

IS THERE A GOD?

EVIDENCES
LESSON 1

LESSON TEXT

Isaiah 40

LESSON OBJECTIVES

- The students will list at least two examples of how they see God as the Creator.
- Using Isaiah 40, the students will recall one example of God's existence.
- The students will identify one proof of God's existence in their own lives.

MATERIALS NEEDED

For each student:

- magazine
- glue stick
- scissors
- 1 piece of construction paper
- 1 sheet of white paper
- pens or pencils
- markers or crayons

For the teacher:

- 1 copy of "Good News from the Kingdom"
- globe or map of the world
- 1 small knife to cut fruit
- 5 different types of fruit (varied in taste, color, texture and shape)
- 5 small paper bags
- extra Bibles

Reproducible Pages:

- Page A, 1 copy for each student
- Page B, 5 copies (1 for each group of 2 or more students)
- Page C, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful Instruction
Teacher Focus
Teacher Tips
Preclass Activity: "Me" Poster
Starting Up
Welcome and Singing
Opening Prayer
Victories
Good News from the Kingdom

Getting into God's Word

Story: World of Chaos
Activity: Fruit Investigation
Scripture Study

Getting It to Others

Scripture Memory: Isaiah 40:26
Weekly Challenge and Snack Time
Conclusion

SCRIPTURE MEMORY VERSE

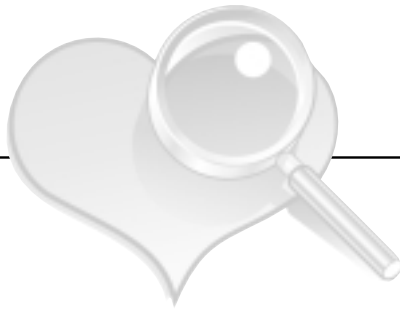
Lift your eyes and look to the heavens:

Who created all these?

He who brings out the starry host one by one,
and calls them each by name.

Because of his great power and mighty strength,
not one of them is missing.

Isaiah 40:26



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on Isaiah 40. Then focus on God's power and creativity in the world around you. Do something that will help you: For example, take a walk, visit a zoo, look at the stars at night, etc. Identify a part of creation that really shows you the power of God. Also, think of at least one answer to the question, "Why do you believe in God?"

TEACHER TIPS

You may want to invite someone who is knowledgeable in astronomy to teach the Scripture Study portion of this lesson, or bring in some interesting books from the library with lots of facts and pictures.

PRECLASS ACTIVITY

"ME" POSTER

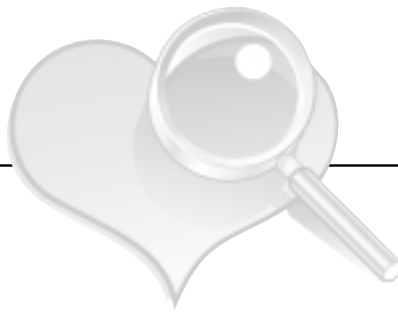
MATERIALS USED

For each student:

- magazine
- glue stick
- scissors
- 1 piece of construction paper
- 1 sheet of white paper (for use in Scripture Study section)
- pens or pencils
- markers or crayons

INSTRUCTIONS

1. Have students select a magazine, scissors, glue stick and a piece of construction paper. Direct them to work independently. (Give students who arrive late the materials to take home to complete.)
2. Have them work individually to cut out pictures that best describe themselves: things they like to eat, to do, etc.
3. Have them glue as many pictures as possible on the construction paper. (If they are unable to locate appropriate pictures, have them draw pictures using pens and markers instead.)



STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER

Who would like to say a prayer to start today's time together? Let a few students lead the prayer. Encourage the students to mention missing students, special church activities, illnesses, and to be especially thankful for the chance to be together.

VICTORIES

Take time to have the students share about the challenges they were given at the end of last week's class. *Did everyone complete their challenges? How did it go? What fears did you face as you met the challenge to put the lesson into practice? How did everyone do with having consistent quiet times?*

Praise and encourage all the students' efforts, especially noting any area of significant growth. Offer help and suggestions so they can have even more victories in the coming week.

GOOD NEWS FROM THE KINGDOM

MATERIALS USED

For the teacher:

- 1 copy of "Good News from the Kingdom"
- globe or map of the world

INSTRUCTIONS

Now let's take a few minutes to share "Good News from the Kingdom." Be excited as you read about what is happening around the world. Have a globe or map ready, pointing out the location as you share.





STORY

WORLD OF CHAOS

This story will help the students recognize that God indeed exists and that he has created the universe and the laws that govern it. This will also help them identify obvious examples of God's presence to share with others.

MATERIALS USED

Reproducible Pages:

- Page A, 1 copy for each student

PREPARATION

Read the story ahead of time.

INSTRUCTIONS

1. Distribute copies of Reproducible Page A to the students.
2. Read the story to the students.
3. Explain and discuss the story concept.

ACTIVITY

FRUIT INVESTIGATION

By identifying the differences among various fruits, the students will become more aware of God's power to create and the uniqueness of his design. In the following activity, students will work together to identify similarities and differences between types of fruit. The students should conclude that even though fruits have similarities, no two fruits are the same.

MATERIALS USED

For the teacher:

- 1 small knife to cut fruit
- 5 different types of fruit (varied in taste, color, texture and shape)
- 5 small paper bags

Reproducible Pages:

- Page B, 5 copies (one for each group of 2 or more students)

PREPARATION

1. One hour before class, cut each type of fruit in half. This will ensure that the fruits are fresh for this activity.
2. Place both halves of each fruit into a separate bag.

INSTRUCTIONS

IMPORTANT: Before beginning this activity, ask if anyone has any fruit allergies. If so, these students should observe or record group observations only.

1. Divide the class into five groups of two or more students. Have each group choose someone to record all observations. Give that person a copy of Reproducible Page B.
2. Give each group a bag containing a fruit. Tell the students not to open the bags until they are told to.
3. Have the students take turns smelling the fruit without looking in the bag. (Allow time for each student to have a turn.)
4. Have one student in each group remove one of the pieces from the bag and pass it around the group for observations of texture, color, size and design.
5. Have students choose a member from each of their groups to taste the piece remaining in the bag. *What words would you use to describe the taste of your fruit?* (sweet, sour, tangy, tart, juicy, pulpy, etc.)
6. Give each group five minutes to complete their charts. Walk around and monitor each group's progress during this time.
7. Have each group briefly share their observations.
8. Lead a follow-up discussion as follows: *This activity has shown us how uniquely God has designed each piece of fruit. Notice that even though there are some similarities between fruits, no two fruits are exactly the same. This principle of "God's unique design" is seen in everything God created.* Ask the following questions:
 - *What are some things you can think of that are uniquely designed?* (vegetables, flowers, trees, plants, animals, insects and people!)
 - *What would the world be like if there was only one kind of fruit, vegetable, animal or person?* (boring!)





SCRIPTURE STUDY

Ask the students to turn to Isaiah 40:12-15; 21-31. Direct the students to take turns reading the verses aloud, or you can read the verses while they follow along.

PROOF 1-THE CREATION

Using these verses, we will now make a list of some of the things God can do. (Distribute a blank piece of paper to each student.) At the top of your papers, write "God can:", leaving room below to list your responses. Let's begin by looking at verse 12. What does it say? (Take responses.) Ask the students to write these answers on their papers. As they are writing, briefly talk about this verse. For example say: *Could you imagine holding the Atlantic Ocean in your hand? Is there a God? What else can God do?* (Continue accepting responses. Five will be enough.)

The following list is for your reference: God can: measure the waters in his hand (v. 12), mark off the heavens (v. 12), hold the dust of the earth in a basket (v. 12), weigh the mountains on a scale (v. 12), weigh the hills in a balance (v. 12), regard the nations like a drop in a bucket or dust on a scale (v. 15), weigh the islands as though they were fine dust (v. 15), bring political leaders to nothing (v. 23), bring out the stars and call each by name (v. 26), never grow tired or weary (v. 28), understand everything (v. 28) and give strength and power to the weary and weak (v. 29).

These feats show just some of God's power as a creator and designer. The first proof of God's existence is obvious. There is clearly a design in the world; therefore, there must be a designer. What do you think the world would be and look like with no design, no structure and no order? (Remind the students of the earlier story.)

Share the "watch and watchmaker" analogy with the students: *Suppose you were taking a walk in the woods, and you found a watch on the ground. How did it get there? You would pick it up and see that all the little pieces fit together to make a perfect watch. Would you think that some squirrels made it? Of course not! Would you think that it has always been there, from the beginning of time? No! Would you think that it just came together on its own? No! You would assume, of course, that someone made it! There must have been a watchmaker to have created something as complex and intricate as a watch.*

Now, look at our world around us. It is far more complex and intricate, structured and orderly than a

simple watch. Take our own bodies as another example. Could our bodies have come about on their own? Since there is a design in the world, there must be a designer, and likewise, since there is a creation, there must be a creator!

PROOF 2-LIFE ON EARTH

A second proof of God's existence comes from the fact that there is life on earth. For life to be sustained on earth, the sun must maintain very specific properties, i.e. temperature, size and brightness. Earth also has to be located at a precise distance from the sun to allow for the most important material that sustains life—water. Most living things are eighty to ninety percent water! It is an intricate balance. If we were slightly closer to the sun, all water would evaporate; if we were slightly further away, all water would freeze. Here are some of the variables needed to support life on earth:

*the earth being in the right place in the galaxy
the earth being the right distance from the sun
the earth being the proper size and weight
the earth having the proper spin (angle and speed)*

The probability of all the necessary variables occurring at the same time and place in space is 1 in 15 billion! (Use the following analogy to show the students what this means.) *How many of you would be willing to jump out of an airplane at 10,000 feet without a parachute? Your chances of survival would be 1.5 million times more likely than the probability of the earth and sun having this perfect relationship! Do you think these things could have all occurred accidentally?*

Open this concept up for discussion. Conclude with some remarks concerning faith: things we believe in but cannot see. Work the following questions into your discussion:

- *How do you respond to people who claim they don't believe in God because they cannot see him?*
- *Name some things you believe in, but cannot see. (oxygen, gravity, love, justice, etc.)*
- *It is interesting to note that some of the most important elements of life cannot be seen. Why do you believe in them? Do you see evidence that they exist?*
- *We see evidence that God exists every day. Why do you think it is harder for people to accept God than these other things?*



SCRIPTURE MEMORY

Isaiah 40:26

Lift your eyes and look to the heavens:
Who created all these?

He who brings out the starry host one by one,
and calls them each by name.

Because of his great power and mighty strength,
not one of them is missing.

MATERIALS USED

For the teacher:

- extra Bibles

Reproducible Pages:

- Page C, 1 copy for each student

INSTRUCTIONS

1. Ask the students to turn in their Bibles to the memory scripture.
2. Read the verse to them aloud.
3. Assign a phrase to each student depending on the class size and total words in the verse. For example, Isaiah 40:26 has a total of 42 words and your class has 10 students. Dividing 42 (total words) by 10 (total students) would make 4.2 words per student. Assign 4 words to 8 students and 5 words to 2 students.
4. After you have assigned each student his words, have all the students stand up and place themselves in the correct order. Have them recite the memory verse together.
5. Repeat this exercise three times.
6. Hand out copies of Reproducible Page C to the students to practice the Scripture Memory Verse at home.

WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat it while you explain to them the challenge for the week.

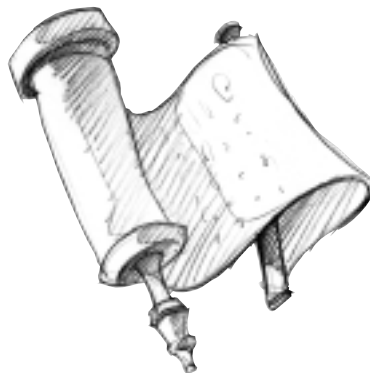
Share with them an example or proof of God's existence from your own life, for example: surviving an illness or accident, a relative becoming a disciple, the weather, nature, etc. Be sure to share with enthusiasm, faith and conviction.

After you share, have the students share an evidence or proof of God's existence from their own lives. Be sure to help them identify at least one evidence. After they share, ask the students to identify one person with whom they can discuss their evidence. This person can be their parent, sibling, friend, teacher, relative, neighbor...anyone! Encourage them to share with that person as soon as they can.

Give the class some ideas on how to initiate discussions with people. Role play a few situations, helping the students share their evidence practically with others.

CONCLUSION

End the class with a prayer.



IS THERE A GOD?

EVIDENCES
LESSON 1
(SUPPLEMENT)

LESSON TEXT

Isaiah 40

LESSON OBJECTIVES

- The students will list at least two examples of how they see God as the Creator.
- Using Isaiah 40, the students will recall one example of God's existence.
- The students will identify one proof of God's existence in their own lives.

MATERIALS NEEDED

For each student:

- wide variety of decorative materials (for example: colored paper, fabric scraps, cardboard pieces, cotton balls, cotton swabs, clay, tape, poster board, assorted wood or plastic blocks, toothpicks, hairpins, bottle caps, pipe cleaners, buttons)
- white glue
- scissors
- pens

For the teacher:

- extra Bibles

Reproducible Pages:

- Page C, several extra copies (for visiting students)
- Page D, 1 copy for each student
- Page E, 1 copy for every 2 students
- Page F, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful Instruction
Teacher Focus
Teacher Tips
Preclass Activity: God Made Me Unique
Starting Up
Welcome and Singing
Opening Prayer
Great News Sharing

Getting into God's Word

Scripture Study
Activity: Animal Form

Getting It to Others

Scripture Memory: Isaiah 40:26
Weekly Challenge and Snack Time
Conclusion

SCRIPTURE MEMORY VERSE

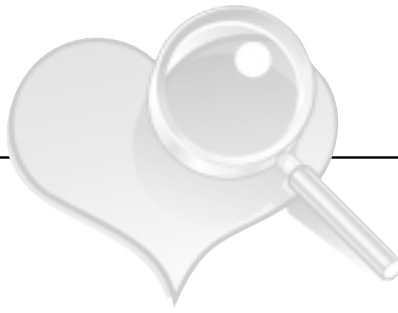
Lift your eyes and look to the heavens:

Who created all these?

He who brings out the starry host one by one,
and calls them each by name.

Because of his great power and mighty strength,
not one of them is missing.

Isaiah 40:26



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on Isaiah 40. Then focus on God's power and creativity in the world around you. Do something that will help you: For example, take a walk, visit a zoo, look at stars at night, etc. Identify a part of creation that really shows you the power of God. Also, think of at least one answer to the question, "Why do you believe in God?"

TEACHER TIPS

Be sure to use every opportunity you have, both in class and in the fellowship, to point out the ways that God shows his power and creativity in your life, your students' lives and in the kingdom in general. The more spiritual your perspective on life and the circumstances around you, the more your students will begin to take the same perspective regarding the awesome God we follow.

PRECLASS ACTIVITY

GOD MADE ME UNIQUE

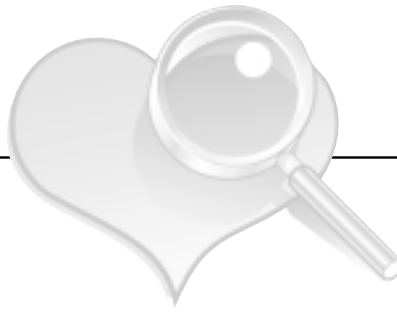
MATERIALS USED

Reproducible Pages:

- Page D, 1 copy for each student
- Page E, 1 copy for every 2 students

INSTRUCTIONS

1. Give each of the students a copy of Reproducible Page D, which should be completed individually.
2. When all the students have finished, divide them into groups of two. Give each pair a copy of Reproducible Page E. Have them decide who will be "A" and who will be "B."
3. Have the pair compare their individual questionnaires to see which questions they answered differently. Have them draw a circle around those answers. (For example: The students would circle their last names, since most people have different last names).
4. Have the students record their different answers in the diagram. (Student A should write his circled answers in the "Student A (Differences)" area, etc.)
5. Then the students should list the answers they have in common in the "Similarities" area.
6. Have the students share their comparison diagrams with the rest of the class. (Remind the students to be brief.) You should ask the students how this activity compares to the Preclass Activity in the Core Lesson in which they made their "Me" posters. For your reference the Core Lesson included a discussion of these facts:
 - Each student is different from another.
 - No two people look exactly alike or have the same personality.
 - Of the five billion people on earth, God has made each person completely different! There is not one person anywhere on earth that is just like anyone else.
 - Each is completely unique, and therefore, is very special to God.



STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER

Who would like to say a prayer to start today's time together? Let a few students lead the prayer. Encourage the students to mention missing students, special church activities, illnesses, and to be especially thankful for the chance to be together.

GREAT NEWS SHARING

Allow several minutes for the students to share great news about their lives. This could be about a family member who became a disciple, someone healed from an illness, someone studying the Bible, great grades, etc. Remind the students to be brief so that as many as possible can share.





SCRIPTURE STUDY

This session is meant to be a reinforcement of the Core lesson. The best way to accomplish this is to ask the students to teach you what they have learned. After certain points have been reinforced and re-emphasized, you can then move on to the Activity Section, which should take up the bulk of the class time.

Everyone get your Bibles and turn to Isaiah 40. Without looking at the passage, tell me as many things as you can remember that describe what God can do.

The following list is for your reference: God can: measure the waters in his hand (v. 12), mark off the heavens (v. 12), hold the dust of the earth in a basket (v. 12), weigh the mountains on a scale (v. 12), weigh the hills in a balance (v. 12), regard the nations like a drop in a bucket or dust on a scale (v. 15), weigh the islands as though they were fine dust (v. 15), bring political leaders to nothing (v. 23), bring out the stars and call each by name (v. 26), never grow tired or weary (v. 28), understand everything (v. 28) and give strength and power to the weary and weak (v. 29). Have the students refer to the Bible only after they have tried to remember as many of the above points as possible. *Can anyone share with me the watch and the watchmaker analogy?*

Share the "watch and watchmaker" analogy with the students: *Suppose you were taking a walk in the woods, and you found a watch on the ground. How did it get there? You would pick it up and see that all the little pieces fit together to make a perfect watch. Would you think that some squirrels made it? Of course not! Would you think that it has always been there, from the beginning of time? No! Would you think that it just came together on its own? No! You would assume, of course, that someone made it! There must have been a watchmaker to have created something as complex and intricate as a watch.*

Now, look at our world around us. It is far more complex and intricate, structured and orderly than a simple watch. Take our own bodies as another example. Could our bodies have come about on their own? Since there is a design in the world, there must be a designer, and likewise, since there is a creation, there must be a creator!

ACTIVITY

ANIMAL FORM

By allowing the students to create an "animal" with their own hands, they will become more aware of the fact that if there is a creation, there must be a creator.

MATERIALS USED

For each student:

- wide variety of decorative materials (for example: colored paper, fabric scraps, cardboard pieces, cotton balls, cotton swabs, clay, tape, poster board, assorted wood or plastic blocks, toothpicks, hairpins, bottle caps, pipe cleaners, buttons)
- white glue
- scissors
- pens

Reproducible Pages:

- Page F, 1 copy for each student

PREPARATION

1. Design and make a model animal using at least ten of the decorative materials. Be very creative. (A suggestion is to make your animal able to walk, crawl, fly and swim, and adaptable to all types of habitats.)
2. Fill out copy of Reproducible Page F creating the characteristics of your animal as shown in the example below:

INFORMATION CARD

Common name	Walkingbirdfish
Scientific name	Aquaterravian
Species	Amphibian, bird, mammal
Where it lives	A sandy beach or shoreline
What it eats	Omnivore
Domesticated or wild	Wild
Peculiar traits or habits	Can only walk backwards



INTRODUCTION

Prepare the students for this activity by engaging the students in a visualization exercise.

I would like all of you to come and sit in a circle with me. Everyone close your eyes and imagine with me. It is the year 2020. Over the past twenty years, the earth's animal population has diminished to only a few species. All birds, fish and most animals are extinct—gone forever. A few species of domesticated cats and dogs remain, yet most of them are needed for food. The few families that still have pets are forced to keep them inside for fear they may be confiscated.

Oh how I long for those good old days! Don't you? Remember all the different kinds of animals there used to be? Remember the multicolored fish we saw at the aquarium: the electric eel that glowed in the dark and the long, gray nose of the shark? Do you see the terrible teeth of the alligator? I can hear them snapping, can you? See the dolphin jumping through the hoop and making a big splash? And what about all those beautiful, fat cats that lived over at Miss Clark's house. Can you see them? Why she must have had fifteen different cats sleeping and eating, and sleeping and meowing, and sleeping and playing all over her porch. Uh-oh, hold your nose. We're getting close to a farm now. Can you see the black and white cows? And quick, look over there at that black stallion. He jumps farther and gallops faster than all the other horses. Can you hear the birds singing and pigs oinking? Can you hear the clucking of the chickens? Now let us go to the mysterious African jungle. Do you hear the crazy laugh of the hyena? Do you hear the bone-chilling roar of the lion? Do you see the elephants, snakes, lions and giraffes? Can you see the fun-loving monkeys, gorillas and chimpanzees swinging through the trees?

Oh, but sadly, those days are gone forever. The only reminder of all these amazing animals, of what once was, are the old stuffed relics at the zoo. Now open your eyes. Today our job in this activity is to re-create the world's animal population, and each of you will design and create your own.

INSTRUCTIONS

1. Have the students design a unique animal as follows:
 - A. First, show them your model. Using our example, say: *This is "Walkingbirdfish." He walks, flies and swims! He can be found on most beaches. He eats plants and meat, but he loves to eat insects and grass.*
"Walkingbirdfish" is a very wild animal so he would not make a very good house pet. One unique thing about Walkingbirdfish is that he can only walk backward.
 - B. Then, show them your completed Information Card. Explain each category on the card to them.
 - C. Have them design a specific animal including all characteristics as detailed on the Information Card.
2. Give each student access to the decorative materials. Encourage the students to use as many different types of items as possible. Encourage them to be considerate of their classmates and not use up all of one kind of material.
3. Give each student a copy of Reproducible Page F to describe his animal. Some students might need help filling out all the answers on their Information Cards.
4. Allow some of the students to briefly share their creations with the class.
5. Emphasize the uniqueness and creativity exhibited. *Could these animals have just put themselves together from the materials on the table? Just as you were their designer and creator, so is God our designer and creator!*

SCRIPTURE MEMORY

Isaiah 40:26

Lift your eyes and look to the heavens:
Who created all these?

He who brings out the starry host one by one,
and calls them each by name.

Because of his great power and mighty strength,
not one of them is missing.

MATERIALS USED

Reproducible Pages:

- Page C, several extra copies (for visiting students)

INSTRUCTIONS

1. Ask the students if anyone can recite the memory scripture for this week.
2. After several have quoted the verse, recite it together as a class two or three times.
3. Hand out copies of Reproducible Page C to those students who don't already have it.

WEEKLY CHALLENGE AND SNACK TIME

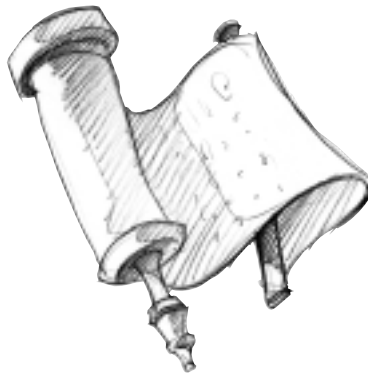
If your students bring a snack, allow them to eat it while you remind them of the challenge for the week.

The students were asked to share an evidence or proof of God's existence in their own lives with one person. This person could be their parent, sibling, friend, teacher, relative, neighbor...anyone! Encourage those that have not yet done so to share with that person as soon as they can this week.

Discuss any fears or obstacles the students have encountered in carrying out the challenge this week. Give ideas on how to overcome their fears, being sure to remind them that prayer is their best weapon against fear! Encourage the students with experiences from your own life, and remind them that you are praying for their success.

CONCLUSION

End the class with a prayer.



WORLD OF CHAOS

Imagine waking up one morning to a different world. It's 7:00 A.M. and the bright light of the morning sun hits your pillow, but when you look out your window everything is black and white! Hello? Where are the colors? You blink. It is freezing inside. Everything in your room is an icy, mint green. Yuck. You jump out of bed and hurry outside only to find that you can hardly move because your legs are frozen and so heavy! Walking on the rug is like plodding through wet snow—each step takes incredible effort.

Almost an hour passes before you reach the front door. You are almost frozen stiff when you get there. You are exhausted, but your mint-green lips form a smile as you hear the barking of your faithful dog, Jackbones, outside. He will help you make sense of all this. You open the door and call out. "Here Jackbones! Here boy! Where are you, boy?" You can hear him but you still can't see him. The warm, white sun is pounding down on you. It feels good.

Finally your ears draw your eyes upward. What? It can't be. Jackbones is flying through the sky. Maybe you're hallucinating. The sun is too bright. Your faithful friend flies by without even a hint of recognizing you; in fact, he seems almost hostile. He snarls at you. He looks mad, crazed.

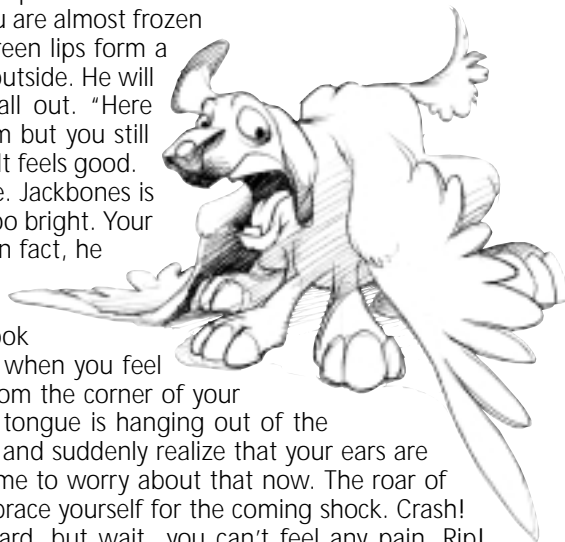
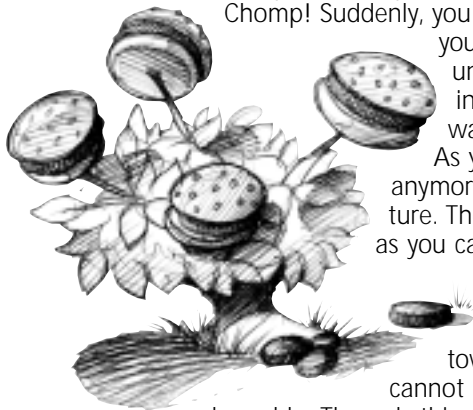
He flies off and circles the skies around the house. Your eyes hurt from the light. You are so hot. Your skin is burning. You look and see that your arm is turning a darker shade of gray. Just when you feel like you are going to faint from the sun's heat, you see him from the corner of your eye. Jackbones is dive-bombing toward you at full speed. His tongue is hanging out of the side of his mouth. You fall to the ground and cover your head and suddenly realize that your ears are gone! What? You can still hear all right, but hey, there's no time to worry about that now. The roar of Jackbones' assault is getting louder and louder and you must brace yourself for the coming shock. Crash!

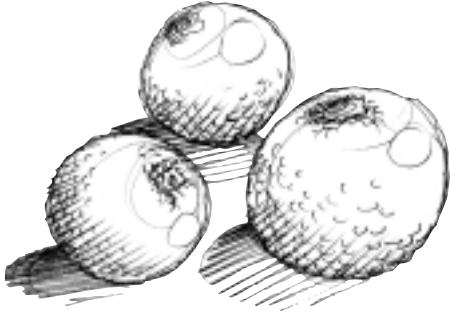
Wow, you know you've been hit and hit hard, but wait...you can't feel any pain. Rip!

Chomp! Suddenly, you're afraid. Maybe it's like the ear thing again—if you open your eyes, your arms will be gone! This is crazy, you tell yourself over and over, until finally you summon the courage to look. Amen! Your arms are intact because there was no impact—at least not on you. Jackbones was aiming for the burger-bushes beside you.

As you watch him eat, you realize that you don't understand anything anymore. Nothing is right. Nothing makes sense. There is no order or structure. There are no rules or regulations anymore. You stare at your old friend as you catch your breath. He flies up to the top of a tree. The sun starts to set and immediately you feel some relief from the night air. You sigh. Maybe it's all a dream. It's already dark so you head back to the house. As you reach the door, you turn and take one last look toward Jackbones. He is already gone. But what you see in the skies cannot be true—the sun is rising as fast as it has set. The heat is already unbearable. The only thing you can do is to return to the icy cold of your house as fast as you can, if only for a short time. You are a prisoner in a world of chaos.

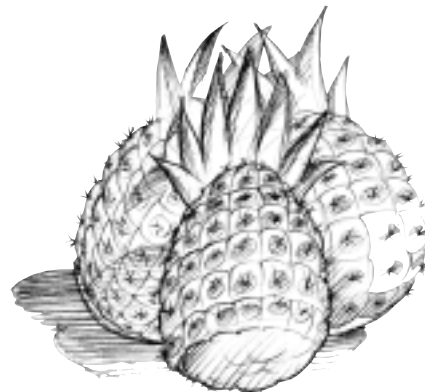
Fortunately for us, we live in a world where there is structure and order. We can be certain of God's existence because if there is a design, there must be a designer. If there is natural law, there must be a lawgiver, and if there is structure and consistency within the creation, there must be a creator. That creator is God.





FRUIT CHART

STUDENT	TASTE	TEXTURE	COLOR	SIZE	DESIGN



SCRIPTURE MEMORY VERSE

Lift your eyes and look to the heavens:

Who created all these?

He who brings out the starry host one by one,
and calls them each by name.

Because of his great power and mighty strength,
not one of them is missing.

ISAIAH 40:26

WEEKLY CHALLENGE

Discuss with one person an evidence or proof of
God's existence from your life.

FRIENDS

QUESTIONNAIRE

SPORTS

Answer each of the following questions:

1. My first name is _____.
2. My last name is _____.
3. I have _____ brothers. (How many?)
4. I have _____ sisters. (How many?)
5. I live in _____. (What city or town?)
6. My hair is _____. (What color?)
7. My eyes are _____. (What color?)
8. My shoe size is _____.
9. My favorite food is _____.
10. My favorite color is _____.
11. My favorite person in the Bible is _____.
12. My favorite hobby/sport/activity is _____.
13. My favorite subject in school is _____.

SCHOOL



Student A

(Differences)

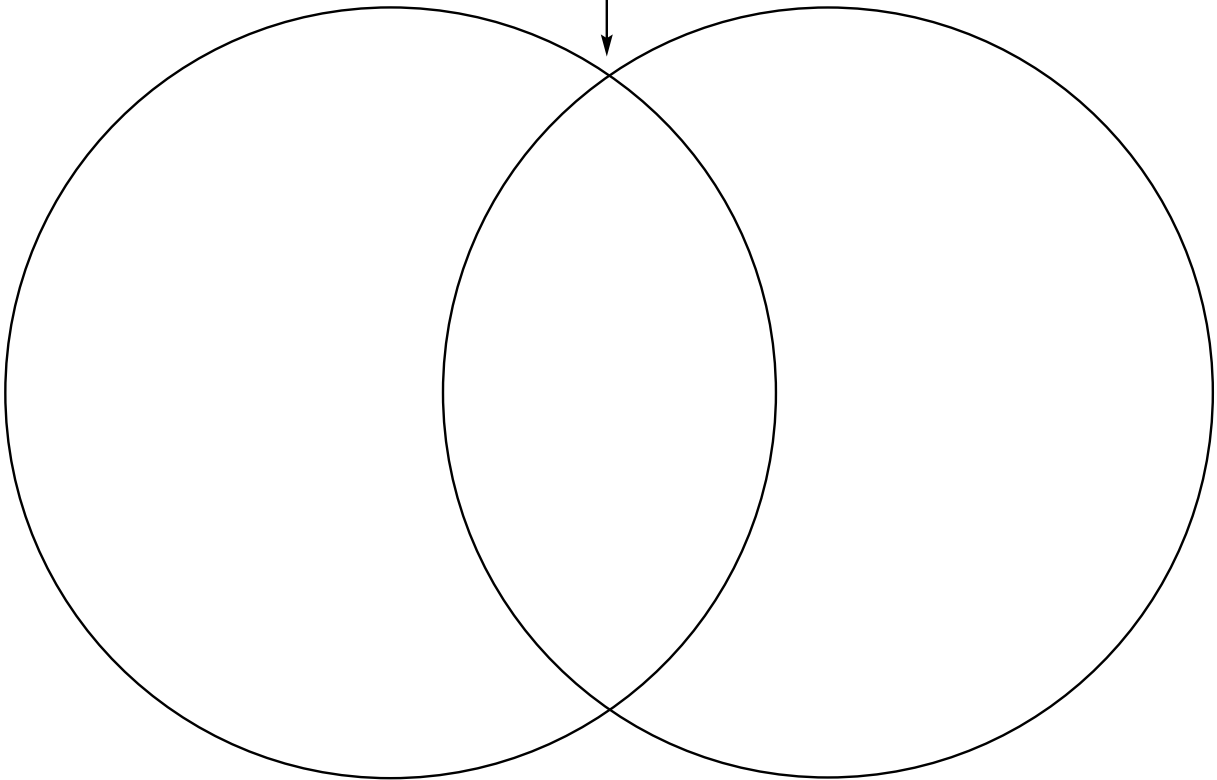
COMPARISON DIAGRAM

Student B

(Differences)



Similarities



INFORMATION CARD

Common name	
Scientific name	
Species	
Where it lives	
What it eats	
Domesticated or wild	
Peculiar traits or habits	

