



STORY: **Creation**

ABOUT THIS CLASS:

The Bible story for this Frollic Faith Class is from Genesis 1—2:4. You will read the story "Creation" on pages 2–3 in the Frollic First Bible.

Prep Time

Putting the Story in Perspective

Genesis, a Greek word that means "beginning," is the launchpad for the history of God and God's people. With young children and their adults, the story of creation is a good place to begin journeying as God's people. The rhythm, repetition, sound, mystery, and drama in the creation story show our God as our one creator while holding the attention of young children who innately love to repeat, move, and listen. As the story unfolds, we see God as part artist, part architect, and part engineer. God harnesses chaos into something good, then asks us to care for, or steward, this far-reaching creation. We also learn that even God rests—as do we—and resting is named as good.

A Parent's View of the Story

Infants and young children remind their caregivers daily that creation lives among us. It wasn't so long ago that these young children arrived in the world. All caregivers have thought, felt, or said something like "It is good" when first meeting their children. When family life gets bumpy and stressful, caregivers tend to stray from those first wondrous moments of recognizing God's tiny creation, forgetting the assurance of the words "It is good!" Invite caregivers to remember those first moments with their child and say once again, "You are good" to their children.

A Child's View of the Story

The world is full of wonder! A nose calls out to be touched or grabbed. An ant walking across the sidewalk says, "Stop and watch me." A banana whispers, "Squish me." These moments of wonder are *all* good to young children. It's as if they see God's creation more clearly than we do because of their sense of awe, wonder, and goodness. Young children take the time—because time means nothing to them yet—to stop, watch, and listen to the smallest things in God's creation, like a butterfly, a snowflake, or the cloth tag on their favorite blankie. In doing so, they invite us to join them in their new journey in God's world. So today's creation story? Maybe young children know it better than we do because the newness of creation is their ongoing reality.



Bible Verse

"God saw everything that he had made, and indeed, it was very good."

—Genesis 1:31



Today's Ritual

Use your arms and hands to teach these words about God's creation.

God made the earth, sky, and sea,

For *earth*, begin with rounded arms above head.

For *sky*, open arms up with hands open to the sky.

For *sea*, make waves with hands across the horizon.

God made you and God made me!

For *you*, point out with both hands toward the group.

For *me*, point at yourself, using both thumbs.



Gather Time

If families arrive early:

Encourage parents and children to meet each other. You can also have music playing in the background and a center available for families to explore together before the class begins. Select the center that best fits your space and available materials.

OR

If you open the door at the start time:

Invite families to sign in, choose an item from the creation basket, and sit in a circle.

Welcome

Gather together in a circle. **Welcome, families! We are together today to explore the story of creation in our lives as caregivers of young children.** Lead families in singing a welcoming song together. Then teach the ritual from page 1.

Share

Lead families to share about a recent unexpected moment when they felt especially tuned in to God's creation. To start the circle, take the lead in celebrating an unexpected moment, or ask a caregiver who would be comfortable being the first to share. Jot down notes in the space to the right so you remember what to include in later prayers.

Prayer

Dear God,

We give you thanks for the unexpected moments in our parenting journeys and our children's journeys. We ask for your presence and guidance in our community gathered here today. Incorporate the unexpected events the caregivers named.

Amen.



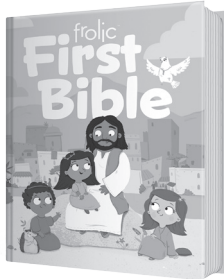
Get Ready

- Print the Welcome sign and post it at the entrance.
- Place the sign-in sheet and nametags near the door.
- On the floor, place the basket of creation items, such as stuffed animals, blue and green fabrics to represent water and land, and colorful balls to represent the planets and stars.



Prayer Notes

Story Time



Hold up the story basket that contains a Frolic First Bible for every family. Place it in the middle of the circle. Lead the story basket rhyme below.

Group Storytelling

Let's hear a story from the Bible! This story is about creation. It is on pages 2-3. Hold up the Bible Story Poster of "Creation" so everyone can see the picture. Read the story from the back of the poster in a lively, animated way.

Ask these questions and encourage toddlers to respond.

- **Let's remember what God created. What are some things God made?**
- **God created all the animals. What animals can you see on the page? Point to them!**
- **God created people too. Who created you?**
- **After God created the world, God rested. Who takes a nap in your family? Show me how you take a nap.**

Ask families to point to the sentence on the bottom of page 3. **God created everything in the whole wide world. God created you too. God said that everything in creation was good. That means God says you are good! Say that to each other.** Give families a moment to face their children and say these words to them.



Sing Together

Sing this song to invite families to take a Frolic First Bible from the basket.

**Time for a story.
Come get a book.
Open the pages.
Let's take a look.**

If you want to sing together, sing "God Made Me" on the Frolic Faith Music CD.

One-on-One Storytelling

Now it's time for you to read the story together. Give time for caregivers to read the book to their children. Once they've read the story "Creation" together on pages 2-3, offer these tips.

For Infants

After you read the story and look at the pictures, help your child point to and name the different parts of creation you can see.

For Toddlers on the Move

Walk around together to view parts of creation you see around you in the room or out a window. Do this so that your child knows that God's creation surrounds us every day.

For Talkative Toddlers

Ask your child to point to the pages and name as many animals, colors, and plants as they can. Make animal sounds for the frog, sheep, and bird. Sniff the flowers and talk about their smell.



Caregiver Conversation

Ask parents about the ways they feel especially connected to parts of God's creation. Maybe your group has animal lovers, gardeners, or swimmers. How about amateur astronomers who look at the night sky?



Transition to Play Time

Choose an instrument such as a tambourine or chime and play it to get the children's attention. You can also say or sing the song at right.



Sing Together

Sing this song to transition to Play Time.

Time to explore!
Time to play!
Find a center
About God today.

Play Time

Time to play! Choose the centers that best fit your space and materials. Make photocopies of the center descriptions on pages 8–15, fold them in half, and post them near the materials for parents to reference. Caregivers and children can explore the centers at their own pace. Caregivers may also use this time to connect with each other while their children play and discover.

1 Let's Color Together

This center supports **coloring skills**. *For toddlers.*

Supplies: Creation Coloring Page on page 16, crayons, and blank paper

Make copies of the Coloring Page and place on a low table with crayons and blank paper.

2 Let's Read Together

This center supports **early literacy**. *For infants and toddlers.*

Supplies: Frolic First Bible, Frolic books, board books, letter blocks, and cushions or pillows

Create a cozy reading nook with pillows or cushions. Display the Frolic First Bible and other books. Place letter blocks nearby. Point out that C is for *creation*.

3 God's Creatures

This center supports sorting skills and tactile awareness of **nature concepts**. *For toddlers.*

Supplies: Pairs of toy animals of all sorts (including bugs) and sorting bin

Display the animals on the floor or a small table.

4 I Can Make It!

This center reinforces **fine motor** and **creative art skills**. *For toddlers.*

Supplies: Coffee filters, paint smocks, three cups, food coloring, unused nasal aspirators or medicine droppers, and water-based markers

Cover a small child-sized table with a towel. Fill each cup with 3 to 4 tablespoons of water and 5 to 10 drops of yellow, blue, and red food coloring. Stick an aspirator or dropper in each cup. Place markers nearby for adults to add names to these creations.

Play Time

continued

5 God Made the Wind, Rain, and Water

This center is **tactile** and reinforces **early science concepts**. *For infants and toddlers.*

Supplies: Sensory table (or large, shallow pans), waterproof toys, small cups, and hand towels

Fill water table or dishpans one-third of the way with finger-warm water. Place the cups and toys in the water. Have hand towels nearby so children may dry their hands when finished.

6 Jesus Walked All Over God's Creation

This center encourages **large motor movement** and supports **imaginative play**. *For infants and toddlers.*

Supplies: A walkable area of the room with a circle on the floor made of painter's tape and Bible-time costumes (robes and head coverings)

Ask families to pretend the circle is the earth. Then ask families to wear Bible-time costumes and walk on the earth like Jesus did, stopping to get baptized, live in the desert, call the disciples, and tell people about God.

7 1, 2, 3, 4, 5, 6, 7 Naptime!

This center reinforces **early math skills**. *For toddlers.*

Supplies: Pictures or cards of the numbers 1 to 7, number magnets from 1 to 7, or foam numbers 1 to 7

Make a number station with pictures and hands-on numerals.

8 Let's Touch and Feel God's Earth

This center reinforces **science** and **nature concepts**. *For toddlers.*

Supplies: Rocks (minimum size of 3 inches x 2 inches); edible potted plants (basil, parsley, or rosemary); a small dish of water; pinecones, a log, honeycomb, and raw corn on the cob; and a few large magnifying glasses

On a low table, place three to four items from nature. Separate the items so children this age are better able to see God's handiwork. Older children will enjoy using magnifying glasses to get a closer look.

Send Time

Prior to the end of Play Time give the children a 2-minute notice that it is almost time to stop playing. At the end of 2 minutes play the same instrument that you played at the beginning of Play Time to get the attention of families.

Summing It Up

Thank you for reading and playing with us today! It was so much fun to learn about creation. We can remember that God created the earth and sky and water and animals and plants. God created you too! What will *you* remember about today? Invite any children and caregivers to respond.

Closing Ritual

Invite caregivers to engage in the ritual from page 1 with their child. Then lead the group in a song, such as "Praise God, Praise God" on the Frolic Faith Music CD.

Prayer

Lead families in this simple prayer. Add other prayer topics and concerns that may have come up during your time together.

Let's clap when we say "It is good."

Dear God,

You made the earth, sky, and sea and said, "It is good."

You made plants and animals and said, "It is good."

You made us and said, "It is good!"

Thank you, God, for our round and wonderful world! *(Make big circle arms over heads.)*

Amen!



Sing Together

Sing this song to call everyone back to the circle.

**Play time is over
For you and me.
Come back to the
circle—
One two three!**



Prayer Notes



Make copies of the Coloring Page and place on a low table with crayons and blank paper.

For Leaders

Creation Coloring Page, crayons, and blank paper

Supplies

This center supports coloring skills. For toddlers.

Let's Color Together

STORY: **Creation**

frolic™
LITTLE STEPS. BIG FAITH.

frolic™
LITTLE STEPS. BIG FAITH.

STORY: **Creation**

Let's Color Together

Caregivers, while you do this . . .

Encourage your child to color the images of creation. Delight in their colorful creations!

Your child is learning this!

- When I color, I develop my fine motor skills.
- I also learn the names of colors.
- **Coloring pictures of God's creation helps me remember God made everything.**





Create a cozy reading nook with pillows or cushions. Display the Frolic First Bible and other books. Place letter blocks nearby. Point out that C is for creation.

For Leaders

Frolic First Bible, Frolic books, board books, letter blocks, and cushions or pillows

Supplies

This center supports early literacy. For infants and toddlers.

Let's Read Together

STORY: **Creation**



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Let's Read Together

Caregivers, while you do this . . .

Enjoy reading together. Point out letters on the blocks. Spell your names and other words together.

Your child is learning this!

- When I hear you read, I learn about letters, sounds, and words.
- When I handle books, I am learning about features of books and print.
- When I see letters that I can manipulate, I am learning about letter sounds and words.
- **When I hear God's word from the Bible, I am learning to listen to God.**





Display the animals on the floor or a small table.

For Leaders

Pairs of toy animals of all sorts (including bugs) and sorting bins

Supplies

For toddlers.

This center supports sorting skills and tactile awareness of nature concepts.

God's Creatures

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God's Creatures

Caregivers, while you do this . . .

With your child, name all of God's creatures. Help find the match to each animal. Sort the creatures: for example, place all the brown creatures in one bin or all the flying creatures in another bin.

Your child is learning this!

- When I sort things, I am learning to categorize.
- When someone labels the creatures, I am learning their names.
- **Looking at and naming animals helps me see how God created lots and lots of creatures!**





Cover a small child-sized table with a towel. Fill each cup with 3 to 4 tablespoons of water and 5 to 10 drops of yellow, blue, and red food coloring. Stick an aspirator or dropper in each cup. Place markers nearby for adults to add names to these creations.

For Leaders

Coffee filters, paint smocks, three cups, food coloring, unused nasal aspirators or medicine droppers, and water-based markers

Supplies

This center reinforces **fine motor** and **creative art skills**. For toddlers.

I Can Make It!

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I Can Make It!

Caregivers, while you do this . . .

Together make a colorful circle to show God's world by squeezing color from the dropper onto the coffee filter. Discover the new colors when primary colors mix.

Your child is learning this!

- When I squeeze my hands and fingers to make color drop, I am building fine motor skills.
- When the colors in my world mix, I learn new colors.
- **When I make art to show God's world, I learn I have a place in God's world.**





Fill water table or dishpans one-third of the way with finger-warm water. Place the cups and toys in the water. Have hand towels nearby so children may dry their hands when finished.

For Leaders

Sensory table (or large, shallow pans), waterproof toys, small cups, and hand towels

Supplies

This center is **tactile** and reinforces **early science concepts**. For infants and toddlers.

God Made the Wind, Rain, and Water

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God Made the Wind, Rain, and Water

Caregivers, while you do this . . .

With your child, be the wind and blow air over the water. Watch the ripples. Now gently shake your wet hands over the water. Watch the raindrops splash into the water. Play with the cups and toys to make splashes and ripples. Talk with your child about God's creation of wind, rain, and water.

Your child is learning this!

- Water, rain, and wind help me learn about the weather.
- When I use my breath to blow, something happens!
- **When I learn that God made wind, rain, water, and weather, I learn about God's creative power.**





For Leaders
 Ask families to pretend the circle is the earth. Then ask families to wear Bible-time costumes and walk on the earth like Jesus did, stopping to get baptized, live in the desert, call the disciples, and tell people about God.

Supplies
 A walkable area of the room with a circle on the floor made of painter's tape and Bible-time costumes (robes and head coverings)

This center encourages large motor movement and supports imaginative play. For infants and toddlers.

Jesus Walked All Over God's Creation

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Jesus Walked All Over God's Creation

Caregivers, while you do this . . .

Follow a leader while walking with or carrying your child around the circle. Stop every few steps to remember something Jesus did while walking on the earth.

Your child is learning this!

- When I walk, I use my large motor skills.
- Pretend play helps me understand my world.
- **When I learn about Jesus, I learn how Jesus cared for God's creation.**





Make a number station with pictures and hands-on numerals.

For Leaders

to 7

Pictures or cards of the numbers 1 to 7, number magnets from 1 to 7, or foam numbers 1

Supplies

This center reinforces early math skills. For toddlers.

1, 2, 3, 4, 5, 6, 7 Naptime

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1, 2, 3, 4, 5, 6, 7 Naptime

Caregivers, while you do this . . .

Count with your child from one to seven using the pictures and numerals. When you get to seven, say "Time to take a nap!" Pretend to sleep for a few seconds before counting again and "napping" again. Repeat as many times as is fun for your child.

Your child is learning this!

- When I hear numbers in sequence, I am learning to count.
- I am learning that numbers are associated with symbols.
- **When I hear about the days of God's creation, I am learning about our day of rest on Sunday.**





For Leaders
 On a low table, place three to four items from nature. Separate the items so children this age are better able to see God's handiwork. Older children will enjoy using magnifying glasses to get a closer look.

Supplies
 Rocks (minimum size of 3 inches x 2 inches); edible potted plants (basil, parsley, or rosemary); a small dish of water; pinecones, a log, honeycomb, and raw corn on the cob; and a few large magnifying glasses

This center reinforces science and nature concepts. For toddlers.

Let's Touch and Feel God's Earth

STORY: **Creation**



STORY: **Creation**

Let's Touch and Feel God's Earth

Caregivers, while you do this . . .

Together explore some things God created. Touch the items. Smell them. Get a closer look using a magnifying glass. Allow children to explore before saying what the item is. You can use descriptive words such as *smooth*, *rough*, or *bumpy*.

Your child is learning this!

- When I explore items from nature, I learn about the world around me.
- When you name and describe the items, I learn to apply words to items and expand my understanding of spoken language.
- When I explore God's creation, I learn how God's world surrounds me.



God filled the earth with
plants and animals.

