

**Gen. 1:1–2:4a**

**Ps. 8**

**2 Cor. 13:11–13**

**Matt. 28:16–20**

# Trinity Sunday

**Goal for  
the Session**

*Children will marvel at the wonders of God’s creation.*

## ■ PREPARING FOR THE SESSION

### Focus on Genesis 1:1–2:4a

#### WHAT is important to know?

—From “Exegetical Perspective” by Richard Boyce

There is a multiplicity to God’s revelation in the world, which even (or especially) this opening prelude makes clear. The God of Scripture is just too big and mysterious and communal to allow a single subject (*’elohim*) to drive a series of verbs (create, said, see) that thereby describe this deity as *simply* a single actor over against the creation this particular God brings about. The spirit or wind of this God is also an actor; the spirit “sweeps, hovers, and broods” over the stuff of this world in a way that hints at relationship—both inside and outside the Godhead this passage portrays.

#### WHERE is God in these words?

—From “Theological Perspective” by Melinda Quivik

This text offers the theological question of the value of creation. Out of nothing, something was made (*creatio ex nihilo*). Why is this important? The Creator’s first pronouncement is that the creation is good. The goodness here is not an aesthetic or ethical proclamation about the nature of light; rather, goodness concerns the use to which it can be put for God’s intention. We do not learn what that purpose is in these verses, but God is pleased. The light is “good.” God names it.

#### SO WHAT does this mean for our lives?

—From “Pastoral Perspective” by Carole A. Crumley

One significantly different understanding of the Trinity comes from Meister Eckhart, a fourteenth-century German mystic. He wrote that God the Father laughed, and the Son was born. Then the two of them laughed, and the Spirit was born. When all three laughed, the human being was born. For Eckhart, the mystery of the Trinity was surrounded by peals of golden laughter at the heart of the universe. What does your experience tell you about the Trinity? How would you describe the indescribable, incomprehensible mystery of the Trinity? Trust your spiritual heart to know the way. It is the only compass you need.

#### NOW WHAT is God’s word calling us to do?

—From “Homiletical Perspective” by Dave Bland

What confirms God’s special love for humans is that they are the only ones made in God’s image (1:26–27). This is one of the reasons God insists on Israel not making images of the God they worship. God’s image is already placed within humans; no other kind of representation is necessary. As God’s image bearers, male and female are given a responsibility: to have dominion over the created order (v. 28). Humans are given dominion, not domination; they are caregivers, not exploiters (cf. Ps. 72:8–14). We do unto creation as God has done unto us; we express love and care toward the world. Being image bearers of God is also at the heart of how we see other humans, which results in treating them with dignity, regardless of race, age, gender, social or economic status.

**FOCUS SCRIPTURE**

**Genesis 1:1–2:4a**

## Focus on Your Teaching

Children are naturally curious about nature and all that makes up God's creation. Their individual interests may focus on different parts of that creation (dinosaurs, the tiniest bugs, clouds, water), but those interests come together in this session. That curiosity is another avenue to encourage their growth in faith and all things spiritual. Rather than examine the theological concept of the Trinity, children will enjoy the work of God the creator. Expand this session by giving families copies of Resource Sheet 2, which provides suggestions for more direct exploration of this awesome world.

*Creator God, the work of your word to place us in this beautiful work is more than my mind can conceive. Thank you for the beauty and power of this place. Amen.*

**YOU WILL NEED**

- ☐ small table or sturdy box
- ☐ white cloth
- ☐ candle, matches
- ☐ Bible
- ☐ offering basket
- ☐ *Singing the Feast*, [bit.ly/SingingTheFeast](http://bit.ly/SingingTheFeast)
- ☐ Color Pack 1
- ☐ card stock
- ☐ Resource Sheet 1
- ☐ paper
- ☐ markers
- ☐ construction paper (six colors)
- ☐ copies of Resource Sheet 2

**For Responding**

- ☐ option 1: index cards, pencils, newsprint, marker
- ☐ option 2: Color Pack 2, newsprint, marker
- ☐ option 3: paper, markers or pencils
- ☐ option 4: Color Pack 31; *Singing the Feast*, [bit.ly/SingingTheFeast](http://bit.ly/SingingTheFeast)

## LEADING THE SESSION

### GATHERING

*Before the session*, place Color Pack 1 where children gather for the Bible story. Place a marker at Genesis in the worship table Bible. Print large numbers (1 to 7) on individual sheets of card stock or stiff paper. For option 1 in Responding, cut 1" squares from the middle of index cards. An inch square punch makes this easy. Make copies of Resource Sheet 2 or email it to families.

As children arrive, invite them to prepare the worship table with the white cloth, candle, offering basket, and Bible. Play "Every Time I Feel the Spirit" (*Singing the Feast*) when everything is ready, as a signal to gather around the worship table. Light the candle. Receive the offering.

Explain that during this prayer, the group is to clap twice as they say "Amen" when you raise your arms. Practice two or three times. Pray:

**Leader:** *God's Spirit is with us.*

**All:** *Amen!*

**Leader:** *Loving God, we come here to learn together about you and to study the ways of Jesus.*

**All:** *Amen!*

Extinguish the candle.

Point out the white cloth, noting that this is a special Sunday, Trinity Sunday. On this day, the church remembers that we know about God in three ways: God the Creator and Loving Parent, God the Holy Spirit, and God the Son or Jesus. Explain that today's Bible story is about God the Creator.

In a group of children from ages 5 to 12, some children may question whether the story of creation is true. Without going into detail, explain that this story is not based on science, but rather on what people then understood about God. If a child has more questions, talk together later.

## EXPLORING

Ask a child to retrieve the Bible from the worship table and open it to the marker. Point out that today's Bible story is from the beginning of the Bible, the book of Genesis, chapter 1. As you tell the story, using Resource Sheet 1 (So Good!), give the number of each day to a child to hold facing the group. After the story, help the children name what God created on each day and write it on each number sign. Ask:

- ✠ How does this story make you feel? (*Answers may range from tiny to excited to questioning whether the story is true.*)
- ✠ What do you think the people who told this story thousands of years ago wanted the listeners to know about God?
- ✠ Why do you think we still read that story today?

Provide time for children to wonder about these questions, modeling that faith grows when we wonder about and question what we hear and read. Then invite children to select a day of creation from the story that they would like to illustrate. Encourage them to include all six days, even if just one child illustrates a particular day. As they finish, mount the illustrations on construction paper, using a different color for each day. Display them in the learning area or a shared space where other church members can enjoy the artwork.

Recall that God told human beings to care for the earth. Ask:

- ✠ How do you care for the earth, created by God?

## RESPONDING

If possible, offer at least two options so the children have a choice. One might be more challenging to interest older children who can work on their own.

1. **One Square Inch** Children will focus intensely on a small plot of God's creation to see how much happens in it. While children often see tiny things, they will focus on just one square inch of ground to see how awesome God's creation is in a tiny format. Take the children outdoors to a plot of land where they will not be in danger of traffic. Give each one an index card with one square inch cut from the middle. Explain that the children are to place their cards on the ground and look carefully to see what is living and growing in that square inch. Tell them that you will call time after two minutes. When time is up, distribute pencils and have them list or draw on their cards what they observed. Return to the learning area and list what they saw on newsprint. Together create a prayer of thanks to God for the parts of creation the children observed.
2. **An Amazing Universe** Children will wonder about our solar system and how it contributes to the awesomeness of God's creation. Display Color Pack 2. Some children will immediately recognize this image of the solar system. Encourage them to tell the group what they know about it. Explain that the writers of the book of Genesis didn't have high-power telescopes or other ways of studying the solar system that are available today. Ask:
  - ✠ How does knowing about the universe of which Earth is a part make God's creation feel even more wonderful?

**EASY  
PREP**

To encourage their imaginations, ask them to complete this sentence: God is more (awesome, wonderful) than . . . Write their answers on newsprint. Use them as the basis for a litany about God. The response line for the group can be: We praise you, God of all creation.

Consider asking your worship leaders to use this litany of praise in a future congregational worship service.

3. **Creation Art Game** The children will recall the many pieces of God's creation through this game. If the group is fewer than six people, play as one group. If more than six, form at least two groups to reduce time between turns. Provide paper and markers or pencils. Ask each child to think of something in creation. Invite a volunteer to begin to draw what she or he has chosen for the others to guess. When the drawing is correctly identified, exchange high fives all around, saying, "God is an awesome creator!" Continue until everyone has at least one turn.

**Praise God from Whom  
All Blessings Flow**

Praise God, from whom all  
blessings flow;  
praise God, all creatures  
here below;  
praise God above, ye  
heavenly host;  
praise Father, Son, and Holy  
Ghost. Amen.

4. **Doxology** Children will sing their praises to God for God's marvelous creation. If children are in worship, they may be familiar with the Doxology or "Praise God from Whom All Blessings Flow" (Color Pack 31, [Singing the Feast](#)). Play it for them or read aloud the words. Ask:

✠ Who is to praise God, according to this song? (Note "all creatures" in line 2 and "heavenly host" in line 3.)

Invite children to imagine the sun and moon praising God, or the eagle and the elephant praising God. Ask them to describe or show how various parts of creation might praise God. Finally, read the last line and explain that the "Father, Son, and Holy Ghost" is called the Trinity and on this Sunday the church focuses on the Trinity. Sing the song together.

**CLOSING**

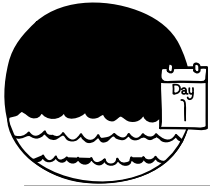
Invite children to gather at the worship table as "Praise God from Whom All Blessings Flow" ([Singing the Feast](#)) is playing. Light the candle. Ask children to take deep breaths as they think about the wonders of God's creation. Have children repeat the phrases in the prayer after you:

*Creator God, / may our eyes be open/ / to see all your creation. / We praise  
you. / You are wonderful. / Amen.*

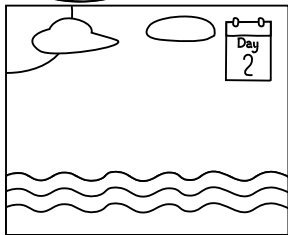
Extinguish the candle. Distribute copies of Resource Sheet 2 or email it to families this week.

**So Good!****based on Genesis 1:1–2:4a**

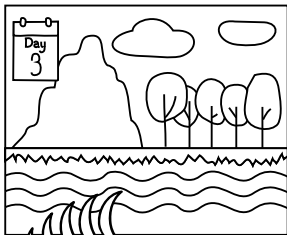
Before God spoke, there was nothing. Just darkness and waters. Then God spoke.



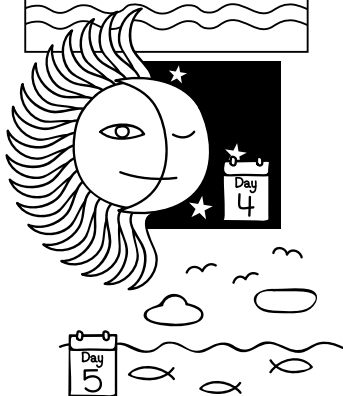
When God spoke, “Light, come!” light appeared in the darkness. God named the light *day* and the darkness *night*. Day one.



God spoke again, “Sky, come!” and the sky appeared above the waters. Now there was day and night, waters and sky above the waters. Day two.

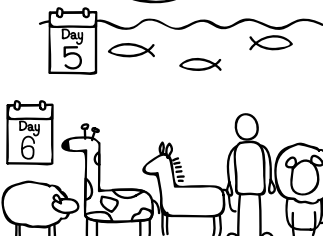


God spoke again, “Waters separate and dry land, come!” God’s breath swirled around the waters and they came together so land appeared. God named this dry land *earth* and the bodies of water *sea*. On the dry land, plants of all kinds and size grew. Day and night, waters and sky, earth and sea. Day three.

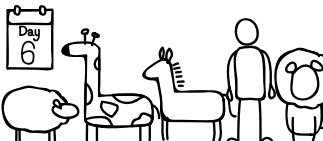


God was not finished and God spoke again, “Lights in the sky!” The lights in the sky God called the *moon*, *sun*, and *stars*. Now seasons of the year began on God’s earth. Day and night, waters and sky, earth and sea, all kinds of plants, moon, sun and stars. Day four.

God’s imagination was soaring now. God looked at the swirling seas and the enormous sky and spoke, “Creatures, fill the sky and the seas!” Immediately, birds of all kinds filled the sky, and fish and all swimming creatures swam in the seas. What a sight! Day five.



God looked at the earth and the delicious fruit hanging on the trees. God spoke, “Animals, come!” And every animal you have ever seen and more appeared on the earth. Running deer, crawling caterpillars, jumping rabbits, every animal! So much moving around.



But God was not finished. On this same day, God created human beings. You and me. To the human beings, God gave the fruit of the trees and the plants for food. God told them to care for this earth. To the animals, God gave the grasses of the field to eat. Now on day six, God was finished speaking this creation into being.



On day seven, God rested. God made day seven a holy day, a day of rest for human beings, too. This is the Bible story of how God created the world.

## Enjoy God's Wonderful Creation

Today the children heard the creation story from Genesis 1:1–2:4a. The wonders of God's creation spurred us to praise God. To continue this sense of awe for our planet and the entire solar system, do one or more of these activities with your child this week or in the future.

- ☐ On a clear night, take a blanket outside in your yard or a nearby park. Lie on it and look at the stars. Talk together about the awe this inspires in you. Give thanks to God.
- ☐ Watch a nature program on television together. Talk about the interconnectedness of life on our planet and how your family can contribute to it.
- ☐ Find a short video on YouTube that promotes care of the environment. Recall that God told human beings to be stewards of the earth, to care for it. How does your family care for the earth? What more can you do?
- ☐ Sing the Doxology together at mealtime. Uncertain about doing this alone? Find it on YouTube. Select a simple version. The words the children sang in church school were:

Praise God from whom all blessings flow;  
praise God, all creatures here below;  
praise God above, ye heavenly host;  
praise Father, Son, and Holy Ghost. Amen.

- ☐ Ask your child for ways she or he would like to learn about God's wonders in creation.





**Gen. 1:1–2:4a**

**Ps. 8**

**2 Cor. 13:11–13**

**Matt. 28:16–20**

# God, the Creator

## Goal for the Session

*As adults engage with the familiar account of God's work in Genesis 1, they will explore ways to encourage others to be stewards of creation.*

## ■ PREPARING FOR THE SESSION

### Focus on Genesis 1:1–2:4a

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There is a multiplicity to God's revelation in the world, which even (or especially) this opening prelude makes clear. The God of Scripture is just too big and mysterious and communal to allow a single subject (*'elohim*) to drive a series of verbs (create, said, see) that thereby describe this deity as *simply* a single actor over against the creation this particular God brings about. The spirit or wind of this God is also an actor; the spirit “sweeps, hovers, and broods” over the stuff of this world in a way that hints at relationship—both inside and outside the Godhead this passage portrays.

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**FOCUS SCRIPTURE**

**Genesis 1:1—2:4a**

## Focus on Your Teaching

When adults read or listen to the account of creation in Genesis 1, many will think of contemporary debates about evolution, genetic modification, and climate change. Others will ponder what it means to discern truth in the Bible. Some may wonder how this account came to be in its written form. On this Trinity Sunday, encourage participants in your study group to celebrate the magnificence and inscrutability of the Triune God and to dig deeply and thoughtfully into what it means to be given charge of the creation.

*Creator, send your Spirit to fill me with a sense of wonder and the will to care for what you have created. In the name of your Son, Jesus, I pray.  
Amen.*

**YOU WILL NEED**

- ☐ board or newsprint
- ☐ markers
- ☐ Bibles
- ☐ paper, pencils
- ☐ copies of Resource Sheet 1
- ☐ copies of Resource Sheet 1 for the next session

**For Responding**

- ☐ option 1: copies of Resource Sheet 2, highlighter pens; meditative music (optional)
- ☐ option 2: copies of Resource Sheet 1, 4" x 18" construction paper, scissors, colorful wide-tipped markers, tape
- ☐ option 3: index cards, pens

## ■ LEADING THE SESSION

### GATHERING



*Before the session*, if all participants do not have the same Bible version, bring Bibles of the same version for adults to use or download Genesis 1:1—2:4 from a Web site such as [www.biblegateway.com](http://www.biblegateway.com) and bring a copy for each person. If you are using option 2 in Responding, cut 12" x 18" construction paper into 4" x 18" strips, at least two strips per participant.

Welcome each group member by name. Say that today is observed as Trinity Sunday in the Christian church year. Recall that the word *trinity* means “three.” Today the church celebrates the three ways that God is present and active in our lives: Father, Son, and Holy Spirit (or use the names that your church uses in worship).

Say this prayer or one of your choosing:

*Holy God, Three-in-One, we gather today seeking your good news. Open to us the mysteries of your love. Amen.*

Invite adults to recall slogans about caring for creation or the earth that they heard when they were children or youth. (If you need to prime the discussion, recall slogans such as “Only you can prevent forest fires” or “Don’t be a litterbug.”) Record these sayings on newsprint or a board. Discuss:

-  What is helpful about such slogans?
-  What are the limitations of sayings like these?

Say that today’s Scripture reading is the source of discussions about caring for creation as God’s people.



Christians name the Trinity in several ways, including: Father, Son, Holy Spirit; Creator, Redeemer, Sanctifier; Creator, Savior, Spirit. In your group, use the wording your church uses most often in worship, but also refer to the others to help broaden participants' understanding.

## EXPLORING

Ask adults to open their Bibles to Genesis 1:1—2:4a or distribute copies of this passage. Read aloud the following information to help establish the context of this passage within the Bible:

. . . [W]hen we locate the setting of Genesis 1 in history, most scholars point to the time of exile, when darkness and chaos and another set of waters (the Tigris and Euphrates) had once again captured Israel's life and hope and forward progress. If you were an Israelite exile in Babylon, torn away from the order of Temple and land and worship that had ordered your universe, one of the only places to turn for hope was the created order. (Richard Boyce, *Feasting on the Word, Year A, Volume 3* [Louisville, KY: Westminster John Knox Press, 2010], 29.)

Form two groups. Read the text aloud in unison, alternating verses between groups. Take a quiet moment for group members to reflect on the reading and then invite their reactions to it, including questions they have. Ask:

- ✪ What rhythms or patterns do you perceive in this text?
- ✪ What do these rhythms or patterns say to you about creation?
- ✪ How do you understand the importance of the phrases “and God said” and “then God said”?
- ✪ Which parts of this text have invited debate or controversy in the church and in society at large? Why do you think this has been so?

Distribute copies of Resource Sheet 1 (Focus on Genesis 1:1—2:4a). Give adults a few minutes to read the “What?” and “Where?” excerpts to themselves. Ask group members to point out phrases or sentences that they find especially helpful or especially confusing. Discuss:

- ✪ How do you understand the significance of creation's “goodness”?
- ✪ What does it mean to be a steward of such goodness?
- ✪ If a ten-year-old asked you why God created the world, what would you say?

Distribute paper and pencils. Challenge pairs or small groups to write a ten-word summary of the focus passage, striving to communicate the essence of what they feel is most important in this scripture. Ask each one person from each group to read aloud the summary they created. Invite comments on the similarities or differences among the summaries.

To transition to Responding, ask a volunteer to read aloud the “Now What?” excerpt from Resource Sheet 1. Discuss:

- ✪ When have you observed humankind seeking to exert domination over creation?
- ✪ When have you observed examples of people exercising careful dominion over creation?
- ✪ When you think of yourself as being created in the image of God, what hopes do you have for your future? For the future of creation?
- ✪ When have you felt encouraged as a steward of creation? When have you been able to encourage others in their stewardship?

When group members don't respond to a discussion question right away, resist the temptation to offer your own response or another question. Many adults appreciate being given a quiet moment to gather their thoughts before speaking.

**EASY  
PREP**

## RESPONDING

Choose one or more of these activities depending on the length of your session:

- 1. Meditation on Why** As they reflect on a commentary about the creation story, adults will discern prayer concerns as stewards of creation. Distribute copies of Resource Sheet 2 (God, the Creator) and highlighters. Read aloud the opening question. Invite adults to read the excerpt to themselves, highlighting words or phrases that help them to answer the question. Option: Play meditative music as participants work. After all have finished, discuss the second question as a group. Encourage adults to work in pairs to write a prayer for all who seek to be faithful stewards of creation. Finish the activity with a time of prayer, asking each pair to offer its prayer.
- 2. Stewardship Slogans** Adults will create and post slogans to encourage other church members to be faithful stewards of creation. Review the slogans about caring for creation identified during Gathering. Based on the readings and discussion during this session, add sayings or slogans to the list. Discuss how these teachings might be edited to be effective for children, youth, and adults. Set out 4" x 18" strips of construction paper and colorful wide-tipped markers. Invite adults to print the slogans in bold lettering on the strips. Ask pairs to wander around the church building and tape their slogans to door, wall, windows, mirrors, or other places that church members will read them.
- 3. Creation Action** Adults will listen to each other's ideas about ways to be faithful stewards of creation and choose a suggestion to implement. Challenge adults to brainstorm things they could do to be more faithful stewards, based on the readings and discussion during this session. List all ideas on the board or newsprint. Distribute index cards and pens. Ask each participant to choose one action to take in the coming month and write it on the index card and to place the card where it will remind them of this. How might group members support one another in doing these things?

## CLOSING

As you gather the group for the closing, read aloud the "So What?" excerpt on Resource Sheet 1. Invite adults to tell about ways that God is active in their lives today.

Ask a volunteer to read aloud Psalm 8, the psalm appointed for worship on Trinity Sunday. Pray aloud the following prayer or one of your own:

*Holy God, Three-in-One, help us to rejoice in your gift of creation.  
Strengthen us as stewards of your creating work, that all may find  
wholeness and peace in your reign. In Jesus' name. Amen.*

Distribute copies of Resource Sheet 1 for the next session, or e-mail it to the participants during the week. Encourage participants to read the focus scripture and Resource Sheet 1 before the next session.

## Focus on Genesis 1:1—2:4a

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## God, the Creator

✿ What does it mean to care for creation as God has cared for us?

God is the creator of the world; but the primary focus is not that God created the world but why God created the world. The reason: God loves humans. God's specialty is loving and caring for creation. God demonstrates this love in the collaborative way in which the world operates. Genesis 1:1–2:4 recounts the six days of creation. Nothing is made for itself alone. Everything contributes to the whole of creation . . .

Each part contributes to the whole. God provides for the needs of all God's creatures because God's specialty is love. However, God did not make the order of creation rigid or mechanical; humans are still called upon to subdue it (1:28; 2:15). Rather, God created a flexible, dynamic, and complex world with a mind of its own—again a demonstration of God's love. . . .

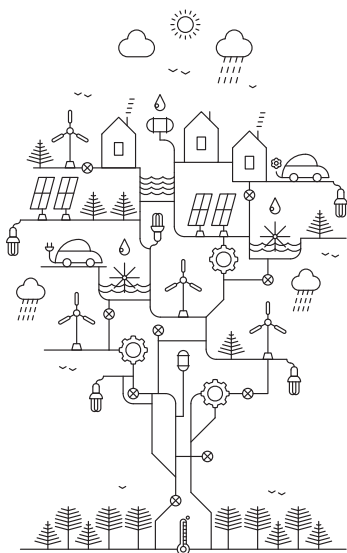
Without God's ever-present involvement, the world would not be able to continue, and humans would not be able to live. John Walton maintains, "Instead of proclaiming that 'the cosmos was created by God' (using past tense as if the job is done), we should rather proclaim, 'The cosmos is God's creation.' We may thus lay claim to the dynamic role of God in a perpetual act of creation." (John Walton, *Genesis, NIV Application Commentary* [Grand Rapids: Zondervan, 2001]) 105.) . . .

God loves, sustains, and cares for the universe and all its inhabitants day by day.

—Excerpted from David Bland, *Feasting on the Word, Year A, Volume 3* (Louisville, KY: Westminster John Knox Press, 2010), 29, 31.

✿ How might we reflect the collaborative nature of God's creation in our stewardship?

### My Prayer for Stewards of Creation



# *Joining the Feast*

Year A, Summer  
Trinity Sunday—Proper 16



# What you will find in *Joining the Feast*!

## The Church Year Calendar

Describes the important church festivals and special days for the coming season. It provides theological reflections on their importance for the church's life and our own lives.

## The Shape of the Season

Presents an overview of the focus scriptures for the weeks in the coming season. It discusses the biblical and theological significance of each of the passages.

## Joining Worship and Learning: Making the Connections and Time with Children

A helpful feature in this section of *Joining the Feast* is the inclusion of the stories on the focus scriptures from the multi-age course. These stories can be used in the children's time during worship. Notice that some songs are used by several age levels but not in the same session. If you are interested in including a prayer, poetry, or artwork from an age level, speak with the leader in advance. May your congregational worship be enlivened by these suggestions to join worship and learning.

## Joining Mission and Learning

Help the participants in the *Feasting on the Word Curriculum* connect with existing service opportunities in your congregation. Review this list, and offer suggestions to the leaders. Give this chart to the chair of the mission or outreach committee so that the work of the committee can be strengthened through the church school.

## Litanies and Prayers

A selection of poetic prayers and responsive readings that helps worship leaders connect the church's educational and worship experiences to find fullness and blessing in the praise and service of God.

## Children's Bulletins

A fun activity page is provided weekly to give children a sense of belonging and help them feel welcome in the worship experience. These special children's bulletins connect their worship experience to the education themes.



## Joining the Feast

We invite you to “Join the Feast”!

Our exciting *Feasting on the Word Curriculum* offers great opportunities for the local church. Pastors, educators, and participants can experience the wonder of God’s nourishing word to us. For church schools, for study groups, and in preparation for teaching and preaching, the resources here will deepen and strengthen our faith. We have an amazing “feast” set before us! We desire and can find further understanding in our faith—of who God is and what God has done!

*Joining the Feast* helps pastors, educators, and worship leaders plan for education and worship. We want to assist in reflecting on how to incorporate scriptural and seasonal emphases across different parts of the church’s life.

*Joining the Feast* can be shared in education and worship committees. It enables important biblical themes to be integrated into the church’s study and worship experiences. A chart of suggestions for ways educational emphases can be used in worship is a feature of what follows here. Church school teachers can discuss these materials with each other to enhance education for all age levels in the church. Pastors who plan their lectionary preaching will find taking an overall look at this church season to be useful for their preparations. In all this we want to join teaching and preaching. We want the church’s educational and worship experiences to find fullness and blessing in the praise and service of God!

An important goal for pastors and educators in the church is to connect or join the church’s educational experience with the church’s worship experience. People of all ages who participate in church school study can find their Christian faith enhanced when the Scriptures read and proclaimed in worship reinforce and expand what they have been considering in their educational time. Education and worship can be mutually supportive in helping God’s word in Scripture come alive in the Sunday morning experience. Consideration of the same lectionary reading in preaching can deepen the insights gained in church school.

Pastors who want to build on what has been done in education welcome this *Feasting on the Word Curriculum* as a way to prepare congregational members for directions into which the sermon can lead. Those who participate in the education time will find the insights gained there enhanced by preaching which considers the same passage and brings God’s word to bear in fresh and nourishing ways. So as we “Join the Feast,” joining the church’s educational and worship dimensions can bring to life the richness of God’s word in Scripture.

Donald K. McKim



### So Good

based on Genesis 1:1–2:4a

Into nothing but darkness and swirling waters, God spoke. Light came into the darkness. God named them *day* and *night*. Day 1.

God spoke and the sky appeared above the waters. Day 2.

Again God spoke and the waters separated and dry land appeared. On the land, God put plants of all kinds from little grasses to gigantic trees. Day 3.

There was more! God spoke and lights appeared in the sky. The sun, the moon, and a zillion stars shone brightly. Now there were seasons of the year and months to mark the days and nights. Day 4.

God's imagination was flying high now. God filled the sky with flying creatures and the seas with swimming ones. What a sight! Day 5.

Then God said, "Animals!" All kinds of animals, tiny bugs and huge elephants, animals that crawled and animals that ran. On that same day, God said, "Human beings!" We were created. God told human beings to care for all creation. Day 6.

On the next day, day 7, God rested. That day, day 7, Sunday, is a day of rest for human beings too.

Put the number of the day on each of the pictures.

