had a bouncing contest at school. I couldn't bounce as high as the other kangaroos in my class. Everybody laughed at me when I tried. They're all better than me! I stink!

**Teacher:** Maybe you can't bounce as high as some of the other kangaroos, but you're still very special.

**Pockets:** Sure. A kangaroo who can't bounce. That's real special.

**Teacher:** You know, today we've been learning that ► ***God made us special.*** Class, why don't you tell Pockets some of the ways each of you is special? Maybe that will give her some ideas about how she's special, too. *(Encourage each child in the circle to tell a way he or she is special, such as being kind to a brother or sister, helping at home, being good at tying shoes, or drawing pretty pictures.)* See, Pockets? Now I bet you can think of some things that make you special, too.

**Pockets:** Well...when I play with my little sister, Mom always says I'm the best big sister she ever saw. And Dad always says I'm a good helper...and smart, too!

**Teacher:** We think you're very special! You always make us smile. Class, why don't we clap for Pockets to show her how special she is? (*Give Pockets a big round of applause.*)

**Pockets:** You're pretty special, too! You're such good friends! I feel much better now. Thanks for showing me how special I am. I think I'll bounce home now—even if I don't bounce very high. 'Bye, everyone.

(*Have children say goodbye.*)

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## ■ **God Made Us Special**

**SUPPLIES:** CD player

track 7

Say: **We've all been learning how ►*God made us special.***  
**Now let's sing a song that talks about how special we are.**  
Sing "God Has Made Us Special" (track 7) with the CD to the tune of "Clementine" ("Found a Peanut").



**SING**

I am special.  
I am special.  
God has made me just that way.  
I was made to  
Thank and love God.  
I can love God every day.

We are special.  
We are special.  
God has made us just that way.  
We were made to  
Thank and love God.  
We can love God every day.

Say: **What good singing! It's important to remember that ►*God made us special.*** Turn to the people on both sides of you and say, "I'm glad God made you special!" Let children respond. **Now let's say a prayer before we go.** Pray: Dear God, thank you for making us in your image. And thank you for making us special. Help us to appreciate all the special things we see in each other. In Jesus' name we pray, amen.

**BIBLE POINT** ►

**BIBLE POINT** ►



## **Growing closer to Jesus extends beyond the classroom.**

Photocopy the "Today I Learned..." handout (at the end of this lesson) for this week, and send it home with your children. Encourage parents to use the handout to plan meaningful family activities to reinforce this week's topic.



## For Extra Time

If you have a long class time or want to add additional elements to your lesson, try one of the following activities.

### ■ **Lively Learning: Alike and Different**

Form two circles, with the children in the inner circle facing the children in the outer circle. On “go,” have the circles march in opposite directions. When you say “stop,” the children who are facing each other in the inner and outer circles become partners. Have partners find one way they’re alike and one way they’re different and then give each other high fives. For instance, both children may like eating pizza, but they may like playing different sports. When all the pairs have given their high fives, start them marching again. Repeat the process several times. Point out that it’s great that ► God made us special.

### ■ **Make to Take: Thumb-Body Special!**

Set out ink pads, paper, and markers. Tell children that each of them is Thumb-Body Special, and let them make pictures to prove it! Let children press their entire thumbs on an ink pad and then on a sheet of paper. Show them how to use markers to add details such as hair, arms, legs, feet, and hands. As children work, explain that one way ► God made us special is that out of all God’s creations, only people have thumbs that work just like ours do! Remind children that in today’s Bible story they learned more about how special we are. When children are finished, have them clean their hands with wet wipes or at a nearby sink.

### ■ **Treat to Eat: Face Pizza**

Have children clean their hands with wet wipes or at a nearby sink. Set out split English muffins, plastic knives, jelly, and mini chocolate chips. Have children spread their muffins with jelly and then use mini chocolate chips to make eyes, a nose, and a mouth. As children enjoy their treats, talk about how ► God made us special and gave each of us special features and talents.



### ■ **Story Picture: God Made Us in His Image**

Hand each child a photocopy of the “Today I Learned...” handout. Set out markers, glue, and bits of yarn. Allow children to color features on the faces and add yarn for hair.

# Today I learned...

God  
made us special.

Today your child learned that God made us special. Children learned that we're special because God made us in his image. Children talked about how God gave each of us special gifts and talents.

## Verse to Learn

"The earth is the Lord's, and everything in it" (Psalm 24:1a).

## Ask Me...

- What makes people special and different from the rest of God's creations?
- What makes each person in our family special?
- What are some ways we can use our special talents to serve God?

## Family Fun

- Have your very own Family Talent Show. Let each person choose a talent to demonstrate to the rest of the family. Each person could do something he or she enjoys such as singing or playing music, reading an original poem or story, setting up a mini art gallery, doing a tumbling routine, or telling a joke. Give each act a big round of applause. Talk about how God made us in his image, and how each of us is special and unique.

## God Made Us Special (Genesis 1:26-27)





