



# God Creates the Heavens and the Earth

*Genesis 1:1–2:3*



## LESSON GOAL

Students will praise God for His creation.

## BIBLE TRUTHS

- God is Creator (Gen. 1:1).
- God is powerful (Gen. 1:2–31).
- God is good; everything He made was good (Gen. 1:10, 12, 18, 21, 31).
- God made us to worship Him (Gen. 2:1–3; Ex. 20:8–11).

## KEY VERSE

“In the beginning God created the heavens and the earth”  
(Genesis 1:1).

## APPLICATION

- Thank God for making the heavens and earth.
- Thank God for making you.
- Obey God because He made you.
- Praise God because He is wise and good.

## NEXT WEEK

God Creates Man and Woman  
Read Genesis 1:26–2:24.

### Symbol Key



Craft



Finger Play



Memory Verse



Object Lesson



Game



Visual Aid



Center



Activity



Q & A



Age Group



## PREPARE WITH THE TRUTH

*“Therefore you shall lay up these words of mine in your heart and in your soul.... You shall teach them to your children” (Deuteronomy 11:18–19).*

Please take time to prepare your mind and heart to accurately handle the truths of God’s Word (2 Tim. 2:15). Read through the Bible background and study the truths contained in this lesson. Crucial background information is included here to aid you in understanding the Scripture.

### Bible Background

The book of Genesis presents a portrait of God as a being who is to be feared and adored for His uniqueness. There is no being like Him, yet He reveals Himself so that man may know and love Him. This picture of God is further developed in Genesis as Moses describes how God interacts with the universe He has made.

Everything that exists, in both the spiritual and physical realms, owes its existence to God (Gen. 1:1). Nothing has come into being apart from Him. Therefore, all things can be properly understood through the knowledge of, and a relationship with, the one who brought all things into existence.

An important aspect of this creative work of God is its immediate and sudden nature. The heavens and earth and all things in them were brought into being through the agency of God’s spoken Word alone. Moses does not present their coming to be as the result of physical processes or universal laws. Rather, the existence of all things was the supernatural response to God’s divine command, calling the creation out of nothingness. The immediacy, comprehensiveness, and complexity of God’s creative work speak of His greatness.

### The Days of Creation

Genesis 1:2 indicates that the earth was “without form, and void” (empty), a translation of the Hebrew phrase *tohu wa bohu*. This was the situation on earth before it was touched by the creative hand of God. The acts of separating and gathering on days one through three gave form to the formless, and the acts of making and filling on days four through six gave divine assurance that the heavens and the earth would never again be “without form, and void.”

#### Day One (1:3–5)

God called for light and separated the light from the darkness. God called the light *day*, and the darkness He called *night*. By giving names to the light and the darkness, God was declaring His sovereignty and rulership over them. To name something or someone in ancient times implied dominion or ownership (2 Kings 23:34; 24:17). Day and night belong to the Lord (Psalm 74:16).

#### Day Two (1:6–8)

God called forth the “firmament”—the visible atmosphere or sky.

#### Day Three (1:9–13)

The water below the firmament (1:9) was gathered together, and God created dry land, seas, and vegetation (plants). The plants were to reproduce within categories (“kinds”) that were carefully distinguished from one another.

### Additional Reference Materials

*The Battle for the  
Beginning* by John  
MacArthur

*The MacArthur Study  
Bible* by John MacArthur

### Day Four (1:14–19)

God created the sun and the moon. Why are the sun and the moon called the “two great lights” in Genesis 1:16? Perhaps the words *sun* and *moon* are deliberately avoided here since in ancient times pagan nations deified them and worshiped them under those names. Moses may have wanted his readers to understand that the lights are light-bearers to be appreciated, not gods to be feared. It is the one true God who made both the sun and the moon.

Verse 16 also mentions the fact that God created the stars. In reading the verse, the mention of the stars seems almost an afterthought, probably because of the emphasis on the specific functions of the sun and moon. Psalm 136:9 notes that the stars help the moon “rule by night.”

Genesis 1:14 lists three main duties of the lights in the sky:

1. To distinguish day from night
2. To provide signs (signs that relate to faith [Rom. 1:14–20], weather [Matt. 16:2–3], prophecy [Matt. 2:2; Luke 21:25], and judgment [Joel 2:30–31; Matt. 24:29]; also, a means of getting bearings for long journeys)
3. To determine days, seasons, and years

### Day Five (1:20–23)

God created sea creatures (marine animals) and flying things (birds and flying insects). The Hebrew word *tanninim* (“great sea creatures”) was used in Canaanite mythology as the name of a dreaded sea monster. It often is referred to in a literary and figurative way in Old Testament poetry as one of God’s most powerful adversaries, whether natural (Job 7:12) or national (Babylon: Jer. 51:34; Egypt: Isa. 51:9; Ezek. 29:3; 32:2). But in Genesis, this is simply the first specimen of animal life created by God—not to be feared as an evil enemy, but to be appreciated because God created this creature as “good” (Psalm 148:7).

God showed gracious, loving concern to the animals by blessing them and making it possible for them to “be fruitful and multiply” (Gen. 1:22) after their own kinds.

### Day Six (1:24–31)

God created land animals and man. Verses 24 and 25 describe God’s creation of animals that filled the land. Large and small animals, cattle, and creeping things (worms, creeping insects, and reptiles) were brought forth from the earth.

Included in the sixth day of creation is the climax of God’s creative activity—the creation of man. God has “crowned him with glory and honor” and “made him to have dominion” over the rest of His creation (Gen. 1:26; Psalm 8:5–8). Man is a product of divine creation (Gen. 2:7), not of natural evolution.

Genesis 1:28 depicts God as the provider for man. It is in this role that we first see His love. God provided for man’s physical needs. He brought food (Gen. 1:29; 2:9) and shelter (Gen. 2:15) to man. (Note: Genesis 1:29–30 indicates that both people and animals were vegetarian before the flood. See also Genesis 9:3.)

God is also the provider of work (Gen. 2:15, 19–20) and of standards of right and wrong (Gen. 2:16–17). God provided man with a job—to rule over the earth and all things in it. All that was required—hand-eye coordination, intellectual power, strength, and wisdom to prune the garden, name and classify the animals, and later, till the earth—came from the hand of God.

God provided relationships for man. Man was not left alone (Gen. 2:21–23). The joys of friendship, the benefits of teamwork, and the intimacy of marital love are the product of God’s providing love.

Finally, God provided mankind with purpose and hope. Ultimately, man's purpose is to glorify God (2 Cor. 5:9).

### Day Seven (2:1–3)

God rested. On days one, two, and three, God gave form to the universe; on days four, five, and six, He filled the universe. Then on day seven, the Creator of the universe rested from all His work. As God rested from all His work, so Christians share in the rest that Jesus provides (Heb. 4:4, 10).

## POINT TO THE TRUTH

*"Give ear, O my people, to my law; incline your ears to the words of my mouth" (Psalm 78:1).*

This section includes questions to review last week's lesson and ideas to prepare students for this week's lesson. Choose from the following ideas to point to the truths of this lesson.



### Giant-Step Counting, Part One

Before class, make a line on the floor using masking tape. Once the students have arrived, direct them to line up side by side with their toes on the masking tape. When you say "one," everyone should take a giant step, stretching their legs as far as they can. Have the students count out loud with you as they slowly take two, three, four, five, and six giant steps. When you say "seven," have the students sit down and rest. Tell them that today they will learn that God rested on the seventh day because everything was perfect. (See "Giant-Step Counting, Part Two" in the Practice section.)



### God Made the Animals

Have the students sit in a circle on the floor. Begin to make a list by stating, "God made [name any animal]." Allow each student to stand up and add an animal to the list. Explain that in today's lesson, we will learn who created animals and when they were created.



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### We Need a Creator

Present a series of projects to the students. First, set some Play-Doh on the table. Have the students gather around, and ask someone to create an object without touching the dough. Wait a few seconds to see if the object will create itself. (It won't, of course.) Tell the student he can use his hands to make the object, and then identify him as the creator. Repeat the activity with building blocks and a jigsaw puzzle. Only God can make things happen with a word. God made everything from nothing.



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### Feeling God's Creation

Put the following items in a bag: sand, seashells, leaves, a flower, grass, and a light bulb. Have the students close their eyes, reach in the bag, and try to identify things God made.

**Variation:** Number six paper bags 1 through 6. These bags will correspond to the days of creation. Place an item for each day of creation into the corresponding bag. As you work through the Bible lesson, choose different students to pull items out of the bags.



## Seeing God's Creation

Tape pictures of farm animals to one wall in your classroom. On another wall, tape pictures of marine animals, and on a third wall, tape pictures of zoo animals. Have the students line up behind you. Tell them you will be going on a trip. Pretend to start your cars and drive to the farm. Have the students name the animals they see. Tell them that God made each of those animals, and then talk about the differences in their sizes, colors, and shapes. Repeat the activity at each of the walls. In today's lesson, students will see that God made all the animals.



## Clocks

Use the hour hand on an analog clock to demonstrate that God created everything in six 24-hour days. Have the students watch as you rotate the hour hand once for the evening and once for the morning. Explain that this is the amount of time God took to create the heavens and the earth. Rotate the hour hand twice for each of the remaining days of creation.

**Variation:** Turn the lights off during the "evening" and on during the "morning," or have the students work during the six days of creation and rest on the seventh.

# PROCLAIM THE TRUTH

*"Telling to the generation to come the praises of the LORD, and His strength and His wonderful works that He has done" (Psalm 78:4).*

This section includes the Bible lesson, lesson questions, and praise and worship ideas. Song suggestions are included to use during worship time. Use the lesson questions to check the students' understanding. This section also includes various presentation ideas to use during the teaching time. Read the Bible passage several times before you read these pages. All teaching should be done directly from the Bible.

## Bible Lesson

### Reading of the Text

Read Genesis 1:1–2:3: the opening (1:1–2), day one (1:3–5), day two (1:6–8), day three (1:9–13), day four (1:14–19), day five (1:20–23), day six (1:24–31), and day seven (2:1–3).

Today's story is from the book of Genesis, the very first book in the Bible. Genesis is called the book of beginnings because it tells us how God created everything in the world in just six days. Today we are going to learn about God's power as we learn more about how He made everything in the whole wide world! A long time ago, there was no earth. There was no sky. There was no day or night. There were no birds. There were no people. There was absolutely nothing, except for God. It always had been this way, until one day God said, "Let there be light," and suddenly there was light all around. Even before God made the sun, He made light. God saw that the light He had made was perfect. When God was finished, the first day was done. The next day, God made the sky. At the same time, He made the seas below. The day ended, and the second day of creation was over. So far, God had created the daytime and the nighttime and the blue sky and the deep oceans. On the earth, there was nothing but water until the third day, when God

said, "Let all the waters be gathered together in one place, and let the dry land appear!" God called the dry land "earth" and the waters "seas." Next God created the grass and the flowers and the fruit trees. And God saw that what He had created was perfect. On the fourth day, God said, "Let there be lights!" And immediately, He made the sun, sparkling stars, and a white moon in the sky. There were no living creatures on the earth or in the sky. On the fifth day, He said, "Let the oceans and lakes be filled with fish and the sky be filled with birds!" On the sixth day, God said, "Let there be animals!" And so the earth was filled with cows, horses, pigs, goats, and all kinds of animals. There were birds of all kinds flying through the air, and the waters were full of fish, sharks, and jellyfish. God saw that His creation was perfect. Later on the sixth day, God said, "Let us make man in Our image and let us give him control over all the fish in the sea, and all the birds in the air, and all the bugs that crawl on the earth." So God created the first people. God put the man and woman in charge of all He had made. He gave them all the plants and fruit for food. At the end of the sixth day, God looked over everything He had made, and He saw that it was very, very good. And on the seventh day, God rested from all the work that He had done. Then God blessed the seventh day of the week because He rested on the seventh day after all His work. God is very powerful. All He did was say, "Let there be light in the heavens!" and there was light. He said, "Let there be land!" and there was land. God created everything, and everything He created was very good. Because God created everything, everything and everybody on earth belongs to Him. We are to worship Him because He is our God and our Creator.



## Lesson Questions

Who created the heavens and the earth?

*God. [Recite the memory verse.]*

How did God create everything, and what did He think of it all when He was done?  
*For six days, God spoke words of creation, and everything happened just as He said. God liked what He saw and said that it was good.*

What did God create on each day of creation?

*Day one: light; day two: sky; day three: land, plants, and trees; day four: sun, moon, and stars; day five: birds and fish; day six: animals and people.*

What did God do on day seven?

*God rested from creating new things.*

Are God's words powerful?

*Yes.*

What happens when God speaks?

*Whatever God says happens.*

Did God create everything perfect?

*Yes.*

How are you going to praise God because of His creation?

*By thanking Him, praying to Him, and obeying Him.*



## Presentation Ideas

### A Beka Book Flash-A-Cards

Use appropriate A Beka Book Flash-A-Cards to present the lesson.



### Betty Lukens Flannelgraph

Use appropriate flannelgraph pieces to present the lesson. Begin the Bible lesson with all the pieces on the flannelgraph board. Say to the students, "In the beginning, there was only God. There were no people [take off Adam and Eve], there were no animals [take off whatever animals you have], and there were no trees [take off the garden]." Do this until all the pieces have been removed from the board. Then, as you tell the story, return the various pieces to the board.



### Let There Be Light

Turn the light off when you talk about the darkness of the earth. Turn the light on when you talk about God saying, "Let there be light." Let the students say, "Let there be light" as the lights are turned on.

## Praise and Worship

*Come, Let Us Worship and Bow Down*

*God Is So Good*

*God Made Me*

*He's Got the Whole World in His Hands*

*My God Is So Great*

*This Is My Father's World*

*This Is the Day*



### In the Beginning

In the beginning

*(Place hands together and then spread them open as if opening a book—or point to wrist to indicate time.)*

God created

*(Point up.)*

the heavens

*(Extend arms overhead; open and close fingers to represent twinkly stars.)*

and the earth.

*(Slowly move hands to sides in arc motion.)*

## PRACTICE THE TRUTH

*“That they may set their hope in God, and not forget the works of God, but keep His commandments” (Psalm 78:7).*

Choose ideas from this section to review and apply the truths of the Bible lesson.



### Creation Memory Game

On a flannel board, put up a figure of the number one. Call on students to name the number and say what God created on that day. Then display the matching creation scene. Repeat for each day of creation. Next, ask the students to close their eyes while you remove the flannel numbers from the board and mix up the creation scenes. Ask the students to open their eyes; hold up the figure of the number one. Ask for a volunteer to place that number above the correct creation scene. Repeat the activity for each day of creation. When you are finished, arrange the numbers and scenes in sequence and review with the students what God created on each day.

**Variation:** Instead of removing the numbers from the board and mixing up the creation scenes, remove the creation scenes and leave the numbers in order. Hold up a creation scene out of sequence and ask for a volunteer to place the scene below the correct number. Note: These same flannelgraph pieces could be used to present the Bible lesson.



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### “God Created Everything” Quiz

Using the creation dial or any visual display of what God made on each day of the first week, ask students to figure out what day things were made on. Easy: dirt, flower, apple tree, sun, moon, stars, octopus, parrot, horse, cow, dog, snake. More difficult: mountain, house (wood=trees, nails=minerals from earth, etc.), apple pie (day three for most ingredients, day six for dairy products, etc.) The more difficult examples can show that everything we have today is part of God’s creation.



### Egg-Carton Shaker Review

Materials: copies of “Egg-Carton Shaker” craft page, egg cartons, markers, stickers, marshmallows, wrapping paper, scissors, glue

Directions: Give each student an egg carton with the numbers 1–7 written in seven of the cups. Put happy-face stickers in the remaining cups. Have the students cut out the shapes from the craft page and glue them to the outside of the egg carton, placing the title on top and the verse on the side. Next, allow the students to decorate the egg carton with markers, stickers, and pieces of wrapping paper. Once the students have finished decorating, give them each a miniature marshmallow to place inside the carton. Use your own shaker to review the lesson with the class. Give each student a turn shaking the carton. Have each one open the carton and see where the marshmallow landed. If the marshmallow lands on a number, the student must tell the class what God created on that day. If it lands on a happy face, help the student recite the memory verse.



### Create a Collage

Take the students for a walk and let them gather items for a collage. Place a length of masking tape, sticky side out, around the wrist of each child. Let them collect things outside to stick to the tape. Talk about things that God made and things that people

make. When the students arrive back in the classroom, let them create designs by gluing the items to a piece of cardboard. You may include additional items such as buttons, craft sticks, foam packing chips, and string to make an interesting design. Use the word “create” so that the students understand they are creating their own pictures. When God created the heavens and the earth, He created them out of nothing. He spoke and things suddenly appeared. We create pictures out of materials that God made in the beginning.

**Variation:** Cut out magazine pictures that represent the days of creation. Allow the students to choose pictures to glue or tape onto a piece of construction paper to make their own collages. Bring additional items, such as grass, flowers, leaves, and stickers, for the students to put on their pictures as well.



### **Giant-Step Counting, Part Two**

Take the same giant steps you did during the Point time, but this time, as you say each number, have the older students say, “Day one, God created light,” etc. The younger students can simply say, “Day one” and look at a picture of what God made on that day. Take six giant steps, reviewing what God made on each of the six days. When you say “seven,” everyone should sit on the floor and rest because God did not create anything new on the seventh day. God wasn’t tired and didn’t need a nap. Everything was perfect and complete. God made everything good. Sing “My God Is So Great” while the students rest.

### **Coloring Sheets**

Give each student a copy of the coloring sheets at the back of the lesson. The students can color the pages, in class or at home.



### **MEMORY VERSE**

“In the beginning God created the heavens and the earth” (Genesis 1:1).

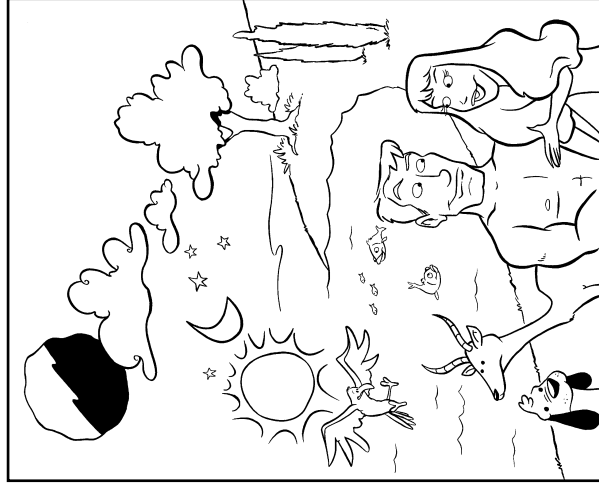


### **Hot-Potato Verse Memorization**

Have the students sit in a circle. Give the instructions. While the music is playing, pass the potato around the circle. When the music stops, the person holding the potato must recite the verse. Repeat.

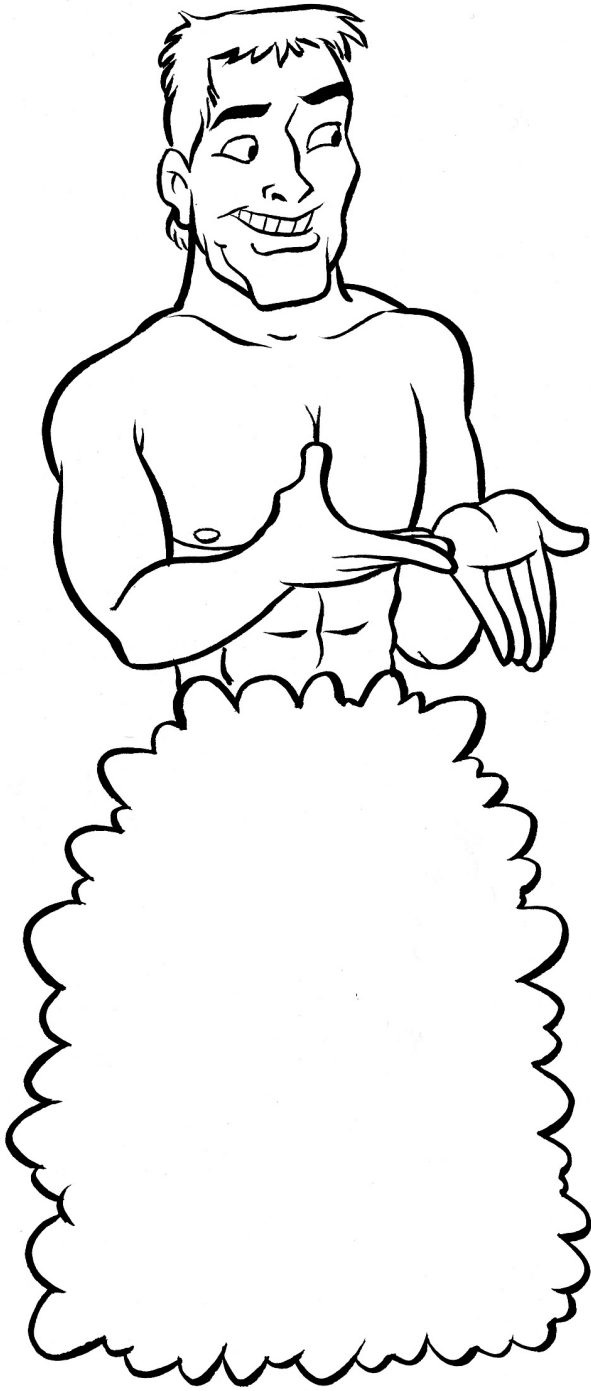
# Egg-Carton Shaker

# Creation Review

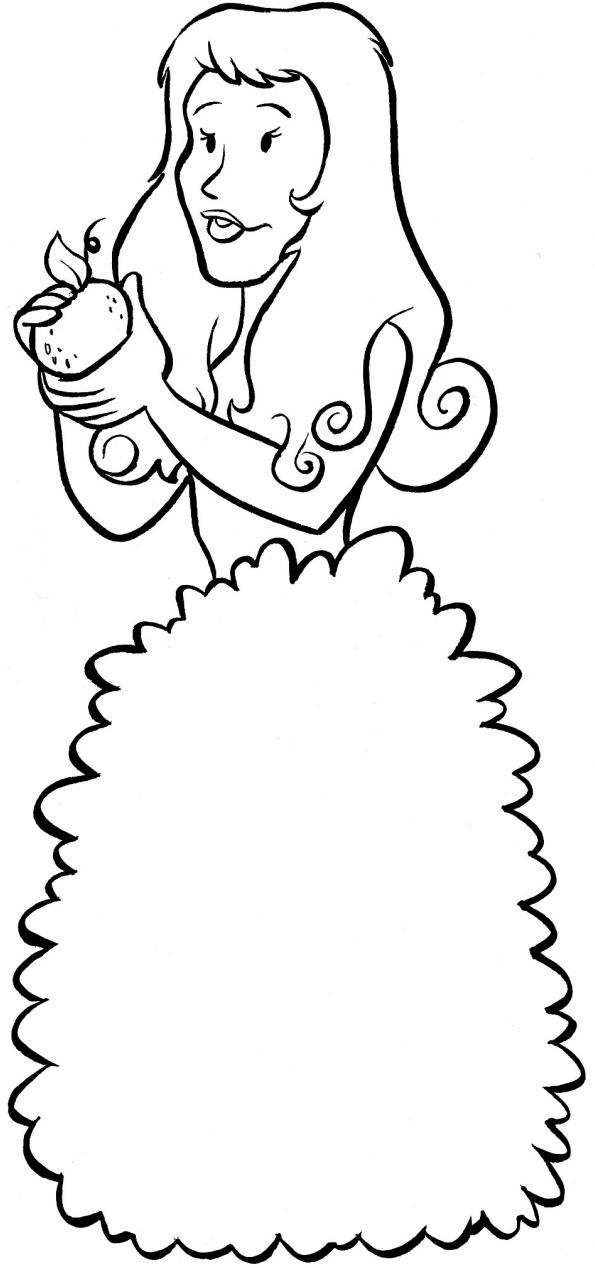


**“In the beginning God created the heavens and the earth”  
(Genesis 1:1).**



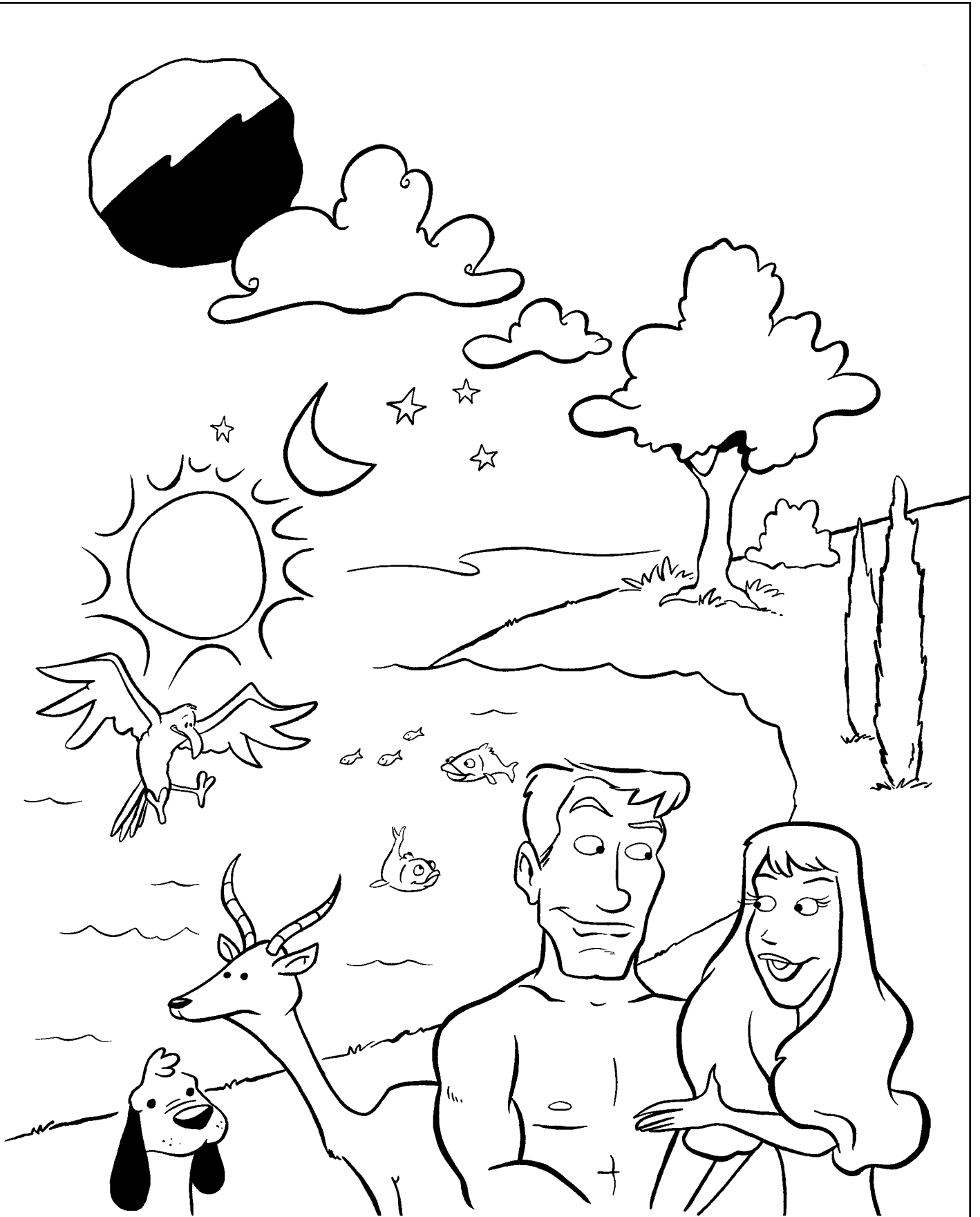


**Adam**



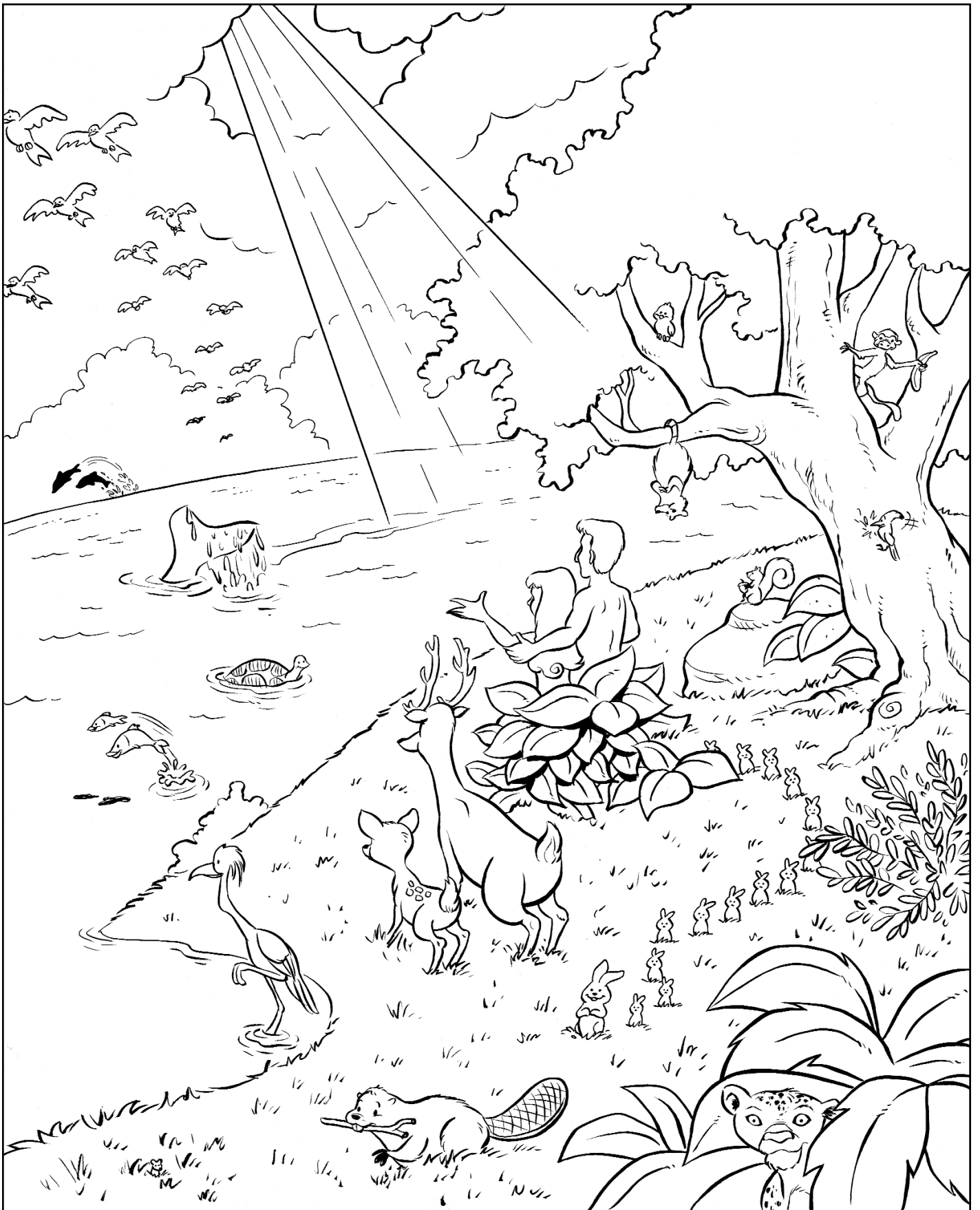
**Eve**





**God made the heavens and the earth in six days.  
"Then God saw everything that He had made, and indeed it was very good"  
(Genesis 1:31).**





**“Thus the heavens and the earth, and all the host of them, were finished.  
And on the seventh day God ended His work which He had done, and He rested”  
(Genesis 2:1–2).**





# God Creates Man and Woman

*Genesis 1:26–29; 2:7, 18–24*



## LESSON GOAL

Students will know that God created man to worship Him.

## BIBLE TRUTHS

- God is Creator (Gen. 1:1).
- God made Adam and Eve (Gen. 1:26–29).
- God made one man and one woman to be married for as long as they live (Gen. 2:24).
- God gave Adam and Eve jobs to do—serving Him, ruling the earth, and having a family (Gen. 1:26–29).
- God made man to worship Him (Rev. 4:11).

## KEY VERSE

“So God created man in His own image; in the image of God He created him; male and female He created them” (Genesis 1:27).

## APPLICATION

- Obey God, who made you.
- Worship God, who made you.
- Serve God, who made you.

## NEXT WEEK

Man Rebels against God  
Read Genesis 2:15–17, 3:1–24.

### Symbol Key



Craft



Finger Play



Memory Verse



Object Lesson



Game



Visual Aid



Center



Activity



Q & A



Age Group

4



## PREPARE WITH THE TRUTH

*“Therefore you shall lay up these words of mine in your heart and in your soul.... You shall teach them to your children” (Deuteronomy 11:18–19).*

Please take time to prepare your mind and heart to accurately handle the truths of God’s Word (2 Tim. 2:15). Read through the Bible background and study the truths contained in this lesson. Crucial background information is included here to aid you in understanding the Scripture.

### Bible Background

The book of Genesis impresses upon the reader the special nature and purpose of man. In our day, schoolchildren are taught to consider themselves and their existence as mere extensions of the animal kingdom. To learn about man, scientists conduct experiments to study animal behavior and then estimate upward. The effect of the evolutionary worldview has been a denial of the unique creation of man.

Man was created as a very special being. This can be seen through the special emphasis Moses gave to God’s preparation and creation of man (Gen. 1:26; 2:7).

Man was created in the image of God, after His likeness. The Hebrew words for “image” (*selem*) and “likeness” (*demut*) are essentially synonymous. Both terms point to spiritual qualities shared by God and man. It is this image/likeness that distinguishes man from the animal kingdom. Man alone has the capacity for self-consciousness, speech, and moral discernment. Another major factor distinguishing man from the animal kingdom is that man has been given an eternal state. The question is, what is man going to do with it? Being created in the image of God means that man should think the thoughts of God and do His work.

Additional evidence from Genesis 2 shows the special place of man. Here again, we see the special care of God in the creation of man. The animals, birds, and fish were simply called into existence. Yet God “formed” man—as a potter forms his clay vessels—and breathed His own Spirit into him (Gen. 2:7). No continuity between man and the animals is indicated here. Man is not an animal. He is the specially created image-bearer of God.

Man not only was made in the image and likeness of God, but he also was blessed by God. Man was blessed with a lush environment. The garden supplied man’s food and shelter, and it was beautiful and pleasing to him as well (Gen. 2:8–15).

Man was further blessed with significant work to do (Gen. 2:15, 19). Work is not a result of the fall. Rather, it is a privilege and responsibility for all men. The work of man is to be a part of a larger purpose.

Finally, man was blessed by God with human relationships in which selflessness and love were to be the guiding principles (Gen. 2:18, 20–25). It was not good for man to be alone, and since the animals could not provide true fellowship for such a unique creature as man, God made an appropriate helper for him.

We now understand that God created man in His own image and blessed man abundantly. In addition, He has given man a special purpose in life. This purpose can be seen in three areas.

First, man was created to have dominion over all the rest of creation (Gen. 1:26). The entire created order (plants and animals) was put at his disposal. Man was

### Additional Reference Materials

*The Battle for the Beginning* by John MacArthur

*The MacArthur Study Bible* by John MacArthur

given the responsibility to rule over them in God's place and to bring God's will to bear upon the affairs of earth.

Second, man was commanded to fill the earth with godly descendants (Gen. 1:28). As the earth was filled with God-fearing men and women, the task of subduing and having dominion over it would be greatly accelerated.

Third, man was solemnly charged to walk in obedience to God (Gen. 2:15–17). Disobedience brought destruction, spiritual separation, and physical death to all mankind. Even today, we can experience blessing only when we are obedient to God and His Word. It is through obedience that we will begin to discover our true nature and pursue our real purpose in life. It is to this extent that we may experience a measure of the peace and prosperity that were the possession of our first parents under God.

## POINT TO THE TRUTH

*"Give ear, O my people, to my law; incline your ears to the words of my mouth"*  
(Psalm 78:1).

This section includes questions to review last week's lesson and ideas to prepare students for this week's lesson. Choose from the following ideas to point to the truths of this lesson.



### Review Questions

*Use these questions to review and reinforce key truths.*

What book tells how we were made?

*Genesis.*

Who created the heavens and the earth?

*God. [Say the Genesis 1:1 memory verse.]*

How did God create everything, and what did He think of it all when He was done?

*For six days, God spoke words of creation, and everything happened just as He said. God liked what He saw and said that it was good.*

What did God create on each day of creation?

*Day one: light; day two: sky; day three: land, plants, and trees; day four: sun, moon, and stars; day five: birds and fish; day six: animals and people; day seven: God rested from creating new things.*

Are God's words powerful?

*Yes.*

What happens when God speaks?

*Whatever God says happens.*

Did God create everything the best?

*Yes.*

How are you going to praise God because of His creation?  
*By thanking Him, praying to Him, and obeying Him.*



### **Mirror, Mirror on the Wall, Part One**

Bring a mirror to class. Take it around to different students as their parents drop them off. Have them look into the mirror, and ask them several questions: "What is the most amazing thing about the human body?" "What things could we learn about God by looking at how He made man?" "Why do you think God made you?" In today's lesson, we are going to learn about these things.



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### **After Their Kind**

Give each student a sticker of a person, a bird, a fish, or a cow/mammal. During the teaching time, have the students line up behind the teacher with the same type of sticker. Use this time to explain to the students how the animals were created "after their kind," and man was created "in God's image." Next, ask questions such as "Did fish come from a dog?" (Students answer, "No.") "Did a man come from a monkey?" ("No.") Tell the class that in today's lesson, they are going to see how God made a helper for Adam "according to his kind."



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### **How Many People Are There?**

Find the number of the earth's population. Before beginning the lesson, write the number on a blackboard or poster board. Ask the students whether they know how many people live on the planet. Briefly explain that all the people in the world came from one man and one woman whom God created.



### **Aren't You Glad God Made You?**

Bring into class a puppet with removable facial features. Show the eyeless and noseless puppet to the students. Have the puppet talk to the students. Communicate that he can't see or hear. For example, he might say, "Hello, is anyone here? Where am I anyway?" Keep the facial features on the floor. Ask the students what the puppet needs, and then ask one student to find the eyes and place them on the puppet. Pretend that the puppet can see. Continue asking what the puppet is missing. Let a student find the nose and place it on the puppet. Ask, "What is your nose used for? What do you like to smell? Aren't you glad God gave you your nose?" In today's lesson, we are going to see how God made the first man and the first woman.



### **God Made My Hands**

Divide the students into groups by table. Let the students use their hands to create faces with Play-Doh. Make a pancake-shaped face, make little balls for eyes and a nose, and make a worm shape for the mouth. Let students place their handprints in the Play-Doh, and have a helper cut off the excess dough with a plastic knife. Talk about using our hands to serve and thank God for making us.

## PROCLAIM THE TRUTH

*“Telling to the generation to come the praises of the LORD, and His strength and His wonderful works that He has done” (Psalm 78:4).*

This section includes the Bible lesson, lesson questions, and praise and worship ideas. Song suggestions are included to use during worship time. Use the lesson questions to check the students’ understanding. This section also includes various presentation ideas to use during the teaching time. Read the Bible passage several times before you read these pages. All teaching should be done directly from the Bible.

### Bible Lesson

#### Reading of the Text

Read Genesis 1:26–29, man (male and female) created in God’s image and likeness; Genesis 2:7, man created from the dust; Genesis 2:18–24, woman created from man’s rib.

Last week, we learned that God created the whole world from nothing in only six days. Today we are going to talk about how God created the first man and woman.

Have you ever wondered where people came from? Did the first mommy and daddy just appear out of the air? The Bible tells us where they came from. God created them on the sixth day of creation. Listen to what happened.

On the sixth day, God made the first man from the ground. When God finished, there was a real man lying there. The man was not breathing yet. So God breathed into His nose, and suddenly the man was breathing and walking around! God saw that the man He had created was perfect, and God named the man Adam.

God gave Adam the job of naming all the birds and animals. God had created many different kinds of animals and birds. Adam named the giraffes and alligators and lions and rabbits and birds. Adam got to name the animals whatever he wanted. What fun that must have been!

Each animal had a mate. A mate is a husband for a woman or a wife for a man. But Adam was the only human, and the Lord God said, “It is not good that man should be alone. I will make him a helper.” The Lord God made Adam go to sleep. God opened Adam’s side and took out one of his ribs. God used the rib to make the first woman and then brought her to Adam.

Adam was very happy. Adam said, “This is now bone of my bones and flesh of my flesh; she shall be called Woman, because she was taken out of Man.” God commanded the first man and woman to have lots of children and fill the earth. God also told them that they were to stay married for the rest of their lives. God gave Adam and Eve a beautiful garden in which to live. He told them to work in the garden and to look after all the animals and birds. They were very happy, and they worshiped God because He had created them and given them everything they needed.

God created the first man out of dirt, and He made the first woman out of the man’s rib. God is powerful, and He is Lord over everything we see. Most importantly, He is *our* Lord. He wants us to worship Him by being obedient to His Word.



## Lesson Questions

Did God make man and woman?

*Yes.*

Did they come from monkeys?

*No.*

On what day did God make man and woman?

*On day six.*

From what did God make Adam?

*The dust of the ground.*

From what did He make Eve?

*Adam's rib.*

What jobs did God give to man?

*Naming the animals and tending the garden.*

How long does God want a husband and wife to be married?

*All their lives.*

What did God think of man and woman after he made them?

*He thought they were very good.*

## Presentation Ideas



### A Beka Book Flash-A-Cards

Use appropriate A Beka Book Flash-A-Cards to present the lesson.



### Betty Lukens Flannelgraph

Use appropriate flannelgraph pieces during the Bible lesson. Review last week's lesson using the flannelgraph. For four- and five-year-olds, add the pictures of what God created on each day. Say to the students, "In the beginning, there was only God." As the students tell what was made on each day, put it on the board. For today's lesson, you can add Adam and Eve and other items from the Bible lesson.



5

### Mirror, Mirror on the Wall, Part Two

Hold a mirror up to your face and ask the children whose reflection or image is in the mirror. Ask them whose image they see when they look into a mirror. "Is the face in the mirror a reflection of you, or is it someone else who looks like you?" It is only a reflection. Explain that God made man in His image, something like a reflection of Him. When God looks at man, He should see His character and attributes. In today's lesson, we are going to see that God commanded man to rule the earth. Adam reflected God's image by ruling over the plants and animals.

## Praise and Worship

*God Is So Good*

*God Made Me*



*He's Got the Whole World in His Hands*

*My God Is So Great*

*This Is My Father's World*

*This Is the Day*

### **God Creates Man**

God formed Adam of the dust of the ground.

*(Pat hands together while turning back and forth.)*

In him the breath of life was found.

*(Place hands on sides of mouth and blow.)*

God thought Adam should not be alone.

*(Place index finger on temple, and then wag finger back and forth.)*

God made him sleep and then took a bone.

*(Put folded hands at side of face, and then tickle ribs.)*

With that bone, the Lord formed Eve.

*(Pat hands together while turning them back and forth.)*

Therefore, man and wife should cleave.

*(Hold up right finger for man, left finger for woman, then fold hands together.)*

In the image of God, woman and man,

*(Hold up palm toward face as if it is a mirror; then hold up left finger for woman, right finger for man.)*

Created to obey God's commands.

*(Hold hands flat, palms up; then close together as if shutting a book.)*

## **PRACTICE THE TRUTH**

*"That they may set their hope in God, and not forget the works of God, but keep His commandments" (Psalm 78:7).*

Choose ideas from this section to review and apply the truths of the Bible lesson.



### **Naming the Animals**

When Adam named all the animals, he did not find a suitable helper for himself. Using an animal encyclopedia (or animal cards with pictures), show some animals with funny or interesting names, such as an aardvark, armadillo, chameleon, hyena, llama, orangutan, ostrich, penguin, platypus, newt, and walrus. Test the students to see if they can name the animals. Conclude by noting that none of these animals was a suitable helper for Adam.



### **Made from the Dust of the Ground**

Make a simple drawing of a man on blue paper; give each student a copy. Give each student a little cup of diluted glue and a paint brush. Have the students brush glue inside the man image and then help them sprinkle sand over the glue to create a dust man. For easy cleanup, line tables with butcher paper or newspaper before starting the craft.



### **God Made Me**

God made Adam and Eve, and God made us too. Talk about the different parts of our bodies, and thank God for making us so special. First, ask the students to close their eyes and then open them. "Let's thank God for eyes that can see." Ask the students to hop, kick, and turn around with their legs. "Let's thank God for our legs that can run and jump." Continue with ears and arms. "Thank You, God, for creating me."

### **Coloring Sheets**

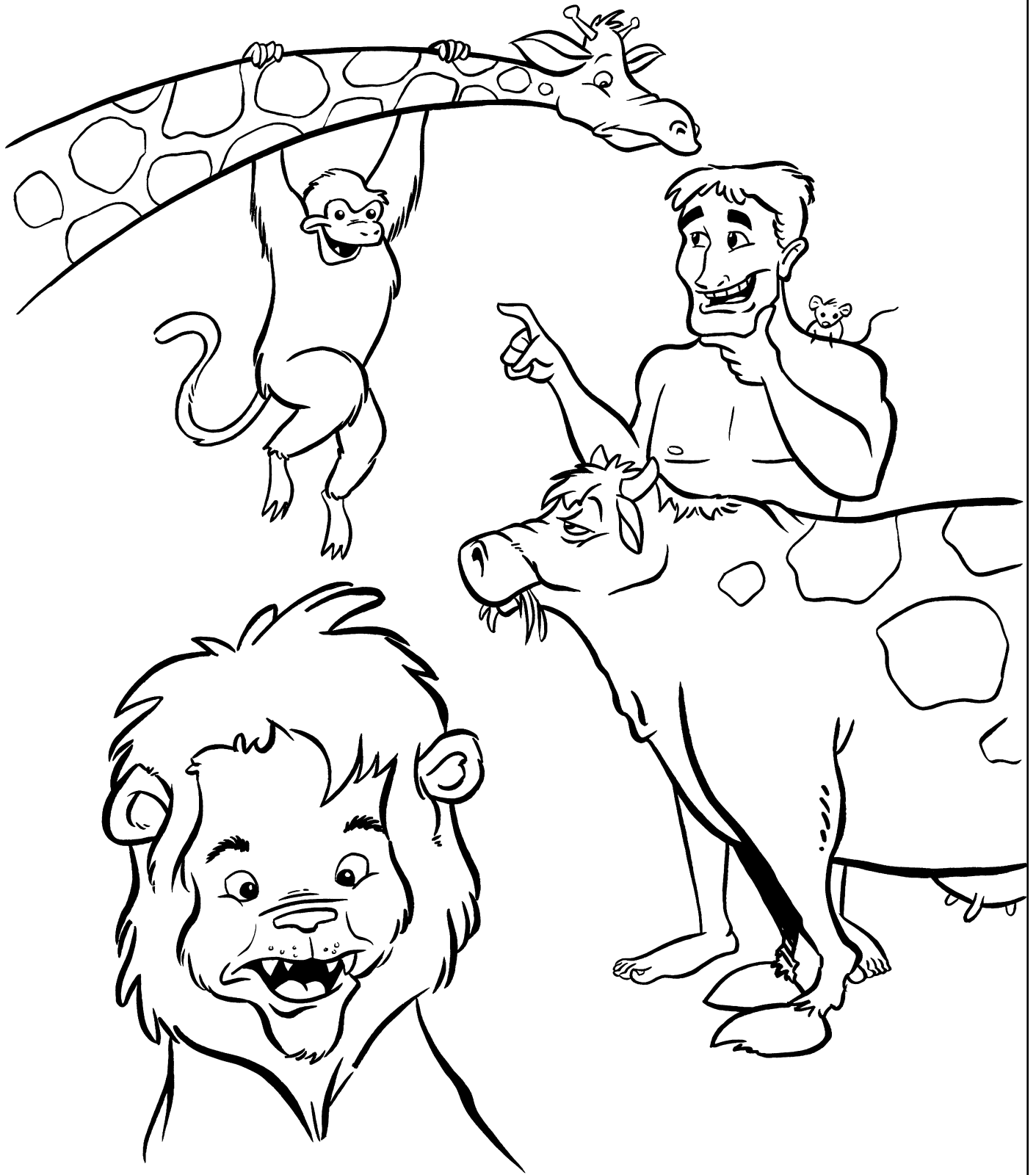
Give each student a copy of the coloring sheets at the back of this lesson. The students can color the pages in class or at home.



### **MEMORY VERSE**

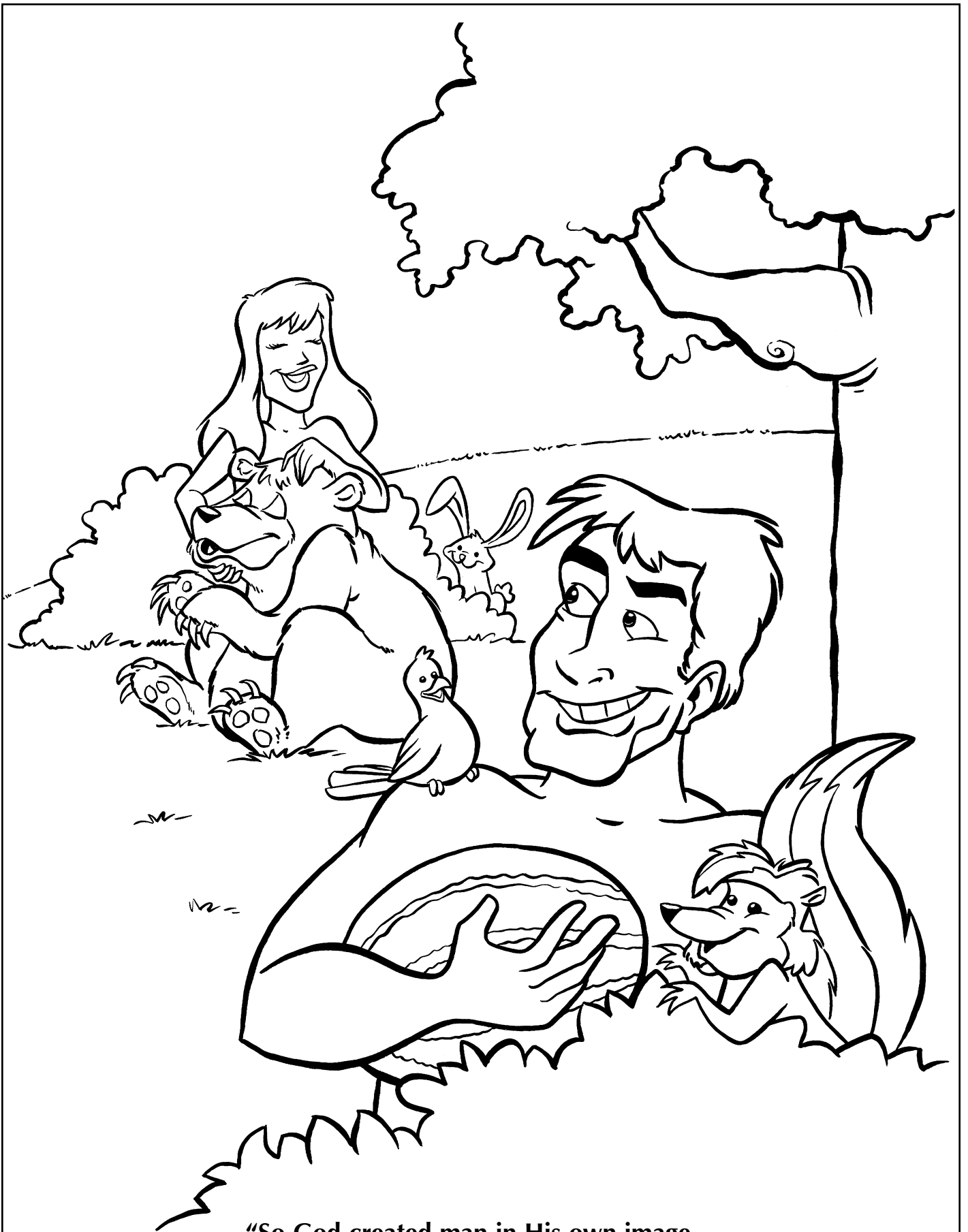
"So God created man in His own image; in the image of God He created him; male and female He created them" (Genesis 1:27).





**“Adam gave names to all cattle, to the birds of the air,  
and to every beast of the field” (Genesis 2:20).**





**“So God created man in His own image...  
Male and female He created them” (Genesis 1:27).**





# Man Rebels against God

Genesis 2:15–17; 3:1–24



## LESSON GOAL

Students will understand that God will punish those who don't obey Him.

## BIBLE TRUTHS

- God told Adam and Eve not to eat from the tree of the knowledge of good and evil, and He promised a penalty if they disobeyed (Gen. 2:16–17).
- Adam and Eve chose to sin against God (Gen. 3:6–7).
- Sin is disobeying God (Gen. 3:6–11).
- God promised to one day send someone to destroy Satan. That person would be Jesus (Gen. 3:15; Rom. 16:20).

## KEY VERSE

“And the LORD God commanded the man, saying, ‘Of every tree of the garden you may freely eat; but of the tree of the knowledge of good and evil you shall not eat, for in the day that you eat of it you shall surely die.’” (Genesis 2:16–17).

## APPLICATION

- Remember that all disobedience, big or small, is sin.
- Obey God in all things.
- Know that the only way to escape sin is by trusting Jesus Christ as Savior and Lord.

## NEXT WEEK

Cain Rebels against God  
Read Genesis 4:1–15.

### Symbol Key



Craft



Finger Play



Memory Verse



Object Lesson



Game



Visual Aid



Center



Activity



Q & A



Age Group

4



## PREPARE WITH THE TRUTH

*“Therefore you shall lay up these words of mine in your heart and in your soul... You shall teach them to your children” (Deuteronomy 11:18–19).*

Please take time to prepare your mind and heart to accurately handle the truths of God’s Word (2 Tim. 2:15). Read through the Bible background and study the truths contained in this lesson. Crucial background information is included here to aid you in understanding the Scripture.

### Bible Background

God created Adam and Eve in a state of blessedness. They had a right relationship to God and enjoyed the benefits of purpose, provision, and companionship with Him. This enjoyment was directly tied to their obedience to God and His Word. One of the persistent themes of Genesis is the nature of man’s ongoing relationship with God and the consequences of obedience and disobedience.

Man’s fall into sin is one of the most hotly debated theological issues of our time because the consequences are so significant. If the story of the fall is a myth and man is basically good, then ideas of progress and brotherly love may be pursued with or without a divine mediator. But if the account is to be understood as fully historical in nature, then God’s role in man’s future well-being cannot be denied. Man’s need of God’s grace becomes abundantly clear.

God had commanded Adam and Eve not to eat from the tree of the knowledge of good and evil (Gen. 2:15–17). But the serpent—Satan—led Eve to consider disobeying God’s Word. The serpent’s method of attack is clear; he aimed to get man to distrust God and transgress His Word.

In Genesis 3:1, the serpent cleverly and subtly asked a seemingly innocent question. His question suggested that perhaps God was not being fair with Adam and Eve, despite the fact that He had granted them access to all the other trees. The serpent’s question was designed to elicit a response that questioned the very sanctity of God’s Word. The tragedy came when Eve was deceived into agreeing with Satan’s subtle attack on God.

Once the serpent succeeded in securing a response from Eve, he was ready to openly criticize God and the condition that He had given to the first human couple. Satan openly denied God’s promise of punishment (Gen. 3:4). He then explained why God had issued the prohibition in the first place (Gen. 3:5). What Satan did not say, however, was that Adam’s and Eve’s opened eyes would see all things in the light of their own wickedness and rebellion. Satan implied several things: that the knowledge of good and evil was what made God God; that Adam and Eve were capable of knowing good and evil as perfectly and completely as God did and thus could be like Him; and that God was jealous of His knowledge of good and evil and of His unique place in the universe. The truth was that Adam and Eve could never attain God’s knowledge of good and evil because, in part, to know evil they had to sin, something that God had never done and that would be fatal to their experimental knowledge of good.

Eve’s fall should provide a warning to all believers. She listened to Satan, then responded to him by sinning. Did Eve have a choice whether to sin? James 4:7 says, “Resist the devil and he will flee from you.” Eve sought no counsel from her husband, Adam, or from God. She made a wrong decision based on her own reasoning and desires.

### Additional Reference Materials

*The Battle for the Beginning* by John MacArthur

*The MacArthur Study Bible* by John MacArthur

First John 2:16 discusses the process of temptation and sin. Eve gazed on the tree, and this led to the “lust of the flesh.” Eve saw that the tree was a delight to the eyes—“lust of the eyes.” The tree made her think not of the disastrous consequence of death, but of the possibility of gaining all knowledge. Looking at the delightful tree was not enough; she desired to eat its fruit and become wise. Thus, she arrived at “the pride of life,” which resulted in rebellion against God.

When Eve did not die immediately, she involved Adam in her sin. She may have felt that the serpent was correct after all. Elated by her “discovery,” she wanted her husband to also enjoy that imagined blessing, and she asked him to eat as well. He did. Adam apparently was tempted in the same way as Eve and with the same result. Adam, then, must have fallen exactly as Eve had, with as little excuse and with as great a guilt. When Adam sinned, “death spread to all men, because all sinned” (Rom. 5:12).

This is why the Bible never places the blame for mankind’s fall on the woman. Our jokes and much of our popular literature blame Eve for the fall of mankind, but Scripture never places a word of blame on Eve. Instead we read, “For since by man came death...in Adam all die” (1 Cor. 15:21–22) and, “Therefore, just as through one man sin entered the world, and death through sin...by the one man’s offense death reigned through the one...as by one man’s disobedience many were made sinners” (Rom. 5:12, 17, 19).

God had promised that in the day Adam and Eve ate from the tree of the knowledge of good and evil, they would surely die. Genesis 3 spells out the true nature of man’s spiritual deadness and the ravaging effects of sin. Man is dead because he has cut himself off from the one who gives life.

The first change in man’s condition had to do with how he perceives himself (3:7). Adam and Eve formerly were together in their nakedness and were not ashamed (2:25). However, their fall into sin caused a personal uneasiness, and because of their exposed bodies, shame overwhelmed them. They sewed fig leaves together to cover themselves—a pitiful attempt to replace their prior innocence and soothe their unrest.

Next, there was a change in the spiritual condition of Adam and Eve (3:8–10). The Lord evidently had visited the garden and communed with Adam and Eve on many occasions before the fall. However, the sound of God walking in the garden now aroused fear rather than the joy of anticipating His presence.

As do all sinners, Adam and Eve hid from God. The natural inclination of the heart is not to seek God, but to hide from Him (Rom. 3:10). The unrepentant sinner is on a downward path to destruction, away from the presence of God (2 Thess. 1:9). But God did not give up His pursuit of Adam and Eve, though they had sinned. This is a great picture of God’s concern and compassion for the lost human race.

Adam and Eve refused to accept responsibility for their sin. When God asked them, “Who told you that you were naked? Have you eaten from the tree of which I commanded you that you should not eat?” (Gen. 3:11), Adam blamed Eve for giving him the fruit, and Eve blamed the serpent for deceiving her (Gen. 3:12–13). God was silent. Adam and Eve knew they were fully responsible for what they had done.

### God’s Judgment

In Genesis 3:14–15, the judgment on the serpent is spelled out. Verse 14 speaks of the serpent eating dust all his life, a mark of perpetual shame and humiliation. In verse 15, it seems that God’s attention is directed not so much at the

serpent but at the one who was behind the whole affair—Satan. The seed of the woman, the Messiah (the Lord Jesus), would come to destroy the works of the devil. Christ would deliver a deathblow to Satan (“He shall bruise your head”), but in doing so He would suffer pain Himself (“And you shall bruise His heel”). This would not be a fatal blow; Christ would experience death and conquer it through His resurrection.

Genesis 3:16 describes the judgment placed on the woman. She was to suffer greatly in childbirth, an area of her highest privilege. A second part of her judgment was that she would have a desire to rule her husband. A third part of the judgment was that the woman would be ruled by the man. “And he shall rule over you.”

Genesis 3:17–19 describes the judgment placed on the man. God’s judgment on the man focused on his environment. The judgment was not on Adam’s person, but because of him, was on the ground (Gen. 3:17). Physical hardship would be a necessary aspect of everyday life because of man’s sin. The joy of meaningful work was exchanged for strenuous toil. God concluded the judgment with a reminder that men were now mortal. Adam had been created from the dust of the ground, and he would return to it. (Genesis 3:19 indicates that all mankind would be subject to physical death.)

Thus, sinful man became subject to trials and difficulties because of his new condition. That condition is transferred through the generations. Adam’s children and all his descendants were and are born as sinful, fallen creatures (spiritually dead). The image of God remains, but it is marred by the devastating presence of sin.

But out of the blackness and tragedy of man’s fall, grace was found in the midst of justice. Because God is just, He must judge sin. And because God is loving, He gives grace to the sinner. Grace and justice were intermingled as God judged the woman and the man.

In the midst of justice, grace shone forth for the woman because she would “bring forth children.” Through the miracle of childbirth, the human race, sinful as it was, would continue. In grateful acknowledgment of God’s blessing in this regard, “Adam called his wife’s name Eve, because she was the mother of all living” (Gen. 3:20).

In the midst of justice, grace shone forth for the man in that even though he would have to work hard to provide for his family, God said to him, “You shall eat the herb of the field”(Gen. 3:18). The food produced by the man would sustain the man and woman, as well as the lives produced by the woman.

Most of all, God’s grace was seen as He killed animals and made coats of skin to replace Adam’s and Eve’s inadequate fig leaves (Gen. 3:21). This illustrated to Adam and Eve, who may even have witnessed the death of those innocent animals, the high cost of their guilt. If the concept of sacrifice was not revealed at this time, it apparently was afterward (Gen. 4:4).

To punish sin appropriately and to prevent man from living eternally in his sinfulness, God drove Adam and Eve out of the garden (Gen. 3:22–24). This act was not merely geographical; it was also spiritual. The intimate fellowship that existed between man and God in the garden was broken.

## POINT TO THE TRUTH

*"Give ear, O my people, to my law; incline your ears to the words of my mouth"*  
(Psalm 78:1).

This section includes questions to review last week's lesson and ideas to prepare students for this week's lesson. Choose from the following ideas to point to the truths of this lesson.



### Review Questions

*Use these questions to review and reinforce key truths.*

Did God make man and woman?  
*Yes.*

Did they come from monkeys?  
*No.*

On what day did God make man and woman?  
*Man and woman were created on day six.*

From what did God make Adam?  
*God made Adam from the dust of the ground.*

From what did he make Eve?  
*God made Eve from Adam's rib.*

What jobs did God give man?  
*Man was to name the animals and tend the garden.*

How long does God want a man and woman to be married?  
*All their lives.*

What did God think of man and woman after He made them?  
*He thought they were very good.*



3

### Hide under a Blanket

Divide the students into three or four groups. Direct one group at a time to hide under a blanket tent. Talk to the class about trying to hide when you have done something wrong. "Can God see you? Yes. God always knows where you are. In the Bible lesson today, some people try to hide from God. Do you think they can do that? Listen and find out!"



3

### Listen and Find

Hide a clock or timer that has a loud tick. Ask the students to be very quiet and listen for the clock. Ask them to search for it. When a student finds it, he should cheer. He is the next one to hide the clock as the others hide their eyes. Talk about how we have to listen to find the clock, but God doesn't even have to hear us. He always knows just where we are. He knew where Adam and Eve were in the garden.



### Tree Rubbings

Set simple construction-paper cutouts of trees on the tables. Have each student place a blank piece of paper on top of a cutout tree and use crayons to make a rubbing of the tree. Talk about God making all different types of trees. Ask the students what kinds of trees they are familiar with. Ask, "What grows on trees? How do we use these trees?" In today's lesson, Eve takes fruit from a tree that God told her not to eat from. Ask the students what they think will happen to Eve. If time permits, copy the memory verse at the bottom of the page before the students make the rubbings.



4  
5

### Forbidden-Fruit Circle

Have the students stand in a circle. While music is playing, have the students pass an apple around the circle. When the music stops, the student holding the apple steps back, and the game continues in the same fashion until there is one person left.



5

### Blame Shifting: Two-Sided Hands

Give each student two simple cutouts: one of a hand with a finger pointing out and one of a hand with the thumb pointing in at the chest. Have students glue the hands onto opposite sides of a paper plate or a circle cut out of construction paper. Staple a craft stick to the plate for a handle. Have the students sit on the floor with their crafts. Read the following statements, and have the students hold up their circles to show whether the statement is admitting the blame (thumb pointing in) or shifting the blame (finger pointing out). You can come up with your own statements as well.

"Johnny made me color on the table."

"Susie teased me, so I hit her."

"I broke the toy by playing too roughly."

Tell the class that in today's lesson, they will learn what happened when Adam and Eve disobeyed God and blamed someone else.

## PROCLAIM THE TRUTH

*"Telling to the generation to come the praises of the LORD, and His strength and His wonderful works that He has done" (Psalm 78:4).*

This section includes the Bible lesson, lesson questions, and praise and worship ideas. Song suggestions are included to use during worship time. Use the lesson questions to check the students' understanding. This section also includes various presentation ideas to use during the teaching time. Read the Bible passage several times before you read these pages. All teaching should be done directly from the Bible.

### Bible Lesson

#### Reading of the Text

Read Genesis 2:15–17; 3:1–24.

Have your parents ever told you not to play with your toys until you finish cleaning your room? Did you play with your toys anyway? What happened? You got

punished, right? Today, we are going to talk about how Adam and Eve disobeyed a very important and clear command from God.

After God created Adam, He put him in a very beautiful place called the garden of Eden. There were lots of trees and plants. There was plenty of food to eat. God gave Adam the job of taking care of the beautiful garden. It was not a hard job. In fact, it was a very fun job! God gave Adam only one rule to follow: "You may eat from any tree that you want, except from one. You may not eat from the tree of the knowledge of good and evil. If you do, you will surely die." Adam knew it was important to follow God's rule. He told Eve about this command, and she, too, knew it was important to follow God's command.

One day, Eve was walking through the garden, and she met a talking snake! Does anyone know who the snake was? (It was Satan.) The snake asked Eve, "Has God indeed said, 'You shall not eat of every tree of the garden?'" Eve answered, "We can eat from any tree we want except that one. We are not to eat from the tree of knowledge of good and evil because we will die." The snake laughed. "You won't die! God knows that in the day you eat the fruit of that tree, your eyes will be opened and you will be like God, knowing good from evil. You want to be wise, don't you?" Eve saw that the fruit on the tree was very pretty and looked very good to eat. So she decided to disobey God and eat the fruit from the tree of the knowledge of good and evil. And Eve also took some fruit to her husband, Adam, and he disobeyed God too. He ate the fruit. Suddenly, they realized they were naked. They were embarrassed, so they took some leaves from a tree and sewed clothes for themselves.

Then they heard God walking in the garden. They were so ashamed of having disobeyed God that they hid in the trees. God called, "Where are you?" Adam answered, "I heard Your voice in the garden, and I was afraid because I was naked, so I hid myself." Then God said, "Who told you that you were naked? Have you disobeyed and eaten from that tree from which I told you not to eat?" Adam was afraid, so he said, "The woman You gave me told me to eat it. So I did!" So God asked Eve, "What have you done?" Eve was scared too. She said, "The snake told me to!"

God turned to the snake and said, "Because you have done this, you shall crawl on your belly on the ground for the rest of your life! You will be an enemy of humans, and they will hate you." God was very angry and sad that Adam and Eve had disobeyed Him. He had to punish them as He had promised He would if they disobeyed. God said to the woman, "Because you have disobeyed Me, it will be very painful when you have children. I will also make it very hard for you to obey my command to do what your husband says." And then God turned to Adam and said, "I will curse the ground. It will not be easy anymore to grow plants. You will have to work very hard to make anything grow. You will sweat, and when you get old, you will die."

Then God killed one of the animal friends of Adam and Eve to make them clothes out of its fur. God gave one final command on this very sad day: "Because you have disobeyed Me, you must leave this beautiful garden forever." After Adam and Eve left, God put an angel with a flaming sword at the entrance to the garden to stop them from ever coming back again.

This is a very sad story about what happened when Adam and Eve disobeyed God. God is holy and just—He is God. We all sin because Adam and Eve sinned. God was right to punish Adam and Eve for disobeying, just as your mommies and daddies are right to discipline you when you disobey them. Even though this is a sad story, it does not end here, because God promised to provide a way for the descendants of Adam and Eve to become right with Him again. That way was by Jesus dying on the cross.



## Lesson Questions

What could Adam and Eve eat in the garden of Eden?

*Fruit from all the trees but one.*

What would happen if Adam and Eve ate from the forbidden tree?

*They would die.*

Who lied to Eve, saying that she would not die?

*The serpent, Satan.*

What did Satan promise Eve?

*She would be like God.*

Did Adam and Eve eat from the forbidden tree?

*Yes. This was sin.*

Did they get punished?

*Yes. The man had to work hard to get food, and it would hurt for the woman to have babies. They were both driven from the garden.*

Did Adam and Eve die?

*Yes. They did not die right away, but they did die eventually.*

Is there any hope for us?

*Yes. If we put our faith in Jesus Christ as our Lord and Savior, we can be forgiven.*

## Presentation Ideas



### A Beka Book Flash-A-Cards

Use appropriate A Beka Book Flash-A-Cards to present the lesson.



### Betty Lukens Flannelgraph

Use appropriate flannelgraph pieces during the Bible lesson.



### Pouty Face

Each time you say "No," use a pouty inflection in your voice. The students can relate to that as showing a disobedient attitude.



### Fruit

Bring fruit and take a bite when you come to that part of the Bible lesson.



### Boo, Hiss

Students can hiss whenever you say the word *serpent*.



### Serpent's Lies

As part of the presentation or review of the lesson, use a snake puppet to repeat Satan's lies to the class. After each statement, ask the students, "Was that the truth?" Let them answer with a bold "no." Ask older students if they remember what God really said. Identifying the similarity between the truths and the lies is a useful lesson.

## Praise and Worship

*Create in Me a Clean Heart*

*Oh, Be Careful*

*Seek Ye First*

*This Is My Father's World*

*Trust and Obey*



### Temptation

Eve listened to the serpent's lies;  
*(Put hand to ear; hiss.)*

Forbidden fruit opened their eyes.  
*(Place closed fists in front of eyes; pop fingers open.)*

They hid from God; they were ashamed.  
*(Cover front of body with hands and arms.)*

They knew that they had disobeyed.  
*(Shake head back and forth.)*

## PRACTICE THE TRUTH

*"That they may set their hope in God, and not forget the works of God, but keep His commandments" (Psalm 78:7).*

Choose ideas from this section to review and apply the truths of the Bible lesson.



### "God Said" Game

For older students, play this game like "Simon Says." For younger students, every command will be "God said." For example, say, "God said, 'Eat this fruit.'" Continue with other commands: "Dig the thorns. Crawl on your belly. Put on a robe. Leave the garden." Act out the commands with the students.



### The Tree of the Knowledge of Good and Evil

Give each child a copy of a simple tree drawing on white paper, and have him color it. Next have him glue rainbow marshmallows on for fruit. Give each child a copy of the key verse to glue onto the page. Tell the students that the fruit looked good to eat.

**Variation:** Have the students glue marshmallows to the "Eve and the Serpent" coloring sheet at the back of this lesson.



### Sandpaper Art

Provide each child with a sheet of coarse sandpaper and several lengths of colored yarn. Let the students make shapes with the yarn as they "draw" different things they remember from the Bible lesson (apple, tree with an X over it, animal, plant, serpent, garden, happy face, sad face). The yarn will stick to the sandpaper in whatever shape the students place it. Let them take the sandpaper and yarn home to make new shapes for their parents.



### Sewing Leaves

Materials: "Sewing Leaves" craft page or paper leaves, hole punch, string or yarn  
Directions: Allow the students to punch holes in the leaves. Then "sew" them together with string or yarn.



### The Obedience Game

Read the following five situations to the students. After reading each situation, ask, "Did you obey or disobey?"

1. Teacher says it's time to pick up toys, and you keep playing with them.
2. Mom asks you to help set the table. You help her.
3. Dad says it is time for bed. You say, "I don't want to go!"
4. Mom tells you to share your toys. You let your brother or sister play with your toys.
5. Mom says it is time for a bath. You jump out of the tub.



### Roller-Ball Review

With students seated in a large circle on the floor, legs crossed and knees touching, roll a ball from one student to another. The one who catches the ball answers the next question or says the memory verse. You may need to prompt the younger students with their answers.

### Coloring Sheets

Give each student copies of the coloring sheets at the back of this lesson. The students can color the pages in class or at home.



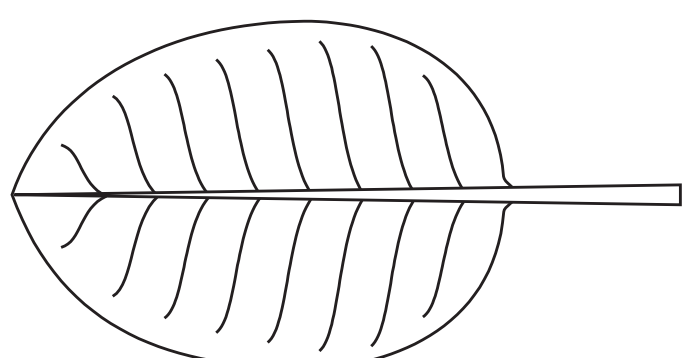
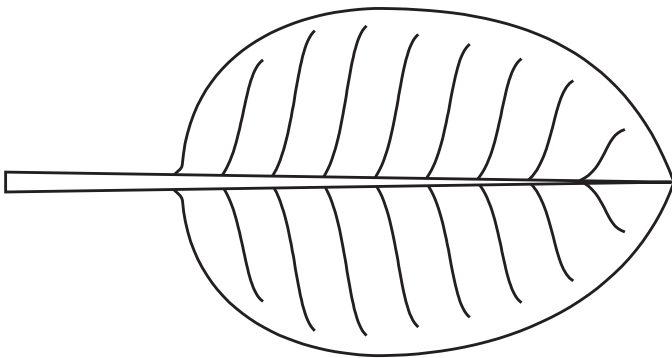
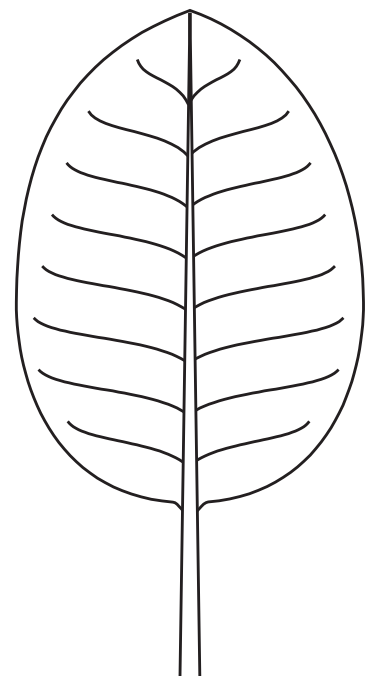
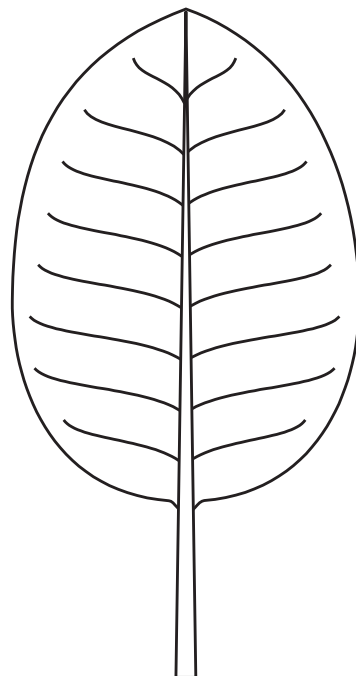
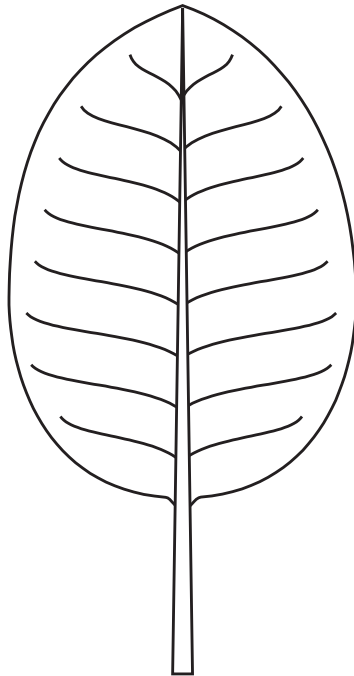
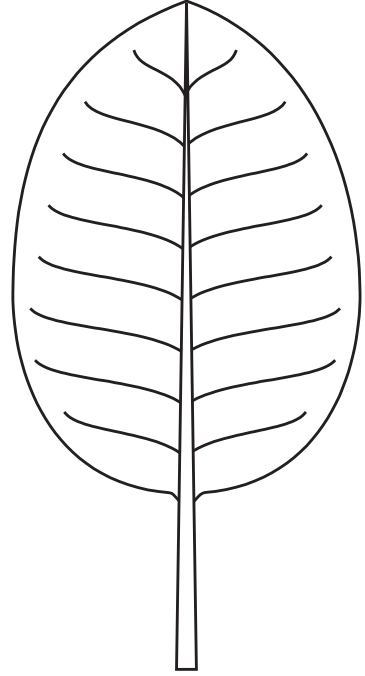
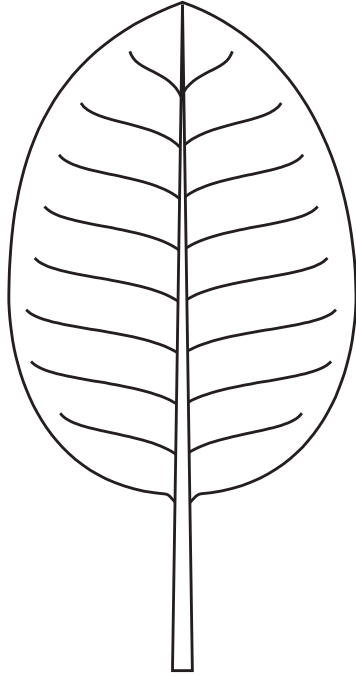
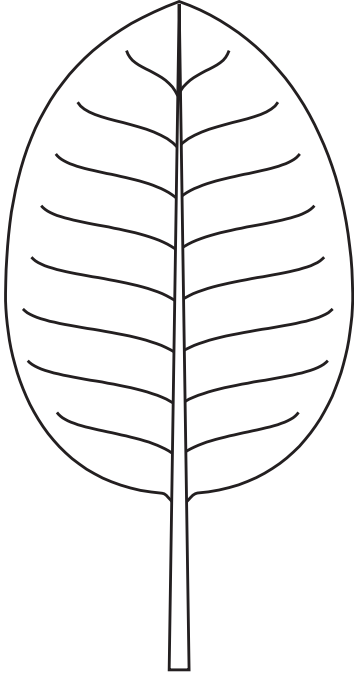
### MEMORY VERSE

*This is a long verse and may take several weeks, but even three-year-olds can learn this. Explain difficult words each week as you recite the verse.*

"And the LORD God commanded the man, saying, 'Of every tree of the garden you may freely eat; but of the tree of the knowledge of good and evil you shall not eat, for in the day you eat of it you shall surely die'" (Genesis 2:16-17).



# Leaves







The serpent tempted Eve, saying, "Has God indeed said, 'You shall not eat of every tree of the garden?'" (Genesis 3:1).





**God drove Adam and Eve out of the garden of Eden (Gen. 3:22–24).**





# Cain Rebels against God

Genesis 4:1–15



## LESSON GOAL

Students will understand that God punishes sinful attitudes and actions.

## BIBLE TRUTHS

- Abel offered a sacrifice from a heart pleasing to God (Gen. 4:4).
- Cain offered a sacrifice from a sinful heart (Gen. 4:5).
- God was pleased with Abel but not with Cain (Gen. 4:4–5).
- The Lord warned Cain (Gen. 4:6–7).
- Cain rebelled against God by killing his brother (Gen. 4:8).

## KEY VERSE

“And the LORD respected Abel and his offering, but He did not respect Cain and his offering” (Genesis 4:4–5).

## APPLICATION

- Repent from your first sin. Don’t keep sinning!
- Serve the Lord with gladness and obey His Word.
- Remember that God will punish sinners.
- Love the Lord with all your heart.

## NEXT WEEK

God Floods the Earth  
Read Genesis 6:5–7:24.

### Symbol Key



Craft



Finger Play



Memory Verse



Object Lesson



Game



Visual Aid



Center



Activity



Q & A



Age Group



## PREPARE WITH THE TRUTH

*“Therefore you shall lay up these words of mine in your heart and in your soul.... You shall teach them to your children” (Deuteronomy 11:18–19).*

Please take time to prepare your mind and heart to accurately handle the truths of God’s Word (2 Tim. 2:15). Read through the Bible background and study the truths contained in this lesson. Crucial background information is included here to aid you in understanding the Scripture.

### Bible Background

Adam’s nakedness was a source of shame for him in his fallen condition, and he sought to reduce its effects by covering his nakedness with fig leaves. When confronted by God and compelled to confess his sin, he was without hope and knew he must die. Yet God delivered Adam from his deserved end by killing an animal in his place and using its skin to make a garment to cover his nakedness. God was, in effect, delivering Adam from his guilt and shame by offering an acceptable sacrifice and making an acceptable covering for his sin. We can see here that God delivers His people from guilt and shame by means of an acceptable sacrifice. In the account of Cain and Abel, we will see that God is concerned with man’s heart attitude.

The account of Cain and Abel emphasizes the heart attitude of the offerer. Cain brought “fruit of the ground” (Gen. 4:3), apparently random samples of what he had grown, to the Lord. Abel, on the other hand, brought “of the firstborn of his flock and of their fat” (4:4). Abel cared enough to give the very best he had, and so the Lord looked with favor on both him and his offering. But because of Cain’s careless and indifferent attitude while bringing his offering, God “did not respect” (4:5) either him or his gift. Unlike Cain, Abel was motivated by faith in God. “By faith Abel offered to God a more excellent sacrifice than Cain, through which he obtained witness that he was righteous” (Heb. 11:4). The Old Testament teaches that God will reject even the most perfect sacrifice if that sacrifice is offered by an apostate heart (Isa. 1:11–13; Hos. 6:6; Mic. 6:6–8). Samuel says, “Has the LORD as great delight in burnt offerings and sacrifices, as in obeying the voice of the LORD? Behold, to obey is better than sacrifice, and to heed than the fat of rams” (1 Sam. 15:22).

Cain could have responded to God by expressing a heartfelt desire to humbly obey Him from that time forward. Instead, he became “very angry, and his countenance fell” (Gen. 4:5). As was the case with the first sin, God came to the sinner, not vice versa (Gen. 3:9). The Lord asked Cain to justify his anger and encouraged Cain to examine himself. God promised that if Cain did well, he would be accepted and blessed. But if he refused to do what was right, sin would be close at hand, waiting to gain mastery over him. Cain resisted the grace of God, turned his back on Him, and slid deeper and deeper into sin.

Cain’s selfish attitude, displayed when he brought his offering to God, turned into anger when he realized that God did not look with favor on him. His anger was then replaced with jealousy toward his brother, Abel. He decided to get rid of Abel once and for all. He attacked Abel and killed him (Gen. 4:8).

Cain’s murder of Abel was monstrous not only because it was the first murder recorded in history, but also because it was committed by a man against his brother (1 John 3:12). And it was committed against an innocent man, a “righteous” man.

### Additional Reference Materials

*The Battle for the Beginning* by John MacArthur

*The MacArthur Study Bible* by John MacArthur

To try to cover up his brother's murder, Cain lied to God. When asked where Abel was, he said, "I do not know" (Gen. 4:9)—a deliberate and blatant lie. Then he continued to speak with indifference and a lack of concern: "Am I my brother's keeper?"

**Note:** Through the centuries, those words have provided a rationale down for people who refuse to get involved with the problems and difficulties their neighbors are having. Like the priest and Levite in the parable of the good Samaritan, they see human misery and suffering but pass by "on the other side" (Luke 10:31–32). They have little or no sense of responsibility toward others.

Cain had nothing to gain by lying to God because his brother's blood gave him away (Gen. 4:10). Cain had disobeyed God, and disobedience always brings divine judgment. Cain would incur judgment and would be driven from the very ground that he had soaked with his brother's blood (Gen. 4:11). Before, Cain had worked the soil, and it had produced plenty of food (Gen. 4:2–3). But now, though he might labor long and hard, the ground would no longer yield its crops for him (Gen. 4:12). The ground that had received the blood of Cain's brother would never again provide Cain with the livelihood he had always enjoyed. Far from being the settled farmer he had always been, he would become a restless wanderer on the earth (4:12, 14). Cain would be a fugitive, or vagabond, moving from one place to another. Cain confessed that the punishment was greater than he could bear (4:13). He feared that whoever found him would kill him (4:14). Notice that Cain showed no hint of remorse, no desire to ask God to forgive him for the death of Abel. His response to God's judgment was totally selfish.

Still, the Lord guaranteed Cain protection. He set a mark on him (Gen. 4:15). Whatever the mark or sign was, we can marvel at why God would promise to protect such a violent man and permit him to live. For that matter, why did God permit David to live after he committed adultery and murder (2 Sam. 12:13)? We can answer only that God is sovereign; His grace is boundless.

Cain's failure to give God his heart along with his offering made it impossible for God to look on him with favor. Cain then became angry at God and jealous of his brother. Jealousy, as it grew and festered, gave way to murder, and Cain then lied in order to cover his sins. When his lie was found out and God pronounced judgment, Cain responded not with remorse over what he had done, but with complaints about his severe punishment and with selfish concern about his own well-being. Alienation from God was the ultimate result (Gen. 4:16).

## POINT TO THE TRUTH

*"Give ear, O my people, to my law; incline your ears to the words of my mouth"  
(Psalm 78:1).*

This section includes questions to review last week's lesson and ideas to prepare students for this week's lesson. Choose from the following ideas to point to the truths of this lesson.



### Review Questions

*Use these questions to review and reinforce key truths.*

What could Adam and Eve eat in the garden of Eden?

*Fruit from all the trees but one*

What would happen if Adam and Eve ate from the forbidden tree?

*They would die.*

Who lied to Eve, saying that she would not die?

*The serpent, Satan, lied to Eve.*

What did Satan promise Eve?

*She would be like God.*

Did Adam and Eve eat from the forbidden tree?

*Yes. This was sin.*

Were they punished?

*Yes. The man had to work hard to get food, and it would hurt for the woman to have babies. They were both driven out of the garden.*

Did Adam and Eve die?

*Yes. Their bodies did not die right away, but they did die eventually. Also, Adam and Eve immediately died spiritually.*

Is there any hope for us?

*Yes. If we put our faith in Jesus Christ as our Lord and Savior, we can be forgiven.*



### Play-Doh Tables

As the students arrive to class, direct them to a table with Play-Doh utensils and cookie cutters shaped like gingerbread men in assorted sizes. Have the students make a Play-Doh family, some sheep, and fruits and vegetables. In today's lesson, we will see what kinds of jobs God gave to Cain and Abel.



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### Happy/Mad Face Masks

Give each child a paper plate with eyeholes cut out, colored yarn for hair, crayons, and a wooden craft stick. To demonstrate Cain's fallen countenance, have the students draw and decorate a happy face on one side of the plate and a mad face on the other side. Glue a craft stick onto the plate for a handle. Tell the class that today they will learn how Cain's attitude was wrong and his countenance fell.



## Puppet Disobeys

Have a hand puppet talk about times he disobeyed and what happened. Have the students share ways they have disobeyed. Talk about the consequences of disobeying. What does God think when we disobey? Next, talk about having a grumpy, angry, or jealous heart. The puppet can tell stories about this as well. Let students play with puppets and talk to one another, telling about times they have disobeyed and what the consequences were. In today's Bible lesson, they will hear about how Cain had an angry heart and disobeyed God.

## PROCLAIM THE TRUTH

*"Telling to the generation to come the praises of the LORD, and His strength and His wonderful works that He has done" (Psalm 78:4).*

This section includes the Bible lesson, lesson questions, and praise and worship ideas. Song suggestions are included to use during worship time. Use the lesson questions to check the students' understanding. This section also includes various presentation ideas to use during the teaching time. Read the Bible passage several times before you read these pages. All teaching should be done directly from the Bible.

## Bible Lesson

### Reading of the Text

Read Genesis 4:1–12.

Have you ever had one of those days when you disobeyed your mommy and had a bad attitude all day? Maybe she warned you that you would get into even more trouble if you continued to disobey. Today, we are going to hear a story about a similar situation that happened to two brothers, Cain and Abel. But this story has consequences much more serious than getting a time-out. Let's see what happened.

After Adam and Eve had been kicked out of the garden of Eden, they had two sons named Cain and Abel. When the boys grew up, Cain became a farmer and Abel became a shepherd. One day, they brought offerings to the Lord. Abel brought animals, and Cain brought vegetables and grains. God was happy with Abel's offering. But God was not happy with Cain's offering because Cain had a sinful attitude. And rather than confessing his sin, Cain got very angry!

God asked Cain, "Why are you angry? If you had made the offering to please Me, I would have been happy with it. You are on the path to greater sin." But Cain did not listen. Instead, he went out to the field to talk to his brother Abel. And sure enough, Cain got mad again, and he killed Abel!

Then God said to Cain, "Where is Abel your brother?"

Cain answered, "Am I my brother's keeper? Do I have to watch out for him every moment of the day?"

God was very angry. "What have you done? The voice of your brother's blood cries out from the ground. So now you are cursed from the earth....You shall be cursed. When you plant your plants in the ground, they will not grow. You shall spend the rest of your life wandering around the world." Cain realized that his sin was very

serious, and he was very sorry. But it was too late to go back. He spent the rest of his life wandering the earth under God's protection.

Do you see why it is very important to have self-control? When you don't, it is very serious. When you get older, "serious" will mean more than getting a time-out. It is important to have a happy attitude toward God and not be angry. You must honor God with your attitudes and actions. If you obey God with the right attitude right away, you will honor God and keep from sinning even more.



## Lesson Questions

What work did Cain do?

*He was a farmer.*

What work did Abel do?

*He was a shepherd.*

Was God pleased with Cain's offering?

*No. Cain had a bad attitude.*

Was God pleased with Abel's offering?

*Yes. Abel had a good attitude.*

Did God warn Cain about his sinful heart?

*Yes.*

How did Cain respond?

*He got angrier and killed his brother.*

What did God do?

*He punished Cain.*

What should you do when your parents warn you?

*Confess and obey.*

## Presentation Ideas



### A Beka Book Flash-A-Cards

Use appropriate A Beka Book Flash-A-Cards to present the lesson.



### Betty Lukens Flannelgraph

Use appropriate flannelgraph pieces to present the lesson.



### Veggies and Stuffed-Animal Props

Bring a large basket of fresh vegetables to illustrate Cain's offering, and bring in stuffed lambs to illustrate Abel's.



### The Curse

On the students' arrival to class and continuing throughout the lesson, mark a helper or parent volunteer as "cursed." (This curse could be represented by a large piece of poster board with Cain's curse from Genesis 4:11-12 written on it.) Inform the students that the cursed person cannot sit (representing Cain's curse to be a vagrant),

cannot play with toys, and must carry weeds or dried grass (to represent poor crops). This will give an example of a curse and could lead into a discussion of God's instructions, how Cain chose to disobey, and how he was punished. God's mercy could also be discussed. In today's lesson, we will learn about a man who had a severe curse.



### Acting Out

Teachers or helpers can act out various scenarios, some of children being good and kind and others of children sinning. Help students to recognize what sin is and that we need to admit and confess sin.

## Praise and Worship

*Come, Let Us Worship and Bow Down*

*Oh, Be Careful*

*Praise Him, All Ye Little Children*

*Seek Ye First*

*Trust and Obey*



### A Heart of Sin

Cain was the world's first baby boy,  
*(Hold up one finger; rock folded arms back and forth.)*

But his heart did not have joy.  
*(Trace heart in front of chest and shake head back and forth.)*

Instead, his heart was full of sin.  
*(Hold arms open wide.)*

So God did not respect him.  
*(Shake head back and forth.)*

Cain let sin come through the door.  
*(Pretend to open door with hand.)*

And so his garden grew no more.  
*(Place wrists together; then fold hands in like the petals of a flower.)*

## PRACTICE THE TRUTH

*"That they may set their hope in God, and not forget the works of God, but keep His commandments" (Psalm 78:7).*

Choose ideas from this section to review and apply the truths of the Bible lesson.



### Abel's and Cain's Work

Materials: copies of the "Abel's Work, Cain's Work" craft page, cotton balls, dried beans and corn, glue

Directions: Give each student a copy of the craft page and some glue. Tell each



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### **My Brother's Keeper**

Have the students demonstrate how we can care for others by leading a blindfolded person around the room, taking care to protect him from tripping or injury. This will show the students how to show love to others and how they can "keep" their brother.



### **God's Mercy Flower**

Use this coloring sheet to reinforce to the students that God showed mercy to Cain. Read to them the five points listed on the flower; then let them color the picture. The coloring sheet is located at the back of the lesson.

### **Coloring Sheets**

Give each student a copy of the coloring sheets at the back of this lesson. The students can color the pages in class or at home.



### **MEMORY VERSE**

*This is a long verse and may take several weeks, but even three-year-olds can learn this. Explain difficult words each week as you recite the verse.*

"And the LORD God commanded the man, saying, 'Of every tree of the garden you may freely eat; but of the tree of the knowledge of good and evil you shall not eat, for in the day you eat of it you shall surely die'" (Genesis 2:16–17).



### **Roller-Ball Review**

With students seated in a large circle on the floor, legs crossed and knees touching, roll a ball from one child to another. The one who catches the ball answers the next question or says the memory verse. You may need to prompt the younger students with their answers.



# Abel's Work

ABEL

“Now Abel was a keeper of the sheep,

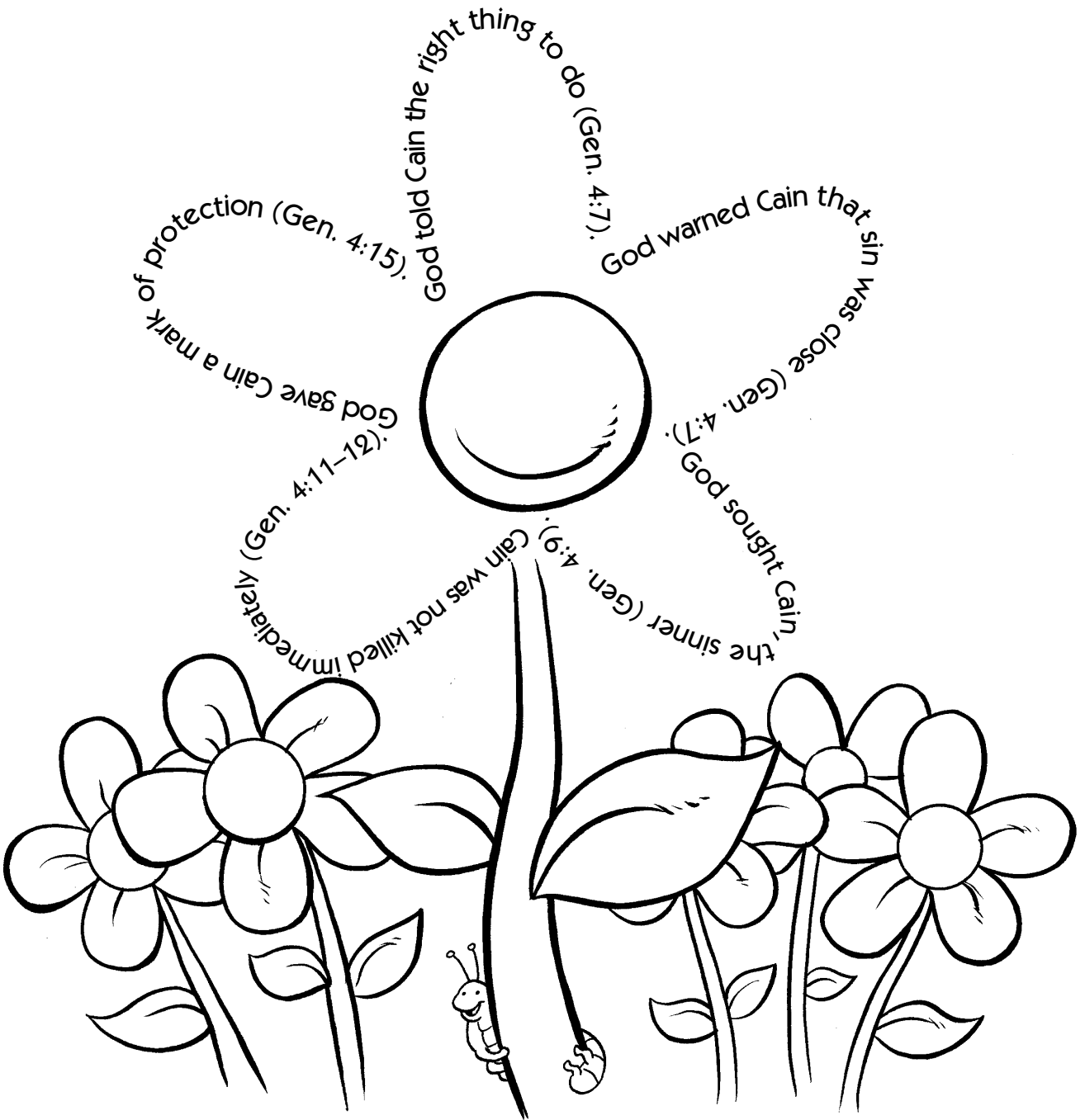
# Cain's Work

CAIN

but Cain was a tiller of the ground” (Genesis 4:2).



# God's Mercy Flower







**Cain**



**Abel**





**"Cain was very angry, and His countenance fell" (Genesis 4:5).**





**“Cain rose up against Abel his brother and killed him.  
Then the LORD said to Cain, ‘Where is Abel your brother?’  
He said, ‘I do not know. Am I my brother’s keeper?’” (Genesis 4:8–9).**

