

# First Sin

Genesis 2:10-17



Old Testament 1  
Part 2: Bible Firsts

## SUNDAY MORNING

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

### SCRIPTURE REFERENCES:

Genesis 2:10-17; Genesis 3; James 1:13-16; 1 Timothy 2:13,14; Isaiah 59:2; 2 Peter 2:4; Jude 6; 1 John 2:16; Romans 3:23; 5:12-21; 6:23

### MEMORY WORK:

“So when the woman saw that the tree was good for food, that it was pleasant to the eyes, and a tree desirable to make one wise, she took of its fruit and ate. She also gave to her husband with her, and he ate” (Genesis 3:6).

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

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

- [“Genesis 3:6”](#)
- [“Genesis 3:15”](#)
- [“Oh, Be Careful Little Eyes What You See”](#)
- [“Read Your Bible and Pray Everyday”](#)
- [“The Bible is God’s Word”](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP’s Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- Apologetics Press’ [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- “Genesis Chapter Summary” from “[Kids Prep](#)” CD by Jeff Miller
- Bible Class Workshop Visuals: “[Lion and Serpent Wall Size](#)”; “[Names of Satan](#)”
- Betty Lukens’ felt pieces
- Map of Bible lands
- [Creation, Adam, and Cain: A Beka Flash-A-Card Series](#) (DISCLAIMER: use the



*cards, not the lesson book)*

## PERSONAL APPLICATION:

God has given us rules to live a happy life, and He expects us to obey them. He has also given each of us the ability to make right choices. If we choose to disobey, there will be consequences for our actions.

## LESSON STARTS HERE

### TEACHING ALERTS:

- Note that human labor was not part of the punishment that God initiated after the first sin. Adam was already tending and keeping the Garden prior to eating from the Tree of Knowledge of Good and Evil (Genesis 2:15). The punishment was that man's labor would become more difficult.
- Note that God's command that Adam and Eve not eat from the Tree was not the only command He had given them. They could have disobeyed God (i.e., sinned) in other ways as well [e.g., not subduing and having dominion over the Earth (1:28); eating unauthorized food (1:29); not "being fruitful" and multiplying to "fill the Earth" (1:28; note that one of the sins at Babel was disobedience of the same command given by God after the Flood in 9:1); not tending and keeping the Garden (2:15); Adam refusing to name the animals (2:19); failure on Adam's part to be the head of his home (1 Timothy 2:13; 1 Corinthians 11:8-9)].
- Note that Genesis 1:29-30 indicates God created humans and many animals initially to be herbivores, but it is not clear how long they remained that way (Genesis 6:12). Genesis 9:3 is the first recorded authorization by God for a carnivorous diet for humans.
- Note that angels when on Earth are consistently portrayed as having the appearance of a human male (i.e., without wings; e.g., Genesis 18-19; Hebrews 13:2; Judges 13), though sometimes glowing/shining (e.g., Luke 24:4; Daniel 3:25). The cherub (plural: cherubim), however, is a specific type of angelic being which is depicted with wings (e.g., Exodus 25:20; Ezekiel 10). Genesis 3:24 records the only place in Scripture where actual, living cherubim appear on Earth.



## INTRODUCTION:

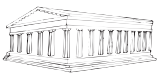
What are rules? Rules are limits to what we are supposed to do. Why do we have rules? If you have a new puppy, Mommy and Daddy have rules about what he can and can't do (e.g., he can't chew up daddy's shoes or run around the neighborhood without a leash, etc.). Your loving parents and teachers have rules for you, too (e.g., you can't eat too many sweets, can't watch TV until homework is done, can't run down the halls at school, etc.). Those rules are for your own good, to keep you safe, healthy, and happy.

God is our Heavenly Father, and He knows even better than our parents and teachers what we need to be safe and happy. God's rules are written down in His Word, the Bible. Just as we are punished when we break a rule at home or school, God will punish us for choosing to disobey His rules. Breaking God's rules is called "sin." Today we will talk about what happened when

Adam and Eve sinned against God.

## POINTS TO EMPHASIZE:

1. On the sixth day of the Creation Week, God created the first man, Adam, and the first woman, Eve. (Review the meanings of their names.) He created a very special place for them to live, called the Garden of Eden. He wanted Adam and Eve to be happy in a perfect world with no problems—no sickness and not even any weeds. God wanted Adam and Eve to have a perfect home with everything they needed. God “saw all that He had made, and behold, it was very good” (Genesis 1:31).



**HISTORICAL NOTE:** Genesis tells us that there was one great river that flowed toward the Garden and split into four rivers: the Pishon, the Gihon, the Tigris, and the Euphrates. The first two rivers no longer exist, and it is impossible to know if the Tigris and Euphrates on modern maps run in the same courses today, especially considering the changes that took place on the Earth after the Great Flood of Noah’s time. So, it is impossible to know exactly where the Garden of Eden was located. We do know that for thousands of years these two rivers helped form the Fertile Crescent of Mesopotamia, which is often called the “Cradle of Civilization.”

2. What was the Garden like? It had beautiful plants and trees that were not only pretty to look at but also had fruit that was good for food. (According to Genesis 1:29-30 and 9:3, both man and animals were instructed to eat only plants until after the Flood.) All kinds of animals—which Adam had named—lived in the Garden. God told Adam he had the special job of taking care of the Garden. And, best of all, Adam and Eve were very close to God in the perfect place that He had created for them to enjoy.



**RECOMMENDED READING FOR TEACHERS:** See the article “[How Long Were Adam and Eve in the Garden Before Sinning?](#)” by Jeff Miller on the Apologetics Press Web site for further study on those subjects and a response to the theory that Adam and Eve could have been in the Garden for millions of years before the first sin.

3. God created Adam and Eve and knew exactly what would be best for them so that they could live long, healthy and happy lives. God loved them very much, so He gave them rules to follow so they would know exactly what they should do to be healthy and happy. Giving them rules meant that He also gave them the ability to decide if they would follow His rules or not—to make choices between right and wrong. If they made good choices, He promised to bless them. If they made bad choices, they would suffer the consequences and be punished.
4. There were two very special trees in the Garden: the **tree of life** and the tree of the knowledge of good and evil. God told Adam and Eve that they could eat the fruit from any tree in the Garden—except the tree of the knowledge of good and evil. If they ate from that tree, they would no longer live forever. They would die.



**NOTE:** It is clear that the tree of life—a special anti-aging, anti-entropy tree—was able to keep Adam and Eve alive forever as long as they ate from it. When they were evicted from the Garden, they no longer had access to the tree of life, and therefore, they would no longer have its continual life-sustaining effects.



**RECOMMENDED READING FOR TEACHERS:** See the article “[Why Didn’t Adam Die Immediately?](#)” by Eric Lyons on the Apologetics Press Web site for further study on that subject. See the article “[Could There Have Been Any Death Before the Fall?](#)” by Jeff Miller for a study about the nature of the tree of life and the possibility of animal death prior to the Fall. See the article “[Adam and Eve, Good and Evil](#)” by Eric Lyons for a response to the question, “How could God punish Adam and Eve for an evil action if they did not know what evil was until they ate from the tree of knowledge of good and evil?” See also the article “[Why Did God Create the Tree of the Knowledge of Good and Evil?](#)” by Moises Pinedo.

5. One day in that perfect place, the most imperfect creature appeared—**Satan**, or the Devil. It seems that the Devil could make himself look like other creatures, and that day he took on the form of a tricky serpent (snake). The Bible says he was “crafty,” which means he was tricky, deceitful, and a liar. (In John 8:44, Jesus called the Devil “the father of lies.”)



**NOTE:** The text does not explicitly say that the serpent was Satan. That conclusion is a matter of deduction from other passages (e.g., John 8:44; Revelation 20:2; Genesis 3:15/Romans 16:20).



**RECOMMENDED READING FOR TEACHERS:** See the article “[Has Satan Always Existed?](#)” by Eric Lyons on the Apologetics Press Web site for a discussion about the origin of Satan.

6. What sort of lies did the Devil tell Eve? (Read Genesis 3:1-5 with older children. Summarize for younger children.) Eve was willing to listen when Satan told her that God was lying to her; she would not die if she ate the fruit, he said. What should Eve have said to the Devil when he told her to do something that God had told her not to do? She should have said, “**No!**” and called on God for help. Instead, she saw, she took, she gave the fruit to Adam, and they ate. (1 John 2:16 describes all sin as including the “lust of the flesh, the lust of the eyes, and the pride of life.” Eve did all three of these things.) What should Adam have done when Eve offered the fruit to him? Did Adam have to disobey God just because Eve did? **No!** He listened to the bad advice of someone very close to him, and he chose to disobey God just as Eve had done.



**RECOMMENDED READING FOR TEACHERS:** See the articles “[Was Eve Created Perfect?](#)” by Kyle Butt and “[Did God Create Us with a Desire to Sin?](#)” by Jeff Miller on the Apologetics Press Web site for further study on that subject.

7. As soon as they had eaten the fruit, Adam and Eve knew they had disobeyed God. They knew they had broken God’s rules; they had sinned. They were ashamed of what they had done and covered themselves with leaves that they had sewn together. They heard God and were afraid; they tried to hide among the trees of the Garden.
8. Even though God already knew the answer, He asked Adam what he had done. Adam tried to blame his wrong choice on Eve. When God asked Eve what she had done, she blamed the serpent, the Devil, for her bad choice. But God did not listen to their excuses; they were responsible for their own choices. God punished them by sending them both out of their perfect

home and put **cherubim** with a flaming sword at the entrance of the Garden so they could never return.



**Cherubim:** Spiritual winged creatures sent from God. Golden cherubim were also used on the Ark of the Covenant (Exodus 25:14-22).

9. There was another part to Adam’s punishment. Adam was already working in the Garden, but in the less-than-perfect world outside the Garden, Adam had to deal with weeds and thorns. He would have to grow what he would eat and the work would be very hard. There was another part to Eve’s punishment as well. She would now have a lot of pain when she had her babies. The first man and the first woman had committed the first sin. Their perfect world of no pain, no sorrow, and having everything they needed, was gone. Worst of all, from that time on, Adam and Eve began to age and God told them they would eventually die.
10. We have to make choices about right and wrong almost every day. The older you get, the more choices you will have to make. We can make bad choices in the same ways that Adam and Eve did. We see things that we want and should not have, and sometimes we take those things. If we aren’t careful, we can even cause other people to sin when we make bad choices.

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

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

**Ages 2-5:**

- [“The Situations Activity”](#) (provided in activity sheets)
- [“The First Sin Coloring Sheet”](#) (provided in activity sheets)
- Review game: Draw a tree on one poster board and label it “Before Sin.” Draw a tree on another poster board and label it “After Sin.” Put Velcro or pieces of magnetic tape on the trees. Make enough fruit cutouts for every child in the class to have at least one. Put Velcro or magnetic tape on each one. On the fruit cutouts, write things about what Adam and Eve’s lives were like before sin and after sin (examples: walked with God; had to work hard among weeds; felt pain; were happy, etc.). Call on the children individually, let them choose a fruit, and then read what is written on each one. The student then decides on which tree to put his fruit.
- Have children finger paint or color a picture of a tree on white construction paper. Let the children paint “fruit” on the tree. Then help them wrap a brown pipe cleaner “snake” around the tree. Write “The first sin—Adam and Eve’s wrong choice” on their papers.

**1st-2nd Graders:**

- Have pictures from magazines, the Internet, and calendars for students to cut out and make “Good Choices” collages.
- [“The Situations Activity”](#)(provided in activity sheets)
- [“The Different Names of Satan”](#) crossword puzzle (provided in activity sheets)
- [“Names of Satan”](#) word search (provided in activity sheets)
- [“The First Sin Word Search”](#) (provided in activity sheets)
- On strips of paper or index cards write sentences about the key points of the story. Make enough sets so that you can divide your class into groups of three or four. Let the students work together to

put the events in the correct order.

- Have the children read *My Adam and Eve Book of Opposites* by Glenda Palmer
- Have the children read *Adam and Eve in the Garden* by Kelly Pulley from the Zonderkidz I Can Read! Series (DISCLAIMER: Change “was in the tree” to “came along” on p. 23.)

### 3rd-4th Graders:

- Print off copies of the following issues/articles of *Discovery Magazine* from the Apologetics Press Web site, and have the students read the issues and do the activities in the activity section (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine). *Discovery* issues: [February, 2003](#); “The Most Dangerous Snake of Them All” ([November, 2006](#))
- “[The Situations Activity](#)” (provided in activity sheets)
- “[The Different Names of Satan](#)” crossword puzzle (provided in activity sheets)
- “[Names of Satan](#)” word search (provided in activity sheets)
- “[The First Sin Word Search](#)” (provided in activity sheets)
- On strips of paper or index cards write sentences about the key points of the story. Make enough sets so that you can divide your class into groups of three or four. Let the students work together to put the events in the correct order.
- Have the children read Genesis chapters two and three. [This could be assigned Sunday, to be completed by Wednesday.]
- Have the children read *My Adam and Eve Book of Opposites* by Glenda Palmer
- Read! Series (DISCLAIMER: Change “was in the tree” to “came along” on p. 23.)
- Have the children read pp. 1-17 of *Noah and the People of Faith*, Contemporary Bible Series, Scandinavia, Contemporary English Version (DISCLAIMERS: p. 8—change “give life to” to “bring forth”; p. 13—remove “before the day is over” from the last sentence; p. 20—change “destroy” to “rule over”; p. 24—change appropriate sentences to “every kind of land animal...” and “Noah took males and females of every...”)
- Play “Cause and Effect.” Write each cause and effect (such as the examples below) on a different index card. Make enough sets of the cards to divide your class into groups. Ask each group to match each cause with its correct effect. **Or** make only one set to use with the entire class. Put the “causes” on the chalkboard or markerboard. Read each “effect” and let the students decide which “cause” it matches. (You could also put magnetic tape on the backs of the cards and use them on a magnetic board.) Examples:

#### CAUSE

- Adam ate the forbidden fruit.
- Satan told Eve she would not die if she ate the forbidden fruit.
- God did not want Adam to be lonely
- Adam and Eve ate the forbidden fruit.

#### EFFECT

- He would have to work very hard to grow food for his family.
- Eve ate the forbidden fruit and sinned against God.
- God created Eve.
- Adam and Eve were not allowed to stay in the garden of Eden.

## SONGS:

### “GENESIS 3:6”

Author: Jeff Miller

(Tune: See “[Hidden in My Heart](#)” CD)

### “GENESIS 3:15”

Author: Jeff Miller

(Tune: See “[Hidden in My Heart](#)” CD)

### “OH, BE CAREFUL LITTLE EYES WHAT YOU SEE” ([Click to Hear](#))

Author: Unknown\*

(Tune: See Internet)

Oh, be careful little eyes what you see. (REPEAT)

For the Father up above,  
Is looking down in love.

So, be careful little eyes what you see.

Oh, be careful little feet where you go. (REPEAT)

For the Father up above,  
Is looking down in love.

So, be careful little feet where you go.

Oh, be careful little ears what you hear. (REPEAT)

For the Father up above,  
Is looking down in love.

So, be careful little ears what you hear.

Oh, be careful little mouth what you say. (REPEAT)

For the Father up above,  
Is looking down in love.

So, be careful little mouth what you say.

Oh, be careful little hands what you do. (REPEAT)

For the Father up above,  
Is looking down in love.

So, be careful little hands what you do.

### “READ YOUR BIBLE, PRAY EVERYDAY” ([Click to Hear](#))

Author: Unknown\*

If you read your Bible and pray everyday, you’ll grow, grow, grow. (REPEAT)

Grow, grow, grow, grow,  
Grow, grow, grow.

If you read your Bible and pray everyday, you’ll grow, grow, grow.

(Make hand movements as if reading, praying, and like a child growing.)

If you neglect your Bible and forget to pray, you'll shrink, shrink, shrink.  
(Make hand movements as if closing Bible, head gesture saying "No," and like a child shrinking.)  
(REPEAT)

Shrink, shrink, shrink, shrink,  
Shrink, shrink, shrink.

If you neglect your Bible and forget to pray, you'll shrink, shrink, shrink.  
(Make hand movements as if closing Bible, head gesture saying "No," and like a child shrinking.)

So read your Bible and pray everyday, and you'll grow, grow, grow.  
(Make hand movements as if reading, praying, and like a child growing.) (REPEAT)

Grow, grow, grow, grow,  
Grow, grow, grow.

So read your Bible and pray everyday, and you'll grow, grow, grow.  
(Make hand movements as if reading, praying, and like a child growing.)

### **"THE BIBLE IS GOD'S WORD" ([Click to Hear](#))**

Author: Lora Laycook

(Tune: "The Farmer in the Dell")

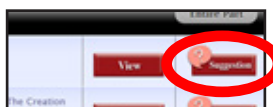
The Bible is God's Word, the Bible is God's Word,  
It tells us that God made us,  
The Bible is God's Word.

The Bible is God's Word, the Bible is God's Word,  
It tells us that God loves us,  
The Bible is God's Word.

The Bible is God's Word, the Bible is God's Word,  
We will study and obey,  
The Bible is God's Word.

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

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





# First Sin

Genesis 2:10-17



Old Testament 1  
Part 2: Bible Firsts

## WEDNESDAY EVENING

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

### SCRIPTURE REFERENCES:

Genesis 2:10-17; Genesis 3; James 1:13-16; Romans 5:12-21; 1 Timothy 2:13,14; Isaiah 59:2; 2 Peter 2:4; Jude 6; 1 John 2:16; Romans 3:23; 6:23

### MEMORY WORK:

“So when the woman saw that the tree was good for food, that it was pleasant to the eyes, and a tree desirable to make one wise, she took of its fruit and ate. She also gave to her husband with her, and he ate” (Genesis 3:6).

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

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

- [“Genesis 3:6”](#)
- [“Genesis 3:15”](#)
- [“Oh, Be Careful Little Eyes What You See”](#)
- [“Read Your Bible and Pray Everyday”](#)
- [“The Bible is God's Word”](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- “Genesis Chapter Summary” from “[Kids Prep](#)” CD by Jeff Miller
- Bible Class Workshop Visuals: “[Lion and Serpent Wall Size](#)”; “[Names of Satan](#)”
- Betty Lukens' felt pieces
- Map of Bible lands
- Creation, Adam, and Cain: A Beka Flash-A-Card Series (DISCLAIMER: use the



*cards, not the lesson book)*

## PERSONAL APPLICATION:

God has given us rules to live a happy life, and He expects us to obey them. He has also given each of us the ability to make right choices. If we choose to disobey, there will be consequences for our actions.

## INTRODUCTION:

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

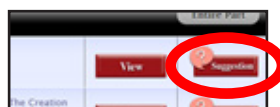
## POINTS TO EMPHASIZE:

1. Talk more about choices that need to be made. With younger children, discuss obeying parents, telling the truth, etc. Bring a variety of delicious fruits to class and discuss how the Bible does not tell us what type of fruit that Eve ate. Discuss how beautiful it must have looked and how delicious it must have tasted. Explain that Satan makes sin look exciting and fun—even beautiful—so that we will want to do wrong. Encourage discussion by giving examples. After the discussion, the children may select a fruit to eat in class.
2. Older children may want to role play the story. Discuss drugs, alcohol, choosing the right friends, etc. Also, talk more about the devil and how he works. Discuss the fact that the laws of our country (and others) are based upon God’s laws (Romans 1). How do we know it is wrong to murder, to steal, to lie, etc.? Because God has said from the beginning how we should live to get along with others and what we should do to please Him. Man did not evolve from some non-living substance and then decide that there was such a thing as right and wrong on his own.

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

- See Sunday morning’s lesson
- Older Students: Divide them into groups. Give each group a concordance, and have them look up scriptures about Satan/the devil.

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



# First Family

Genesis 2:18-24



Old Testament 1  
Part 2: Bible Firsts

## SUNDAY MORNING

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

### SCRIPTURE REFERENCES:

Genesis 2:18-24; 4:1-2,25; Matthew 19:1-9; Mark 10:1-12; Ephesians 5:22-31; 6:1-4

### MEMORY WORK:

YOUNGER CHILDREN: "Children obey your parents in the Lord, for this is right" (Ephesians 6:1).

OLDER CHILDREN: "For this reason a man shall leave his father and mother and be joined to his wife, and the two shall become one flesh" (Ephesians 5:31).

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

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

- ["Do You Obey?"](#)
- ["Ephesians 6:1"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- [Creation & Bible Firsts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- "Genesis Chapter Summary" from "[Kids Prep](#)" CD by Jeff Miller
- Bible Class Workshop visuals: [Visualized verse \(Ephesians 6:1\)](#); "[From the Beginning](#)"; "[O'BEY](#)"; "[O'BEY Take Home](#)"; "[Who Do We Obey?](#)"; "[Whose Responsibility Is It?](#)"
- Have an adult come to class to act out the part of Adam, describing life in the Garden and outside the Garden; life with his family; his responsibilities as the first father, etc.



- **Have a couple come in and role-play the life of Adam and Eve. (May want to save this for Wednesday night.)**
- **“My Parents” flipchart made with magazine pictures to illustrate:**
  - I have a daddy, so big and so strong!**
    - He works for our family all day long.**
    - He always knows the games that are fun.**
    - He reads to us when day is done.**
    - I will bow my head and say,**
    - “Dear God, bless Daddy every day.”**
  - I have a mother so kind and so sweet.**
    - She dusts our house and keeps it so neat.**
    - She washes dishes, irons our clothes,**
    - When we need help, she always knows**
    - Exactly what is good and right.**
    - I always say a prayer for her at night.**
- **Betty Lukens’ felt pieces**
- **Creation, Adam, and Cain: A Beka Flash-A-Card Series (DISCLAIMER: use the cards, not the lesson book)**

### PERSONAL APPLICATION:

God planned for families. We can have happy homes if each family member obeys God’s Word and takes care of his/her responsibilities.

## LESSON STARTS HERE

### TEACHING ALERTS:



- Note that the headship of husbands in the home did not start after the first sin. It was already in place from the beginning (cf. 1 Timothy 2:13; 1 Corinthians 11:8-9).
- Note that human labor was not part of the punishment that God initiated after the first sin. Adam was already tending and keeping the Garden prior to eating from the Tree (Genesis 2:15). The punishment was that man’s labor would become more difficult.

### INTRODUCTION: (YOUNGER CHILDREN)

We are studying “Bible Firsts”. Last week, we studied about the first sin and how important it is to obey God. Can anyone tell me what the first sin was? What happened to Adam and Eve? Today we are going to talk about the first family. God planned for families, and He tells us in His Word how to have happy families.

### INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson.

When God created the earth and everything on it, He had a specific plan for families: one man with one woman, for life, who are determined to provide a good home for their children. Today we will talk about God’s plan for families and His instructions in the Bible.

## POINTS TO EMPHASIZE:

1. After the first sin, and after God put Adam and Eve out of the Garden, they had many, many children (Genesis 5:4), but we only know the names of three of them: Cain, Abel, and Seth. All their children were born **after** God put them out of the Garden of Eden.
2. God designed the family, just as He did everything else He created. He knew what would be best for all the flowers and animals He created. He also knew what would be best for the people He created. From the very beginning, He planned for **one man** and **one woman** to live together for life. God did not create another man to be with Adam, but a special **woman**. When a man and woman marry, they make promises to God and to each other that they will love and respect each other and live together until one of them dies.



**RECOMMENDED READING FOR TEACHERS:** The Bible indicates that God created distinct human genders from the very beginning—“male and female” (Genesis 1:27; 5:2; Matthew 19:4; Mark 10:6). The notion that a person was born with the wrong body (i.e., the wrong gender) is unfounded both biblically and scientifically. In the Garden of Eden, God brought the animals of the Earth to Adam to **examine** and name (Genesis 2:19), but Adam **saw** no creature suitable for him (vs. 20). Upon seeing Eve, however, Adam **recognized** her to be a suitable helper for him (able, for instance, to carry out God’s command to be fruitful and multiply—Genesis 1:28). Clearly, **physical characteristics** were the distinguishing features of Eve that caused Adam to recognize her to be different, but suitable, warranting a distinct name: “woman,” rather than “man” (vs. 23). Obvious physical features, therefore, were meant, from the beginning, to be used to determine created gender—features immediately apparent from birth. [Since a soul does not have those physical characteristics that distinguish human genders (e.g., gender anatomy, chromosomes, hormone levels, etc.)—not having flesh (Luke 24:39)—souls apart from the body are apparently genderless. Souls in heaven do not marry (Matthew 22:30) and seem to be incapable of procreation—making gender in the spiritual realm purposeless. It appears, therefore, that the human physical body, not the soul, probably determines one’s earthly, human gender (i.e., gender-wise, a person is what his body says he is).] For a response to transgenderism, see “[What Does the Bible Say about Having a Sex Change?](#)” by Melvin Otey and “[Homosexuality and Transgenderism: The Science Supports the Bible](#)” by Dave Miller on the Apologetics Press Web site.

3. God knew in the beginning that Adam and Eve would have children and that their children would need a mother and a father to help them grow up. God planned for parents to teach, love, and take care of their children.
4. God tells us in His Word how to have happy families. Ephesians 5:22-31 and 6:1-4 tell us that God wants the husband to be the head of the home, and both parents are supposed to treat each other like partners. They should work together to take care of their children and teach their children to obey God. The children in the family have responsibilities, too. What do you think God wants you to do? God expects you to be respectful and obedient to your parents.



**RECOMMENDED READING FOR TEACHERS:** See the article “[Does Genesis 4 Indicate that God Specifically Created Others Besides Adam and Eve?](#)” by Eric Lyons on the Apologetics Press Web site for further study on that subject. See also “[Who Did Cain Marry?](#)” by Jeff Miller and “[The Land of Nod](#)” by Eric Lyons for other relevant background study.

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

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

**Ages 2-5:**

- “[First Family Coloring Sheet](#)” (provided in activity sheets)
- Bring clothes to represent different family members (mother, father, grandparents, brother, sister, grandparents), and encourage the children to play “dress up,” acting out things that particular family members do (go to work, take care of children in the family, help others, pray, sing, study the Bible, go to worship, etc.)
- Help children make family collages using pictures from magazines, catalogs, and coloring books.
- Make copies of pages titled, “[I am Thankful for my Family](#)” (provided in activity sheets). Have the children draw the members of their families and, with the teacher’s help, write their names and/or relationships to the children.
- “[God’s Plan for a Happy Home](#)” activity: Make a simple line drawing of a house; make two copies for each child. Cut apart the pieces of one of the houses (roof, windows, door, chimney, etc.) as puzzle pieces to fit on the other copy of the house. On each puzzle piece, write something that is part of God’s plan for families (Bible, prayer, love, etc.) **Or** let the children put stickers on each puzzle piece to represent the same things. Let the children glue the puzzle pieces onto the uncut house which is labeled “God’s Plan for a Happy Home” (provided in activity sheets).

**1st-2nd Graders:**

- Help children make family collages using pictures from magazines, catalogs, and coloring books.
- Have students write a short story about what daily life was probably like for Adam and Eve after they were sent out of the Garden of Eden.
- Ask different students to pretend to be Adam, Eve, Cain, and Abel and have them tell the class about themselves.
- Play [Tic-Tac-Toe](#) with review questions from this and previous lesson (board provided in activity sheets).
- Make family cutouts and put magnetic tape on the back of each one, or put family cutouts or magazine pictures on a poster board. If using the poster board, put a piece of Velcro® under each one. On index cards write the responsibilities of individual family members; put magnetic tape on the back of each card. Let each child choose a card, read it, and then decide to which family member it applies. Let the students put the cards on or under the appropriate family member.
- Have the children read *I’m Glad I’m Your Mother*, by Bill and Kathy Horlache, Happy Day Books
- Have the children read *Daddies: All About the Work They Do*, by Janet Frank, Little Golden Book

**3rd-4th Graders:**

- On the board, write the names of biblical husbands (Abraham, Isaac, Jacob, Adam, etc.). On index cards, write Scripture references for their wives. Let the students draw cards, look up

the scriptures given, then write the names of the wives beside the correct husbands.

- Print off copies of the following issue/articles of *Discovery Magazine* from the Apologetics Press Web site, and have the students read the issues and do the activities in the activity section (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine): “[Why does Genesis say that when Cain went to Nod people were there?](#)”; “[Jealousy](#)”; [April, 2005](#)
- Play “Hangman” with the following clues: design, Genesis, dust of the ground, mother of all living, honor your father and mother, obey your parents, etc.
- Play [Tic-Tac-Toe](#) with review questions from this and previous lessons (board provided in activity sheets)
- Have the children read Genesis chapter two again. [This could be assigned Sunday, to be completed by Wednesday.]
- Have children set specific goals to help their family (i.e., “What can I do this week to help my family?”)
- Have the children read pp. 18-19 of *Noah and the People of Faith*, Contemporary Bible Series, Scandinavia, Contemporary English Version (DISCLAIMERS: p. 8—change “give life to” to “bring forth”; p. 13—remove “before the day is over” from the last sentence; p. 20—change “destroy” to “rule over”; p. 24—change appropriate sentences to “every kind of land animal...” and “Noah took males and females of every...”)

## SONGS:

### “DO YOU OBEY?” ([Click to Hear](#))

Author: Unknown\*

(Tune: London Bridge)

(Sing this song as you play “London Bridge.” When you “capture” a child in the “bridge,” each child will be asked to tell you one way he/she obeys his/her parents.)

What do your parents say to do,  
Say to do, say to do?  
What do your parents say to do?  
Do you obey?

What do your parents do for you,  
Do for you, do for you?  
What do your parents do for you,  
To take good care of you?

### “EPHESIANS 6:1” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “Why Do You Wait?”)

VERSE 1:

Children, obey your parents,  
In the Lord for this is right.  
Honor your father and mother.  
Love them each day and each night.

CHORUS:

Obey, obey, obey your parents each day.  
Obey, obey, obey your parents always.

VERSE 2:

Jesus obeyed His parents.  
He always did what was right.  
He honored His father and mother.  
He loved them each day and each night.

(CHORUS)

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

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





# First Family

Genesis 2:18-24



Old Testament 1  
Part 2: Bible Firsts

## WEDNESDAY EVENING

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

### SCRIPTURE REFERENCES:

Genesis 2:18-24; 4:1-2,25; Matthew 19:1-9; Mark 10:1-12; Ephesians 5:22-31; 6:1-4

### MEMORY WORK:

YOUNGER CHILDREN: "Children obey your parents in the Lord, for this is right" (Ephesians 6:1).

OLDER CHILDREN: "For this reason a man shall leave his father and mother and be joined to his wife, and the two shall become one flesh" (Ephesians 5:31).

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

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

- ["Do You Obey?"](#)
- ["Ephesians 6:1"](#)

### LESSON VISUALS AND TEACHING AIDS:

- **See Sunday morning's lesson**

### PERSONAL APPLICATION:

God planned for families. We can have happy homes if each family member obeys God's Word and takes care of his/her responsibilities.

### INTRODUCTION:

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



## POINTS TO EMPHASIZE:

Turn to various passages on the role of husbands/fathers and wives/mothers in the home, read them with the children, and discuss what they mean.

- Husbands/fathers:
  - 1 Peter 3:7
  - Genesis 3
  - Deuteronomy 24:5
  - 1 Timothy 5:8
  - Ephesians 5:25-33
  - Colossians 3:19
  - Ephesians 6:4
  - Proverbs 22:6
  - Hebrews 12:5-11
  - 1 Samuel 3:11-13
  - 1 Samuel 7:16; 8:3
  - 1 Kings 1:6
  - Genesis 18:19
  - 1 Timothy 3:4
  - Acts 20:35
  - 1 Thessalonians 5:14
- Wives/mothers:
  - 1 Peter 3:1-3
  - Ephesians 5:22-24,33
  - Colossians 3:18
  - Titus 2:4-5
  - Genesis 2:18
  - Proverbs 14:1
  - Proverbs 31

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

- See Sunday morning's lesson

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



# First Murder

## Genesis 4



Old Testament 1  
Part 2: Bible Firsts

## SUNDAY MORNING

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

### SCRIPTURE REFERENCES:

Genesis 4; Hebrews 11:4; 1 John 3:10-12

### MEMORY WORK:

“If you do well, will you not be accepted? And if you do not do well, sin lies at the door. And its desire is for you, but you should rule over it” (Genesis 4:7).

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

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

- [“Genesis 4:7”](#)
- [“Cain and Abel”](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- “Genesis Chapter Summary” from “[Kids Prep](#)” CD by Jeff Miller
- Bible Class Workshop Visuals: [“Cain and Abel”](#)
- Creation, Adam, and Cain: A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Betty Lukens' felt pieces
- Older Students: Make flashcards showing the progression of sin: (Jealousy → Anger → Murder → Lying → No Sorrow or Repentance for Wrongdoing)



## PERSONAL APPLICATION:

God is not happy when I am jealous or angry or act hatefully to others. Often, one wrong choice can lead to another wrong choice. So I must always be careful to make the right choices.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)


Last week, we studied about the first family. Who were the members in that family? (Adam and Eve, and their sons Cain, Abel, Seth, as well as other children whose names we do not know) We are thankful to God for giving us families, but sometimes families have problems. Sometimes those problems are caused by wrong choices that lead to more wrong choices. Today, we are going to find out how one brother's jealousy led to the first murder. Discuss the meanings of "jealousy" and "murder."

### INTRODUCTION: (OLDER CHILDREN)


Most of us have gotten mad at someone else. What do you do when you feel like that? Feeling mad or angry is not always wrong. It is good to be angry about sin, but most of the time, our anger is due to selfishness and not being happy with the situation God has given us. Oftentimes that anger leads us to do things that are wrong. Today we will talk about a man who did not handle his anger in the right way.

### POINTS TO EMPHASIZE:

1. Adam and Eve decided to disobey God because of something they wanted. God gave them the ability to choose between right and wrong. They suffered because they made the wrong choices. (Briefly review their sins and the consequences.)
2. After God sent Adam and Eve out of the Garden of Eden, they continued to worship God. An important part of their worship was the animal sacrifices they offered to God.
3. Adam and Eve had many sons and daughters. One of their sons, Cain, became a farmer. Another, named Abel, became a "keeper of flocks," or a shepherd. When it came time for them to make their own sacrifices to God, they each took some of what they had and made an offering to God. Abel's sacrifice (the firstborn from his flock of sheep) **pleased** God, but Cain's (plants from his fields) did not. Why? Because God had told them how He expected them to worship Him and what sacrifices were pleasing to Him.



**NOTE:** Cain and Abel had to have known what would have been pleasing to God and what was not—even though we are not told what His specific instructions were (cf. Hebrews 11:4; 1 John 3:12). Thousands of years later, when the New Testament was given to man (in the first century), God once again gave instructions about how to worship Him, and just like Cain, many choose to disobey God's instructions.



**RECOMMENDED READING FOR TEACHERS:** See "[\*\*Feelings Follow Facts\*\*](#)" by Eric Lyons and "[\*\*Hermeneutical Principles in the Old Testament\*\*](#)" and "[\*\*Surrendering to His Lordship\*\*](#)" and "[\*\*Pleasing God in Worship\*\*](#)" (DVD) by Dave Miller on the Apologetics Press Web site for further study on Cain's sacrifice and why it was not pleasing to God.

4. Cain was angry with God—and with Abel. He was also jealous of Abel. God talked to Cain about his anger and jealousy, telling him that he must learn to control his thoughts and feelings or his jealousy would lead to more sin.



**RECOMMENDED READING FOR TEACHERS:** See “[The Cost of Anger](#)” by Kyle Butt on the Apologetics Press Web site for a discussion of that subject.

5. Evolutionists believe that humans came from ape-like creatures and are just like any other animal. So, according to them, everything we do is by instinct, and we cannot help sinning. But God made humans in His image (Genesis 1:26), which included the ability to choose to do right or wrong, instead of by instinct. God told Cain that he could choose to “rule over” sin, instead of letting it rule over him (Genesis 4:7).
6. Sadly, Cain did not control his anger. Instead of trying to learn from Abel’s good choice and from God, Himself, Cain made the awful decision to kill his own brother. Then he tried to hide what he had done by burying Abel’s body in the ground. God knew what Cain had done, but Cain refused to take responsibility for his actions.



**RECOMMENDED READING FOR TEACHERS:** See “[Does God REALLY Know Everything?](#)” by Eric Lyons on the Apologetics Press Web site for a response to the charge that God is not omniscient since He asked Cain where Abel was.

7. Discuss the progression of Cain’s sin: Jealousy → Anger → Murder → Lying → No regret or sorrow for wrongdoing.
8. Cain was punished severely. From then on, he would struggle in his profession of farming; he and his descendents would be nomads, moving from place to place with no real home. He left his parents and the area where he had been born and went eastward to the land of **Nod**. But God did put a mark on him so that no one would kill him in revenge as Cain feared might happen.



**NOTE:** No one knows for sure the exact location of Nod. The land was probably not named “Nod” until after Cain settled there, which would explain its meaning “wandering.”



**RECOMMENDED READING FOR TEACHERS:** See the following articles on the Apologetics Press Web site for responses to charges against the accuracy of the Bible and against the Creation model:

- “[Does Genesis 4 Indicate that God Specifically Created Others Besides Adam and Eve?](#)”
- “[Was Cain or Seth Adam’s Firstborn Son?](#)”
- “[Who Did Cain Marry?](#)”
- “[Was Cain a ‘Wanderer’ or a ‘Settler’?](#)”

9. God is always ready and willing to forgive His children when we do something wrong because He loves us very much. If we are truly sorry for what we have done, ask for forgiveness, and change (repent), God will forgive us. But Cain did not ask for forgiveness; he only complained about his punishment.

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

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

**Ages 2-5:**

- Cain and Abel review game: Put laminated pictures or figures of Cain and Abel (with a magnet on the back of each one) on a magnetic surface. Write facts about each brother on index cards. Put magnetic tape on the back of each card. Let each child draw a card and read it to them. Then let him put the card under the brother it describes. ([Cain and Abel cutouts](#) provided in activity sheets)
- [“First Murder Coloring Sheet”](#) (provided in activity sheets)
- For each child, write the memory verse on a piece of white paper. Have hearts cut out which the children can glue on their papers (or let them use heart stamps or stickers).
- Have children make cards or little gifts for their brothers, sisters, or parents to teach the importance of showing love to others.

**1st-2nd Graders:**

- Encourage children to set a “Self-control Goal” for the week. (Children may need help in determining their own specific “self-control goals.”) Have a goal card for them to take home and return on Wednesday night. On Wednesday night, discuss how well they did with their “Self-control Goal” and discuss ways that might help them have more self-control.
- Display a large soccer “goal” on the classroom wall or bulletin board. Let students write their “Self-control Goal” on soccer ball cut-outs and put them in the goal on Wednesday night (or the following Sunday morning) if they have met their goals.
- Write several sentences from the story on the board, leaving one word out of each sentence. Ask the students to fill in the missing blanks.
- The [“First Murder”](#) word search (provided in activity sheets)

**3rd-4th Graders:**

- Same activities as above.
- Have the children read Genesis chapter four. [This could be assigned Sunday, to be completed by Wednesday.]
- Have the children read pp. 20-21 of *Noah and the People of Faith*, Contemporary Bible Series, Scandinavia, Contemporary English Version (DISCLAIMERS: p. 8—change “give life to” to “bring forth”; p. 13—remove “before the day is over” from the last sentence; p. 20—change “destroy” to “rule over”; p. 24—change appropriate sentences to “every kind of land animal...” and “Noah took males and females of every...”)
- Divide students into groups, and give each group a concordance. Have students look up biblical references to anger and jealousy.
- Memory Game: Use facts from this and previous lessons to make a memory game. Have a question on one card and the answer on another. Mix cards up and turn all cards face down. Have students turn over two cards at a time, trying to match the correct answer to each question.

- The “[First Murder](#)” word search (provided in activity sheets)
- Have the children read *Cain and Abel* by Nicole E. Dreyer, Arch Books (DISCLAIMER: some believe we should only pray to the Father—“dear Jesus” can be changed to “dear Lord” on p. 14)

## SONGS:

### “GENESIS 4:7”

Author: Jeff Miller

(Tune: See “[Hidden in My Heart](#)” CD)

### “CAIN AND ABEL” ([Click to Hear](#))

Author: Unknown\*

(Tune: “My Bonnie Lies Over the Ocean”)

Oh, Cain and Abel were brothers,  
First brothers on earth, it is true.  
Oh, Abel took care of the sheep,  
And Cain had farming to do.

Now Cain hated his brother.  
He was jealous both day and night,  
So Cain killed Abel, his brother.  
Cain just would not do what was right.

“Am I my brother’s keeper?  
I do not know where he is.”  
So God punished Cain for sinning,  
A wanderer he became.

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

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







# First Murder

## Genesis 4



Old Testament 1  
Part 2: Bible Firsts

## WEDNESDAY EVENING

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

### SCRIPTURE REFERENCES:

Genesis 4; Hebrews 11:4; 1 John 3:10-12

### MEMORY WORK:

“If you do well, will you not be accepted? And if you do not do well, sin lies at the door. And its desire is for you, but you should rule over it” (Genesis 4:7).

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

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

- [“Genesis 4:7”](#)
- [“Cain and Abel”](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- “Genesis Chapter Summary” from [“Kids Prep”](#) CD by Jeff Miller
- Bible Class Workshop Visuals: [“Cain and Abel”](#)
- Creation, Adam, and Cain: A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Betty Lukens' felt pieces
- Older Students: Make flashcards showing the progression of sin: (Jealousy → Anger → Murder → Lying → No Sorrow or Repentance for Wrongdoing)



## PERSONAL APPLICATION:

God is not happy when I am jealous or angry or act hatefully to others. Often, one wrong choice can lead to another wrong choice. So I must always be careful to make the right choices.

## INTRODUCTION:

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

## POINTS TO EMPHASIZE:

1. Talk about how easy it is to speak hatefully to someone at school who makes you angry, how easy it is to feel jealous of someone for making better grades or getting on the football team, etc. The best things to do are: walk away from the situations and people who make us angry until you can think more clearly and calm down; talk to someone who can help you; talk to God about your anger and ask for His help, etc.
2. Let children role play situations that involve how to handle anger in the right ways:  
Can use words like, “I feel...,” “I do not like...,” etc, but must still choose to control their anger.

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

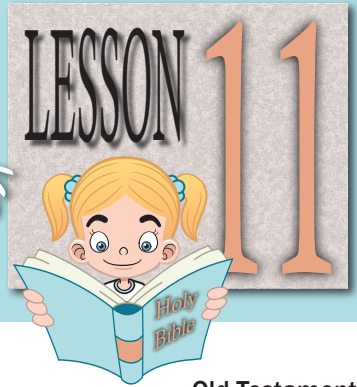
- See Sunday morning’s lesson

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



# First Man to be Taken by God to Paradise Without Dying

## Genesis 4:16-5:24



Old Testament 1  
Part 2: Bible Firsts

## SUNDAY MORNING

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

### SCRIPTURE REFERENCES:

Genesis 4:16-5:24; Revelation 21-22

### MEMORY WORK:

“Then we who are alive and remain shall be caught up together with them in the clouds to meet the Lord in the air. And thus we shall always be with the Lord” (1 Thessalonians 4:17).

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

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

- “[Heaven is A Wonderful Place](#)”
- “[This Little Christian Light of Mine](#)”
- “[Lord’s Army](#)”
- “[Roll the Gospel Chariot](#)”

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP’s Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- Apologetics Press’ [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- “Genesis Chapter Summary” from “[Kids Prep](#)” CD by Jeff Miller
- Bible Class Workshop Visuals: “[Generations Poster](#)”; “[Walk Poster](#)”; “[Feet](#)”
- Enoch, Noah, and Babel: A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Betty Lukens’ felt pieces
- Make footprints on construction paper or cardstock. Write key words from the lesson on each one, and laminate them. Put the footprints on the board or floor (making a “path”) as you teach the lesson.



## PERSONAL APPLICATION:

God has promised that I will live forever with Him in heaven if I do as He tells me in His Word.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Last week, we studied about the first murder when Cain killed his brother, Abel. Cain made a very bad choice. Today, we are going to learn about someone who made many good choices and obeyed God. He was the first man to go to paradise without dying! We can learn from him and decide that we will always obey God, too.

### INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson

What do you think about heaven? Most of the time we think of heaven as the place where we want to go when we die. Did you know that two men went to paradise without dying? They were Enoch and Elijah. Today we are going to talk about Enoch. He was determined to do what was right every day. God was so pleased with him, that God took Enoch to paradise before he died.

### POINTS TO EMPHASIZE:

1. After Cain killed Abel, God punished him by sending him away from his homeland and away “from the presence of the Lord.” Genesis 4:16 says that he went eastward and settled “in the land of Nod.” (See Teacher’s Note in Lesson 10)
2. Cain married and had a son whom he named Enoch. (This is not the same Enoch who walked with God—Genesis 5:18.) Even though Cain moved from place to place (was a nomad or wanderer), Cain built a city for his firstborn son and called it by that son’s name: Enoch. Perhaps this was Cain’s way of trying to give his son permanent roots. Sadly, he gave Enoch a city, but did not give him a loving respect for God.



**NOTE:** As age appropriate, teacher may want to explain that Cain did marry his sister, but during this time it was not wrong. (There was no law against it.)



**RECOMMENDED READING FOR TEACHERS:** See the article “[Who Did Cain Marry?](#)” on the Apologetics Press Web site for further study.

3. After Abel’s death, God gave Adam and Eve another son whom they named Seth. Genesis 4:26 says that during the lifetime of Seth, “men began to call upon the name of the Lord.” The descendants of Seth turned to God, but Cain’s descendants turned away from Him.
4. Another one of Seth’s descendants was also named Enoch. Enoch was a righteous man, described as “one who walked with God.” What does that mean? He enjoyed a special relationship with God because he separated himself from the wickedness around him and did his very best to obey God every day. Enoch was a righteous man. He loved God and wanted more than anything to do what was right.

5. When Enoch was 365 years old, God decided that Enoch didn't need to live in the world any longer. God decided to **take him** to paradise before he died like other people. Paradise was Enoch's reward for all the good choices he had made.



**NOTE:** Because of his faith (Hebrew 11:5), Enoch was “translated.” The word “translated” implies a sudden removal from mortality (the possibility of death) to immortality. Neither Enoch (nor Elijah when the Lord took him) went to heaven (the throne room of God). They were literally taken to paradise (“the bosom of Abraham”—Luke 16:19-31; cf. Luke 23:43). Paradise is where people who choose to obey God go when they leave this Earth. They will stay in paradise while they wait for the judgement day, when Jesus will come back and take them to heaven (Luke 23:43). For further reading, see the article, “No One Has Ascended to Heaven” on the Apologetics Press Web site).



**RECOMMENDED READING FOR TEACHERS:** See the article “[“No One Has Ascended to Heaven”](#)” by Eric Lyons on the Apologetics Press Web site for further study on the alleged biblical discrepancy on that subject. For study on what the Bible teaches about the afterlife and what happens after we die, see “[“Afterlife and the Bible”](#)” and “[“One Second After Death”](#)” by Dave Miller.

6. God has promised us that we will be rewarded with heaven if we will make good choices about what we do and say every day, just as Enoch did. He has promised that if we choose to do what is right, as Enoch did, He will give us the same special home in heaven.
7. What is heaven like? We don't know exactly what heaven is like. But we do know that it is a beautiful, special place. We know that God, with Jesus, and the angels are there. We know that there is no sadness or sickness or dying or pain there. There are no bad people, no war, no lying, no stealing, and no murder. In heaven it will never be dark. It will never be too cold or too hot. Everyone in heaven is very happy because they are with God and always will be with God—forever and ever (cf. Revelation 21).
8. Jesus talked about heaven as if it were a great mansion with many rooms, enough rooms for everyone of us who chooses to obey God. He said that He has gone there before us to get everything ready for us. Just as God provided a beautiful, perfect home in the Garden of Eden for Adam and Eve in the beginning, He is preparing a beautiful, perfect home in heaven for us. (With older students, read and discuss 1 John 1:5-7; Micah 6:8; Ecclesiastes 12:13; 2 Corinthians 5:7; Romans 6:3-4; John 14:1-3.)

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

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

**Ages 2-5:**

- “[First Man to be Taken to Paradise Coloring Sheet](#)” (provided in activity sheets)
- Make a sewing card of the word “heaven” for each child: Write or type the word “heaven” in large letters on a piece of paper. Make copies of the page on cardstock and have them laminated. Using a single-hole punch, punch holes around the edges of the word, and give each child a piece of yarn

long enough to “sew” through the holes. Put a piece of masking tape on the end of the yarn to make it easier to pull through the holes.

- Take a picture of each child walking. (Do this the previous Sunday or Wednesday.) Develop the photos and bring them to class. Let the children glue or tape their photos onto a piece of construction paper or card stock labeled, “I will walk with God like Enoch.”
- [The Enoch and Cloud Activity](#): On the clouds, write questions about the story and the corresponding answers on the “Enochs.” Laminate all of the cutouts, and put magnetic tape on the back of each one. Put all the cutouts on a magnetic board. Read the question on one cloud, then the answers on the Enoch figures. Let the children decide which answer cloud goes with which Enoch figure. (cutouts provided in activity sheets)

### 1st-2nd Graders:

- Write key verses from lesson on board or on a transparency projected onto the board. On index cards, write key words from each verse. Give each child a card. Ask the students to look at the verses and find the key words. (Example: Write “Cain” on a card. Show them Genesis 4:2. Ask them to point to or circle “Cain” in the verse.)
- [“Genesis 1-5 Multiple Choice Review Activity \(1st-2nd Grade\)”](#): Print a page for each child, or copy it onto a transparency/Power Point so that it can be projected onto the board and be done as a group activity. (provided in activity sheets)
- [The Enoch and Cloud Activity](#): On the clouds, write questions about the story and the corresponding answers on the “Enochs.” Laminate all of the cutouts, and put magnetic tape on the back of each one. Put all the cutouts on a magnetic board. Read the question on one cloud, then the answers on the Enoch figures. Let the children decide which answer cloud goes with which Enoch figure. (cutouts provided in activity sheets)

### 3rd-4th Graders:

- Print off copies of the [March, 2019](#) issue of *Discovery* Magazine from the Apologetics Press Web site, and have the students read it and do the activities in the activity section (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine).
- Advanced Bible Reader: Have the kids read Genesis chapter five (and any of the first four chapters that they have yet to read). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Genesis 1-5 quiz from AP’s [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- [“Genesis 1-5 Multiple Choice Review Activity \(3rd-4th Grade\)”](#): Print a page for each child, or copy it onto a transparency/Power Point so that it can be projected onto the board and be done as a group activity. (provided in activity sheets)
- Sword Drill: Give all the students the same 4-5 Scripture references about walking with the Lord. Set a kitchen timer to give them a time limit. The first student to find all the references wins the drill.
- Have students use concordances to look up scriptures about walking with the Lord (Examples: 2 Corinthians 5:7; Micah 6:8; 1 John 1:5-7; etc).

## SONGS:

### “THIS LITTLE CHRISTIAN LIGHT OF MINE” ([Click to Hear](#))

Author: Unknown\*

This little Christian light of mine, I’m gonna let it shine. (3X)  
Let it shine all the time, let it shine.

All around the neighborhood, I’m gonna let it shine. (3X)  
Let it shine, all the time, let it shine.

Hide it under a bushel, **no!** I’m gonna let it shine. (3X)  
Let it shine, all the time, let it shine.

### “ROLL THE GOSPEL CHARIOT” ([Click to Hear](#))

Author: Unknown\*

Roll the gospel chariot along. (3X)  
And we won’t tag along, behind.

If a brother’s in the way, we will stop and pick him up. (3X)  
And we won’t tag along, behind.

If a sister’s in the way, we will stop and pick her up. (3X)  
And we won’t tag along, behind.

If a sinner’s in the way, we will stop and pick him up. (3X)  
And we won’t tag along, behind.

Roll the gospel chariot along. (3X)  
And we won’t tag along, behind.

### “HEAVEN IS A WONDERFUL PLACE”

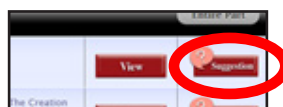
[See Internet for words and tune]

### “LORD’S ARMY”

[See Internet for words and tune]

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

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

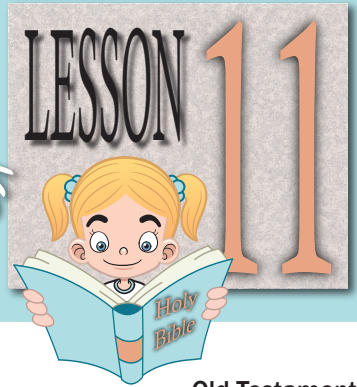






# First Man to be Taken by God to Paradise Without Dying

## Genesis 4:16-5:24



Old Testament 1  
Part 2: Bible Firsts

## WEDNESDAY EVENING

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

### SCRIPTURE REFERENCES:

Genesis 4:16-5:24; Revelation 21-22

### MEMORY WORK:

“Then we who are alive and remain shall be caught up together with them in the clouds to meet the Lord in the air. And thus we shall always be with the Lord” (1 Thessalonians 4:17).

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

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

- [“Heaven is A Wonderful Place”](#)
- [“Lord's Army”](#)
- [“This Little Christian Light of Mine”](#)
- [“Roll the Gospel Chariot”](#)

### LESSON VISUALS AND TEACHING AIDS:

- See Sunday morning lesson
- Pictures of famous rich people whom children might recognize. Tell something about what has happened to them since they became wealthy.

### PERSONAL APPLICATION:

God has promised that I will live forever with Him in heaven if I do as He tells me to in His Word.

### INTRODUCTION:

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



## POINTS TO EMPHASIZE:

1. Genesis 4 lists six more generations of Cain’s descendants. One of those descendants was Jubal, a musician (“the father of all those who play the **lyre and pipe**”). Another of Cain’s descendants was Tubal-cain, “the forger of all implements of bronze and iron.” The descendants of Cain, by our standards, were successful, but they had rejected God. God rejected these people and would eventually destroy them in the Flood.



**NOTE:** “**Lyre and pipe**” are correct translations, rather than “harp and organ,” as in KJV. The lyre was the same as used in the Temple centuries after the time of Cain, and the same as used by David. The pipe was a shepherd’s pipe. It is only referred to 3 times in the O.T.: Job 21:12, 30:31, and Psalm 150:4.

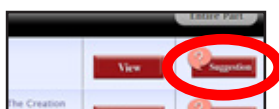
2. Enoch was a good man whom God rewarded for his obedience. But most of the people in the world around him were wicked. They depended on themselves and not God. They thought more about things than about God. There isn’t anything wrong with having possessions or making new things, unless having them becomes more important to us than God.
3. Most people in the world today think success is being famous, having lots of money, a big house, an expensive car, etc., but that is not what makes someone happy. Many people that have all those things—and many famous people—are very unhappy. (Give examples of prominent actors, athletes, etc., who “have it all” but are in trouble with the law, have trouble in their homes, etc. Also give examples of biblical characters who had wealth, power, physical abilities, etc., but did not put God first in their lives (e.g. Samson, Solomon, Ahab, etc.).
4. Wealthy people aren’t the only ones who make bad choices, of course. Many poor people do too. We must remember how important it is to obey God no matter what—to do the right thing even when no one is watching. Then we will be successful!

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

- See Sunday morning’s lesson

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

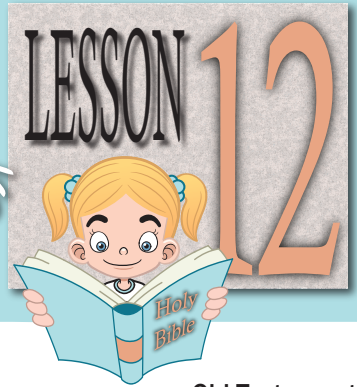
\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



# First Shipbuilder

(Recorded in Scripture)

Genesis 6-10



Old Testament 1  
Part 2: Bible Firsts

## SUNDAY MORNING

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

### SCRIPTURE REFERENCES:

Genesis 6-10; Hebrews 11:7; 1 Peter 3:18-22; 2 Peter 3:5-7

### MEMORY WORK:

“But Noah found grace in the eyes of the Lord” (Genesis 6:8).

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

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

- “[Genesis 6:8](#)”
- “[Noah, Noah, Build an Ark](#)”
- “[Good Ol’ Noah Built an Ark](#)”

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP’s Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum site)
- Apologetics Press’ [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- “Genesis Chapter Summary” from “[Kids Prep](#)” CD by Jeff Miller
- Enoch, Noah, and Babel: A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Select images from [www.freebibleimages.org/search/?character=Noah](http://www.freebibleimages.org/search/?character=Noah) (DISCLAIMER: some representations may be biblically inaccurate)
- Betty Lukens’ felt pieces
- AP videos on the Flood: [Flooded](#) videos; “[The Science of the Flood](#)”

### PERSONAL APPLICATION:

Because God loves me, He wants me to obey Him and to follow His instructions, just as Noah did, because obeying God is for our good and will make us happy in life.



## LESSON STARTS HERE

### TEACHING ALERTS:

- Note that the post-Flood rainbow may not have been the first rainbow on Earth, but rather the first rainbow since before the Flood.
- Note that Genesis 2:5-6 may not be saying that there was no rain until the Flood. It may be saying that there had been no rain on the Earth before God created humans (vs. 7).
- Note that the Flood involved more than destruction by water. It was a geologic upheaval (Genesis 7:11) which would have included seismic activity, including earthquakes, volcanoes, and lava being released onto the Earth's surface.
- Note that solely two of each kind were not taken onto the Ark. Two of each unclean animal and seven (possibly seven pairs) of each clean animal were brought (Genesis 7:2).
- Note that Noah did not have to track down the animals to bring on the Ark. They were sent to Noah by God (Genesis 7:9,15-16).
- Note that "species" is a modern term. Scripture indicates that representatives of various "kinds" of creatures came on the Ark—not all species. The biblical term "kind" may be more equivalent to the modern classification terms "family" or "genus."



### INTRODUCTION: (YOUNGER CHILDREN)

We have been studying about Bible firsts. Who was the first man to go to paradise without dying? (Enoch) We learned that he tried very hard to obey God. Today, we are going to learn about another man who loved God and obeyed Him. This man built a very large boat. Does anyone know the name of the man who built the first boat recorded in Scripture?

### INTRODUCTION: (OLDER CHILDREN)

Every day we have to make choices. God loves us so much that He gave each of us the ability to choose right from wrong. What are the choices made by the people we have studied the last few weeks? We need to obey God even if no one else is willing to do right. Noah was a man that chose to do right when everyone else around him was doing wrong. Noah's choice shaped his life and saved mankind.

### POINTS TO EMPHASIZE:

1. After Adam and Eve left the Garden, they had many sons and daughters, who also had many children. One of those children was Seth who was born after Cain killed Abel. Seth was determined to follow God and to lead his descendants in the right way.
2. After Cain killed Abel, he went eastward away from his parents, and he and his wife started their family. They also had many descendants (children).



**NOTE:** Genesis does not say that Cain found his wife in Nod, but that he "knew" her there (Genesis 4:16-17). She was either his sister or his niece. Remember, people lived and bore children for hundreds of years so she very well could have been much younger than Cain. We are not told when he married relative to his murdering of Abel.

3. These two family groups apparently developed and grew without having much to do with each other for about 1600 years. Then the good people (Seth's descendants) began to marry the bad people (Cain's descendants), and the world became very wicked and filled with violence. Most of the people in the world rebelled against God.



**RECOMMENDED READING FOR TEACHERS:** See the article “[Genesis 6:1-4 and the ‘Sons of God’](#)” by Trevor Major for a study on the identity of the “sons of God” and “daughters of men” spoken of in Genesis 6:1-2.

4. God was sorry that He had made man and decided to destroy every man, and animal from the face of the Earth. But **one man**—Noah—was a good man, and God would not destroy that **one man** and his family who did not deserve to die.
5. Noah is described as “a just man” (righteous, honest—unusual characteristics for men of that time); “perfect in his generation” or “blameless in his time.” The Bible also adds that “Noah walked with God.”
6. God gave Noah very specific instructions on how to build the ark and how many animals to take inside. He also told Noah to gather food for his family and the animals on the ark.
7. Facts about the ark: The ark was shaped more like a barge than a ship; it was made to float, not to be steered. It had 3 decks and was 300 cubits long, 50 cubits wide, and 30 cubits high. If the cubit is figured at 18 inches, the ark would have been 450 feet long, 75 feet wide, and 45 feet high. Its deck area would have been slightly more than 20 regulation size basketball courts, and it could have held as much as 520 modern railroad boxcars. Some think the cubit measured as much as 22 1/2 inches, making the ark 600 feet long, 100 feet wide, and 60 feet high. We cannot be absolutely sure about the size of the ark, but we do know that it was very, very large—larger than any other sea-going vessel for thousands of years. It also had separate rooms. The ark was to be made of gopher wood (which is unidentifiable today) and was to be covered inside and out with pitch (similar to tar) to make it waterproof.
8. While Noah was building the ark, God was bringing animals to him in pairs, both male and female.



**NOTE:** There were pairs of each of the unclean animals brought—one male and one female of each. However, there is disagreement among biblical scholars about the number of clean animals brought to the ark (cf. Genesis 7:1-2), i.e., whether there were seven of each clean kind or seven pairs of each clean kind. Either way, it is clear that there were many more of the clean than unclean animals.

9. For 40 days and 40 nights a hard rain fell. Genesis 7:11 says that “the fountains of the great deep were broken up, and the windows of the heaven were opened.” The water was so deep that it was over 22 feet above the highest mountaintop.
10. After 150 days, God sent strong winds which made the waters on the Earth begin to go down. After seven months, the water had gone down enough so that the ark came to rest on the mountains of Ararat (which may have been in modern day Turkey).
11. Noah used two birds to help him know when he and his family could leave the ark: a raven and a dove. Describe the journeys of the raven and the dove.

12. Over a year after the Flood began, God told Noah and his family that there was enough dry ground for them to go outside of the ark. The first thing Noah did was to build an altar to worship God.
13. God made a promise to Noah that He would never again destroy the whole world through a flood. A rainbow appeared in the sky as a reminder of His promise. Every time we see a rainbow, we can remember God’s promise and how important it is to obey God, just as Noah did.

**RECOMMENDED READING FOR TEACHERS:** For further study on the Ark, Flood, and attacks made against the biblical Flood, see the following articles/books on the Apologetics Press Web site:

- [\*\*Flooded\*\*](#) by Jeff Miller
- [\*\*“Does the Fossil Record Support Creation and the Flood?”\*\*](#) by Jeff Miller
- [\*\*“Alleged Discrepancies and the Flood”\*\*](#) by Eric Lyons
- [\*\*“Bill Nye/Ken Ham Debate Review: Tying Up Really Loose Ends”\*\*](#) by Jeff Miller
- “Was the Flood Global? Testimony from Scripture and Science” by Jeff Miller
- [\*\*“What Killed the Dinosaurs?”\*\*](#); [\*\*“Noah’s Ark—Not A ‘Rough’ Draught”\*\*](#); and [\*\*“Panning for Traces of the Flood”\*\*](#) by Kyle Butt
- [\*\*“Has Noah’s Ark Been Found?”\*\*](#) by Trevor Major
- [\*\*“Legends of the Flood”\*\*](#) by Eric Lyons and Kyle Butt



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

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

**Ages 2-5:**

- [“First Shipbuilder Coloring Sheet”](#) (provided in activities)
- Make copies of simple line drawings of Noah’s Ark on cardstock. Using a hole punch, punch holes around the outline and laminate if possible. Give each child a piece of yarn long enough to “sew” through the holes.
- Hide diecuts or pictures of animals around the room for children to find and identify.
- Make an ark out of a cardboard box or shoebox. Have various diecuts or pictures of animals, or small plastic animals. Ask the children questions about each animal (what animal makes each sound; what animals give us milk; what animal gives us eggs to eat; etc.). Each time they answer a question correctly, they can put their animals into the ark. [The teacher could also use this to review the story. Ask review questions; each time a child gives a correct answer, he/she can put an animal in the ark.]
- Have the children read *All Aboard with Noah! A Lift-the-Flap Book*, The Beginner’s Bible, Zonderkidz

**1st-2nd Graders:**

- [“The First Shipbuilder”](#) crossword puzzle (provided in activity sheets)

- Play “Bible Jeopardy” with key facts from this and previous lessons, making the more difficult questions worth more points.
- Have students research Flood legends on their own and bring the information on Wednesday night for discussion (Information can be found in [Dinosaurs Unleashed.](#)).
- Have the children read any of the following books:
  - *Bible Friends Noah*, by Jason Parish
  - *Noah and the Ark*, Zonderkidz I Can Read! Series, Kelly Pulley (DISCLAIMER: Add “land” before “animal” and “And more of some.” after “animal” on p. 12.)

### 3rd-4th Graders:

- “[The First Shipbuilder](#)” crossword puzzle (The teacher could put the puzzle onto a transparency and project it onto the board. Let the children fill in the blanks on the board.) (provided in activity sheets)
- Play “Bible Jeopardy” with key facts from this and previous lessons, making the more difficult questions worth more points.
- Print off copies of the following issues/articles of *Discovery Magazine* from the Apologetics Press Web site, and have the students read the issues and do the activities in the activity section (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery magazine*): [December, 2018](#); [January, 2019](#); [December, 2019](#); [April, 2019](#); [June, 2016](#); [August, 2014](#); [August, 2015](#); Also read the following, without doing the activities: “Dear Digger Doug” ([March, 2000](#)); “Dear Digger Doug” ([November, 2000](#)); “Dear Digger Doug” ([April, 2008](#))
- Have the children read Genesis chapters 6-9. [This could be assigned Sunday, to be completed by Wednesday.]
- O B E Y (large letters cut out or drawn on chalkboard with information about the ark beside each one)
- Have students research Flood legends on their own and bring the information on Wednesday night for discussion (Information can be found in [Dinosaurs Unleashed.](#)).
- Have the children read any of the following books:
  - *Noah Ladybird* book (DISCLAIMER: note that ALL of the mountains were covered)
  - *Noah and the Very First Rainbow Arch* book
  - *Noah’s Ark and the Great Flood* book (DISCLAIMER: skip pages 30 and 31)
  - *Noah and the Great Flood*, by Penny Frank (DISCLAIMERS: p. 8—remove the second sentence; p. 16—remove the sentence starting with “The birds need...”)
  - *Noah and the Ark*, by Sarah Toast, Publications International (DISCLAIMERS: p. 6—change “animal” to “land animal”; p. 13—change “one hundred and fifty days” to “many months”; p. 17—remove the second sentence, starting with “He saw that...”)
  - Have the children read pp. 22-19 of *Noah and the People of Faith*, Contemporary Bible Series, Scandinavia, Contemporary English Version (DISCLAIMERS: p. 8—change “give life to” to “bring forth”; p. 13—remove “before the day is over” from the last sentence; p. 20—change “destroy” to “rule over”; p. 24—change appropriate sentences to “every kind of land animal...” and “Noah took males and females of every...”)

### SONGS:

#### “GENESIS 6:8”

Author: Jeff Miller

(Tune: See “[Hidden in My Heart](#)” CD)

**“GOOD OL’ NOAH BUILT AN ARK” ([Click to Hear](#))**

Author: Unknown\*

(Tune: “Old McDonald”)

Good ol’ Noah built an ark, like God told him to.  
And on the ark he took [use: “at least” for clean animals] two “pigs”, like God told him to.

With an “oink”, “oink” here

and an “oink”, “oink” there.

Here an “oink”, there an “oink”

Everywhere an “oink”, “oink.”

Good ol’ Noah built an ark, like God told him to.

(Continue with different animals and their sounds)

**“NOAH, NOAH, BUILD AN ARK” ([Click to Hear](#))**

Author: Unknown\*

(Tune: “Row, Row, Row Your Boat”)

God looked down upon a wicked, wicked world.

“I will send a worldwide flood,

Where is one good man?”

“Noah, build an ark, according to My plan,

Build it out of gopher wood,

I’ll bring the animals in.”

For 40 days and 40 nights the rain came tumbling down.

Eight were safe inside the ark.

The rest of the world did drown.

One year and 17 days they stayed inside the ark.

It came to rest on Ararat.

God dried the waters up.

“Noah, you righteous man, look up into the sky.

I’ll never flood the world again.

The rainbow is My sign.”

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

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

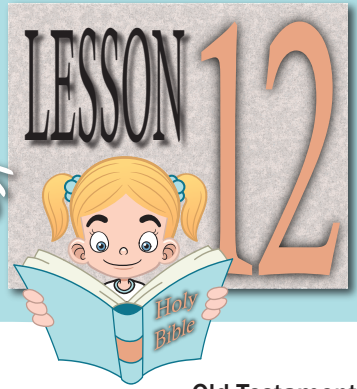




# First Shipbuilder

(Recorded in Scripture)

Genesis 6-10



Old Testament 1  
Part 2: Bible Firsts

## WEDNESDAY EVENING

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

### SCRIPTURE REFERENCES:

Genesis 6-10; Hebrews 11:7; 1 Peter 3:18-22; 2 Peter 3:5-7

### MEMORY WORK:

“But Noah found grace in the eyes of the Lord” (Genesis 6:8).

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

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

- [“Genesis 6:8”](#)
- [“Noah, Noah, Build an Ark”](#)
- [“Good Ol’ Noah Built an Ark”](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- “Genesis Chapter Summary” from [“Kids Prep”](#) CD by Jeff Miller
- Enoch, Noah, and Babel: A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Select images from [www.freebibleimages.org/search/?character=Noah](http://www.freebibleimages.org/search/?character=Noah) (DISCLAIMER: some representations may be biblically inaccurate)
- Betty Lukens' felt pieces
- AP videos on the Flood: [Floded](#) videos; [“The Science of the Flood”](#)

### PERSONAL APPLICATION:

Because God loves me, He wants me to obey Him and to follow His instructions, just as Noah did, because obeying God is for our good and will make us happy in life.



## INTRODUCTION:

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

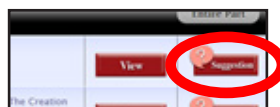
## POINTS TO EMPHASIZE:

1. Emphasize the obedience and commitment of Noah and the importance of our complete obedience to God, even when we might not understand His commands.
2. Spend time going over the information found in the [October, 2007](#) issue of *Discovery*. Discuss the “marks” the Flood left and the legends of Floods from various ancient civilizations.
3. Discuss what students found in their own research.

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

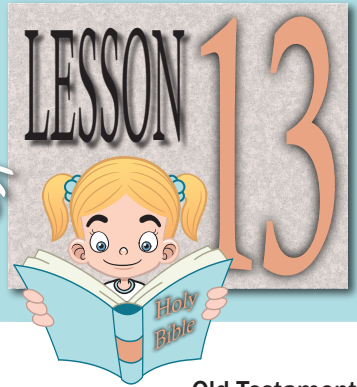
- See Sunday morning’s lesson
- Any of the puzzles/activities from [October, 2007 Discovery](#)

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



# First Skyscraper

Genesis 11:1-9



Old Testament 1  
Part 2: Bible Firsts

## SUNDAY MORNING

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

### SCRIPTURE REFERENCES:

Genesis 11:1-9; 10:8-10,32; 9:18-19; Matthew 23:12; Galatians 6:3; 1 Peter 5:5

### MEMORY WORK:

Younger Children: "So the Lord scattered them abroad from there over the face of all the Earth" (Genesis 11:8a).

Older Children: "Humble yourselves in the sight of the Lord, and He will lift you up" (James 4:10). -or-

"So the Lord scattered them abroad from there over the face of all the Earth, and they ceased building the city" (Genesis 11:8).

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

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

- ["He's Got the Whole World in His Hands"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under "O.T. 1 Bible Facts" on curriculum site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- "Genesis Chapter Summary" from "[Kids Prep](#)" CD by Jeff Miller
- Enoch, Noah, and Babel: A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Betty Lukens' felt pieces
- Model of Tower of Babel made out of boxes or wooden blocks
- [Map of Post-Flood World](#) (provided in activity sheets)



- **Pictures of towers/ziggurats built by the Sumerians and Babylonians**

## PERSONAL APPLICATION:

God has given me talents and expects me to use them, but He does not want me to take all the credit and forget about Him. God must come first, and we should give God the glory, not ourselves.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Who was the first shipbuilder? We studied about Noah last week and how he walked with God, and we want to obey like Noah. Today, we are going to learn about the first skyscraper. Briefly explain what a skyscraper is. We are going to learn about the Tower of Babel. We are going to see the right attitude we should have when we study this story.

### INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson

Have you ever done something just so other people will notice? Do you know someone who always wants to be recognized and praised for everything they do? People who do things only to be recognized by others have too much pride. Pride can be a sinful attitude and most people who have too much pride feel they no longer need God. The people in today's story had too much pride and felt they needed the recognition of men (i.e., they wanted to be noticed and praised by men) rather than God's approval. We need to be careful to always rely on God and give Him the glory for things we do.

### POINTS TO EMPHASIZE:

1. After the Flood, God told Noah and his family that they should have many children and fill the Earth with people. Noah's family moved eastward from the mountains of Ararat where the ark came to rest.
2. They decided to settle in the plains of Shinar, an area between the Tigris and Euphrates Rivers, which would later become the great Babylonian Empire. (That area was also part of what later became known as "The Fertile Crescent.") The people (called the "sons of men," 11:5), under the direction of Nimrod, a great-grandson of Noah, decided to build a great city there and a tower that would reach into heaven.
3. There were many possible reasons for this great building project. They wanted to make a name for themselves, i.e., to be known then and through the ages as the people who built **the** tower into heaven. They also wanted to be able to stay together and not be scattered all over the Earth as God commanded them (Genesis 9:1), and they wanted to show their self-reliance and independence from God. They were full of pride and self-confidence.
4. The people were very smart. They knew how to make bricks, how to use mortar to put the bricks together, and how to design and build great structures. (Mud was used to make sun-dried bricks instead of stone, and asphalt/tar or bitumen was used as mortar. Many scholars think that tar may have seeped through the ground, as it did in the LaBrea Tar Pits of California. So it was readily accessible.)



**NOTE:** The Sumerians and the Babylonians would later build towers. Their towers were called “ziggurats”; they were built mainly for the purpose of idol worship. Shrines to the idols were on top of the towers so that ordinary men could communicate with their gods.

5. God knew what the people were doing, and He did not like it. He was angry about the building of the great tower and angry that the people decided on their own not to scatter all over the Earth as He had told them. He was angry that they had such an arrogant, self-sufficient attitude, thinking more and more about their own work and less and less about the God who gave them their strength and knowledge. He knew that they eventually would forget about Him entirely and begin to worship the things they made.
6. They were very proud of themselves and **pride** is a sin against God.



**RECOMMENDED READING FOR TEACHERS:** See the article “[What was the Sin at Babel?](#)” by Kyle Butt on the Apologetics Press Web site for further study on that subject.



**Pride:** means to be pleased with oneself, especially because of something you own or something you have done; to be conceited, arrogant, or haughty. (With 3rd-4th graders, read and discuss Proverbs 11:2, 16:18; Matthew 23:12; 1 Corinthians 10:12; Galatians 6:3.)

7. God decided to stop the building of the tower. From the Flood to the time of Babel, all men still spoke the same language. It was easier for them to work together (and sin together!) if they all spoke the same language. God decided to stop the building of the tower, and the quickest way to do that was to make them speak many different languages so that they could not all work together. (Discuss how it must have been to suddenly not be able to communicate with those around you.)



**RECOMMENDED READING FOR TEACHERS:** See the article “[Only One Language before Babel?](#)” by Eric Lyons on the Apologetics Press Web site for further study on the alleged biblical discrepancy that Genesis 10:5,20,31 contradict 11:1.

8. The people were forced to stop building, and they moved all over the Earth, as God had previously instructed them.



**NOTE:** We do not know how much time passed between the Flood and the building of the tower of Babel, but it is possible that Noah may have been alive during this time, and even more likely that his sons were alive also. Genesis 9:28 says that Noah lived 350 years after the Flood, and 11:10 says that Shem lived 502 years after the Flood (Genesis 10:5,32; 11:9).



**RECOMMENDED READING FOR TEACHERS:** See the article “[Peleg, Pangea, and the Division of the Earth](#)” by Kyle Butt and “[The Origin of Language and Communication](#)” for a study about the meaning of Peleg in Genesis 10 and a study of the origin of language and the problems it presents for evolution (see also, “[Pre-Babel Confusion?](#)” by Eric Lyons). For historical evidence of the Babel incident, see “[Babel: More Historical Confirmation of the Bible](#)” by Dave Miller. For a more extensive study (on a high school level) of what we know about Babel and what was going on in the world at the time, see [Flooded](#) by Jeff Miller.

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

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

### **Ages 2-5:**

- “[First Skyscraper Coloring Sheet](#)” (provided in activity sheets)
- Help the children build towers out of sugar cubes and frosting or glue, or large cardboard blocks, Legos, or wooden blocks. Take pictures of their towers, and glue the pictures on papers labeled “Tower of Babel.”
- As the children are building their towers, talk about the people’s attitudes toward God (they did not want to obey; they thought they were smarter than God, etc.).

### **1st-2nd Graders:**

- Build a tower out of shoeboxes or other cardboard boxes. **Or** draw an outline of a tower on the board. Write key phrases or words on strips of paper that will fit on the sides of the boxes. Give each child a phrase and ask them to put the story in chronological order.
- Write key words from the story on “blocks” made from construction paper or cardstock. Give each child a “block” and ask him tell what that word had to do with the story.
- Read several words in another language or play a tape recording of someone speaking in another language. Ask the children if they understood the words or if it was confusing to them.
- “[First Skyscraper Multiple Choice Activity](#)” (provided in activity sheets)
- “[First Skyscraper](#)” crossword puzzle (provided in activity sheets)

### **3rd-4th Graders:**

- Print off copies of the following issue/articles of *Discovery Magazine* from the Apologetics Press Web site, and have the students read the issues and do the activities in the activity section (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery Magazine*): [September, 2009](#)
- Advanced Bible Reader: Have the kids read Genesis chapters 10-11 (and chapters 6-9 if they did not read those chapters last week). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Genesis 6-10 quiz from AP’s [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Build a tower out of shoeboxes or other cardboard boxes. **Or** draw an outline of a tower on

the board. Write key phrases or words on strips of paper that will fit on the sides of the boxes. Give each child a phrase and ask them to put the story in chronological order.

- Write key words from the story on “blocks” made from construction paper or cardstock. Give each child a “block,” and ask him to tell what that word had to do with the story.
- Discuss opposites with students, such as pride and humility. Give them concordances and have them find references to the words. Discuss the scriptures they find.
- Play [Tic-Tac-Toe](#) with information from this lesson and previous lessons (board provided in activity sheets)
- [“First Skyscraper Multiple Choice Activity”](#) (provided in activity sheets)
- [“First Skyscraper”](#) crossword puzzle (provided in activity sheets)
- Have the children read pp. 30-31 of *Noah and the People of Faith*, Contemporary Bible Series, Scandinavia, Contemporary English Version (DISCLAIMERS: p. 8—change “give life to” to “bring forth”; p. 13—remove “before the day is over” from the last sentence; p. 20—change “destroy” to “rule over”; p. 24—change appropriate sentences to “every kind of land animal...” and “Noah took males and females of every...”)
- Have the children read any of the following books:
  - *Jibber-Jabber: The Tower of Babel*, by Mary Manz Simon
  - *Tower of Babel*, by Master Books (pop-up book) (DISCLAIMER: skip page 22)
  - *The Tower of Babel*, by Martha Streufert Jander, Arch books (DISCLAIMER: mark out the last line on p. 9 starting with “And how...”; mark out “forgave them” on p. 14; skip the note to parents)

## SONGS:

### “HE’S GOT THE WHOLE WORLD IN HIS HANDS” ([Click to Hear](#))

Author: Unknown\*

He’s got the whole world, in His hands. (3X)

He’s got the whole world in His hands.

He’s got the little bitty babies, in His hands. (3X)

He’s got the whole world in His hands.

He’s got you and me, brother, in His hands.(3X)

He’s got the whole world in His hands.

He’s got you and me, sister, in His hands. (3X)

He’s got the whole world in His hands.

He’s got the mommas and the daddies, in His hands. (3X)

He’s got the whole world in His hands.

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

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

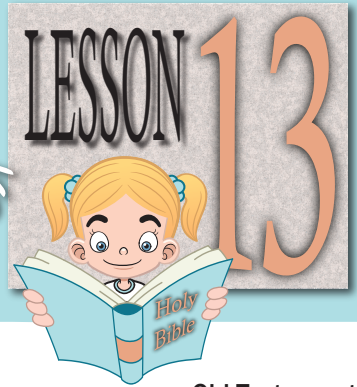






# First Skyscraper

Genesis 11: 1-9



Old Testament 1  
Part 2: Bible Firsts

## WEDNESDAY EVENING

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

### SCRIPTURE REFERENCES:

Genesis 11:1-9; 10:8-10,32; 9:18-19; Matthew 23:12; Galatians 6:3

### MEMORY WORK:

Younger Children: "So the Lord scattered them abroad from there over the face of all the Earth" (Genesis 11:8a).

Older Children: "Humble yourselves in the sight of the Lord, and He will lift you up" (James 4:10). -or-

"So the Lord scattered them abroad from there over the face of all the Earth, and they ceased building the city" (Genesis 11:8).

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

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

- ["He's Got the Whole World in His Hands"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- [Creation & Bible Firsts](#) (provided under "O.T. 1 Bible Facts" on curriculum site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- "Genesis Chapter Summary" from "[Kids Prep](#)" CD by Jeff Miller
- Enoch, Noah, and Babel: A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Betty Lukens' felt pieces
- Model of Tower of Babel made out of boxes or wooden blocks
- [Map of Post-Flood World](#) (provided in map section on Web site)



- **Pictures of towers/ziggurats built by the Sumerians and Babylonians**

### PERSONAL APPLICATION:

God has given me talents and expects me to use them, but He does not want me to take all the credit and forget about Him. God must come first, and we should give God the glory, not ourselves.

### INTRODUCTION:

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

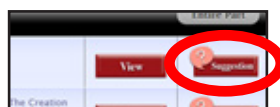
### POINTS TO EMPHASIZE:

1. With older children, go through the following points on “Overcoming Pride” (taken from Steve Housley, Eastern Meadows church of Christ bulletin, September 10, 1995):
  - Pray—James 1:5
  - Admit sin to self; examine self on basis of God’s standards—1 John 1:8
  - Humble yourself—James 4:12
  - Obey God—1 Samuel 15
  - Be aware of how pride can hurt you, your family, and the Church—Matthew 6:1-6,16
  - Don’t use others’ shortcomings to make yourself look important—Matthew 7:1-5

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

- See Sunday morning lesson
- Use any games for review of books of the Bible and review of previous lessons, such as [Tic-Tac-Toe](#), spelling key words, flashcards, etc. (board provided in activity sheets)

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



# God: The One and Only

## Genesis 1:1



Old Testament 1  
Part 2: Bible Firsts

## SUNDAY MORNING

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

### SCRIPTURE REFERENCES:

Genesis 1:1; John 1:1-5; 4:24

### MEMORY WORK:

“God is spirit, and those who worship Him must worship in spirit and truth” (John 4:24).

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

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

- “[God Exists](#)”
- “[He Careth for Me](#)”
- “[God’s Love is Like a Circle](#)”
- “[God is with Me](#)”
- “[My God is So Big!](#)”
- “[He’s Got the Whole World in His Hands](#)”

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP’s Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum site)
- Apologetics Press’ [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- “Genesis Chapter Summary” from “[Kids Prep](#)” CD by Jeff Miller
- Bible Class Workshop Visuals: “[John 4:24 Poster](#)”; “[John 4:24 Bookmark](#)”
- Pictures to use with point #2 (“God is not like...”)
- Word cards or circles with key words on them to use while teaching the lesson
- Short AP video, “[God: Perfect in ALL of His Attributes](#)”

### PERSONAL APPLICATION:

God is all-knowing and all-powerful. He loves us and gives us everything we need.



## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

We have been studying about some Bible Firsts. Today, we are going to talk about who God is. He is not the first God; He is the one and only God.

### INTRODUCTION: (OLDER CHILDREN)

Who is God? When you think of God what picture do you have in your mind? (Discuss for a few minutes.) Today we are going to talk about who God is.

### POINTS TO EMPHASIZE:

1. No one has ever seen God or touched Him, because He is not human. He doesn't have a body like we do; He is spirit (John 4:24). He wants us to know Him, love Him, and obey Him because of Who He is (2 Peter 3:9). We can learn about God through His Word—the Bible—and through all the things around us that He created (Romans 1:20).
2. Some people think that God is like:
  - Santa Clause—a jolly old fellow who gives us whatever we ask for
  - A ghost—scary and unreal
  - Superman—stronger than men but not perfect; make-believe
  - A magician—uses tricks to make people believe and obey Him
  - A policeman—always watching for our mistakes so He can punish us
  - Something made of gold or stone; something made by man
3. But God is real, not make-believe. He cares about us too much to give us everything we want, since He knows some of the things that we want won't be good for us. He is much more powerful than Superman or any real man. Nothing He does is magic or trickery. He is **not** a ghost, and He is **not** always watching for us to make mistakes. If He is **not** any of these things, who **is** God?
4. God is our Father (Malachi 2:10a; Matthew 6:9).
5. God is love, and because He loves each one of us, He takes care of each one of us (1 John 4:8; Matthew 6:8,25-30).
6. God is spirit; He does not have a body like ours (John 4:24). So He is not male or female. We say "He" because the Bible refers to God in that way, but He does not have a boy's body.
7. God is invisible (1 Timothy 1:17, 6:15-16). No human has ever seen God. But He is very, very real and is with us all the time.
8. God is eternal. That means He has always been and will always be. He was **not** created, but He created everything (Genesis 1:1; John 1:1-5; Psalm 90:2). He was not born, nor will He ever die. He had no beginning, nor will He have an end.
9. God is **omnipotent**, which means that God is all-powerful. This does not mean He can do things like make a triangle that has four sides instead of three, because that wouldn't make

sense. If something can be done (logically), God can do it. There **are** things that God **will not** do, because those things go against His very nature (lie, break a promise, etc) (Genesis 18:14; Matthew 19:26; Jeremiah 32:17; Titus 1:2).

10. God is **omniscient**, which means that He knows everything that is going on all the time, in every place. It also means that He is the source of all knowledge (1 John 3:20; Hebrews 4:13; Psalm 139:2-6).
11. God is **omnipresent**, which means that He is in every place in the Universe at the same time. He is **everywhere** (Psalm 139:7-10; Jeremiah 23:24; Psalm 145:18; Isaiah 43:10)! In fact, He is every when, too. God is not bound by time like we are. So He can be in the past, present, and future at the same time. We have nothing to fear about tomorrow. God is already there waiting for us.



**RECOMMENDED READING FOR TEACHERS:** See the “**Who is God?**” audio series by Dave Miller, “**A Coherent Definition of a God**” by Kyle Butt, and the “**Existence of God: Nature of God**” section on the Apologetics Press Web site for a deeper study on the God of the Bible.

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

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

#### Ages 2-5:

- Have small, decorated gift boxes in which each child can put pictures of God’s gifts. **Or** gift-wrap several small boxes (enough so that each child can have one). Put a picture of one of God’s gifts or a small object (plastic flower, small animal, small Bible, etc.) in each box. Let each child unwrap a box and then talk about why their “surprise” is such a gift from God.
- Talk to the children about how God made each one special and how much He loves them. Take a picture of each child. Help them make craft stick frames to put their pictures in. The teacher can write on the frames, “God made (child’s name) special.” **Or** the children could glue small mirrors in their frames.

#### 1st-2nd Graders:

- “[The One and Only](#)” word search (provided in activity sheets)
- “[Romans 8:38-39](#)” word search (provided in activity sheets)
- Talk to the children about how God made each one special and how much He loves them. Take a picture of each child. Help them make craft stick frames to put their pictures in. The teacher can write on the frames, “God made (child’s name) special.”
- Write the following sentences on the chalkboard (or put on transparency/power point). Make answer cards with the words in parentheses; put Velcro, magnetic tape, or plasti-tak on the back of each card. The students can use the answer cards to “fill in the blanks.”
  1. God is \_\_\_\_ (John 4:24) (spirit)
  2. God is \_\_\_\_ (1 John 4:8) (love)
  3. “In the beginning, God \_\_\_\_ the heavens and the earth.” (Genesis 1:1) (created)
  4. 1 Timothy 1:17 says that God is \_\_\_\_\_. (invisible)

5. \_\_\_\_\_ 1:20 says that we can learn about God through what He has made. (Romans)
6. The Bible uses words like \_\_\_\_\_ and “He” to describe God. (Father)
7. According to 1 Corinthians 8:6, how many Gods are there? (one)
8. Because God is spirit, He does not live in \_\_\_\_\_ made by human hands. (Acts 17:24)  
(houses)

### 3rd-4th Graders:

- Print off copies of the following issues/articles of *Discovery Magazine* from the Apologetics Press Web site, and have the students read the issues and do the activities in the activity section (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine): “Jesus, Rose of Sharon” ([June, 2001](#)); [October, 2003](#); “Strange Fire” ([July, 2000](#))
- Advanced Bible Reader: If they have yet to do so this quarter, have the kids read [How do You Know God is Real?](#) by Kyle Butt (Apologetics Press). (If they do not have time to finish it in class, you could assign it as homework.) Print out copies of the corresponding quiz from AP’s [Advanced Bible Reader](#) (ABR) site under “Other Books.” Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Draw a [Tic-Tac-Toe](#) grid on the board. In each section of the grid write a description of God which was used in the lesson. Divide the class into two teams. An “X” or “O” should be drawn in each space when the teams can give the proper definition of the descriptions in each space. (board provided in activity sheets)
- [“Romans 8:38-39”](#) word search (provided in activity sheets)
- [“The One and Only”](#) word search (provided in activity sheets)
- Write the following sentences on the chalkboard (or put on transparency/power point). Make answer cards with the words in parentheses; put Velcro, magnetic tape, or plasti-tak on the back of each card. The students can use the answer cards to “fill in the blanks.”
  1. God is \_\_\_\_\_ (John 4:24) (spirit)
  2. God is \_\_\_\_\_ (1 John 4:8) (love)
  3. “In the beginning, God \_\_\_ the heavens and the earth.” (Genesis 1:1) (created)
  4. 1 Timothy 1:17 says that God is \_\_\_\_\_. (invisible)
  5. \_\_\_\_\_ 1:20 says that we can learn about God through what He has made. (Romans)
  6. The Bible uses words like \_\_\_\_\_ and “He” to describe God. (Father)
  7. According to 1 Corinthians 8:6, how many Gods are there? (one)
  8. Because God is spirit, He does not live in \_\_\_\_\_ made by human hands. (Acts 17:24)  
(houses)
- Have Bibles, concordances, and Bible dictionaries for the students to look up answers for the following:
  1. Find at least two scriptures where “justice” or “just” is used.
  2. Look up the definition of “just” and “righteous.”
  3. Read Psalm 19:9 and 119:7,62,106,160, & 164. What is called “righteous” in these verses?
  4. Fill in the blanks for Acts 10:34-35: “... \_\_\_\_\_ shows no \_\_\_\_\_, but in every nation whoever \_\_\_ Him and works \_\_\_\_\_, is accepted by Him.”

5. Romans 14:10 says that “we shall all stand before the \_\_\_\_\_ seat of Christ.” Find in the concordance the verse in Romans that speaks of “the righteous judgment of God.”

## SONGS:

### “GOD EXISTS”

Author: Jeff Miller

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

#### VERSE 1:

If there’s an engine, there’s an engineer.  
If there’s a painting, there’s a painter somewhere.  
If there’s a law, there’s a law maker.  
If there is writing, there’s a writer for sure.  
  
If there’s design in the world, and we know that there is,  
There must be a Designer, Who designed it.

#### CHORUS:

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

#### VERSE 2:

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

#### (CHORUS)

#### VERSE 3:

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

#### (CHORUS)

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

### “HE CARETH FOR ME” ([Click to Hear](#))

Author: Unknown\*

He careth for me.  
He careth for me.  
First Peter 5:7, “He careth for me.”  
(Repeat)

**“HE’S GOT THE WHOLE WORLD IN HIS HANDS” ([Click to Hear](#))**

Author: Unknown\*

He’s got the whole world, in His hands. (3X)  
He’s got the whole world in His hands.  
He’s got the little bitty babies, in His hands. (3X)  
He’s got the whole world in His hands.  
He’s got you and me, brother, in His hands.(3X)  
He’s got the whole world in His hands.  
He’s got you and me, sister, in His hands. (3X)  
He’s got the whole world in His hands.  
He’s got the mommas and the daddies, in His hands. (3X)  
He’s got the whole world in His hands.

**“MY GOD IS SO BIG!”**

Author: Ruth Harms Calkin

[See Internet for words and tune]

**“GOD’S LOVE IS LIKE A CIRCLE”**

[See Internet for words and tune]

**“GOD IS WITH ME”**

[See Internet for words and tune]

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

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





# God: The One and Only Genesis 1:1



Old Testament 1  
Part 2: Bible Firsts

## WEDNESDAY EVENING

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

### SCRIPTURE REFERENCES:

Genesis 1:1; John 1:1-5; 4:24

### MEMORY WORK:

“God is spirit, and those who worship Him must worship in spirit and truth” (John 4:24).

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

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

- “[God Exists](#)”
- “[He Careth for Me](#)”
- “[God's Love is Like a Circle](#)”
- “[God is with Me](#)”
- “[My God is So Big!](#)”
- “[He's Got the Whole World in His Hands](#)”

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- “Genesis Chapter Summary” from “[Kids Prep](#)” CD by Jeff Miller
- Bible Class Workshop Visuals: “[John 4:24 Poster](#)”; “[John 4:24 Bookmark](#)”
- Pictures to use with point #2 (“God is not like...”)
- Word cards or circles with key words on them to use while teaching the lesson
- Short AP video, “[God: Perfect in ALL of His Attributes](#)”

### PERSONAL APPLICATION:

God is all-knowing and all-powerful. He loves us and gives us everything we need.



## INTRODUCTION:

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

## POINTS TO EMPHASIZE:

1. God is just. He is the Judge about what is right and wrong. Since He will be the Judge at the Day of Judgment, we can be thankful that He is also fair. He uses the same standard of measurement for everyone’s life, and that standard is His Word: the Bible.
2. God is righteous. God is holy—completely without sin; completely pure; and set apart from any other being that ever has been. He cannot have anything to do with sin (Isaiah 59:1-2).

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

- See Sunday morning’s lesson

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

