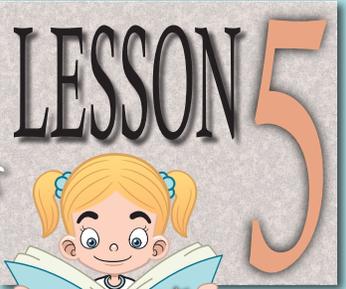


God Created All the Animals—Even the Dinosaurs!

Day 6 of Creation



Old Testament 1
Part 1: Exploring God's World

SUNDAY MORNING

Old Testament 1 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 1:24-31; Isaiah 45:18; Exodus 20:11

MEMORY WORK:

YOUNGER CHILDREN: "Then God said, 'Let the Earth bring forth the living creature according to its kind'" (Genesis 1:24a).

OLDER CHILDREN: "Then God said, 'Let the earth bring forth the living creature according to its kind: cattle and creeping thing and beast of the earth, each according to its kind'; and it was so" (Genesis 1:24).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Genesis 1:24"](#)
- ["God Exists"](#)
- ["Creation"](#)
- ["Creation Song"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Bible Facts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- [Dinosaurs Unleashed](#) by Kyle Butt and Eric Lyons, Apologetics Press
- Posters or pictures of reptiles, mammals, and amphibians
- Pictures of hippos, elephants, and crocodiles to use in lesson
- Samples and/or pictures of fossils
- [Chart showing how fossils form](#) (provided in activity sheets)
- Pictures of various dinosaurs



- [Wonders of God's Creation](#) book from Apologetics Press
- Pictures/posters of different animals to use after point 6 in “Points to Emphasize”
- Apologetics Press short dinosaur videos: “[Dragon Myths or Dinosaur Descriptions?](#)”; “[Are There Evidences that Humans and Dinosaurs Coexisted?](#)”; “[When Did God Create Dinosaurs?](#)”
- Relevant videos from AP’s “[Wonders of Creation](#)” short video series
- The Apologetics Press [dinosaur poster series](#)

PERSONAL APPLICATION:

YOUNGER CHILDREN: God specially designed all the animals, even the dinosaurs.

OLDER CHILDREN: Those who teach evolution say that dinosaurs came from other animals over millions of years. But God made dinosaurs just as He did every other living creature. Evolution and Creation cannot both be true.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

We have learned about the first five days of Creation. Let’s see who has been listening. What did God make on Day 1? Day 2? Day 3? Day 4? Day 5? Very good! Today, we are going to learn what God made on Day Six. God made land animals and man on Day Six! Does anyone know who the very first man was? And what about the first woman?

INTRODUCTION: (OLDER CHILDREN)

Review the first 5 days of Creation.

Review some of the ways God specially designed birds and fish. Discuss how we know plants and animals did not evolve, but were created by God. Today we are going to learn that God made man and animals—even dinosaurs—on Day 6 of the Creation Week. We will also talk about some of the special ways God designed animals to live in their environments.

POINTS TO EMPHASIZE:

For preschoolers, the teacher may want to skip the information on evolution and focus on the creation of the first man and woman, as well as the amazing creatures that the Lord made.

1. On Day 6 of the Creation Week, God created man, woman, and every kind of animal and creeping thing that lived on dry land, **including dinosaurs**. He made each creature full-grown and **designed** each one to be able to adapt to its environment. Where there is a poem, we know there must be a poet. **Where there is design, there must be a designer.**
2. God made each creature so that it could reproduce (have babies). Cats always have kittens; dogs always have puppies; etc. But frogs **never** have baby monkeys, and fish **never** have puppies.
3. One kind of animal has **never** “changed” (evolved) into a completely different kind of animal. For example, a cat has **never** changed into a monkey or dog. Those who believe that one kind of animal changed into another over millions of years, have absolutely no proof that this happened. There should be many fossils of “intermediate life forms,” showing how the changes took place. But there are none.

4. The Theory of Evolution says that life began accidentally with cells that changed from non-living to living, and gradually changed from one kind of creature to another over millions of years until the Earth was filled with the life forms we have today. The Theory of Evolution also says that non-flying animals changed into flying animals; that reptiles changed into birds; that reptiles changed into mammals. But, for a reptile to change into a bird or a mammal, it would have to become warm-blooded, change scales into feathers or fur, and change its way of having babies (from laying eggs to live births).



RECOMMENDED READING FOR TEACHERS: See the article titled “[The Law of Biogenesis](#)” by Jeff Miller and “[God and the Laws of Science: Genetics vs. Evolution](#)” by Jeff Miller on the Apologetics Press Web site for a more in depth study on God, evolution, and the origin of life and species.

5. God designed each creature to know how to find food for itself and its young, how to build its home, etc. Animals can’t make their own food like plants do, so they must hunt for their food. God gave animals the ability to find their food. Discuss the hunting patterns of different animals (large and small cats, squirrels, bears, etc.).
6. With younger children, continue talking about different kinds of animals and the special ways God designed each one. Illustrate with pictures, posters, and/or *Discovery* magazine articles.
7. God created the first man from the dust of the Earth and the first woman from one of the ribs of the man. He made each one instantly, and He made them full-grown. He made the man and the woman on the same day that He made the land animals. This means that man did not develop from an ape-like creature over the course of millions of years as evolution says, and man and dinosaurs lived at the same time (Exodus 20:11), unlike what evolution says.
8. Some people try to make the Theory of Evolution and the Bible’s account of Creation “fit” or go together. They say that God created simple kinds of plants and animals and then allowed them to change into other forms of life over millions of years. Some people believe that God created some things, and then millions of years later created more complicated forms of life. Some people believe in creation as the Bible tells us, but that between each day of Creation were thousands or even millions of years. There are many flaws with these theories. (Why don’t we see things in the “changing” stages today? There could not have been thousands or millions of years between the days of Creation. The plants were created before the Sun, and if there were millions of years between the creation of plants and the creation of the sun, all the plants would have died, since they need sunlight to live). We must remember that these are only **theories** (or ideas that have not been proven) and are not fact. When what **humans** say conflicts with what the **Bible** says, we must be prepared to accept what the Bible says, because it is God speaking to us, and therefore, it cannot be wrong!



RECOMMENDED READING FOR TEACHERS: See the DVD “[Science vs. Evolution](#)” and the book [Science vs. Evolution](#) by Jeff Miller in the Apologetics Press Web store for a more in depth study on evolution and why it is false. Also see the articles “[Don’t Assume Too Much: Not All Assumptions in Science are Bad](#)” and “[Don’t ‘Throw the Baby Out with the Bathwater’: Not All Theories Are Bad!](#)” by Jeff Miller for a discussion about assumptions and theories, and their place in science. See the book [Creation Compromises](#) for a refutation of attempts that try to squeeze evolution or time into the Bible, and see the article titled “[Common Sense, Miracles, and the Apparent Age of the Earth](#)” by Eric Lyons on the Apologetics Press Web site for a more in depth study on the appearance of age in the Universe



NOTE: Evolutionists also try to use the “Geologic Timetable,” which gives supposed time periods when all the evolutionary changes took place. But this timetable is based on false assumptions, like: (1) it assumes that evolution is true and that the Earth is billions of years old, and (2) it assumes that all matter has always decayed at the same rate. These ideas and others are foundational elements for the timetable and evolutionary theory. But they go against the scientific evidence, unlike what the Bible says.

9. God created dinosaurs on Day 6. “Dinosaur” means “terrible lizard.” Dinosaurs were most likely cold-blooded reptiles. The Bible doesn’t mention the word dinosaur, since that word had not been invented until relatively recent times, but it does describe two creatures that could have been dinosaurs:

Behemoth (Job 40:15-24)

Leviathan (Job 41:18-21)



HISTORICAL NOTE: Sir Richard Owen coined the word “dinosaur” in 1842 after finding the fossilized tooth of an Iguanodon.

10. Some think that the behemoth was a hippopotamus or an elephant. [With older students, read Job 40:15-24.] But the book of Job says that behemoth had a tail like a cedar tree, which certainly doesn’t describe the tail of a hippo or an elephant.
11. Some people think that the Leviathan was a crocodile, but the description of leviathan in Job does not fit with the appearance and behavior of of the crocodile. The text says that leviathan’s undersides are sharp like broken pottery, but a crocodile’s belly is soft. The Bible also says that Leviathan breathed fire! No animal living today breathes fire! The Bible says that the Leviathan could raise itself up and frighten all the other animals (Job 41:25). That certainly doesn’t describe a crocodile. The Bible also says the Leviathan churned up the water as it swam (41:31), but crocodiles are very quiet swimmers so they can sneak up on their prey.
12. What happened to the dinosaurs? One possible reason they became extinct was the Flood that occurred during the time of Noah. The climate after the Flood was drastically different from the climate before the Flood. As a result, there may not have been enough food for the dinosaurs and they died off. Another possible reason is that after the Flood, God gave man permission to start hunting animals for food (Genesis 9:2-3). Men like Nimrod, the grandson of Ham, became great hunters. Dinosaurs could have died out (become extinct) at the hands of hunters like other animals. There may have been several reasons for the dinosaurs’ disappearance. No one really knows for sure what happened to them. What we do know is that God created amazing dinosaurs, and man and dinosaurs lived at the same time.

RECOMMENDED READING FOR TEACHERS: See the book [**The Dinosaur Delusion**](#) by Eric Lyons and Kyle Butt for an in depth study on the evidences for the coexistence of humans and dinosaurs. See also:

- [**“After Reading a Book on Dinosaurs in the Third Grade...”**](#) by Kyle Butt
- [**“No Dinosaur...Ever Breathed Fire”**](#) by Eric Lyons
- [**“Behemoth: A Tail Like a Cedar?”**](#) by Dave Miller
- [**“The ‘First of the Ways of God’”**](#) by Dave Miller



PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#).

Ages 2-5:

- Advanced Bible Reader: Have the kids read the relevant books from Apologetics Press’ “[Learn to Read](#)” series by Dave Miller. Print out copies of the corresponding quiz from AP’s [Advanced Bible Reader](#) (ABR) site under “Other Books.” Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Have a sandbox with fossils and/or chicken bones for children to discover and enjoy. (Fossils can be purchased from places like the Discovery Store, puzzleinc.com, or orientaltrading.com.) A long, flat, covered plastic storage container makes a good, portable sandbox.
- “[Days of Creation Memory Game](#)” (provided in activity sheets)
- Have a poster board with pictures on it of things God created, or draw pictures on a plastic tablecloth. Have each child toss a beanbag onto one picture and tell on what day of the Creation week it was created.
- [Dinosaur Coloring Book](#) from Apologetics Press
- [Digger Doug’s Underground](#) episodes: “[Dinosaurs and Artifacts](#)” (Episode 3), “[Dinosaurs and Natural History](#),” (Episode 4), “[Days of Creation](#),” (Episode 5), and “[Humans and Dinosaurs](#)” (Episode 14) from Apologetics Press

1st-2nd Graders:

- Advanced Bible Reader: Have the kids read [God Made Reptiles](#) and [God Made Animals](#) by Eric Lyons (Apologetics Press). Also, have them read the relevant books from Apologetics Press’ “[Learn to Read](#)” series by Dave Miller. Print out copies of the corresponding quizzes from AP’s [Advanced Bible Reader](#) (ABR) site under “Other Books.” Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Have a poster board with pictures on it of things God created, or draw pictures on a plastic tablecloth. Have each child toss a beanbag onto one picture and tell on what day of the Creation week it was created.
- Continue working on Creation book.
- Build a dinosaur diorama. (A diorama is a 3-D display constructed inside a box—like a shoebox—or on a piece of styrofoam.) Cut out figures of dinosaurs from coloring books or online sources. Attach them to the box by attaching paper flaps and taping them to the inside of the box. Or tape the dinosaur figure to craft sticks and stand the figures in styrofoam inside the box. You could also use plastic models of dinosaurs for a more 3-D effect.
- [Dinosaur Coloring Book](#) from Apologetics Press

3rd-4th Graders:

- Continue working on Creation book.
- Advanced Bible Reader: Have the kids read [God Made Reptiles](#) and [God Made Animals](#) by Eric Lyons (Apologetics Press). For the younger kids, have them read the relevant books from Apologetics Press' "[Learn to Read](#)" series by Dave Miller. Also, for those kids who are able, have them read Apologetics Press' [Amazing Dinosaurs Designed by God](#) by Kyle Butt and [Amazing Teeth Designed by God](#) by Eric Lyons. Print out copies of the corresponding quizzes from AP's [Advanced Bible Reader](#) (ABR) site under "Other Books." Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Have the children read Genesis chapter one again.
- Print off copies of the following issues/articles of *Discovery Magazine* from the Apologetics Press Web site, and have the students read the issues and do the activities in the activity section (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine). *Discovery* issues:
Dinosaurs: [February, 2017](#); [May, 2018](#); [April, 2020](#); [March, 2021](#); [February, 2010](#); [April, 2009](#); [September, 2008](#); [October, 2006](#); [November, 2012](#); [March, 2014](#); [January, 2015](#); [February, 2016](#)
Animals: [August, 2017](#); [October, 2017](#); [November, 2017](#); [April, 2019](#); [July, 2020](#); [October, 2020](#); [June, 2021](#); [October, 2021](#); [November, 2021](#); [January, 2007](#); [January, 2009](#); [March, 2005](#); [April, 2008](#); [November, 2008](#); [June, 2010](#); [August, 2010](#); [December, 2010](#); [February, 2011](#); [November, 2011](#); [June, 2015](#)
Humans: [April, 2010](#); [October, 2011](#)

SONGS:

"GENESIS 1:24"

Author: Jeff Miller

(Tune: See "[Christian Evidences Memory Work](#)" CD)

"GOD EXISTS"

Author: Jeff Miller

(Tune: See "[Christian Evidences Memory Work](#)" CD)

VERSE 1:

If there's an engine, there's an engineer.
If there's a painting, there's a painter somewhere.
If there's a law, there's a law maker.
If there is writing, there's a writer for sure.

If there's design in the world, and we know that there is,
There must be a Designer, Who designed it.

CHORUS:

God exists, the evidence says.
We can believe it. We don't have to guess.

VERSE 2:

The Universe exists. It had to come from somewhere.
It must have a Cause. That Cause put it there.
It can't create itself. It can't exist forever.
God is out there, and He put it together.

(CHORUS)

VERSE 3:

There is right and there is wrong. It can't be denied.
If Johnny took my stuff, it wouldn't be right.
If there is right and wrong that everyone is subject to,
That higher Law's from Someone Who's above me and you.

(CHORUS)

Study the Bible; learn what He wants you to do.
Be sure to obey Him, and He'll be proud of you.

“CREATION”

Author: Jeff Miller

(Tune: See [“Kids Prep”](#) CD)

VERSE 1:

God made water, space, and Earth on Day one.
He also made light for day, 'cause there was none.
He made the great blue skies above, all on Day two,
On Day three: the land, the grass, the trees, and the seas, too!

CHORUS #1:

God made all creation, and behold, it was very good.

VERSE 2:

On Day four, He made the Sun, the Moon, and stars on high.
On Day five, He made the swimming things and creatures that fly.
On Day six, He made the land creatures and all creeping things,
And it was very good when He made Adam and Eve.

CHORUS #2:

Six days, God created, and He stopped on the seventh Day.

“CREATION SONG” ([Click to Hear](#))

Author: Unknown*

Day one, day one,
God made light when there was none. (REPEAT)

Day two, day two,
God made clouds and skies of blue. (REPEAT)

Day three, day three,
God made grass, flowers, trees, and seas. (REPEAT)

Day four, day four,
Sun and Moon and stars, galore. (REPEAT)

Day five, day five,
God made birds and fish alive. (REPEAT)

Sixth day, sixth day,
God made animals and Man that day. (REPEAT)

Day seven, day seven,
God rested in His heaven. (REPEAT)

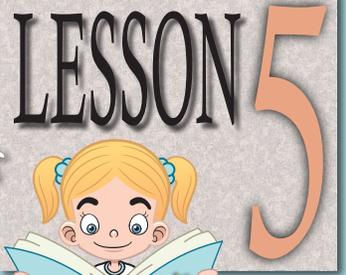
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



God Created All the Animals—Even the Dinosaurs!

Day 6 of Creation



Old Testament 1
Part 1: Exploring God's World

WEDNESDAY EVENING

Old Testament 1 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 1:24-31; Isaiah 45:18; Exodus 20:11

MEMORY WORK:

YOUNGER CHILDREN: "Then God said, 'Let the Earth bring forth the living creature according to its kind'" (Genesis 1:24a).

OLDER CHILDREN: "Then God said, 'Let the earth bring forth the living creature according to its kind: cattle and creeping thing and beast of the earth, each according to its kind'; and it was so" (Genesis 1:24).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

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- ["Creation"](#)
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LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- [Creation & Bible Firsts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
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- Pictures of hippos, elephants, and crocodiles to use in lesson
- Samples and/or pictures of fossils
- [Chart showing how fossils form](#) (provided in activity sheets)
- Pictures of various dinosaurs

- [Wonders of God's Creation](#) book from Apologetics Press
- Pictures/posters of different animals to use after point 6 in “Points to Emphasize”
- Apologetics Press short dinosaur videos: “[Dragon Myths or Dinosaur Descriptions?](#)”; “[Are There Evidences that Humans and Dinosaurs Coexisted?](#)”; “[When Did God Create Dinosaurs?](#)”
- Relevant videos from AP’s “[Wonders of Creation](#)” short video series
- The Apologetics Press [dinosaur poster series](#)

PERSONAL APPLICATION:

YOUNGER CHILDREN: God specially designed all the animals, even the dinosaurs.

OLDER CHILDREN: Those who teach evolution say that dinosaurs came from other animals over millions of years. But according to the Bible, God made dinosaurs just as He did every other living creature. Evolution and Creation cannot both be true.

INTRODUCTION:

- Review Sunday’s lesson (see [O.T. 1 Review Questions](#) for example questions)
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- Review Days of Creation

POINTS TO EMPHASIZE:

1. Use as much of this information as is appropriate for your class. The main point for younger children is to understand that (1) fossils are what is left behind by things that died thousands of years ago (not millions of years ago), and (2) fossils do not prove evolution is true.
2. One way that we know dinosaurs, plants, and animals lived long ago is through fossils. A fossil is any trace left behind by a plant, animal, or man that lived in the past. It might be an animal’s footprint (a “print fossil”), the skeleton of an animal (a “mold fossil”), an insect trapped in tree sap (a “resin fossil”; the sap later turned into amber), the impression of a dead plant, or wood that have been “petrified” (turned into stone because minerals filled up the hollow spaces in the wood). Many fossils have been formed when a plant or animal was covered very quickly by dirt and/or mud. [Most fossils are found in sedimentary rocks.] The pressure of the heavy dirt and mud preserved the footprint. Evolutionists want us to believe this was a slow process that took millions of years, but that is not the case.
3. There were many different kinds of dinosaurs, many different sizes and shapes. Some were as small as chickens, and others were 75-80 feet long and weighed about 160,000 pounds! If dinosaurs developed from reptiles over millions of years, as the Theory of Evolution says, there should be skeletons of creatures changing from reptiles into dinosaurs. But there are none! There is **no** evidence of “transitional forms” at all!

RECOMMENDED READING FOR TEACHERS: See the articles “[Documented Transitional Forms?](#)” by Eric Lyons, “[Finches, Fossils, and Falsehoods](#)” by Kyle Butt, and “[Missing Link...Still Missing](#)” by Jeff Miller on the Apologetics Press Web site for studies on transitional fossils and evolution. See [The Truth About Human Origins](#) for a study on the alleged evolution of humans.



PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):**

- See Sunday morning’s lesson
- Fossil rubbing plates (can be purchased online)

***** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.**

