

# GENESIS 1

## BOOK OF THE FOUNDATIONS OF OUR FAITH

**Note about reading the Bible verses:** It is important that someone read the verses who can read with ease. The reader should not be struggling over the words, so that he can put proper expression into the verses. If a fluent reader is difficult to find, the verses may be assigned and practiced a week in advance of the class. The reader may be the teacher, a student, or another adult who comes into the class specially for the reading. The important thing is that the reader be able to read with facility and expression.

Of course, the strongest scenario is for the students to have their own Bibles, or to use classroom Bibles, and to follow along, especially with Secondary classes. This works best when the students are all reading from the same version of the Bible. (We quote from the New King James Version.) However, if this is not possible, the teacher simply reads the verses to them. If they do not get the answer to a question, he simply says, "Listen carefully," then goes back and reads again the part of the passage that answers that question.

**Note about Secondary Level Questions:** Some [but not all] the Secondary Level questions are designed to relate to concerns and questions that may arise in the student's classes, like in science and social studies. If you are teaching uneducated village children or street children, be sensitive and avoid asking questions for which the older students have no background. Primary Level questions are appropriate for any child.

**Note about singing:** In most cases the songs are not songs the students already know. The point of the singing is to reinforce the action that the student has just learned about by singing it, with movement and gestures. The teacher can make up a tune and appropriate rhythm. Catchy, easy-to-sing rhythms work best. If the teacher finds this difficult, he should assign this part of the lesson to a helper who is strong in this area.

**Note about checking on last week's assignment:** Each week we include a section in which you ask about the students' application of the last week's assignment and give them a chance to tell about their experiences. Since this is something new, it is normal that students may not respond in the beginning. They may not expect that you are really going to follow through and ask them about what you assigned. Don't scold them. Just pray that they will begin to do it and go on. The first time someone does respond, give ample praise and recognition. In time the students will begin to understand that they are expected not just to listen and to learn facts, but to change their lives according to what they are learning. Of course, this feature begins with Lesson 2.

## Lesson 1 God created the Universe (The First Two Days of Creation)

### Genesis 1:1-8

**Prepare before class:** A set of 10 white cards and 10 black or dark cards. (The number is not important. If you teach fewer than 20 children, just prepare the approximate number of cards for the children you expect in class.)

**Lesson Aim:** That the children know God as the Creator who made all good things and that they may give Him all the glory.

**Verse to Memorize:** Genesis 1:1 In the beginning God created the heavens and the earth.  
Gen 1:1 (NKJV)

**Introduction:** (The teacher may tell this story, or two children may act it out.)

Ntoko asked his father many questions every day. “How, Daddy? Why, Daddy? How, Daddy? Why, Daddy?” One day, he asked his father, “Daddy, who was your father?”

“My father was Paul,” his father responded.

“And his father?”

“Mati.”

And his father?

“I don’t know, but the first father was Adam,” he said.

And his father?

“He did not have an earthly father. God Himself created Adam.”

“And his father—the father of God?” Ntoko asked.

Ntoko’s father laughed. “God does not have a father. He is eternal, without beginning and without end. It was He Himself who created everything else there is.”

Ntoko thought about that. He thought about it a lot. “How, Daddy? How can that be? That’s very serious, Daddy! That’s extraordinary! That’s just marvelous!”

### Development of Bible Lesson 1 in 3 parts:

#### Lesson 1.1 Read: Genesis 1:1-1:2a



(End with the expression, ‘face of the deep.’ Read slowly and with lots of expression. If necessary read the passage more than once. If you have good readers in your class, assign this and other verses to students to practice reading them ahead of time and then call on them for the second reading during class.)

1 In the beginning God created the heavens and the earth. 2 The earth was without form, and void; and darkness was on the face of the deep.

Gen 1:1-2 (NKJV)

**L1.1 Ask questions like these:****Primary level—(students in elementary school)**

- Who existed before the beginning of all other things (God alone.)
- What did God create? (The heavens and the earth.)
- What was the earth like in the beginning? (Without form, empty, and dark.)

**Secondary level—(students in junior high and high school)**

- What is meant by “the heavens”? (The place where God and the angels live, and everything in space or outside of our earth.)
- How do we understand that neither the earth nor other material things are eternal? (God made them.)
- What does the word “eternal” mean? (Without beginning and without end.)
- Can you think of two ways that God is different from everything else? (1. God alone is eternal, while everything else had a beginning. 2. God is the Creator, while all everything else was the creation (was created by Him).)

**L1.1 Act it Out:**

The children close their eyes. They cannot see. The teacher says, “In the beginning, there was only God. On the first day, God created the heavens and the earth, but everything was dark.” The children raise their arms and say, “God created the heavens, but it was all dark.” Then the children stomp their feet and say, “God created the earth, but it was empty and dark.”

**L1.1 Sing n shake:**

God created the heavens and the earth! But who made Him? No one!

**L1.2 Read: Genesis 1:2b (beginning with “And the Spirit”—4a (ending with “it was good”).**

And the Spirit of God was hovering over the face of the waters. Then God said, "Let there be light"; and there was light. 4 And God saw the light, that it was good; Genesis 1:2b, 3-4 (NKJV)

**L1.2 Ask questions like these:****Primary Level (Elementary School):**

- Who moved over the waters? (The Spirit of God)
- What was the earth like? (Without form and void—empty)
- With what was the earth covered? (Water and darkness)
- What did God say? (“Let there be light.”)
- What was the result of His command? “There was light.”
- Was the light good or bad? (It was good.)
- Who said the light was good? (God did.)

**Secondary Level (Junior & Senior Secondary School):**

- How does the last part of verse 2 suggest to us that the One God exists in more than one person? (There is a distinction between God (vs 1) and the Spirit of God (vs 2b). That is, both are mentioned.)
- How do we know that all the earth was under water? (The Spirit of God moved on the face of the waters.)
- What were the first words that God said in the Creation? (Let there be light.)

**Note:** It is interesting that scientists now understand that light can exist in itself apart from the sun.

- How did God create the first light? (By His Word or His command.)
- Who saw the light? (God alone.)
- What fault did God find in His creation? (None. He said it was good.)

### L1.2 Act It Out:



Divide the children into two groups and place them face to face. The first group says, “Let there be light!” The second group opens their arms suddenly and says, “And there was light.” Repeat several times.

### L1.2 Sing n shake:



“O God created the light! Yea yea!”

### L1.3 Read: Genesis 1:4b beginning with “And God divided”—5.



...and God divided the light from the darkness. Genesis 1:4b (NKJV)

### L1.3 Ask questions like these:

#### Primary Level (Elementary School):



- What did God divide from what? (The light from the darkness)
- What did God call the light? (Day)
- What did God call the darkness? (Night)
- What did God call one period of light and one period of darkness? (One day)

#### Secondary Level (Jr. & Sr. Secondary School):

- At the end of the first day, what had God created? (Light and darkness)
- What was the first division that God made? (Dividing light from darkness)

### L1.3 Act it out:



Give one group of the students a white card and the others a black card. When you say, “Divide the light from the darkness,” all the students with the white cards group themselves together, raise their cards, and say, “Light!” Then, the students with the black cards group themselves together on the opposite side of the room, raise their cards, and say, “Darkness!” Afterwards, the ones with white cards raise them again and say, “Day!” The

ones with the black cards raise them again and say, “Night!” All of them together raise their cards and say, “One day!”

### L1.3 Sing n shake:



“The day and the night were the first day, first day.”

### L1.4 Read: Genesis 1:6-8



Then God said, "Let there be a firmament in the midst of the waters, and let it divide the waters from the waters." 7 Thus God made the firmament, and divided the waters which were under the firmament from the waters which were above the firmament; and it was so. 8 And God called the firmament Heaven. So the evening and the morning were the second day. Genesis 1:6-8 (NKJV)

### L1.4 Ask questions like these:

#### Primary Level (Elementary School):



- Who spoke again? (God. There was as yet no other person.)
- What was His command? (Let there be a firmament or a division between the waters above and the waters below.)
- What was the purpose of the firmament? (To divide the water above from the waters below.)
- What did God call the firmament? (Heaven or the skies above)
- On which day was this accomplished? (On the second day)

#### Secondary Level (Jr. & Sr. Secondary School)

- Can you describe what the earth was like at the end of the second day? (The earth was covered with water. There were also waters above the earth, and a space in-between the two waters. There was night and day in succession.
- The word “heaven” is used in different ways in the Bible and in our own talk. What does it seem to mean here? (The atmosphere, the sky immediately above the earth, as opposed to the home of God)

### L1.4 Act it out:



The students raise their arms and repeat after you, “Some water above.” They push their hands downward and say together, “Some water below.” They stretch out their arms and say together, “The firmament or atmosphere in between.” They hold up two fingers and say together, “The second day.”

### L1.4: Sing n shake:



“Waters above... Waters below... The atmosphere between the two... The second day is done!”

**Application or Special Assignment for the Saved Student:** The students should worship their Creator and thank God often this week for His marvelous creation.

**Invitation for the Unsaved Student:** If you would like to know God you are ready today to accept Jesus as your Savior, speak to me after our class. I would love to help you.

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## **Lesson 2 (The 3<sup>rd</sup> & 4<sup>th</sup> Days of Creation) God created the continents, the plants, and our sun, moon and stars Genesis 1:9-19**

**Prepare before class:** Bring an avocado pit (a mango pit or any similar large seed will do as well.) Also bring a bottle of water, some sand and a small plastic bag.

**Lesson Aim:** At the conclusion of this lesson, the students will know that God is the Creator who has created all things for our well being and His glory. Therefore they will thank God with profound gratitude for all His blessings.

**Verse to memorize:** Review Genesis 1:1, Learn Isaiah 45:18

For thus says the LORD,  
Who created the heavens,  
Who is God,  
Who formed the earth and made it,  
Who has established it,  
Who did not create it in vain,  
Who formed it to be inhabited:  
"I am the LORD, and there is no other."  
Isaiah 45:18 (NKJV)

**Verse Adaptation for younger students:**

God...formed the earth and made it... to be inhabited. (lived in) Bible Words from Isaiah 45:18

**Introduction:** In the heavens, there are many planets which are a little like our earth, but you cannot live on them. Some are too hot. You would burn up there. Others are too cold. You would freeze solid there. Others have no atmosphere. You would not be able to breathe there. Why is it so? God created all the planets, all the stars, all the universe! But the earth, our earth, he made for us to live on. He made it to be inhabited...by us! (The students repeat: GOD CREATED THE WORLD FOR US TO LIVE IN!

**Review:** What did God make the first day? (The heavens and the earth and light) During the second day? (The firmament or heavens or atmosphere.) At the beginning of the third day, what sort of living things were on the earth? (None. There was water and earth and air and light but no life yet.) No life! But why did God make the earth? (To be inhabited!) Now, we come to the third day of Creation.

**Checking on last week's assignment:** Did you remember to praise God last week for His wonderful Creation? (Teacher, don't scold those who forgot about the assignment, but congratulate those who remembered.) Keep on doing that often!

### Development of Bible Lesson 2 in 3 parts:

#### L2.1 Read: Genesis 1:9-10



Then God said, "Let the waters under the heavens be gathered together into one place, and let the dry land appear"; and it was so. 10 And God called the dry land Earth, and the gathering together of the waters He called Seas. And God saw that it was good. Genesis 1:9-10 (NKJV)

#### L2.1 Ask questions like these:

##### Primary Level:

- Which waters did God gather together? (Those under heaven)
- Why did he do this? (So that the continents would appear.)
- And what happened at His command? (It all came about just as He said.)
- What did God name the continents? (Earth)
- What did He name the mass of waters (Sea)



##### Secondary Level:

- What was God's evaluation of His work—Bad, good, or mediocre? (Good)
- Why was this act important for the habitation of the earth? (The earth is for an habitation of animals and humans, the sea for an habitation of fish and sea animals.)

#### L2.1 Act it out:

(This skit requires some advance preparation.) Go outdoors, or make a model in a box.



Make a place in which sand, representing earth, is covered by water. With their hands, two students can gather together the sand in such a way that it comes up above the water like a little mountain. This represents the continents and the sea. (A piece of plastic beneath the sand will help.)

#### L2.1 Sing n shake:



"Here's the earth! There's the sea! Our God created it all!"



**L2.2 Read: Genesis 1:11-13.**



Then God said, "Let the earth bring forth grass, the herb that yields seed, and the fruit tree that yields fruit according to its kind, whose seed is in itself, on the earth"; and it was so. 12 And the earth brought forth grass, the herb that yields seed according to its kind, and the tree that yields

fruit, whose seed is in itself according to its kind. And God saw that it was good. 13 So the evening and the morning were the third day. Genesis 1:11-13 (NKJV)

**L2.2 Ask questions like these:**

**Primary Level:**



- What were the first forms of life that God created on the earth? (The plants—herbs and fruit trees.)
- What sorts of plants do you know? (Let the students respond.)
- God made plants on what day of Creation? (the third day)

**Secondary Level:**

- Why did God do to assure the propagation or continuation of the plants? (They produced seed.)
- What kinds of plants did God create? (Many kinds, according to their kinds)
- How do we know that one kind of plant does not change into another kind? (They all produce seed after their own kind.)
- Have you learned in science some of the ways plants are useful to us, even necessary for our life? (Plants are used for food, for building materials to make homes, and plants produce oxygen which is necessary for our earth to be inhabited by animals and people.)
- What was God’s evaluation of the earth, the sea, and the plants He had created? (God said they were good.)
- Why do you think the Jews begin their day with the evening? (Because according to the order of Creation, the evening came first, then the morning, and this made the third day of Creation.)

**L2.2 Act it out:**



The children plant an avocado pit or another local plant. One child thinks it will produce a tomato, or even an orange, or even a pineapple. The other insists that the pit of an avocado will always produce only an avocado plant, because God in the beginning created plants to produce according to their own kind.

**L2.2 Sing n shake:**

First group:

‘God created’

‘God created’

Second group:

the apple

the banana

(Add other plants or fruits as children call out their favorites.)



Everyone: 'God created plants on the third day!'

### L2.3 Read: Genesis 1:14-19



Then God said, "Let there be lights in the firmament of the heavens to divide the day from the night; and let them be for signs and seasons, and for days and years; 15 "and let them be for lights in the firmament of the heavens to give light on the earth"; and it was so. 16 Then God made two great lights: the greater light to rule the day, and the lesser light to rule the night. He made the stars also. 17 God set them in the firmament of the heavens to give light on the earth, 18 and to rule over the day and over the night, and to divide the light from the darkness. And God saw that it was good. 19 So the evening and the morning were the fourth day. Genesis 1:14-19 (NKJV)

### L2.3 Ask questions like these:

#### Primary Level:



- What did God make on the fourth day? (The sun, the moon, and the stars)
- Why did God place the sun, moon and stars over our earth? (For seasons and days and years)
- What light was to rule over the day? (the sun)
- Over the night? (The moon and stars)

#### Secondary Level:

- Why do you think verses are some of the more difficult ones to understand? (Because
  1. God had already created heaven or the atmosphere on the first day, and we tend to think of the sun, moon and stars as part of the heavens.
  2. The plants were already created on the third day, and the plants need the light of the sun.
  3. Light had already been created on the first day.
- How can we understand these difficulties? (Listen to their ideas and add these thoughts:
  1. We do not know exactly what the heavens consisted of in the beginning, that is, on the first day.
  2. The plants could live without the sun because from the beginning, there was a light already of another kind. Also, plants were required to live only one day without sun.
  3. There are Bible scholars who think that the sun, moon and stars had already been created on the first day, but that at first the universe was empty and without form, as was also the earth. So, on the fourth day, God placed them well over our earth, or that God made it so they could be seen clearly. In one way or another, God is the Creator of the sun, etc., and He placed it over our earth in order for the earth to be inhabited.
- How do we know that God was already thinking of us during the fourth day of Creation? (It is only human beings who can follow the seasons or a calendar or who observe days and celebrate feasts.)

### L2.3 Act it out:



One student shows the path of the sun above during the day, another student shows the path of the moon during the night.

**L2.3 Sing n shake:**



“God created the sun to rule the day.”  
“God created the moon to rule the night.”  
“God created all the stars, too”

**Application or assignment for the saved child:** Challenge the children to worship with all their hearts the Creator, but not the things He made. They should name several ways in which people worship things God made, and resist the temptation to follow their example.

**Invitation to the unsaved child:** Do you know our great God personally? Have you received his only Son, Jesus Christ, as your Savior? If you do not know, come to me today after our class. I will help you.

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**Lesson 3 (The 5<sup>th</sup> & 6<sup>th</sup> Days of Creation) God created the fish and birds and the land animals Genesis 1:2--25**

**Lesson Aim:** At the conclusion of this lesson, the students will understand and appreciate that God is the Creator of all the animals, therefore they will worship and seek the help of the Creator and not of His creation. At the same time they will better appreciate the wonder of His creation in the animals.

**Verse to Memorize:** Review Genesis 1:1 and Isaiah 45:18 briefly. (A student may recite them or the students may say them together.)  
Learn Exodus 20:3—5a (“A” represents the first part of the verse.) God is speaking, and these verses are the first part of the Ten Commandments.

"You shall have no other gods before Me.  
"You shall not make for yourself a carved image, or any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water under the earth; 5 you shall not bow down to them nor serve them... Exodus 20:3-5a (NKJV)

**Review of Previous Lessons:**

Repeat rhythmically:  
The first day—The Universe  
The second day—The continents & atmosphere  
The third day—Our sun, moon, and stars  
The fourth day—All the plants



When the group has practiced, assign different parts to various groups of students.

**Checking on last week's assignment:** Last week, how many of you remembered to worship only the Creator and not the things He made? (Congratulate those who tried.) Did you see others worshipping things God made? Remember that only God who made us is worthy of our worship and love.

**Introduction:** Show pictures of idols. Say something like, "These are some of the gods that some people worship and call upon in times of trouble. But I want to ask you something. Which of these idols made itself?" (None of them. Some person made the idols.) "Some of these idols look a little like animals, but animals are not God. It is God the Creator who made all the animals on the 5<sup>th</sup> and 6<sup>th</sup> days of Creation."

### Development of Bible Lesson 3 in 2 parts:

#### L3.1 Read: Genesis 1:20-23



Then God said, "Let the waters abound with an abundance of living creatures, and let birds fly above the earth across the face of the firmament of the heavens." 21 So God created great sea creatures and every living thing that moves, with which the waters abounded, according to their kind, and every winged bird according to its kind. And God saw that it was good. 22 And God blessed them, saying, "Be fruitful and multiply, and fill the waters in the seas, and let birds multiply on the earth." 23 So the evening and the morning were the fifth day.  
Genesis 1:20-23 (NKJV)

#### L3.1 Ask questions like these:



##### Primary Level:

- What kinds of animals did God create on the 5<sup>th</sup> day? (Fish and sea creatures and birds)
- What words show that God created many species on the 5th day? (in abundance, vs. 20)
- What specific animal was mentioned? (The large fish)
- On what day did God create the fish of the sea and the birds? (The 5<sup>th</sup> day)

##### Secondary Level:

- What phrase shows that one species does not change into another species? (according to their kind)
- What was God's evaluation of the fish and birds He had created? (They were good, vs. 21)
- How did God bless them? (For reproduction, that they may fill the sea and become abundant in the sky.)

#### L3.1 Act it out:



The students pretend to swim like fish while saying, "God created fish" then they pretend to fly like birds while saying, "God created birds."

#### L3.1 Sing n shake:



“God created the fish of the sea. Thank you, God! God created the birds of the air. Thank you, God, O thank you!”



### L3.2 Read: Genesis 1:24-25



Then God said, "Let the earth bring forth the living creature according to its kind: cattle and creeping thing and beast of the earth, each according to its kind"; and it was so. 25 And God made the beast of the earth according to its kind, cattle according to its kind, and everything that creeps on the earth according to its kind. And God saw that it was good. Genesis 1:24-25 (NKJV)

### L3.2 Ask questions like these:



#### Primary Level:

- What sort of animals did God create on the 6<sup>th</sup> day? (Land animals)
- Did one kind of animal change gradually to become another kind? (No, they all were made to bring forth after their own kind. For example, A dog always gives birth to a dog and not to an elephant.)
- What kinds of land animals are mentioned in the Bible? (Beasts, cattle, and creeping things)
- Can you give an example of each of beasts? (Elephants, lions, or many others) Of cattle? (Cows. Maybe this kind also included sheep and goats.) Creeping things? (Reptiles like lizards or dinosaurs and insects and many others.)

#### Secondary Level:

- How did God create the land animals? (By speaking)
- What was God's evaluation of all the animals He had created? (They were all good.)

### L3.2 Act it out:



The students pretend to be different animals. You might also play a quick game. One student volunteers to act like an animal. The class tries to guess what animal they are. When they guess correctly, they all act like that animal together and then say, “God made [name of animal]!”

### L3.2 Sing n shake:



God created all the animals. The chicken—cluck! Cluck! The dog—Woof! Woof! The elephant—Awoo! Awoo! (Continue with different animals, imitating the sounds they make and the way they move.) Thank You, God, for all the animals!

**Application or assignment for the saved student:** This week, pray every day for those who practice idolatry, worshipping things God made instead of worshipping the God who made them. Pray for idolators in your village or town, and around the world. Pray that they will come to repentance and turn to God their Creator.

**Invitation to the unsaved student:** Maybe you do not worship idols. That is good, but do you know your Creator personally? You can know God by receiving His only Son, the Lord Jesus Christ, as your personal Savior. Don't wait any longer. Receive Jesus today. I would like to have

you join me at the corner of the church over there (teacher, point clearly to the place you would like seekers to meet you, or tell them specifically what they should do if they are ready to receive Jesus.)

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## Lesson 4 God Created Our First Parents Genesis 1:26-31

**Prepare before class:** Several pictures of different kinds of animals & different kinds of people.

**Lesson Aim:** At the conclusion of this lesson the students will know that every human being is important because we were all created in the image of God. Therefore, we must treat every person with dignity no matter what his position in life.

**Review Past Lessons & Verses:** Review briefly the Days of Creation, using a simple picture to illustrate each day. (Today we will continue with and finish the 6<sup>th</sup> Day.) Review the memory verses we have had so far. The children who can recite them can come up in front of the class. If possible, give each one a little gift for doing so. The others say the cards together, reading them from a visual or a chalkboard.

**Checking on the assignment from last week:** How many of you have begun to pray for those in our town who worship idols? Good job! Remember to keep praying that they will come to know and worship our great, loving God.

**Verse to Memorize:** Genesis 1:27

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

**Introduction:** Put on a skit showing a street child. Others are ridiculing him and treating him badly. A Christian sees what they are doing and stops. He says, "That's not good. God doesn't like the way you are treating that child. Don't you understand that this child is a human being?"

Ask, 'Children, what does the Bible say about how we should treat someone like this? Is it OK to mistreat someone who is homeless, or very poor? What about someone who is severely handicapped or mentally handicapped? Today we will see from the Bible why it is important to treat everyone with respect.'

**Development of Bible Lesson4 in 4 parts:**

**L4.1 Read: Genesis 1:26-27**



Then God said, "Let Us make man in Our image, according to Our likeness; let them have dominion over the fish of the sea, over the birds of the air, and over the cattle, over all the earth

and over every creeping thing that creeps on the earth." 27 So God created man in His own image; in the image of God He created him; male and female He created them. Genesis 1:26-27 (NKJV)

#### L4.1 Ask questions like these:



##### Primary Level:

- After God created the animals, what did He create next? (Man)
- Whom did God create man to resemble? (Himself God, in His own image)
- The man was to have dominion over what? (All the animals)
- What two kinds of people did God create? (Man and woman)
- Was only man created in God's image, or was woman also created in His image? (Both)

##### Secondary Level:

- What phrase is different here from the creation of the animals? (It's the first time we read that God created anything in His own image.)
- God is only One, but in verse 26, the pronoun for God is given in the plural. "Let US...according to OUR likeness." Why? What does this mean? (It is an early hint that God is a Trinity, one God existing eternally in three persons. At least, there is a hint here that in the unity of the Godhead, there is also some kind of plurality.)
- If someone told you that God made men in His image but not women, what would be your response? (God created both the man and the woman in His own image according to verse 27.)
- What does it mean to be created in God's image? (Eternal soul, ability to communicate & fellowship with Him, spiritual dimension, creative nature, and possibly much more.)

#### L4.1 Act it out :



Show several pictures one by one. If the picture shows an animal, the students say together, "Animal!" If the picture shows a person, they say together, "The image of God!" The pictures should show people of different ages, cultures, races, genders, poor people as well as rich, handicapped people as well as healthy.

#### L4.1 Sing n shake:



God created man  
He made the woman, too  
God created us  
All in His own image!

#### L4.2 Read: Genesis 1:28



Then God blessed them, and God said to them, "Be fruitful and multiply; fill the earth and subdue it; have dominion over the fish of the sea, over the birds of the air, and over every living thing that moves on the earth." Genesis 1:28 (NKJV)

#### L4.2 Ask questions like these:



##### Primary Level:

- What did God do for them? (God blessed them.)
- What commands did God give them? (1. To be fruitful and multiply and fill the earth, 2. To have dominion over all the animals.)

- What does it mean to be fruitful and multiply and fill the earth? (Have many children, and let those children move out into all the earth.)

**Secondary Level:**

- How do we know that man is superior to the animals? (We are to have dominion over them. Students may also remember that only human beings are created in the image of God.)
- Is it possible to have dominion over animals without causing the extinction of certain species?  
(Yes, having dominion means exercising control over them in a responsible manner. Part of this is maintaining a healthy population of animals to serve our children and future generations.)
- How can we do this? (Listen to their ideas. Suggest that we can ask God for wisdom, and that we need to think of the needs of others and not only our own immediate desires.)

**L4.2 Act it out:**



- 1) A mother and father are happy because their child has been born. Ask the children what part of the verse is being shown. (Be fruitful and multiply)
- 2) Children act out caring for animals. Ask the children what part of the verse is being shown. (Have dominion over all the animals.)

**L4.2 Sing n shake:**



“God blessed them  
He commanded them  
To fill the earth  
And rule the animals!”

**L4.3 Read: Genesis 1:29-30**



And God said, "See, I have given you every herb that yields seed which is on the face of all the earth, and every tree whose fruit yields seed; to you it shall be for food. 30 "Also, to every beast of the earth, to every bird of the air, and to everything that creeps on the earth, in which there is life, I have given every green herb for food"; and it was so. Genesis 1:29-30 (NKJV)

**L4.3 Ask questions like these:**



**Primary Level:**

- What was humanity’s first food? (Herbs or plants and fruit)
- Who gave this food to our first parents? (God Himself)
- What was the first food for all the animals? (Herbs and plants)
- Did animals eat one another in the beginning? (No, they ate plants)

**Secondary Level:**

- Why do you think that God did not give us meat to eat at this time? (One reason is likely that death entered the world only with the entrance of sin. Before our first parents sinned, there was no death for either humans or for animals.)
- Maybe in science you have read about carnivores (meat-eating animals) and herbivores (plant-eating animals.) Did God create animals at first to be carnivores, or herbivores? (Herbivores, or plant-eaters.)
- Some scientists present the argument that some animals must have been meat-eaters, because their teeth show they are capable of eating meat. What are some of the problems with this argument? (The Bible says clearly that all the animals began as plant eaters. Besides, just because some animals may have been CAPABLE of eating meat does not prove that they did so in the beginning! It is possible that God, seeing the end from the beginning, knew that after sin entered the world, the animals would eat one another, so He gave them teeth capable of eating meat, even though at the beginning they did not do so.)

#### L4.3 Act it out:



The children pretend to pick different fruits and eat them with joy. If possible, pass out small pieces of various kinds of fruit for the children to enjoy.

#### L4.3 Sing n shake:

“Lots of plants! Lots of fruit! Lots of good food! Mmmm! Thank You, God, for food!”



#### Read: Genesis 1:31



Then God saw everything that He had made, and **indeed it was very good**. So the evening and the morning were the sixth day. Genesis 1:31 (NKJV)

#### L4.4 Ask questions like these:



##### Primary Level:

- What did God think about everything He had made? (It was all very good)
- What did God think about the man and the woman He had made? (They were very good, because everything He made was very good.)

##### Secondary Level:

- What difference do you note between God’s evaluation of His creation before and after the creation of man? (Before, He said each part of creation was good as He created it, but after the creation of man and woman, He said that it was all VERY GOOD.)

#### L4.4 Act it out:



A child looks at several animals (pictures or another child pretending to be that animal). He says “Good!” after seeing each one. Then he sees a person and he says, “VERY good!”



#### L4.4 Sing n shake:

“God created the world for us! The world was good! O Alelu!”



**Application:** Do you know a person who is not treated with respect like the image of God? Who? (Listen to their responses.) Why do you think he is mistreated? (Listen to their reasons, then suggest that maybe those who mistreat him are not remembering that he is also created in the image of God.) Can you think of someone that YOU have sometimes mistreated? (Listen if they give a response, or just let them think about it.) How should you change your behavior toward that person this week?

If time allows, let one child act out being each of these people. Let other children act out how they should treat that person.

Someone who is mean to you

Someone who is crippled

Someone who is homely

Someone who is not very smart

Someone who has cerebral palsy (jerks his body because of an illness)

Someone who is homeless

Someone who is always dirty, etc.

**Invitation:** God has created you in His own image. He loves you. He wants to be your friend and have communion with you. Are you ready to receive Him and His salvation today? If you are, see me after class. I would like to help you to receive Jesus today.

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### Lesson 5 God created a day of rest (The 7<sup>th</sup> Day of Creation)

#### Genesis 2:1-3

**Lesson Aim:** At the conclusion of this lesson, the students will understand that God has set apart one day each week as a day of rest in commemoration of His creation. We also must set aside one day each week for worship and rest.

**Verse to memorize:** Genesis 2:3

Then God blessed the seventh day and sanctified it, because in it He rested from all His work which God had created and made. Genesis 2:3 (NKJV)

**Review of past lessons:** The days of Creation, culminating with the creation of man, using the pictures from lesson 4 and adding a picture of animals and people.

**Checking on last week's assignment:** Who did something last week to change the way they treat people who are different from others?

**Introduction:** A student meets another students on the way to his garden. The second student ridicules the first one for going to church. He says that the student is only going to church because he is lazy. The first student answers that God created a day for worship and rest.

**Development of Bible Lesson5 in 2 parts:**

**L5.1 Read: Genesis 2:1-2**



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

**L5.1 Ask questions like these:**



**Primary Level:**

- What did God do on the seventh day? (He rested.)
- Why? (He had finished all His work.)

**Secondary Level:**

- What is the origin of our week of 7 days? (The original Creation Week)
- What would you say to someone who considered resting one day a week to be a sign of laziness? (God Himself gave us one day a week to rest and worship Him.)

**L5.1 Act it out:**



Count on six fingers of your hand: Work. Work. Work. Work. Work. Work. Count on the seventh finger: Rest. Then count out the days with the children, Day 1-Work, Day 2-Work, etc. as they act out different kinds of work. After Day 6-Work, they stop and say together Day 7-Rest. They can pretend to sleep, or if they are standing, they can sit down.

**L5.1 Sing n shake:**



“God rested on the 7<sup>th</sup> Day.”

**L5.2 Read: Genesis 2:3.**



Read slowly and with expression.

Then God blessed the seventh day and sanctified it, because in it He rested from all His work which God had created and made. Genesis 2:3 (NKJV)

**L5.2 Ask questions like these:**



**Primary Level:**

- What day did God bless? (the 7<sup>th</sup> Day)
- Why? (Because on that day God rested from all His work of creation.)

- Do we read about any other day that God blessed? (No.)
- What does this tell us about God's day of rest? (It was very special and important.)

**Secondary Level:**

- In addition to blessing the 7<sup>th</sup> day, what else did God do to it? (Sanctified it.)
- What does this mean? (Sanctify means to 'set apart for a specific purpose.' God set the 7<sup>th</sup> day apart for the purpose of rest and worship.)
- How can we respect a day of rest and worship each week? (Let the students give their ideas.)
- Some people have said that rest is bad, that someone who rests is showing his laziness. How would you answer these people according to the Bible? (A day of rest each week cannot be bad, because God Himself set the example and set aside one day a week for rest.)

**Supplementary material for use with Secondary Level youth in case the issue of which is the real day of worship (Saturday or Sunday) is a problem in your area:**

- On what day of the week did the early church meet for worship? (Acts 20:7, 1 Corinthians 16:2—the first day of the week)
- They did so in recognition of what very important event that occurred on the first day of the week?

(Matthew 28:1, Mark 6:2, Luke 24:1, John 20:1—the resurrection of Christ)

- Christians are not to judge one another in regard to what? (Colossians 2:16—sabbath days)
- Some Christians feel believers should worship on the first day of the week like the early church. Others feel we should observe the 7<sup>th</sup> day like God's people in the Old Testament. The New

**L5.2 Act it out:**



Seven students represent the seven days of the week. Six students are working. One other student represents God. He watches each of the seven students working in turn, and to each he says, "Good work!" He watches the seventh student resting, and he says, "Good resting. I bless this day of rest and I set it apart for myself."

**L5.2 Sing n shake:**



"God gave us a special day  
A day of rest, O la, O laa,  
Set apart for Him, O ye, O ye!"

**Application or assignment for the saved student:** Do you set apart one day each week to renew and strengthen your relation with God? Do you worship with other believers at church every week? If not, will you promise to begin doing so this week?

**Invitation to the unsaved student:** God is thinking all the time of our well-being. It was for us that He instituted a day of rest every week. He is also thinking of our ETERNAL well-being. He gave His only Son for our salvation. If you have not yet received Jesus, today is a good time. Show me your lifted hand right now if you are ready to welcome the Lord. (If one or more students lifts

their hand, you say something like this: “I see your hand. I will pray for you right now. Then, after class is over, I ask you to come and sit on this bench. I will come and help you to receive the Lord Jesus into your heart.”)  
(If anyone responds, be sure to do as you promised. Go to them and lead them to Christ.)

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## **Lesson 6 God created Adam—Detailed Account Genesis 2:4-7 (Further detail about God’s creation of man on the 6<sup>th</sup> day)**

**Lesson Aim:** At the end of this lesson, the students will understand and appreciate that human beings are special and distinct from the animals, because we have a spirit given to us by God Himself.

### **Verse to Memorize: Genesis 2:7**

And the LORD God formed man of the dust of the ground, and breathed into his nostrils the breath of life; and man became a living being. Genesis 2:7 (NKJV)

**Review of Previous Lessons:** Ask this question: “What have we already learned concerning the creation of the first human beings?

(Several responses are possible, such as:)

- God created the first man and woman on the 6<sup>th</sup> Day.
- The man and woman were the last things created by God.
- God created both man and woman in His own image.
- God said they were very good. Etc.

**Checking on last week’s assignment:** You have come to church this morning! You remembered that this is His special day! Good for you! Aren’t you glad He gave us a day of rest?

**Introduction:** What are the differences between human beings and animals? What do you think? (Allow the students to respond. Many answers are possible.) We have already seen in the first chapter of Genesis a great difference: Human beings were created in the image of God, but the animals were not. In the second chapter of Genesis, we are going to see a second great difference. Listen carefully!

### **Development of Bible Lesson 6 in 3 parts:**

#### **L6.1 Read Genesis 2:4:**



This is the history of the heavens and the earth when they were created, in the day that the LORD God made the earth and the heavens Genesis 2:4 (NKJV)

#### **L6.1 Ask questions like these:**

##### **Primary Level:**



- This chapter we are reading gives the history of what? (The heavens and the earth)
- Here we read what about the heavens and the earth? (Their origin)

- How did the heavens and earth begin? (They were created)
- Who created the heavens and the earth? (The eternal God)

**Secondary Level: Ask the above and also add the following questions:**

- We read about creation in chapter 1, and now we are reading about it again. Why are there two histories of creation—one in chapter one and another in chapter two? (Listen to their ideas. This question is important because critics who do not believe the Bible sometimes claim that there are two different and conflicting stories of creation. The reality is that in the Old Testament we observe a literary principle or pattern that begins here and is followed over and over again in the historic books. Ask the students to think about the two chapters in terms of literary style.
- (If they do not see the style, explain it and then ask if they can see how it works here.) The principle is this: First the author explains a general history in broad terms, omitting details, something like making an outline in writing. Then the author goes back and explains important details about some of the most important topics from the outline. Can you see this literary pattern at work here? How? (Let the students think and discuss.)

**L6.1 Act it out:**

**Repeat with appropriate gestures:**



- God created the earth. (Form a ball with your hands.)  
 And the heavens (Wiggle your fingers above your head like stars twinkling.)  
 The Eternal God created it all! (Move your arms in big circles.)

**L6.1 Sing n shake:**



“The Eternal God made the earth” (stomp your feet) and the heavens! (Hold up both hands.)

**L6.2 Read: Genesis 2:5-6**



Verse 5 is a little long. Pause briefly after each comma to separate the thoughts. There are several negative expressions in the verse. Accent these negatives, because they show what the earth was like in the beginning. These verses continue the sentence and the thought started in verse 4, so go back and read that verse again, then continue with verses 5 and 6:

4 (Review) This is the history of the heavens and the earth when they were created, in the day that the LORD God made the earth and the heavens Genesis 2:4 (NKJV)

5 (New) before any plant of the field was in the earth and before any herb of the field had grown. For the LORD God had not caused it to rain on the earth, and there was no man to till the ground; 6 but a mist went up from the earth and watered the whole face of the ground. Genesis 2:5-6 (NKJV)

**L6.2 Ask questions like these:**

**Primary Level:**



- In the beginning, after God created the heavens and the earth, what three things did not yet exist? [This verse is going back to the 3<sup>rd</sup> or 4<sup>th</sup> Day of Creation, before the creation of life on earth.] (1. There was no plant life, 2. There was no rain, 3. There was no man.)
- In the beginning, how did the earth receive water? (By a vapor or mist that went up from the earth and watered the ground.)
- How is that different from how the earth gets water today? (Today we get rain.)

### Secondary Level:

- Have you heard of a literary device (a way of writing) where the writer is writing about a certain time and then goes back to earlier events? What do we call that? (Flashback, because the scene “flashes back” to an earlier period.)
- Can you explain how flashback is used here? (The author finished telling about the Seven Days of Creation, and then flashes back to an earlier period within the first few days of creation before any life was created.)
- Why is the author giving us this second account? (To give us more detail)
- Some scientists believe that the same processes have affected the earth from the beginning. We call this uniform-i-tar-i-a-ni-sm. [Uniform processes or processes remaining the same].
- How do these verses show that things were not always the same from the beginning till now? (The method of watering the earth has changed, so things were not always the same.)

### L6.2 Act it out:

In the beginning,



“No plants!” (A student shows some plants.)

“No rain!” (A student dips his hand in a dish of water and sprinkles water over the group.)

“No man to till the ground!” (All the students pretend to hoe the ground.)

### L6.2 Sing n shake:

God created the earth, but what at first was lacking? A man, a man, a man, a man was lacking!



### L6.3 Read: Genesis 2:



And the LORD God **formed** man of the dust of the ground, and **breathed** into his nostrils the breath of life; and man **became** a living being. Genesis 2:7 (NKJV)

### L6.3 Ask questions like these:

#### Primary Level:

- How is God described? (As the Lord)
- What does the word Lord mean? (He’s the boss, He’s in charge.)
- What did God form? (man)



- Of what did God form or make the man? (Of the dust of the ground)
- How did the man become a living being? (God breathed into him the breath of life)
- Does the Bible say that God formed the animals in the same way? (No, it only talks about man being formed in this manner.)

**Secondary Level:**

- What contrasts or differences do you see between God and man? (God is the Creator, man is the creature or one of the things He made-- God is the Lord, He's in charge, we are not—God is eternal. He already was in the beginning. Man had a beginning when God made him.)
- What is man basically made of? (The dust of the earth)
- We don't look like dust, do we? Then, in addition to the Bible telling us so, how do we know this is true? (When we die we return to dust.)
- What differences do you see between the way God created man and the way He created the animals? (It is only man that God breathed into the breath of life. Also it is only man that was created in the image of God.)

**L6.3 Act it out:**



Together, the students act out God forming man of the dust of the earth. Then they act out God breathing into him the breath of life. Another way to do this is to have one student lie motionless on a table, as if God has just formed him from the dust of the earth. Then another student acts the part of God and breathes into him the breath of life (from a distance, without body contact). The first student then gets up, begins to dance around and praise the Lord for making him and giving him such a wonderful world.

**L6.3 Sing n shake:**



God breathed into his nostrils [The students blow.]

The breath of life [The students blow. Phew! Phew!]

And the man became a living being! [The students dance.]

**Application or assignment for the saved student:**

Often there are certain people that we do not treat with respect. We may think these people are stupid, lazy, poor, dirty, or worthless. They were all made by God. Every person is special, created in the image of God, having the breath of God in him. Ask God now to show you how you can treat all people with respect. You might need to ask forgiveness of someone for the way you have treated him. Ask God's help to begin this week to treat everyone with respect.

**Invitation:** God loves the people He created. He loves you. Have you received the Lord Jesus as your Savior? If you need help in making this important decision, I would love to help you today?

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## Lesson 7 God placed Adam in the Garden Genesis 2:8-15

**Prepare before class:** Cut several branches of attractive-looking trees, large enough to look like small trees if planted in the ground.

**Lesson Aim:** At the conclusion of this lesson the students should know that work is a blessing from God, given before the Fall, and planned by God for our well-being. Therefore, work is good and a blessing to us and students will enter into it joyfully at every opportunity.

### Verse to memorize: Genesis 2:15

Then the LORD God took the man and put him in the garden of Eden to tend and keep it. Genesis 2:15 (NKJV)

**Review of past lessons & transition to today's lesson:** Review the days of creation. In our last lesson, we looked at the creation of man from the dust of the ground. Now let's see what happened after that.

**Checking on last week's assignment:** Last week we asked you to try to treat everyone with respect because we are all created in the image of God. Did anyone have an opportunity to try that out this week?

**Introduction:** Arrange a skit in which two students are discussing work. One student will not work. He thinks that work is hard, bad, humiliating, boring, and so forth. The other student thinks that work is stimulating, good, interesting, entertaining, educational, and so forth. The student who does not like work argues a lot, showing a bad attitude, does his work very slowly and not very well, and is not content. The

student who likes work sings while he works, is happy, finishes his work, works quickly, and does a good job. Ask the students: "Is work good or bad?" What do you think? Why? [Listen to their answers, which can give you a good understanding of their thoughts.] Say to the students: "We are going to see what the Bible says about work and how work began."

### Development of Lesson 7 in 3 parts:

#### L7.1 Read: Genesis 2:8-9



The LORD God planted a garden eastward in Eden, and there He put the man whom He had formed. 9 And out of the ground the LORD God made every tree grow that is pleasant to the sight and good for food. The tree of life was also in the midst of the garden, and the tree of the knowledge of good and evil. Genesis 2:8-9 (NKJV)

#### L7.1 Ask questions like these:



##### Primary Level:

- Who planted a garden? (the Lord God)
- What did God plant? (A garden)
- Where did God plant the garden? (eastward in Eden)



- Whom did God place in the garden? (the man He had formed)
- In general, what kind of trees did God plant in the garden? (Beautiful trees with fruit that was good to eat)
- What one tree is mentioned in a special way? (The tree of the knowledge of good and evil)

**Secondary Level:**

- What event had to happen before God placed man in the garden? (The creation of man)
- What differences do you see between the creation of plants on the third day and the planting of the garden in Eden? (The plants were for all the earth, but the garden was a special place planted by God for man.)
- How was the tree of the knowledge of good and evil distinguished from the others? (Only this tree is mentioned by name.)

**L7.1 Act it out:**

The students look at some good trees and say, “Aaaaah! Beautiful!”

They pretend to eat some fruits and say, “Aaaaaah! Tastes good!”

**L7.1 Sing n shake:**

God planted a garden, with trees that were pleasant to see,

God planted a garden, with fruits were good to eat,

God planted a garden for the man He had made.

**L7.2 Read: Genesis 2:10** (Emphasize the numbering of the branches of the river of Eden: The first arm, the second, the third and the fourth. If your students are good readers, you can divide the verses, giving each phrase concerning a branch of the river to four students.)



Now a river went out of Eden to water the garden, and from there it parted and became four riverheads. 11 The name of the first is Pishon; it is the one which skirts the whole land of Havilah, where there is gold. 12 And the gold of that land is good. Bdellium and the onyx stone are there. 13 The name of the second river is Gihon; it is the one which goes around the whole land of Cush. 14 The name of the third river is Hiddekel; it is the one which goes toward the east of Assyria. The fourth river is the Euphrates. Genesis 2:10-14 (NKJV)

**L7.2 Ask questions like these:****Primary Level:**

- How many rivers flowed out of Eden? (One river, which divided into four branches)
- What was the river for? (to water the garden)

**Secondary Level:**

- What was the name of the first riverhead or branch of the river? (Pishon)
- The River Pishon was associated with what land? (the land of Havilah)
- With what minerals? (Gold, because there was gold in Havilah, and also bdellium and onyx stones)
- What was the name of the second branch of the river? (Gihon)

- The River Gihon went around what land? (the land of Cush)
- What was the name of the third branch? (Hiddekel)
- The River Hiddekel flowed east toward what land? (Assyria)
- What was the name of the fourth branch? (Euphrates)
- Think! Some of these rivers and lands sound familiar. Which ones? (Let the children answer which are familiar to them.) Do we know of anything that happened to the earth later on that might have changed the face of the land and rivers? (The Great Flood. It might be that after the Flood, rivers and lands were named for well-known rivers that existed before the Flood.)

### L7.2 Act it out:



Have four students walk together, showing the river that flowed out of Eden. Then have them divide and walk in four different directions, showing how the river parted and flowed to different lands.

### L7.2 Sing n shake:



A river flowed out of Eden to water the garden. Mmm! Mmm! Mmmmm!

### L7.3 Read: Genesis 2:15



Then the LORD God took the man and put him in the garden of Eden to tend and keep it.  
Genesis 2:15 (NKJV)

### L7.3 Ask questions like these:



#### Primary Level:

- Who put the man in the garden? (the Lord God)
- Where did God place the man? (in the garden)
- What were the two responsibilities God gave the man in the garden? (to tend it and keep it)

#### Secondary Level:

- The garden contained every tree that was beautiful to look at, but God did not place man in the garden just to look at the trees. What was His reason for placing man in the garden? (To work—to tend and keep the garden)
- This is the first mention of work for human beings in the Bible. Was this work assigned to man before or after sin entered the world? (Before)
- What does this show us? (There is nothing sinful or bad about work, work is good, and work is not a part of any curse or punishment.)
- What kind of work was given to man by God? (Gardening)
- What would you say to someone who said that gardening was not respectable for intelligent people? (It has to be respectable because it was given to us by God.)
- What would you think of someone whose goal in life is to get away from work like gardening?

(They are making a mistake because God gave work like this.)

**L7.3 Act it out:**



Place several beautiful branches of trees in the earth as if they were young plants. Call up a student and tell him that his work is to cultivate the garden and keep it beautiful.

**L7.3 Sing n shake:**



God gave us the first work  
A good work in the garden of Eden  
O thank You, O thank You, God!

**Application or assignment for the saved student:**

Work is good. It is a gift of God for our well-being. When your parents or your teacher asks your help with a job, help them out willingly. This week, do all your work with a glad and willing heart, without complaining.

**Invitation for the unsaved student:**

In the beginning, our first parents had perfect communion with God in the garden. That perfect communion was broken by sin. Jesus Christ died and rose again to return us to communion with God. If you have not yet received Jesus, today might be the day of salvation for you. Come and talk with me after our class is over today. I would love to help you.

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## Lesson 8 God put our first parents to a test Genesis 3

**Lesson Aim:** God desires our obedience because He loves us and desires to walk in friendship with us. But He wants our willing obedience. He will not force us to obey Him. Therefore, He put our first parents to a test. At the conclusion of this lesson, the students will know how and why God tested man. They will feel a greater desire to obey God and will determine to obey what He tells them in His Word.

**Review of previous lessons: Review Questions—**

- What trees were in the garden of Eden? (Every tree that was beautiful to look at, with fruit that was good to eat)
- What was the one tree that was mentioned specifically? (The tree of the knowledge of good and evil)

**Checking on last week's assignment:** Last week we learned that work is a good gift from God. We asked you to do your work willingly and without complaining. Who can tell us how they tried to do that this last week? (Allow a brief time of relevant testimony.)

**Verses to memorize:** Genesis 2:16-17

[This lesson is exceptional in the sense that the two verses which form the lesson are also used as verses to memorize.]

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

**Introduction:** Have you ever seen a doll? Many children love to play with dolls. [Teacher, show a doll if you have one.] I can love this doll, and I can pretend the doll loves me, but it doesn't really love me. It cannot love me, because it has no mind of its own. God did not make us to be like dolls, without thoughts, without a way to make our own decisions and to choose our own way. He made us able to choose whether to love and obey Him or not. Would you give a command to a doll? No. A doll cannot choose to obey you and carry out your command. But God DID give a command to the first man. Listen to what happened from the Bible.

**Development of Bible Lesson 8 in 2 parts:**

**L8.1 Read: Genesis 2:16**



And the LORD God commanded the man, saying, "Of every tree of the garden you may freely eat; Genesis 2:16 (NKJV)

**L8.1 Ask questions like these:**



**Primary Level:**

- Who gave the command to man? (The Lord God)
- To whom did God give this command? (to man)
- What food did God give them in the garden? (The fruit of every tree in the garden. The one exception is mentioned in the next verse.)
- Did they have plenty to eat? (Yes, many kinds of fruit)

**Secondary Level:**

- Many times we emphasize the last part of God's command which comes in the next verse we are going to read. We emphasize the negative part. Why do you think it might be important that God began with the positive part? (Listen to their ideas. It might be to show God's love and kindness, maybe to show that His command was easy & reasonable, since they had plenty to eat. God allowed them MUCH more than He forbade them.)
- Some people tend to think that God forbade everything that is enjoyable and fun. What does this verse say to that idea? (God gave them much and forbade them little.)

**L8.1 Act it out:**



Act out God giving His order to man concerning the trees of the garden

**L8.1 Sing n shake:**



God said to man: "You may eat of every tree freely" Thank You, God! You're good!

### L8.2 Read: Genesis 2:17



"**but** of the tree of the knowledge of good and evil you shall **not** eat, for in the day that you eat of it you shall surely die." Genesis 2:17 (NKJV)

### L8.2 Ask questions like these:

#### Primary Level:



- Man was permitted to eat freely of all the fruits in the garden. What was the one exception? (The tree of the knowledge of good and evil)
- What was man specifically commanded to avoid about that tree? (He was not to eat of it)  
[Teacher, the students need to understand that God only commanded that they not EAT of it. This is important to the development of the story later on.]
- What would happen if they ate of the tree? (They would die that same day. We call this a consequence. If we do something, something else is sure to happen as a result.)
- Do you think the command God gave them was hard? (No, because they had plenty to eat, so they had no reason or need to eat of the tree of the knowledge of good and evil.)

#### Secondary Level:

- Do you think that the consequence for the crime of eating the fruit was severe? (Listen to their ideas, but emphasize the point that the purpose of the test was to show whether man would obey or not.)
- If the man obeyed or disobeyed, what would be shown? (Listen to their ideas and bring out this point: If the man obeyed, that would show that he loved God His Creator, that he honored, trusted and respected God's Word, that he was choosing God's way. If he disobeyed, it would show that he did not love Go, that he did not honor, trust and respect God's Word, that he was choosing his own way rather than God's way. This was one big exam!)

### L8.2 Act it out:



One student takes the part of God and another the part of man. Continue acting out the command God gave man concerning the tree of the knowledge of good and evil.

### L8.2 Sing n shake:

There is only one tree whose fruit you must not eat!



O, man, listen to the Word of God!

**Application or assignment for the saved student:** Your obedience shows your love for God. What is the Spirit of God showing you right now that you need to obey? Ask for His help in prayer,

then obey this week what He is telling you to do. God always wants us to obey His Word. What part of God's Word do you know that you are not obeying? Will you begin this week?

**Invitation:** God is looking for your love and your fellowship. If you are ready to welcome Him, please see me after our program today. I would love to pray with you.

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## Lesson 9 God made the first woman and God instituted marriage Genesis 2:18-25

**Prepare before class:** A stick or a bone to represent Adam's rib

**Lesson Aim:** At the conclusion of this lesson, the student will understand that God created us male and female, and that He Himself instituted marriage between one man and one woman. Therefore, the student will respect his sexuality as a male or female and will respect marriage.

**Review previous lessons:** Review Genesis 1:27 from Lesson 4

**Checking on last week's assignment:** Last week we asked what part of God's Word is challenging for you to obey. Who will tell us how they tried to obey the Lord this week?

**Verse to memorize: Genesis 2:18**

And the LORD God said, "It is not good that man should be alone; I will make him a helper comparable to him." Genesis 2:18 (NKJV)

**Introduction:** Put on a skit showing a young man who proposes marriage to a young woman. They walk together and are very happy. Tell the students: God gave us a good gift. He gave us marriage between a man and a woman. Today we will understand how and why God did that.

**Development of Bible Lesson 9 in 6 parts:**

**L9.1 Read: Genesis 2:18**



And the LORD God said, "It is not good that man should be alone; I will make him a helper comparable to him." Genesis 2:18 (NKJV)

**L9.1 Ask questions like these:**

**Primary Level:**



- What did God say about man? (It is not good that man should be alone.)
- What did God say He would do for man? (I will make him a helper comparable to him or suitable for him.)
- How did this act of God help man? (The man was no longer alone, but he had a helper comparable to him or suitable for him.)

**Secondary Level:**

- In what way is woman comparable to man? (She also is human, she also was created in the image of God, as we already saw in Genesis 1:27.)
- How do we know that it is normal for most adults to get married? (God said it was not good for man to be alone.)

### L9.1 Act it out:



Put on a skit in which one student takes the part of God, the other the part of Adam. Adam acts sad. God looks at Adam closely and then says the words of Genesis 2:18.

### L9.1 Sing n shake:



The Lord said,  
It isn't good  
That man should be alone  
I'll make a helper  
Comparable to him." Mm! Mm!

### L9.2 Read: Genesis 2:19-20



Out of the ground the LORD God formed every beast of the field and every bird of the air, and brought them to Adam to see what he would call them. And whatever Adam called each living creature, that was its name. 20 So Adam gave names to all cattle, to the birds of the air, and to every beast of the field. But for Adam there was not found a helper comparable to him. Genesi 2:19-20 (NKJV)

### L9.2 Ask questions like these:



#### Primary Level:

- What did God bring to Adam? (The animals of different kinds)
- What did Adam do for the animals? (Gave them names)
- Among all the animals, how many helpers were found that were suitable for Adam or like Adam? (None.)

#### Secondary Level:

- We just read that God had already decided what He was going to do. Why did He bring the animals to Adam before doing what He had decided to do? (Listen to their ideas. Maybe it was to make the point to Adam [and to all of us later on] that none of the animals were a suitable helper for him. He was different from the animals.)
- Some people today think apes are a little like human beings, and some even say we developed from apes. Why didn't God bring an ape to Adam to be his helper? (An ape is just an animal. It is not created in God's image, so it is not a suitable helper for him.)
- How do we know it is not true that apes developed into human beings? (The Bible says God created the animals and also created the first man.)
- Think about Adam naming the animals. The science of naming animals is called taxonomy, and it's very difficult. A name has to be unique and descriptive of that

animal as opposed to all others. How does this show Adam's intelligence? (He was capable of doing something that scientists today find very difficult.)

### L9.2 Act it out:



Put on a skit in which God takes to Adam different animals [the group watching can act out the part of different animals]. Adam gives each animal an appropriate name. Then God looks over all the animals carefully, searching for a helper suitable for the man. He rejects each of the animals in turn as not being suitable for this function.

### L9.2 Sing n shake:



God checked out every animal  
But not one was good for Adam!  
Oh! Oh! Oh!

### Lesson 9.3 Read: Genesis 2:21-22



And the LORD God caused a deep sleep to fall on Adam, and he slept; and He took one of his ribs, and closed up the flesh in its place. 22 Then the rib which the LORD God had taken from man He made into a woman, and He brought her to the man. Genesis 2:21-22 (NKJV)

### L9.3 Ask questions like these:



#### Primary Level:

- What 5 things did God do in these verses?
  1. He made a deep sleep fall on Adam.
  2. He took one of his ribs
  3. He closed up the flesh in its place.
  4. He made a woman from the rib taken from man.
  5. He brought the woman to the man.

#### Secondary Level:

- Did Adam have one less rib than Eve? (Possibly. We know for sure that he had one less rib than he had when God created him.)
- Do men today have one less rib than women? (No. Only changes involving genetic material are passed on to offspring. For instance, I may cut my finger off, but that does not mean that my children will be born with a finger cut off.)
- Why do you think God chose to make the woman in this particular way? (Maybe to help both the man and woman to realize their essential unity and interdependence.)

### L9.3 Act it out:



In a skit, one student takes the part of God, one of Adam, and one of Eve. The teacher narrates the story, and the students act it out silently as mime. Use a stick or a bone as the rib of Adam.

### L9.3 Sing n shake:





The woman—o—o! She was made from man. O-o-ooo!

#### L9.4 Read: Genesis 2:23



And Adam said:

"This is now bone of my bones

And flesh of my flesh;

She shall be called Woman,

Because she was taken out of Man." Genesis 2:23 (NKJV)

#### L9.4 Ask questions like these:

##### Primary Level:



- When the man saw the woman, what did he say? (This is now bone of my bones and flesh of my flesh. She shall be called woman, because she was taken out of man.)
- Why did he call her “woman”? (Because she was taken out of man)

##### Secondary Level:

- Was the woman a lot like man, or totally different from him? (Even though she was somewhat different, she was profoundly like man, because she came from man. She was not different from man in the same sense in which animals were different.)
- How many women did God make for Adam? (Only one.)
- What might this tell us about God’s intention for marriage? (One man and one woman—monogamy)
- Why did God not make another man for Adam? (They would not have been able to reproduce. A man would not have been a helper suitable for him.)
- What might this tell us about God’s intention for marriage? (Between a man and a woman, heterosexual not homosexual. Hetero means between two different genders, while homo means between two of the same gender.)
- Why did Adam say this is NOW bone of my bones? He was comparing this time with what other time(s)? (Possibly he was thinking of God bringing him the woman as compared with bringing him the animals.)
- Adam did for the woman one thing that he also did for the animals. What was that? (He named the animals and he also named woman.)
- What do you think Adam thought and how do you think he felt when he first saw the woman?  
(Several answers are possible—surprise, joy, excitement, awe, etc.)
- What words show that Adam understood the woman was equal to him? (This is now bone of my bones and flesh of my flesh.)

#### L9.4 Act it out:



Show the surprise and joy of Adam in seeing his woman for the first time.



#### L9.4 Sing n shake:



This is now, O-o, La-la!

Bone of my bones! O-o, La-la!

Flesh of my flesh! O-o, La-la!

Mm-mm! Mmm-Mmmm!

#### L9.5 Read: Genesis 2:24 Read, dividing the verse into three phrases



24 Therefore a man shall leave his father and mother / and be joined to his wife,/ and they shall become one flesh.

Genesis 2:24 (NKJV)

#### L9.5 Ask questions like these:



##### Primary Level:

- What did God say was His plan for man and woman? (To leave their parents and to live together as one flesh.)
- For what reason is it OK for a man to leave his parents? (To be joined to his wife, in other words, to get married and start a home of his own.)

##### Secondary Level:

- How do we know God is talking about marriage in this verse? (There might be many ways of answering. The man leaves his parents, he is joined to his wife, the man and his wife become one, etc.)
- What is marriage? (The joining of one man and one woman for life.)
- This man and this woman (Adam and Eve) had no parents. Why, then, did God say that a man shall leave his father and mother to be joined to his wife? (He was not saying this for this first couple alone, but for all of us, because the institution of marriage began at this time.)

#### L9.5 Act it out:



A young man says goodbye to his parents and goes to live with his wife and the two rejoice together because a new home has been begun.

#### L9.5 Sing n shake: (Explain that these are words that a young man may say to his parents on the day of his marriage)



“Good bye, beloved parents

Thank you for everything

Hello! My beautiful wife

Today we become one.”



**L9.6 Read: Genesis 2:25**



And they were both naked, the man and his wife, and were not ashamed. Genesis 2:25 (NKJV)

**L9.6 Ask questions like these:**

**Primary Level:**



- What clothes did Adam and Eve wear at this time, before sin entered the world? (None. They were both naked.)
- Did they feel ashamed to be naked? (No.) [In another lesson, we will learn why God gave clothes for them.]
- Were any other people around to see them? (No, they were the only ones.)

**Secondary Level:**

- Does this verse show that people do not need clothes? Why? (Non, because it was a man and his wife who were naked.)
- If they didn't need clothes back then, why do we need them today? (Listen to their ideas, and make sure that in the discussion these two points come out. There are two main differences between our situation and theirs. 1. No other people were around back then, but lots of other people are around now. 2. Sin had not yet entered the world at that time, but now all people have sinful thoughts and desires.)

**L9.6 Act it out**



All the students cover their faces with their hands. When you say, "They were not ashamed," they uncover their faces.

**L9.6 Sing n shake:**



"The man and his wife, they were not ashamed."

**Application:** God wants His people to respect marriage. (For Secondary Level youth add this thought: and to respect their own sexuality, saving it for marriage.) Discuss: How can you show respect for marriage? Youth: How can you respect your own sexuality?

**Invitation:** God can give you the strength to respect marriage, in fact, He can give you strength to obey all His commands. This strength comes from Christ, God's only Son. Are you sure today that you have received Jesus Christ as your Savior and Lord? You can be sure of that today. If you are not sure, please stay after class today so that I can help you.

**Lesson 10—The serpent lied to Eve. Genesis 3:1-5**

**Prepare before class:** Bring a branch to serve as a tree, preferably with some kind of fruit on it, and a large cloth the size of a blanket.

**Lesson Aim:** At the conclusion of today's lesson, the students will understand that Satan is a liar. They will understand how Satan lied to Eve, and see that it is the same way he often lies to us today. They will begin to see Satan's traps ahead of time, before they fall into them.

**Verse to memorize: John 8:44c**

(Jesus said,) "You are of your father the devil, and the desires of your father you want to do. He was a murderer from the beginning, and does not stand in the truth, because there is no truth in him. When he speaks a lie, he speaks from his own resources, for he is a liar and the father of it. John 8:44 (NKJV)

**Review:** How did God make the first woman? (From Adam's rib) How many wives did Adam have? (God just made one wife for him—Eve.)

**Checking on last week's assignment:** Who had an opportunity to show respect for marriage this week?

**Introduction:** Put on a skit—The devil is seen as a monster, but he wears a beautiful mask. He is holding something rotten and stinky—a glass of putrid water or something like that. He covers the rotten thing with a beautiful piece of shiny paper and a flower. Then he lies to the students, saying it is a wonderful gift that will give them wisdom, beauty, and long life. He tries to get them to take it.

**Transition to the Bible Lesson:** Today we will read a story of a terrible liar. This story is true and it is found in the Bible in Genesis chapter 3.

**Development of Bible Lesson 10 in 3 parts:**

**L10.1 Read: Genesis 3:1**



Now the serpent was more cunning than any beast of the field which the LORD God had made. And he said to the woman, "Has God indeed said, 'You shall not eat of every tree of the garden?'" Genesis 3:1 (NKJV)

**L10.1 Ask questions like these:**



**Primary Level:**

- Which was the most cunning of all the animals? (The serpent)
- What does it mean to be cunning? (Tricky, deceitful, a liar)
- How do we know this was more than just an ordinary serpent? (He spoke, and also because he was tricky. )
- To whom did the serpent speak? (To the woman)
- What question did he ask? (Has God really said, 'You shall not eat of every tree of the garden?')

- Who created the serpent? (God. The verse is clear: The serpent was more cunning than any best of the field which the Lord God had made. The serpent was an animal God had made.)

### Read Revelation 12:9 as a supplementary verse:



So the great dragon was cast out, that serpent of old, called the Devil and Satan, who deceives the whole world; he was cast to the earth, and his angels were cast out with him.

Revelation 12:9 (NKJV)

### Now ask this question about Revelation 12:9:



- Who was using the body of the serpent as a disguise so that the woman would not know who was really speaking to her? (Satan or the devil)

### Secondary Level:



- How do we know that God had created spirits of angels, in addition to creating our world? (Satan was already present in the garden, and we know that God created everything there is.)

### Read Colossians 1:16 as a supplementary verse:



For by Him (Jesus) all things were created that are in heaven and that are on earth, visible and invisible, whether thrones or dominions or principalities or powers. All things were created through Him and for Him. Colossians 1:16 (NKJV)

### Ask these questions about Colossians 1:16:



- Who created the invisible things? (Jesus)
- Who created the angelic powers? (Jesus)
- Who created all things? (Jesus)
- Why do you think the passage of Genesis we are studying does not describe the creation of the invisible angelic powers, or the Fall of Satan and his demons, since there are other Bible passages that tell us about this? (There are many possible thoughts about this. It appears that perhaps God's purpose in Genesis 1 and 2 is to emphasize the creation of our visible world that we see and touch every day. Later God revealed through His prophets something about the creation of the invisible angelic world and the Fall of some of the angels. For youth who might like to look into this further, suggest Isaiah ch 14 and Ezekiel ch 28.)
- Do you think that Satan was really looking for information in asking Eve this question? Was he really trying to find out something, or did his question have another purpose? (He was not looking for an answer. He evidently heard God give this commandment, so he didn't need to find out anything. )

- What do you think may have been Satan's motive in posing this question to Eve? (He may have wanted to plant seeds of doubt in Eve's mind. He wanted her to doubt the Word of God.)
- The serpent asked, "Has God INDEED said..." What does this word indeed mean? (Truly, really. This shows clearly Satan's intent. He wants Eve to question the integrity, goodness and generosity of God! He wants her to begin to think of God as One who is jealous and mean.)
- What do you think was Eve's first mistake? (She listened to the voice of Satan, who is a big liar.)
- Can you think of any other Bible verses that say Satan is a liar? (John 8:44, 2 Corinthians 11:14, Revelation 12:9 are possible choices amongst others.)  
(Jesus said,) "You are of your father the devil, and the desires of your father you want to do. He was a murderer from the beginning, and does not stand in the truth, because there is no truth in him. When he speaks a lie, he speaks from his own resources, for he is a liar and the father of it. John 8:44 (NKJV) And no wonder! For Satan himself transforms himself into an angel of light. 2 Corinthians 11:14 (NKJV) So the great dragon was cast out, that serpent of old, called the Devil and Satan, who deceives the whole world; he was cast to the earth, and his angels were cast out with him. Revelation 12:9 (NKJV)

#### L10.1 Act it out:



Several students cover themselves with a cloth, bend over at the waist, and form a serpent. They come up to a young woman. The serpent asks the girl in a mocking voice, "Has God REEEALLY said..." She listens closely and begins to think about what the serpent said.

#### L10.1 Sing n shake:



The serpent wants you....  
to doubt the word of God  
Ah, Mama Eve!  
Why are you listening  
To that big fat liar?

#### L10.2 Read: Genesis 3:2-3



And the woman said to the serpent, "We may eat the fruit of the trees of the garden; 3 "but of the fruit of the tree which is in the midst of the garden, God has said, 'You shall not eat it, nor shall you touch it, lest you die.'" Genesis 3:2-3 (NKJV)

#### L10.2 Ask questions like these:



##### Primary Level

- Who answered the doubting question of the serpent? (The woman)
- What was her response? (We may eat of the trees of the garden, but there is only one tree of which God has said we should not eat of it.)

##### Secondary Level

- Was the answer of the woman totally true, or did she change or add to the Word of God a little bit? (She added, 'nor shall you touch it.' God had only told Adam not to eat of it. He had not said they could not touch it.)

- What other difference do you see between the woman’s quoting of God’s command and God’s actual command? [Go back to 2:16-17 if necessary for making this contrast.] (Eve omits the word “all.” God said ‘You may eat of ALL the trees of the garden’ except for the one. God emphasized His generosity and goodness by using the word ALL. Eve made God appear more strict by omitting it.)
- There are Bible verses that warn us not to change the Word of God—not to add to it, take away from it, or change it. Are you familiar with any verses that teach this? (Deuteronomy 4:2, Proverbs 30:5-6, Revelation 22:18)
  - "You shall not add to the word which I command you, nor take from it, that you may keep the commandments of the LORD your God which I command you. Deuteronomy 4:2 (NKJV)
  - Every word of God is pure;
  - He is a shield to those who put their trust in Him.
  - 6 Do not add to His words,
  - Lest He rebuke you, and you be found a liar. Proverbs 30:5-6 (NKJV)
  - For I testify to everyone who hears the words of the prophecy of this book: If anyone adds to these things, God will add to him the plagues that are written in this book. Revelation 22:18 (NKJV)

### L10.2 Act it out:



Some young girls show all the trees of the garden, saying, “We may eat of all the trees of the garden.” Then they come to a tree in the center of the garden and say, “But this tree, we may not eat of it, NOR EVEN TOUCH IT! BE SURE NOT TO TOUCH IT!” The boys answer, “Eve, Eve, you have changed the Word of God! God never said one word about touching it!” One student pretends to be the serpent. He listens, then laughs joyously at Eve’s words.

### L10.2 Sing n shake:



Ah, Mama Eve! Your fall is not far away! You are playing with the Word of God! O no!

### L10.3 Read Genesis 3:4-5: As you read, emphasize the lie of Satan, “you will not surely die.”



Then the serpent said to the woman, "You will not surely die. 5 "For God knows that in the day you eat of it your eyes will be opened, and you will be like God, knowing good and evil."

Genesis 3:4-5 (NKJV)

### L10.3 Ask questions like these:

#### Primary Level:



- What was the response of the serpent to Eve. (You will not surely die...)
- What did Satan claim was the reason God had forbidden them to eat of the one tree? (He claimed that God knew that when they ate of it, their eyes would be opened, and they would be like God, because they would know good and evil.)
- Was Satan telling the truth? (No. He was contradicting what God said, and he is a liar.)
- Why do you think Eve liked what Satan said? (He was suggesting that maybe there was something nice they could get—being like God and knowing good and evil. That sounded pretty good.)

**Secondary Level:** Add other questions that cause the youth to think more deeply about the passage, like these:

- Why do you think Satan had the audacity to contradict God so directly? (Several answers are possible. One idea might be that he knew Eve had already begun to doubt God, so he felt he could then contradict God directly. Remember also that Satan is the enemy of God, one who seeks to steal God's worship and glory for himself. Remember also that Jesus said Satan is a liar.
- The goal of Satan was to cause the woman to fall into sin, but also to change her ideas about God. How do you think these words might change Eve's ideas about her Creator? (Listen to their ideas. It is evident that Satan wanted Eve to think that God was not concerned with her well-being, that He was somehow her enemy.)
- What were the three ideas that Satan used to tempt Eve? (1. Your eyes will be opened, 2. You will be like God, 2. You will know good and evil.)
- How are these like the temptations or lies he uses with us today? (Listen to their ideas. Make sure these thoughts are included in the discussion: Satan offers secret knowledge unknown to others [as in secret societies as one example], Satan says we can become gods [many pagan religions make this claim, even some so-called churches like the Church of Jesus Christ of Latter Day Saints], we will have some heightened awareness of good and evil [one of the claims of New Age philosophy and also of many pagan religions, like when they go into trances, etc.]

**L10.3 Act it out:**



The serpent lying to Eve

**L10.3 Sing n shake:**

O, the awful lies of Satan! What a big fat liar!



**Application or assignment for the saved student:** This week, ask these questions in your heart of every thought that comes into your mind: Is this in agreement with all that you understand of the Word of God? If not, it is likely one of the lies of the devil.

**Invitation for the unsaved student:** Perhaps you have already fallen into one of Satan's traps. Jesus Christ is the Liberator who can free you. He is the only One who can free you from the trap of Satan. If you know that you need Him today, wait for me after our class. I would love to help you come to Jesus.

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## **Lesson 11 Our first parents disobeyed God and received the consequences of their sin. Genesis 3:6-11**

**Prepare before class:** A piece of fruit



**Lesson Aim:** At the conclusion of this lesson the students will understand that we have a great need for salvation because we have all sinned, disobeying God, and the consequence of that disobedience is eternal death or separation from God. Therefore, they will put their trust in Jesus Christ for their salvation and having done that, they will begin to pray for the salvation of their neighbors.

**Verse to memorize: Romans 5:12& 6:23**

Therefore, just as through one man sin entered the world, and death through sin, and thus death spread to all men, because all sinned-- Romans 5:12 (NKJV)

For the wages of sin is death, but the gift of God is eternal life in Christ Jesus our Lord.  
Romans 6:23 (NKJV)

**Review:** Who came to Eve with a suggestion that was not from God? (The serpent, who was really Satan)

**Checking on last week's assignment:** Last week we asked you to check on the thoughts that came to your mind during the week. Who remembers the question you were ask yourself about each thought? Yes, you were to ask if that thought was in line with everything you understand of the Word of God. How did your thoughts check out this week? Who would like to report? Who had Satan plant a thought in their mind that they knew was not in line with the Word of God? What did you do with that thought?

**Introduction:** A family comes to visit a national park which has a very deep canyon. During their visit, the mother sees one of her children playing very close to the precipice, right on the edge. The child is in an extremely dangerous position. If the cry of the mother makes him afraid, he could easily lose his balance and fall over the edge to his death. The mother spoke very calmly to the child, "My child, come to me!" If the child did not obey, if he stepped back or turned at all, a certain death awaited him. Would the child obey? That is the big question!

**Transition to the Bible Lesson:** In the third chapter of Genesis in the Bible, we read about a time when our first parents were also confronted with a very great danger—the danger of disobedience. Like the child on the edge of the dangerous ravine or canyon, our first parents did not understand the danger of their position or the awful consequences of disobedience. It happened like this:

**Development of Bible Lesson 11 in 3 parts:**

**Lesson 11.1 Read: Genesis 3:6** Read slowly and with expression, emphasizing the verbs or acts of the woman: The woman **saw**...She **took**...She **ate**.



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 (NKJV)

**L11.1 Ask questions like these:****Primary Level:**

?

- The woman saw that the tree was good for what? (for food, that is, she began to think about eating its fruit)
- She also saw that the tree was pleasant to what? (to the eyes, beautiful or nice to look at, so she began to look at it more and think about it)
- She also saw that the tree was desirable for what? (to make one wise, for giving greater intelligence)
- Where did she get that idea from? (From Satan.)
- So then what did she do? (She took of its fruit, that is she picked a fruit from the tree, and ate it.)
- To whom did she also give some of the fruit? (To her husband)
- What did Adam do with the fruit? (He also ate.)
- Where was her husband while all this was happening? (with her, right by her side)
- Can you remember? What had God told them about this fruit? (2:17-They should not eat of it.)

**Secondary Level:**

- What physical sense did Satan use to tempt Eve? (The sense of sight)
- How did Satan use this sense to tempt her? (He began with a sense the use of which was not forbidden. God had not said they could not look at the tree. When she began to look at the tree more, she began to think about it and to think about the alleged benefits of eating it. She began to contemplate doing what God had forbidden.)
- Think about this: Can you know whether an unknown fruit is good to eat by looking at it? (No, there are many fruits that look good but are not good to eat or are even poisonous.)
- So when the woman saw that the tree was good to eat, was that reality or a fantasy? (A fantasy, maybe from her own mind, maybe at least partially from Satan)
- Did Eve question whether her thoughts were true? (No, she accepted her thoughts as reality.)
- Who first suggested the thought that the fruit was good for making one wise? (Satan. In verse 5, we just read that he said to her, "in the day you eat of it your eyes will be opened, and you will be like God, knowing good and evil." Gen 3:5 NKJV)
- Satan gave her a suggestion. What does it appear she did with that suggestion? (She accepted it as true.)
- What are some ways in which Satan uses the sense of sight to tempt us today? (Stimulate a little discussion. Many answers are possible. Among them are lusting when seeing a woman who is beautiful or dressed in a sexy manner, looking at pornographic pictures, watching bad movies or TV shows, and more. Encourage the students to discuss how these things do or could affect them or tempt them.)

- What are some ways Satan uses the thought or idea that we can become like gods to tempt us or lead us astray today? (Encourage a little discussion. This idea is common in cult group, false religions, secret societies, and idol shrines.)
- How has Satan used this idea within African cultures to destroy us? (Encourage discussion.)
- What was the Fall or the sin, and why was it sin? (The act of eating the fruit, because it was an act of disobedience and rebellion against God. It was directly choosing to do what God had forbidden. In eating it, our first parents were choosing their own way and their own thoughts [and also Satan's] over the Word of God.)

### L11.1 Act it out:



The woman looks at the fruit, thinking about it a long time. She is more and more attracted to it. Then she eats of it and gives some to her husband. He also eats.

### L11.1 Sing n shake:



Sing and dance in two groups. One group represents God. They sing to the others: "Don't eat of that fruit. Don't eat of that fruit. Eat all the other fruit, but don't eat of that fruit." The other group represents Adam and Eve. The dance around and around a tree [one student can hold a branch to represent the tree]. They look more and more at the three. They the woman eats of it and gives it to the man who also eats.) When they eat, the students representing God are very sad and sing, "Aii—yai-yaiiii!" over and over.

### Lesson 11.2 Read: Genesis 3:7-8



Then the eyes of both of them were opened, and they knew that they were naked; and they sewed fig leaves together and made themselves coverings. 8 And they heard the sound of the LORD God walking in the garden in the cool of the day, and Adam and his wife hid themselves from the presence of the LORD God among the trees of the garden. Genesis 3:7-8 (NKJV)

### L11.2 Ask questions like these:



#### Primary Level:

- After they disobeyed God and ate the fruit God had told them not to eat, then what happened? (Their eyes were opened.)
- When their eyes were opened, what did they see or understand? (They were naked.)
- Didn't they know before they were naked? (Yes, but now it seemed different to them. Before they were not ashamed, but now suddenly they felt ashamed.)
- Since they were ashamed to be naked, what did they make for themselves? (Coverings or clothes)
- What were these clothes made out of? (Fig leaves)
- Then who did they hear walking in the garden? (The Lord God)
- What did they do? (They hid themselves among the trees)
- Whose presence were they trying to get away from? (The presence of the Lord)
- Why didn't they like to walk with God any more? (They had disobeyed Him and they felt ashamed.)

**Secondary Level:**

- They thought that eating the fruit would bring them wonderful rewards, but what did it really bring them? (Shame. They felt ashamed. Broken fellowship with God. They no longer enjoyed walking with God.)
- In eating the fruit they made a wrong decision. Do they also make another wrong decision in this verse? What? (Yes, in this verse they try to hide from God, instead of confessing their sin.)
- Think about how ridiculous their hiding is. Why can't they hide from God? (He made the trees. He can destroy them if He wants to. He knows everything, so of course He knows right where they are.)

**L11.2 Act it out:**

Two students begin with a fruit in their hand and a bite out of it. Suddenly they act afraid. They run around and gather leaves, trying desperately to cover themselves. Then they run and hide.

**L11.2 Sing n shake:**

"Gotta cover...gotta cover...gotta cover myself

I feel so ashamed.

Gotta hide...gotta hide...gotta hide from God

I feel so ashamed.

I know I sinned...I know I sinned...I know I sinned against God

I feel so ashamed."

**L11.3 Read: Genesis 3:9-11**

Then the LORD God called to Adam and said to him, "Where are you?" 10 So he said, "I heard Your voice in the garden, and I was afraid because I was naked; and I hid myself." 11 And He said, "Who told you that you were naked? Have you eaten from the tree of which I commanded you that you should not eat?" Genesis 3:9-11 (NKJV)

**L11.3 Ask questions like these:****Primary Level:**

- As Adam & Eve were hiding, who called to them? (The Lord God)
- What did God ask? (Where are you?)
- Was God having trouble finding them? (No, He knew right where they were. He wanted Adam to realize and admit that something was wrong.)
- What was Adam's answer to God? (I was afraid because I was naked, and I hid myself.)
- Had Adam ever worried about that before? (No. Before he was naked and was not ashamed.)
- What had changed? (They had sinned. They had disobeyed God. THAT'S why they felt ashamed!)

- Then God asked two more questions. What were they? (Who told you that you were naked? Have you eaten from the tree I told you not to eat from?)

**Secondary Level:**

- Does Adam seem to recognize God’s voice? (Yes)
- What does this mean? (It implies God has been walking & talking with them before.)
- How do you think Adam and Eve felt when God asked them if they had eaten of the tree? (Caught. Guilty. Afraid. Desperate to try to find an excuse.)

**I.11.3 Act it out**



Let three student act out the action of these verses, taking the parts of God, Adam, and Eve.

**L11.3 Sing n shake**

Let the children sing in two groups, one taking the part of God and one of Adam:

God: “Where are you? Where are you?”

Adam: “I was hiding, I was hiding”

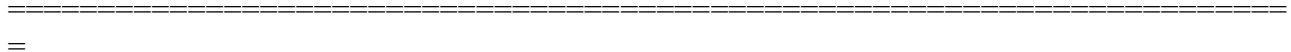
God: Have you eaten from that tree?

Adam: (Grabs himself in terror as if he is going to have a heart attack.)



**Application or assignment for the saved child:** Right now can you think of three neighbors who do not yet know the Lord Jesus Christ? (Older children and youth can write their names down on a piece of paper. If paper or pencils are not available, they can trace the name with their finger in the air so as to help them remember.) Would you begin today to pray regularly that these neighbors will hear the Gospel, understand it, and receive Christ as Savior?

**Invitation:** The Bible says that everyone has disobeyed God, everyone has sinned. You too, you are included. You need to receive the Lord Jesus Christ as your Savior and Lord. If you have not yet received Him, but today you are ready to do so, wait for me after class today. I would love to help you come to Jesus.



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**Lesson 12—Our first parents discovered more consequences of their disobedience. Genesis 3:12-19**

**Prepare before class:** Tie paper feet on to a stick which will represent the serpent.

**Lesson Aim:** At the conclusion of this lesson, the students will understand that bad consequences follow our disobedience. They will leave their sins and receive the mercy of God by trusting in Jesus as Savior.

**Verse to memorize: Proverbs 28:13**

He who covers his sins will not prosper,  
But whoever confesses and forsakes them will have mercy. Proverbs 28:13 (NKJV)

**Review:** What terrible thing did our first parents do? (They listened to Satan's lies and disobeyed God.) How did they feel afterward? (They felt ashamed.)

**Checking on Last Week's Assignment:** Remember, last week we asked you to begin to pray every day for three neighbors, that they would come to Jesus. How many of you have been praying faithfully? Did God give you a chance this week to speak to any of them about Jesus? Did He give you a chance to do something kind for them? Did He give you a chance to be friendly to them? Remember to keep on praying for them until they come to Christ.

**Introduction:** Put on a skit showing a child who disobeys his father, then he thinks about different lies he could tell to try to cover his sin. He is truly miserably, worried about getting caught, worried about getting punished, feeling guilty, etc.

**Transition to the Bible Lesson:** Like this child, our first parents disobeyed God. We have already seen a couple of the consequences. What were they? (They felt ashamed and hid from God. The wonderful fellowship they had enjoyed with God was already broken.) Will there be other consequences? Will God punish them? Let's see what the Bible says. We begin at Genesis chapter 3, verse 12.

**Development of Bible Lesson 12 in 2 parts:**

**Lesson 12.1 Read: Genesis 3:12-13.**



Then the man said, "The WOMAN whom You gave to be with me, she gave me of the tree, and I ate." 13 And the Lord God said to the woman, "What is this you have done?" The woman said, "The SERPENT deceived me, and I ate. Genesis 3:12-13 (NKJV)

**L12.1 Ask questions like these:**

**Primary Level:**



- Whom did the man blame for his sin? (The woman. She gave me of the tree, and I ate.)
- Whom did the woman blame for her sin? (The serpent. The serpent deceived me, and I ate.)
- Who accepted his own fault and took responsibility for his sin? (No one.)
- Who confessed his sin and asked God to forgive him. (No one.)
- Is it hard for us too to admit our sin? (Yes, we tend to blame others just like they did.)

**Secondary Level:**

- Of whom did God demand an explanation? (Of the man and the woman)
- Of whom did God not ask for an explanation? (The serpent)
- Why, do you think? (Maybe it was because Satan, who was working through the serpent, had already fallen into sin.)

- What human weakness did they show? (Refusal to accept responsibility for their own actions)
- One good thing that happened here is the temptation was traced back to its ultimate source. What was that? (The serpent, or Satan)
- They were looking for excuses, but was what they said true? (Yes. The woman did give to the man and the serpent did deceive the woman.)
- Did that excuse them from personal responsibility? (No. Punishment follows, as we will see.)

### L12.1 Act it out:



Four students [or four groups] play the parts of God, Adam, Eve, and the serpent. God asks the questions, Adam blames Eve, Eve blames the serpent, the serpent just hisses.

### L12.1 Sing n shake:



Adam said, It's the woman's fault!  
The woman said, It's the serpent's fault!  
It's not my fault! Blame someone else!

### L12.2 Read: Genesis 3:14



So the LORD God said to the serpent:  
"Because you have done this,  
You are cursed more than all cattle,  
And more than every beast of the field;  
On your belly you shall go,  
And you shall eat dust  
All the days of your life.

### L12.2 Ask questions like these:



#### Primary Level:

- Who is speaking in this verse? (The Lord God)
- To whom is He speaking? (to the serpent)
- Why is God punishing the serpent? (Because it tempted the woman.)
- What does God put on the serpent? (A curse)
- Is the serpent's curse the same as the other animals? (No, it is more or worse.)
- How did God change the way the serpent got around? (It had to go on its belly from then on.)
- What would the serpent eat? (Dust. But this is a way of saying that he is defeated.)

#### Secondary Level:

- Think about the phrase, “You are cursed more than all cattle, and more than every beast of the field.” How were the other animals cursed? (The Fall brought a curse on all creation, including the animals.)
- The serpent eating dust is an eastern figure of speech. What do you think it means? Compare Psalm 72:9. (It means defeat and humiliation.)
- What, then, is the true position of Satan? (He is defeated and humiliated.)

**L12--2C. Act it out:**



Tie paper “feet” on to a stick. Let one child hold it upright like a serpent. Another child plays the part of God and curses it to go on its belly. Let a third child tear the feet off. Then the serpent is lowered onto the ground. Together, the children tell it, “You are defeated! Go eat dust!”

**L12.2 Sing n shake:**



Satan serpent, you are cursed!  
Go on your belly. Go. Go. Go!  
You are defeated. Go eat dust!

**Application or assignment for the saved child:**

Bad consequences followed the disobedience of our first ancestors. Everyone tried to make excuses, but how many of those excuses did God accept? (None.) Bad consequences always follow sin. Right now, God may be speaking to you about some sin you have done. Don’t wait for the consequences to catch up with you. Confess that sin to God right now. Ask for His mercy, and for His help to turn away from it. God never forgives excuses, but He is merciful to forgive when we confess and turn away from our sin.

**Invitation for the unsaved child:**

All of us have sinned. The Bible says, “All have sinned” (Romans 3:23). You have sinned, too. Jesus came to earth and died to pay the punishment for your sins. He rose again. He is alive in heaven today, so He will hear you if you call to Him. Will you ask Him to be your Savior today? If you are ready to call on Him, I would love to pray with you after class. (Teacher, show where the child should meet you if he is ready to receive Christ.)

**Lesson 13 God promised that a Savior would come. Genesis 3:15, 20-21**

Genesis 3:15 is an important and somewhat involved verse, so we will divide it in four sections. Each section will be up to the next mark of punctuation.

**Lesson Aim:**

At the conclusion of this lesson, the children will know that God promised a Savior who would come from only a woman, not from a man. This prophecy was fulfilled in Jesus Christ, who was born of a virgin and had God for His Father. The children will trust Jesus as their Savior if they have not done so, and begin to pray for the unsaved.





**Verse to memorize:**

But when the fullness of the time had come, God sent forth His Son, born of a woman, born under the law, to redeem those who were under the law, that we might receive the adoption as sons.

Galatians 4:4 (NKJV)

Today's Scripture promises a Savior from the seed of woman, and this verse tells of the fulfillment of that prophecy in Jesus Christ who was born of a virgin.

**Review:** Hold up three pictures or write it on a blackboard: the man, the woman, and the serpent. What were the consequences for each because of Adam and Eve's sin? (The man had the earth cursed and his work became harder, the woman had pain in childbirth and her husband would rule over her, the serpent would go on its belly and eat dust.)

**Checking on last week's assignment:** Last week we asked you to confess and repent of any sin in your life before the consequences caught up with you. How has it been going? Do you need more prayer to help you be faithful to that commitment? (Allow a time of prayer for all who are seeking by God's help to turn away from some specific sin.)

**Introduction:**

You may have heard that God promised long ago that a Savior would come. Have you ever wondered when God made those promises? Have you ever wondered exactly what He promised?

**Transition to the Bible Lesson:**

Today we are going to learn about the very first time God promised a Savior. Listen closely. I think the promise might have come much earlier than you ever thought about.

**Development of Bible Lesson 14 in 4 parts:**

**L13.1 Read : Genesis 3:15a**



And I will put enmity  
Between you and the woman, Genesis 3:15a (NKJV)

**L13.1 Ask these questions for Section 1:**

**All Levels:**




- The verse begins with "And I." Who is speaking? Who is the "I"?
- God says He will put something between the serpent and the woman. What?

**L13.1 Act it out:**




Divide the students into two groups. One represents the serpent and one represents the woman. You act as God. Throw enmity at them, shouting "Enmity!" and acting as if you are throwing them a big ball. Then the two groups begin to act as if they are enemies of one another (but do not allow physical fighting. They have to stay in their own places and just make faces and gestures.)

### L13.1 Sing n shake:

One possible wording is:  
 You the serpent, you the woman (Point one way, then the other, taking one step in opposite directions each time)  
Now are enemies! Ah! Ah! Ah! (repeat over and over in rhythmic fashion)

### L13.2 Read: Genesis 3:15b


 And between your seed and her Seed;  
Genesis 3:15b (NKJV)

### L13 .2 Ask questions like these:


? **All Levels:**

- God says He will also put enmity between the seed of the serpent and the seed of whom?
- You and I are made by the seed of a woman and a man. We have a human father and a human mother. Was there every anyone who was only the seed of woman?


### L13.2 Act it out:

 Designate one student to be Jesus, the Seed of the woman. The rest of the class will be the seed or children of the serpent. Jesus will stand still, holding out His hand in love, but the seed of the serpent will act out all kinds of hostility toward Him (students must stay where they are and act out the hostility from that position.)

### L13.2 Sing n shake:

One possible wording is:  
 Satan's children will hate Jesus! (repeat over and over) (Shake finger while dancing.)  
Mm! Mm! Mm!

### L13.3 Read: Genesis 3:15c

 He shall bruise your head, Genesis 3:15c (NKJV)

Note: This little phrase is the heart of the Gospel. Be sure to spend adequate time on it so that the children grasp that it is foretelling Jesus' victory over Satan on the cross.

### L13 .3 Ask questions like these:

? **All Levels:**

- What would the seed of the woman do to the serpent?
- When this verse says "you" and "your," it is referring to whom?
- The seed of the woman that would bruise the head of the serpent--is it singular or plural?
- Is it masculine or feminine?
- To whom does it refer?
- When did Jesus bruise the head of Satan?

**L13 .3 Act it out:**



Now let the children all pretend to be Jesus. They pretend that Satan is a snake under their feet. They stomp on his head and squash it.

**L13 .3 Sing n shake:**

One possible working is:



Listen! Serpent! (Shake finger while dancing)

Jesus will bruise your head! (Ah! Ah! Ah!) (Make a squashing motion with one foot.)

**L13 Section 4A. Read: Genesis 3:15d**



And you shall bruise His heel." Genesis 3:15d (NKJV)

**L13 Section 4B. Ask questions like these:**



**Primary Level:**

- Satan would also do something to the seed of the woman (Jesus). What?
- If you bruise a heel, it may hurt a lot and keep you from walking well, but will it kill you?
- What is the difference, then, between Jesus bruising Satan's head and Satan bruising Jesus' heel?

**Secondary Level:**

Go back and **read** the whole verse, Genesis 3:15, at a setting. If a student is a good reader, you may let him to read.

**L13 Section 4C. Act it out:**



The children all pretend to be God talking to the serpent. They are talking to Satan about Jesus. They shake their finger in the serpent's face and repeat after you, "And you shall bruise his heel—ha! Ha! Not his head, serpent, just his heel!" "You'll hurt Jesus, but you can NEVER stop Him!"

**L13 Section 4D. Sing n shake:**

One possible wording is:



The serpent will bruise Jesus' heel! Ouch!

But the serpent will never stop Him!



**Now, ask these overall questions for the verse as a whole:**

- How does this verse promise the coming of a Savior?
- What unusual things are included in the promise?
- How do we know that Jesus will defeat Satan?
- After reading this verse, what kind of relationship do we expect to see between Jesus and Satan in the rest of Scripture?

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- After reading this verse, do we know already who is going to gain the victory? How do we know it?  
(Jesus will bruise or squash the serpent's head, thus ending his power.)
- Who can explain in his own words what this verse really means?
- Why was this verse good news for Adam and Eve and their future family?
- Why is it good news for us today?

### **Application or assignment for the saved child:**

God promised in the Garden of Eden that He would send a Savior who would be born of a woman, not of a man. He fulfilled that promise when He sent Jesus Christ, His own precious Son, into our world. If you know Jesus as your Savior, will you pray that others may trust Him, too? Right now, try to think of one or more friends who do not yet trust in Jesus. Pray for them right now, and keep on praying for them

throughout this week. (Teacher, pause or lead in prayer for unsaved friends.) Now try to think of one or more relatives who do not know Jesus. Pray for them. (Teacher, pause again or lead in prayer for unsaved family members.) Now think of people who live around you. Pray that they, too will come to know Jesus. (Teacher, pause or lead in prayer again for unsaved neighbors.) Now pray for people all throughout (the city or district where the children live). (Teacher, lead in a final prayer for the unsaved of the area where the children live.)

### **Invitation for the unsaved child:**

What about you yourself? Are you absolutely sure that you have trusted Christ as your Savior? Jesus promises, "the one who comes to Me I will by no means cast out." (John 6:37b NKJV). If you have any

doubts, or if you know that you have not yet trusted Jesus but you are ready to do so today, would you meet me after this meeting? (Teacher, designate a specific place and time where anyone interested may meet you. Be sure to go to that place at that time to meet anyone who may come.)

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## **Lesson 14 Sin ruined the whole world. Genesis 3:16-20**

**Prepare before class: Prepare before class:** A sign that says "Family Leader". Also cut a variety of plant branches and bring a container of sand.

### **Lesson Aim:**

At the conclusion of this lesson, the children will realize that sin has very negative consequences on every aspect of life. The sin of our first ancestors affected the whole world in a very negative way. Therefore, they will blame sin rather than blaming God for the problems of our world.

### **Verse to memorize: Proverbs 19:3**

The foolishness of a man twists his way,  
And his heart frets against the LORD. Proverbs 19:3 (NKJV)

**Review:** Last week we learned one very important thing about the promised Savior. What was it? (He would be the woman's seed. That is, He would be born of a virgin.) What would the Savior one day do to the serpent Satan? (Crush his head.)

**Checking on last week's assignment:** Are you continuing to pray for those who do not know Christ? Who are some of those God has laid on your hearts to pray for? (Conclude with a short time of prayer for the unsaved of your families, your town and your nation.)

**Introduction:**

Have two students put on a skit. They are discussing some of the problems & bad things in the current news. They begin to list all the terrible things wrong with this world. One blames God for the problems. He says God made a terrible world. The other says it is the fault of bad decisions by people. After the skit, ask the students this question:

- What do you think? Did God make a bad world? (It's bad now, but in the beginning God made it good. Remember Genesis 1:31.)

**Transition to the Bible Lesson:**

The Bible tells us how God made the world good. It also tells us how it was ruined by sin. Let's learn more about that today. We begin at Genesis chapter 3 verse 16.

**Development of Bible Lesson 14 in 4 parts:**

**L14.1 Read: Genesis 3:16**



To the woman He said:

"I will greatly multiply your sorrow and your conception;  
In pain you shall bring forth children;  
Your desire shall be for your husband,  
And he shall rule over you." (Genesis 3:16 NKJV)

**L14.1 Ask questions like these:**

**Primary Level:**



- Who is talking here? (God)
- To whom is He talking? (To the woman)
- What will God greatly multiply? (Her sorrow and her conception, or having children)
- What will go along with bringing forth children? (Pain)
- Who will the woman desire? (Her husband)
- Who will rule over the woman? (The husband)

**Secondary Level:**

- What kind of sorrow is God talking about that will be multiplied? (It might be pain in childbirth, or it might be pain associated with childbirth—the pain of losing her children, having her children kill one another as a result of sin, etc.)

- Why do you think God may have multiplied her conception? (Possibly because now with sin in the world, many children would be killed and would die from the effects of sin. In the perfect world as God made it, this would not have been true.
- What does it mean that the husband will rule over the wife? Consult also Ephesians 5:28-33 (Read these verses.) "So husbands ought to love their own wives as their own bodies; he who loves his wife loves himself. 29 For no one ever hated his own flesh, but nourishes and cherishes it, just as the Lord does the church. 30 For we are members of His body, of His flesh and of His bones. 31 "For this reason a man shall leave his father and mother and be joined to his wife, and the two shall become one flesh." 32 This is a great mystery, but I speak concerning Christ and the church. 33 Nevertheless let each one of you in particular so love his own wife as himself, and let the wife see that she respects her husband. " Ephesians 5:28-33 (NKJV) (It means that the husband is the head of the family and he is to lead, love, and care for his family.

#### L14.1 Act it out:



Choose three students to act it out. One represents God, who reads this verse and announces to the woman the consequences of her sin. One is the woman, who pretends to have pain in childbirth. One is the husband. Hang a sign saying "Family Leader" around his neck when the last part of the verse is read.

#### L14.1 Sing n shake:

Oh, woman!



Your sin has brought you this  
Your sorrow now is multiplied!  
O, O! O, O!

#### L14.2 Read: Genesis 3:17-19a



Then to Adam He said, "Because you have heeded the voice of your wife, and have eaten from the tree of which I commanded you, saying, 'You shall not eat of it':

"Cursed is the ground for your sake;

In toil you shall eat of it

All the days of your life.

18 Both thorns and thistles it shall bring forth for you,

And you shall eat the herb of the field.

19 In the sweat of your face you shall eat bread (Genesis 3:17-19a)

#### L14 .2 Ask questions like these:



##### Primary Level:

- Who is talking here? (God)
- To whom is God talking? (to Adam)
- Why is Adam being punished? (Because he listened to his wife more than to God's command)

- What was cursed for Adam's sake? (The ground was cursed.)

#### Secondary Level:

- What are some ways the curse affected the ground or the earth? (It would become harder to work the earth or to garden, and the earth would begin to produce thorns and thistles.)
- Thorns and thistles were hurtful and unwanted plants. What hurtful and unwanted plants do farmers struggle against today? (Answers will vary according to locality. Included might be plants that hurt when you touch them, poisonous plants, plants that "take over" a garden and are hard to control.)
- Toil and sweat are mentioned twice in the verse. Work in the garden was a blessing God gave them from the beginning. What was different after the earth was cursed? (Plants changed so that it required a lot more hard work to grow food.)

#### L14.2 Act it out:



Have a variety of plant branches available. Let the children choose a branch and hold it.

One child acts the part of God, reading from the verse the consequences of Adam's sin.

When he says, "Cursed is the ground for your sake," the children all throw down their plants as if they are withering and dying. The children act out working very hard and wiping the sweat off their foreheads.

#### L14.2 Sing n shake:



O, man!

Your sin has brought you this

The ground is cursed now for your sake

Your labor now is o, so hard,

O, o! O, o!

#### L14.3 Read: Genesis 3:19b



Till you return to the ground,

For out of it you were taken;

For dust you are,

And to dust you shall return." (Genesis 3:19b)

#### L14.3 Ask questions like these:

##### Primary Level:



- The same person still is talking. Who is it? (God)
- He is still talking to the same person. Who is that? (Adam)
- God describes something new happening here, something different that had not yet happened on the earth. What is He talking about? (Physical death, or Adam's body dying)
- Death is a consequence or a result of what? (Sin)
- When Adam died, to what would his body return? (To dust)



**Secondary Level:**

- What is God talking about when He says, “dust you are”? (God made Adam out of the dust of the earth [Genesis 2:7].)
- What would have been different if Adam had not sinned? (It appears that he would not have died.)

**L 14.3 Act it out:**



Have a container of sand handy. Let one child act the part of God, reading the continuation of the consequences of Adam’s sin. When he says, “dust you are,” pour a little sand into the hand of each child.

Later have them repeat, “and to dust you shall return,” dropping the sand.

**L14.3 Sing n shake:**



O man!  
Your sin has brought you this!  
Your sin has brought you death  
O, o! O, o!

**L14.4 Read: Genesis 3:20**



And Adam called his wife's name Eve, because she was the mother of all living.  
Genesis 3:20 (NKJV)

**L14.4 Ask questions like these:**



**All Levels:**

- What relation was Adam to the woman? (His wife)
- What did Adam call his wife? (Eve)
- What does the name Eve mean? (Mother of all living)
- How many people on the earth today have descended from Adam and Eve? (All of us— all living)

**L14.4 Act it out:**



Eve goes to Adam and asks, “What will you call me, honey?” Adam responds, “I will call you Eve, because you are the mother of all living.”

**L14.4 Sing n shake:**



Adam called his wife’s name Eve  
The mother of all living  
The mother of us all, oh yeah!

**Application or assignment for the saved child:**

Do you remember the children who were arguing at the beginning of the lesson? One of them was blaming God for the sin and problems in the world today. God made the world good, so what is the



real origin of those sins and those problems? (The world is spoiled because our first ancestors sinned.) This world is messed up in so many ways because of sin. Even the very ground is cursed because of sin. The next time you hear someone blaming God for the problems of the world, remind them that God made the world good and we messed it up by refusing to follow His ways.

**Invitation for the unsaved child:**

Sin has messed up your life, too, but Jesus can straighten it out. He can forgive your sins and give you a new, clean heart. Thing may still be hard, because we all live in a sinful, fallen world. But Jesus can restore friendship between you and God. If you have not yet received Jesus as your Savior, won't you do so today? Then you will begin a brand new life with Him. If you would like to receive Jesus today, I will meet you after class. (Teacher, specify where and when you will meet those who are interested in receiving Christ).

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**Lesson 15—God taught our first parents how to restore the fellowship with Him that they had broken. Genesis 3:21-24**

**Prepare before class:** Three signs saying, “God the Father,” “God the Son,” and “God the Holy Spirit.”

**Lesson Aim:**

At the conclusion of this lesson, the children will know that our fellowship with God was seriously broken because of our sin, but that God provided a way for us to come to Him through sacrifice of an innocent animal. He later made a way for us to return to fellowship with Him completely through Jesus Christ, the perfect sacrifice. Therefore they will stay away from idols and other so-called mediators and will come to God through Jesus only.

**Verses to memorize: Hebrews 10:4 & 14**

“For it is not possible that the blood of bulls and goats could take away sins.  
For by one offering He (Jesus) has perfected forever those who are being sanctified.”  
Hebrews 10:4 & 14 (NKJV)

**Review:** When did death come into the world? (It came in after Adam and Eve sinned.)  
Who is the mother of us all? (Eve was the mother of all living.)

**Checking on last week's assignment:** Last week, did anyone hear someone blaming God for something bad happening? (Let the student tell about it.) Did you remind him that God made the world good and it is we people who messed it up?

**Introduction:**

Have you ever thought about how many problems there are just in this village (or city)? Hunger, sickness, unemployment, breakup of families, people treating each other in mean ways...Have you ever thought about how many problems there are in the whole world?

**Transition to the Bible Lesson:**

Today we are going to learn about the most serious problem people have ever faced. It's more serious than sickness or hunger or even death. More important, we're going to see what God did about that very serious problem. We continue our Bible lesson today in Genesis chapter 3, verse 21.

**Development of Bible Lesson 15 in 3 parts:**

**L 15.1 Read: Genesis 1:21**



“Also for Adam and his wife the LORD God made tunics of skin, and clothed them.

**L15/1 Ask questions like these:**

**Primary Level:**



- What did God do for Adam and his wife? (Made them tunics of skin and clothed them.)
- What are tunics? (A piece of clothing.)
- What was the clothing made of? (Skin)
- How could God have got the skins? (He must have killed one or more animals.)
- Was there ever a time when animals died before this? (No, this was the first time.)
- Do you remember what Adam and Eve tried to cover themselves with after they sinned? [Teacher read again Genesis 3:7.] (They tried to cover themselves with fig leaves.)
- An animal died. Had the animal done something wrong? (No, the animal was innocent.)
- The animal's blood was shed. Why? (To get the skin or fur to make clothes for Adam and Eve.)
- What problem is God solving for them? (The most obvious problem is covering their nakedness.)
- Soon after this we see that people knew that God wanted them to bring an animal sacrifice. Do you think God might have shown them how to do that when He killed an innocent animal to make them clothing of skins?

**Secondary Level:**

- Why do you think God didn't let them just use the clothing they made themselves from fig leaves? (1. Clothing from fig leaves would not have been flexible or durable like clothing of skins. 2. God may also have wanted them to realize that they could not cover their sin or get rid of their sin problem by their own efforts. The problem was so great that only God could get rid of it for them. He helped them begin to understand that by providing clothing of skins for them. 3. Their sin carried the death penalty. God wanted them to understand that at the right time He would provide the perfect Sacrifice. He helped them begin to understand this by letting them see Him shed the blood of an innocent animal.)

- In the next chapter we will see that Adam’s family knew that God required a blood sacrifice involving the death of an innocent animal. Many Bible scholars believe God showed them about sacrifice at this time. What evidence or what arguments do you see that might support this position?
- In what ways was an animal sacrifice a picture of the perfect sacrifice God would one day give by sending His Son? (The animal was innocent, so was Jesus. The animal died in our place for our sin, so did Jesus. The animal died, so did Jesus. The animal shed its blood, so did Jesus. God killed the animal, God sent His Son.)

### L15.1C. Act it out:



Act out what you think it might have been like when God told Adam and Eve that an innocent animal must die in their place to cover their sin.

### L15.1 Sing n shake:



No more fig leaves for you, Adam!

An animal has died for you,

Here, wear this coat of skin.

### L15.2 Read: Genesis 3:22



“Then the LORD God said, "Behold, the man has become like one of Us, to know good and evil. And now, lest he put out his hand and take also of the tree of life, and eat, and live forever" Genesis 3:22 NKJV

### L15.2 Ask questions like these:

#### Primary Level:



- Who is talking? (the Lord God)
- Pay close attention! To whom is He talking? (God the Father is talking to God the Son or God the Spirit. He says “the man has become like one of US.”)
- What will man know, now that He has eaten of the tree of good and evil? (He will know good and evil.)
- What did God want to keep man from doing next? (Eating of the tree of life and living forever)

#### Secondary Level:

- How can we say that this verse shows different members of the Trinity interacting with one another? (The pronoun US includes the speaker.)
- What does it mean to know good and evil? (Possibly to experience the difference between good and evil.)
- Why was it not a problem in the beginning that man live forever, but now it has become a problem?  
(If he lives forever in this condition, he will live forever in a sinful state and that will lead to lots more sin and lots more problems.)

### L15.2 Act it out:



Choose three students to act the part of God. Let each one hold a sign saying, GOD THE FATHER, GOD THE SON, AND GOD THE HOLY SPIRIT. Let God the Father read this verse, talking to other members of the Trinity.

### L15.2 Sing n shake:



Man cannot live forever now  
His sin would be too bad.

### L15.3 Read:



“ therefore the LORD God sent him out of the garden of Eden to till the ground from which he was taken. So He drove out the man; and He placed cherubim at the east of the garden of Eden, and a flaming sword which turned every way, to guard the way to the tree of life.  
Genesis 3:23,24

### L15.3 Ask questions like these:



#### Primary Level:

- What did God do to keep man from eating the tree of life? (Sent him out of the garden)
- What was man’s job after he left the garden? (Tilling the ground, that is, farming or gardening)
- What word implies that God **forced** the man to leave the garden? (**Drove** him out)
- Could the man come back into the garden again? (No.) Why not? God placed cherubim, a special kind of angels, to keep him out.
- What guarded the way to the tree of life? (A flaming sword that turned every way)

#### Secondary Level:


- Besides entrance to the garden, what else did man lose? (He lost fellowship with God. The garden was the place where God had walked with him in the cool of the day. Now God no longer walked in friendship with man.)
- How was this the beginning of man’s later feeling that God was distant and far away? (He could no longer walk closely with God. There were the cherubim and there was the flaming sword always reminding him that he had broken his fellowship with God, that is was very serious, and that there was no way to return on his own.)
- The breaking of man’s fellowship with God was the most serious problem man has ever faced. Why do you think this is true?
- Adam might have thought that he could no longer approach God at all because of his sin. But God made a way for man to come to Him. What was that way? (An innocent sacrifice shedding its blood)

### L15.3 Act it out:



Let the children pretend to be one of the cherubim guarding the way to the garden. Then let them make sounds like they think the flaming sword may have made.

**L15.3 Sing n shake:**

No way back into the garden  
 The angel's on guard  
No way to the tree of life  
The flaming sword says NO.  
The friendship with God is broken  
O o, o o, o o!

**Application or assignment for the saved child:**

Even though our friendship with God was seriously broken, God made a way for us to come to Him. He didn't give us idols as a way to come to Him. He didn't put anybody else between us and Him. He told our ancestors to offer the blood of an innocent animal. Later He sent Jesus His Son as the perfect Sacrifice. What a privilege it is to come to God through Him! From now on, you should no longer come to God through idols. You should no longer come to God through saints or angels or anyone else, but through Jesus only. This week, will you come to God in prayer through Jesus His Son?

**Invitation for the unsaved child:**

Have you come to God through Jesus His Son for salvation? Have you asked Him to save you and take away your sins? If you are not sure you have not that but today you are ready to make that decision, meet me after class. (Teacher, clearly state where and when you will meet any students who are ready to be saved.)

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**Lesson 16—God refused Cain's offering because we have to come to God on His terms, not ours. Genesis 4:1-8**

**Lesson Aim:**

At the conclusion of this lesson, the children should know that we cannot come to God in any way we want. We have to come on His terms. God accepted the offering that followed His rules, but rejected Cain's offering which did not follow His rules. Students will let others around them know that we have to come to God through Jesus Christ God's Son.

**Verse to Memorize: John 14:6**

Jesus said to him, "I am the way, the truth, and the life. No one comes to the Father except through Me." John 14:6 (NKJV)

**Review:** How did Adam and Eve know that they were supposed to come to God by offering a lamb as a sacrifice? (God must have told them when He killed a lamb to make them clothing.)

**Checking on last week's assignment:** Who is our only Mediator, the One between us and the Father? (Jesus) When you prayed this week, did you pray in His name? Did anybody have a habit of praying another way—maybe to saints or angels or idols—but now you have changed that? Good for you! God wants to help us when we come to Him in Jesus' name.

**Introduction:**

Two students put on a skit. One of them thinks he can come to God through idols. The other insists he must come through Jesus. "Children, have you ever thought about all the different ways people try to come to God? Which way is the right way? Will God accept just any way we want to come to Him?"

**Transition to Bible Lesson:**

Today we will learn about Adam and Eve's sons. God had told them how to come to Him, but they still had different ideas about it. Let's see what happened. We begin in Genesis chapter 4.

**Development of Bible Lesson 16 in 4 parts:**

**L16.1 Read: Genesis 4:1-2**



"Now Adam knew Eve his wife, and she conceived and bore Cain, and said, 'I have acquired a man from the LORD.' Then she bore again, this time his brother Abel. Now Abel was a keeper of sheep, but Cain was a tiller of the ground. (Genesis 4:1-2 NKJV)

**L16.1 Ask questions like these:**



**All Levels:**

What was the name of Adam and Eve's first son? (Cain)  
To whom did they give the credit for giving them this son? (the Lord)

What was name of their second son? (Abel)  
How did Abel make his living? (Keeping sheep)  
How did Cain make his living? (Tilling the ground or farming)

**L16.1 Act it out:**



The teacher reads the section again. The children pretend to be Adam at the births. Each time the name of one of the sons is mentioned, they all say, "Oh, Eve, it's a boy!" Then together, the children act out Abel keeping his sheep [maybe counting them], and then Cain working in his garden.

**L16.1 Sing n shake:**



God has given us a son, his name is Cain, o-o  
God has given us a son, his name is Abel, yea-yea  
Cain was a gardener, yea-yea  
And Abel kept the sheep, yea-yea

**L16.2 Read: Genesis 4:3-4**



3 And in the process of time it came to pass that Cain brought an offering of the fruit of the ground to the LORD. 4 Abel also brought of the firstborn of his flock and of their fat.

### L16.2 Ask questions like these:



#### All Levels:

- What kind of offering did Cain bring to God? (The fruit of the ground, or food from his garden)
- What kind of offering did Abel bring? (An animal, the firstborn of his flock of sheep)
- Do you remember? What kind of offering had God told them to bring? (Probably an animal. We know God had killed an animal and make them clothing of its skin.)
- Abel had sheep because he raised them. How could Cain have got an animal for his sacrifice? (He could have bought one or traded for one with his brother.)

### L16.2 Act it out:



Let the children pretend to build an altar to worship God, then to kill an animal, pour out its blood, and put its body on the altar.

### L16.2 Sing n shake:



Cain brought his vegetables—but God didn't tell him to!  
Abel brought a sheep from his flock, just like God told him to.  
Mm, mm!

### L16.3 Read Genesis 4:4b & 5



And the LORD respected Abel and his offering, 5 but He did not respect Cain and his offering. And Cain was very angry, and his countenance fell.

### L16.3 Ask questions like these:



#### Primary Level:

- Whose offering did the Lord like? (Abel's offering)
- What was that offering? (A sheep, the firstborn of his flock)
  
- Whose offering did the Lord not like? (Cain's offering)
- Does the Bible say there was anything wrong with Cain's offering, like maybe it was rotten vegetables or something like that? (No, the Bible does not say there was anything wrong with the vegetables.)
- Why do you think the Lord rejected Cain's offering? (It was not what God had told them to bring.)
- When God rejected Cain's offering, did he then go and do what God wanted? (No, he got very angry.)

- Could others tell Cain was angry? (Yes, his countenance fell.)

#### Secondary Level:

- Why do you think it was so important that the offering be a sheep and not vegetables? (The death of the lamb and the shedding of its blood showed them that sin was really serious and brought death. It also showed them a picture of the Savior who was to come. Vegetables could not do this. In addition, people had got into sin in the first place because they chose their own way instead of God's way. So in worshipping Him, it was very important for them to come to God in the way He prescribed.)
- Instead of getting angry, what should Cain have done when he realized that God had not accepted his offering? (He should have remembered what God had said and brought the offering that God sought.)

### L16.3 Act it out:

Let the children nod their heads in approval at Abel's offering, but shake their heads in disapproval at Cain's.



### L 16.3 Sing n shake:



God accepted the lamb that Abel brought, Yes, He did, Yes He did.  
But He rejected the vegetables that Cain brought Him. No, go away. No, go away.  
Cain should have listened to what God wanted. Instead, he got angry, So sorry, he did.

### L.4 Read: Genesis 4:6-7



"So the LORD said to Cain, "Why are you angry? And why has your countenance fallen? 7  
"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 4:6-7 NKJV

### L16.4 Ask questions like these:

#### Primary Level:



- When Cain got angry, what did God ask him? (Why are you angry? And why has your countenance fallen?)
- Do you think God didn't know why Cain was angry, or do you think God just wanted Cain to think about it? (God knows everything, so He knew why Cain was angry. Maybe God just wanted Cain to think about it and to admit why he was angry.)
- If Cain did well, that is, if he brought the offering God asked for, would his offering be accepted as well as Abel's? (Yes, God said, "If you do well, will you not be accepted?")
- If Cain continued in refusing to give God the offering He wanted, what would be at his door? (Sin)
- What was desiring Cain or trying to get him? (Sin)
- What did God want Cain to do with sin? (Rule over it.)

#### Secondary Level:

- Some people have said that Abel was God's favorite. How do we know this is not true? (God said if Cain did well he would also be accepted, and God warned Cain, urging him to repent.)



- How does today's memory verse, John 14:6, relate to this lesson? (God had them bring a lamb as a sacrifice to look forward to Jesus. The lamb was the only way God would accept for them to approach Him, and Jesus is the only way today that we can come to God.)

**L16.4 Act it out:**



Assign three students parts to act out as you read the verse again. (If you have a good reader in the class a student may read.) The three parts are Cain, God, and sin (represented by Satan). God talks to Cain, who stands there hanging his head. Sin creeps around an open doorway, hoping to come in at the first opportunity.

**L16.4 Sing n shake:**

“Oh, Cain, why are you so angry? You can do well and be accepted, too.



Sin wants you, but you can rule over it.”

**Application or assignment for the saved child:**

Do you remember the friends we met at the beginning of the lesson? They were discussing how we can come to God. We cannot come to God in any way we want. We have to come on His terms. God accepted the offering that followed His rules, but rejected Cain's offering which did not follow His rules. If you have received Jesus, you can let others know that we have to come to God following His rules. Will you talk about this with your friends, your family, and your neighbors?

**Invitation for the unsaved child:**

Maybe you yourself have not yet come to God through Jesus. He was the perfect sacrifice for our sin. All the animal sacrifices just looked forward to the time when He would come. He left His home in heaven for you, He lived a perfect life, He did so many good things, He suffered and died and rose again for you. He will receive you if you will receive Him. If you have not yet received Jesus as your Savior, would you do so today? (Teacher, designate a time and place where interested students can meet you so that you can pray with them.)

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**Lesson 17 Cain's anger got him in big trouble. Genesis 4:8-15**

**Lesson Aim:**

At the conclusion of this lesson, the children will see that jealousy & anger easily lead to violence & sin. In fact, anger can get us in big trouble and cause many innocent people to suffer. Therefore they will keep a close watch on their hearts to root out seeds of jealousy and anger before they grow.

**Verse to Memorize: Proverbs 27:4**

Wrath is cruel and anger a torrent,  
But who is able to stand before jealousy? Proverbs 27:4 (NKJV)

**Review:** Who were the first sons born to Adam and Eve? (Cain and Abel.)  
What did Cain do? (He was a farmer.)  
What did Abel do? (He was a shepherd.)

**Checking on Last Week's Assignment:** Last week, did you let somebody know that Jesus is the only way we can come to God? Who would like to tell us what happened? (Let a student report.)

**Introduction:**

Ask the children when was the last time they were jealous, and what provoked them to feel jealous. Allow one or two children to respond BRIEFLY. Ask when was the last time they were angry. What caused them to feel angry? Have they ever got into trouble because of their jealousy or anger? Allow one or two to respond BRIEFLY.

**Transition to the Bible Lesson:**

Anger and jealousy can be good-- if we are angry at sin and jealous for God's glory, for instance—like Jesus was. But we human beings often have trouble with it. Today we are going to learn about how jealousy and anger led to an awful sin and some devastating consequences for Cain and Abel.

- Do you remember how Cain reacted when God accepted Abel's offering but not his? (His countenance fell. He became angry, and his looks showed how he felt.)
- Do you remember what God did when Cain became angry? (He talked with him, he told him that if he did well he would be accepted, too. He encouraged Cain to rule over his sin.)

Now let's see what happened next.

**Development of Bible Lesson 17 in 4 parts:**

**L17 .1: Read: Genesis 4:8**



Now Cain talked with Abel his brother; and it came to pass, when they were in the field, that Cain rose up against Abel his brother and killed him.

**L17 .1 Ask questions like these:**



**Primary Level:**

- What did Cain do with his brother before he killed him? (He talked with him.)
- Where did Cain kill Abel? (in the field)

**Secondary Level:**

- What do you think Cain talked about with Abel? What do you think might have been the tone of their conversation? (Of course, we don't know, but it is interesting to imagine how it might have been. It might have been an angry argument, or Cain might have accused Abel of being God's favorite. If it was not something like this, then it was probably a nice conversation that was really a cover-up so that Abel would not suspect

what he was about to do. The most likely scenario, however, is an argument that escalated until Cain's temper got out of control.)

- What might they have been doing in the field? (Cain was probably tending to his crops and Abel to his flocks.)
- How did Cain get from talking with his brother one minute to killing him the next? (His heart must have had jealousy and anger toward his brother.)

### L17 .1 Act it out.



Two students act out Cain and Abel going to the field, having a quarrel about the offerings, Cain's anger growing. In the end Cain kills Abel and walks off.

### L17 .1 Sing n shake:



Cain talked to Abel in the field  
Oh, how he talked! Oh, how he talked!  
Cain rose up and killed him dead.  
Oh anger! Oh jealousy!

### L17.2: Read: Genesis 4:9-10



Then the LORD said to Cain, "Where is Abel your brother?" He said, "I do not know. Am I my brother's keeper?" 10 And He said, "What have you done? The voice of your brother's blood cries out to Me from the ground.

### L17 .2 Ask questions like these:



#### Primary Level:

- Who talked to Cain then? (the Lord)
- What question did the Lord ask? (Where is Abel your brother?)
- What was Cain's answer? (I do not know. Am I my brother's keeper?)
- Was Cain's answer true? (No, he knew where his brother Abel was because he killed him.)
- What is the God's next question to Cain? (What have you done?)
- What does God saying is calling to Him? (His brother's blood)
- From where is Abel's blood crying to Him? (From the ground.)

#### Secondary Level:

- Why do you think the Lord asked Cain where Abel was? Did God need Cain's help to find him? (No, of course God knew where Abel was, but He wanted Cain to acknowledge his sin. This was a way of confronting Cain about what he had done.)
- What kind of an attitude is shown by Cain's answer to God? (It seems kind of smart-alecky and disrespectful. Cain must have been trying to cover it up. Probably he was still angry, and his words show it in the way he talks to his Creator.)
- What do you think about Cain's question? Was he his brother's keeper? (Yes, because he killed him.)

- What figure of speech does God use in His next question? (Abel's blood calling to Him from the ground)
- How does this figure of speech show Cain that God knows what he has done? (God mentions his brother's blood and mentions the ground. It must have been a violent death, and Abel's blood must have been spilled out on the ground.)
- Do you see the connection with blood here? Cain was not willing to shed the blood of an animal for an acceptable sacrifice to God, but what blood was he willing to spill? (His brother's)
- Have you ever found that jealousy and anger have caused you to act in ways that just don't make sense? (Listen to one or two short answers.)

### I.17 .2 Act it out.



Let two students act out the parts of God asking Cain about his brother, and Cain giving his angry response.

### L17 .2 Sing n shake:



Oh, Cain! Where is your brother?

His blood cries to me from the ground.

Oh Cain! Oh Cain!

What has your jealousy and anger done?

### Section 3A: Read: Genesis 4:11-12



11 "So now you are cursed from the earth, which has opened its mouth to receive your brother's blood from your hand. 12 "When you till the ground, it shall no longer yield its strength to you. A fugitive and a vagabond you shall be on the earth."

### Section 3B:. Ask questions like these:



#### Primary Level:

- Who is talking here? (God is still talking)
- To whom is God talking? (God is talking to Cain.)
- What is the result of Cain's sin? (He is cursed from the earth.)
- What will be the result of this curse? (He will no longer be successful in raising crops through tilling the earth. This will result in his wandering around on the earth with no permanent home.)

#### Secondary Level:

- What figure of speech does God use? (the earth has "opened its mouth" to receive his brother's blood. So the earth itself has cursed Cain.)
- What do we call it when someone speaks of an inanimate object like the earth as if it were a person? (Personification)

- Think about the curse from the earth. What connection do you see with Cain's offering? (He wanted to offer an offering of produce from the earth, but now he will no longer be successful in raising produce. His offering was not only rejected, it was also cursed.)
- Go back and look again at Adam's punishment in 3:17-19. How does Cain's punishment compare? (It is very similar. With Cain's punishment, it is like the earth is doubly cursed.)
- Does it look like God intended people to be nomads, wandering from place to place? (No, because being a wanderer was a part of Cain's curse.)
- Cain was jealous and angry. He intended to hurt his brother, and he did. Who else did he hurt? (Himself and his family after him because they were all doomed to wander around.)

### L17.3 Act it out:



All the children together act out the part of God cursing Cain. They can repeat the words after you phrase by phrase, pointing to the earth, then opening their arms as the earth to receive Abel's blood, pointing to one way and then another to show wandering.

### L17.3 Sing n shake:



You are cursed from the earth, oh Cain!

It will no more give its strength to you, oh Cain!

Where has your jealousy and anger led?

Oh Cain!

### L17.4 Read: Genesis 4:13-14



13 And Cain said to the LORD, "My punishment is greater than I can bear! 14 "Surely You have driven me out this day from the face of the ground; I shall be hidden from Your face; I shall be a fugitive and a vagabond on the earth, and it will happen that anyone who finds me will kill me."

### L17.4 Ask questions like these:

#### Primary Level:



- What complaint did Cain make to God about his punishment? (It was greater than he could bear. He was afraid anyone who found him would kill him.)
- Cain complained that he would be hidden from whose face? (God's face. Sin always separates us from God.)

#### Secondary Level:

- What seems ironic about Cain's complaint concerning his punishment? (He was worried that someone would kill him, yet he killed his brother Abel.)
- Do you think Cain was really worried about being hidden from God's face? (No, because God had already told him that if he did well he also would be accepted, but Cain refused to follow God's way.)

**L17.4 Act it out:**



Let the children pretend to be Cain. They can repeat his words, phrase by phrase, after you in a whiny, complaining voice, shaking their arm in protest.)

**L17.4D Sing n shake:**



Cain complained about his punishment  
“Oh, what if someone kills me?”  
Look where his anger got him now. Oh Cain!

**Application:**

Think of someone right now that you are jealous of, or someone you are anger at. Wouldn't it be good to leave that jealousy and anger behind before it causes you some really big trouble? If you'd like to do that, just name that person or those people to God right now. Whatever they have done to you, leave it in God's hands. If they have done wrong, He is able to take care of it. Let it go. Tell God that as far as you are concerned, you are forgiving them. Ask Him to make everything right.

Now you have given it to God, but Satan may still bring those old thoughts of jealousy to your mind. You may still have angry thoughts. Every time Satan tries to do that to you, pray again. Tell God you are giving it back to Him again. Little by little, you will find that peace will fill your heart and you will be free.

**Invitation:**

Maybe you have never asked God's forgiveness for your sins. You have never received Jesus God's Son to be your Saviour. Today is a wonderful day to receive Him. If you have never done so before, and you are ready to receive Jesus today, please see me after class. (Teacher, designate a time and place to meet with any who want to receive Jesus.)

**Lesson 18 Cain's family grew, but it was a civilization without God  
Genesis 4:15-24**

**Prepare before class:** Make signs with the names of Cain's sons, and stack them in order from the firstborn on.

**Lesson Aim:**

At the conclusion of this lesson, the children will realize that God's grace is available to all the families of earth, but many have turned their backs on Him. They will feel the horror of building a civilization apart from God, and will seek God with their whole hearts.

**Verse to Memorize: Ezra 8:22**



"The hand of our God is upon all those for good who seek Him, but His power and His wrath are against all those who forsake Him." Ezra 8:22 (NKJV)

**Review:** What terrible sin did Cain do? (He killed his brother.) Who knew about it? (God.) What punishment did God give Cain? (He was sent away from his family to wander around and live the life of a nomad.)

**Checking on last week's assignment:** Did you pray last week to leave your anger or jealousy toward someone in God's hands? Remember who you were angry at or who you were jealous of. Did those old thoughts come back again during the week? Every time Satan tries to bring those old thoughts back, just say, "I forgive that person." Keep doing it until Satan stops bringing those thoughts to your mind.

**Introduction:**

What do you think is the most important thing in life? If you asked a great musician, he might say that his music was most important. If you asked an artist, he might mention art.

**Transition to the Bible Lesson:**

These things can be good, but there is something much more important. The most important thing is seeking God in our lives. (Have the students chant, "Most important—seeking God." From what you know about Cain so far, do you think he is going to seek God in his life? He could. Remember, God told him that if he did well, he also would be accepted. Let's see if Cain does seek the Lord.

**Development of Bible Lesson 18 in 5 parts:**

**L18 .1: Read: Genesis 4:15**



And the LORD said to him, "Therefore, whoever kills Cain, vengeance shall be taken on him sevenfold." And the LORD set a mark on Cain, lest anyone finding him should kill him." Genesis 4:15

**L18.1 Ask questions like these:**



**Primary Level:**

- What did God put on Cain to protect him? (A mark)
- If anyone found Cain and saw the mark, what would they do? (They wouldn't kill him.)
- Does the Bible say what kind of mark it was? (No, but his family must have known what it was, because when they saw the mark they would know it was Cain and they should not kill him.)
- We don't really know what the mark was that God put on Cain, but let's just have fun imagining. What could it have been? (Any suggestion is legitimate. Suggest some like these: Maybe God made a big red X on his forehead. Maybe God wrote on his chest: "This is Cain. Don't kill him. Maybe God wrote on his back, "If you kill this one, you're in big trouble." Some people have suggested that God turned Cain into a black

man and this is how the black peoples of the earth began. But the black people of the world could not come from Cain, because all of Cain's family died in the Flood we will soon read about in chapters 6-9. The idea of this exercise is to show that the mark could have been many different things.)

- Is God being mean to Cain, or is He being kind to him? (He is being kind and showing him mercy because He is helping Cain to stay alive.)

**Secondary Level:**

- What would happen to someone if they did kill Cain? (Vengeance would be taken on them sevenfold.)
- What effect do you think this might have on anyone who might think of killing Cain? (It would probably stop them because the penalty for killing him would be very severe.)
- How did this show God's grace to Cain? (God showed concern for his life even though he had just taken the life of his brother Abel.)

**L18 .1 Act it out:**



Let the children as a group pretend to be God drawing some kind of a mark on Cain.

**L18 .1 Sing n shake:**



Cain, God is showing His mercy to you  
He's putting a mark on you  
So they won't kill you.

**L18.2A Read: Genesis 4:16-17**



16 Then Cain went out from the presence of the LORD and dwelt in the land of Nod on the east of Eden. 17 And Cain knew his wife, and she conceived and bore Enoch. And he built a city, and called the name of the city after the name of his son--Enoch. Genesis 4:16-17 NKJV

**L18 .2 Ask questions like these:**



**Primary Level:**

- Whose family history are we about to learn about now? (The family of Cain)
- From where did Cain go out? (From the presence of the Lord)
- God has just shown mercy to Cain. So now did Cain repent and seek God in his life? (No, he went away from God's presence. He lived apart from God.)
- Where did he live? (In the land of Nod east of Eden. We don't know where this was.)
- What was the name of Cain's first son? (Enoch.)
- When Cain later built a city, what did he name it? (Enoch)

**Secondary Level:**



- Except for the account of the birth of Cain and Abel, this is the first family history or genealogy given in the Bible. It is first, but is Cain's family an important one or a good one in the Bible? (No, it's not a good one. This is an important literary style that we will see again and again in the Bible. First, God tells the less important story and sets it aside. Then He takes up the story that is important to the story of redemption.)
- Many people have wondered where Cain got his wife. Really, there is only one possibility. What do you think? (She had to have been his sister. We read in Genesis 5:4 that Adam had
- sons and daughters. Daughters must have been born even at this point, but the Bible mentions the sons as the heads of families.)
- When did Cain get married? (We don't know, but he might have been married before these events happened. It does seem that he already has a wife.)
- What is the verb used to show that Cain had sexual relations with his wife? (He knew her. This is the beginning of any important pattern that we will observe many times in the Bible. Whenever legitimate marital relations are being talked about, the Bible uses this verb "knew" her. Whenever illegitimate or unlawful sex outside of marriage is being talked about, the Bible says "he lay with her.")
- So, what does this verb tell us about Cain's relationship with this woman? (They were married.)
- Do you think Cain built the first city right away, or would it have been later? (It must have been a bit later, for there have been people to live in the city. When you think of a city, don't think very large. As archaeologists dig up ancient sites, it is apparent that the farther back in history you go, the smaller the cities were. The Hebrew word used here does not necessarily mean a big place—just a guarded place. This city might have been comparable to what we would call a village—a group of people living together, undoubtedly from Cain's and Enoch's family.)

### L18 .2 Act it out:



Let the children pretend to be rocking baby Enoch.

### L18 .2 Sing n shake:

Cain knew his wife



And a baby was born

And they called him baby Enoch

### I.18.3 Read: Genesis 4:18-19



18 To Enoch was born Irad; and Irad begot Mehujael, and Mehujael begot Methushael, and Methushael begot Lamech. 19 Then Lamech took for himself two wives: the name of one was Adah, and the name of the second was Zillah.

### L18 .3 Ask questions like these:



Primary Level:

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- Can you repeat the names of Cain's sons with me? Let's count the generations on our hands. (Have the children repeat the name of each son as you read. There are four generations from Irad to Lamech.)
- What new thing did Lamech do? (He took two wives. He was the first polygamist.)
- Is this what God planned? (No, in the beginning God only gave Adam one wife, so this shows His plan for marriage.)

**Secondary Level:**

- Cain was Adam's son and Enoch his grandson, so what would Lamech be? (His great, great, great great grandson.)
- Usually each son had other children and became the head of a clan, just as we have in Africa today. So by this time, how many clans would there be in Cain's family? (Four main clans)
- Lamech took two wives, becoming the first polygamist. This shows that what is happening in Cain's family? (They are getting farther and farther away from God's original plan. They are choosing their own way in more and more areas of life, even in very basic areas like the question of 'What is a family?' and 'What is marriage?'.)
- How are some people doing the same thing today? (Many cultures have long accepted polygamy and now some are discussing whether two men or two women can be married. Like Cain's family, many moderns have lost God's plan for the family.)

**L18 .3 Act it out:**



Make out signs with the names of the sons of Cain's family, including Cain, and stack them in order. As you read, you give the stack with Cain's name on top to one student and that student comes forward. As you read the name of the son heading the next generation, that student chooses another and hands the rest of the stack to him, keeping his own name card. The process continues until at the front of the room you have students holding the names of Cain and the next four generations.

**L18 .3 Sing n shake:**



Cain had a big family  
But still away from God, Oh oh!

**L18.4 Read: Genesis 4:20-22**



20 And Adah bore Jabal. He was the father of those who dwell in tents and have livestock.  
21 His brother's name was Jubal. He was the father of all those who play the harp and flute.  
22 And as for Zillah, she also bore Tubal-Cain, an instructor of every craftsman in bronze and iron. And the sister of Tubal-Cain was Naamah.

**L18.4 Ask questions like these:**



**Primary Level:**

- Lamech's wife Adah bore sons that had names sounding much alike. What were they? (Jabal and Jubal)

- The sons Jabal and Jubal had families with special interests. What did Jabal's family like? (Livestock or raising animals)
- What did Jubal's family like? (Music. They played the flute and harp.)
- What was the name of Lamech's and his wife Zillah's son? (Tubal-Cain)
- What did Tubal-Cain's family like? (Metal working in bronze and iron)

### Secondary Level:

- What evidence do we see in these verses that Cain's family is growing and more clans are being formed? (The verse talks about these sons as "the father of those who," indicating that they also became the heads of clans that were known for certain skills.)
- Is there anything wrong with these skills? (Not necessarily. They are skills that could be used for good or for evil.)
- What are some ways these skills could be used for good? For evil?
- This is still ancient history—before Abraham, before the Flood of Noah. Does the record indicate that these were unskilled, uncivilized people who were slowly learning simple skills gradually? (No, they were quite skilled from the beginning.)
- Historians sometimes talk of a "Stone Age" because some cultures used stone tools [and some still use stone tools today]. When some writers apply evolutionary theory to the history of man, they always list the so-called Stone Age before the Bronze Age. What is wrong with their thinking according to this passage? (There was no stone age and no bronze age. What was real was that one clan or family worked in metals, while others did not.)
- How does this fit what we see today? (It fits well, because we still have some cultures using stone and others using metal and others using technology. So it is not a matter of "Ages" but of cultures.)

### L18.4 Act it out:



Divide the class into three groups. One acts out the interest of Jabal's family (raising livestock), Jubal's family (music), another the interest of Tubal-Cain's family (Metal working). Remember that these cultures were living apart from God, so they would not be using any of these skills to praise God.

### L18.4 Sing n shake:



Jabal's family had lots of animals  
 But they didn't have God, oh, oh  
 Jubal's family had lots of music  
 But they didn't have God, oh, oh  
 Tubal-Cain's family had bronze and iron,  
 But they didn't have God, oh, oh!

**L18.5 Read: Genesis 4:23-24**

23 Then Lamech said to his wives:

"Adah and Zillah, hear my voice;

Wives of Lamech, listen to my speech!

For I have killed a man for wounding me,

Even a young man for hurting me.

24 If Cain shall be avenged sevenfold,

Then Lamech seventy-sevenfold."

**L18.5 Ask questions like these:****Primary Level:**

- Who is talking here? (Lamech, a descendant of Cain)
- To whom is he talking? (To his wives, Adah and Zillah)
- What has Lamech done? (He has killed a man)
- Why did he kill him? (For wounding him. Apparently they were fighting.)
- How does he try to protect himself? (By claiming that if anyone kills him, he will be avenged 77 fold)
- Did people in Lamech's time still know about Cain? (Yes, Lamech did.)
- Did Lamech mention God at all? (No, he remembered Cain but he doesn't mention God. Cain's family had largely turned their backs on God.)

**Secondary Level:**

- God promised that Cain would be avenged if anyone killed him. Did God promise anything like that to Lamech? (No, this seems to be his own idea. He wants to claim certain parts of God's promises, but only on his own terms.)

**L18.5 Act it out:**

Two male and two female students act out the fight between Lamech and someone else. The unnamed fighter wounds Lamech, but then Lamech kills him. Finally Lamech calls his two wives and tells them, "If Cain shall be avenged sevenfold, Then Lamech seventy-sevenfold"

**L18.5 Sing n shake:**

Lamech killed a man



And remembered God's promise to Cain

So he made up his own promise

11 times greater

And made it to himself

Because he'd forgotten God.

**Application:**

Cain and his family built a great civilization. Some of them were wonderful musicians. Some were great metal workers. But whatever they did, God was against them because they had turned their

backs on Him. You don't want to build your own life based on your own dreams. God has greater dreams for your life than you do. Will you seek Him in your life, today and every day? If you will, why not tell Him so right now? (Teacher, allow time for the students to pray.) Now ask His help to enable you to keep on seeking Him day by day. (Allow another brief time for prayer.)

**Invitation:**

Maybe you can't seek God and you can't build your life on Him because you have never even received Jesus as your Savior. You can take care of that right now. Just call on Him in your heart. Admit you are a sinner and ask Jesus to save you. (Allow time for prayer.) If you made that decision today for the first time, I would like to talk with you after class so I can rejoice with you. (Designate a time and place for interested students to meet you.)

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**L19 Seth's family turned to God Genesis 4:25-26, 5:1-5, Luke 3:38**

**Prepare before class:** Cards, each saying one of the following: God, Adam, Seth, Enos, many years, Jesus.

**Lesson Aim:**

At the conclusion of this lesson, students will know that when we and our families turn to God, we will be blessed.

**Verse to Memorize: Psalms 112:2**

His descendants will be mighty on earth;  
The generation of the upright will be blessed.  
Psalms 112:2 (NKJV)

**Review:** What are some of the signs that Cain's family were very smart? (They knew how to work with iron and they knew music.) What was their one big problem? (They didn't follow God.)

**Checking on last week's assignment:** Have you begun to seek God in your life—to seek to follow His plans instead of your own? Who would like to tell us what happened this week?

**Introduction:**

I want you to think for a minute about this question: If you could give one gift to your whole family and even your children and grandchildren after you, what would that gift be? (Don't call on anyone to answer. Pause briefly to let the children think, then go on.) Did Cain give his family a good gift? No, no! He killed his brother, brought pain to his parents, and got himself sent away from the rest of the family. His gift to his children was to make them wanderers on earth. Cain gave his family a

terrible gift because he turned away from God, and that led his children away from God. Now Adam and Eve have no sons left at home. Abel is dead and Cain has been sent away.

### Transition to the Bible Lesson:

Today we'll see how God gave them another son. Will he give his family a better gift than Cain did? What will his gift to his family be? Let's begin in Genesis 4:25.

### Development of Bible Lesson 19 in 4 parts:

#### L19 .1. Read: Genesis 4:25-26



And Adam knew his wife again, and she bore a son and named him Seth, "For God has appointed another seed for me instead of Abel, whom Cain killed." 26 And as for Seth, to him also a son was born; and he named him Enosh. Then men began to call on the name of the LORD. Genesis 4:25-26 (NKJV)

#### L19.1 Ask questions like these:

##### Primary Level:



- What was the next son of Adam and Eve called? (Seth)
  - Whose place did Seth take in the family? (He took the place of Abel, his brother who was killed.)
- Who killed Abel? (Cain)
- Who named Seth? (Adam named him.)
- To whom did Adam give the credit for Seth's birth? (To God)
- Abel was the brother who obeyed God, but he was killed. God appointed Seth to take Abel's place. Think for a moment. If God had not done so, what kind of people would there have been in the world? (The whole world would have been filled with people who did not know God.)
- Think about the promise God made to Adam and Eve that He would send a Saviour. If the whole world was only wicked people, how could the Saviour have come? (He couldn't. The Saviour couldn't have come from a family that didn't know God. God had to send another son to begin a godly family so that the Saviour could come from that family someday.)
- What was the name of Seth's son, Adam's grandson? (Enosh)
- What happened then, in Seth's time? (Men began to call on the name of the Lord. What a blessing! Adam now had a praying family once again.)

##### Secondary Level:

- Notice the word "knew." What does this tell you about Adam and Eve? (They were married.)
- What other two words show that they were married? (His wife)
- Notice the word "appointed." Seth wasn't just born, he was "appointed." This word implies that Seth has a very special purpose. What do you think it might be? (He was to raise up a godly family in the world. Otherwise the whole world would have been only

the ungodly family of Cain. Later in this lesson we will also see another very special purpose or appointment God had for Seth.)

- In Cain's family, we saw people turning farther and farther away from God. But in the time of Adam's grandson Enosh, something good happens. What is it? (Men began to call on the name of the Lord.)
- What do you think this means? (They begin to pray, maybe to offer sacrifices to God again, probably to have public worship. They turn back to God openly and publicly.)

### L19.1 Act it out:



Let the class as a whole act out Seth and his family calling on God. What do you think they would have said to God?

### L19.1 Sing n shake:



God gave them Seth  
Instead of Abel  
God gave them a grandson  
His name was Enosh  
Then people began again  
To call on God.

### L19.2 Read:



This is the book of the genealogy of Adam. In the day that God created man, He made him in the likeness of God. 2 He created them male and female, and blessed them and called them Mankind in the day they were created.

### L19.2 Ask questions like these:



#### Primary Level:

- Is this new information that we've never heard before, or is it a review? (It's a review of information from chapters 1 & 2.)
- All the family trees mentioned in the Bible go back to one man. Who was that? (Adam, the first man.)
- Who was Adam's father? (He didn't have a human father. God made Him.)
- What was special about man? (He was made in the likeness of God.)
- Mankind includes what two groups of people? (Male and female)

#### Secondary Level:

- How can we explain where humankind came from—by evolution from lower forms of life, or by creation by God? (According to the Bible, we were created by God in the first Creation week.)
- Supposing someone told you men were created by God, but not women. What would you say? (According to verse 2, God created them male and female from the beginning.)

### L19.2 Act it out:



Let two boys and a girl act it out. One will be God. He will bless the man and woman and call them Mankind.

### L19.2 Sing n shake:



God made man in His own image  
And blessed him, and blessed him  
God made man and He made woman  
And blessed them, and called them Mankind.

### L19.3 Read: Genesis 5:3-5



3 And Adam lived one hundred and thirty years, and begot a son in his own likeness, after his image, and named him Seth. 4 After he begot Seth, the days of Adam were eight hundred years; and he had sons and daughters. 5 So all the days that Adam lived were nine hundred and thirty years; and he died.

Genesis 5:3-5 (NKJV)

### L19.3 Ask questions like these:



#### Primary Level:

- How old was Adam when Seth was born? (130 years. Remember that he had already had two sons, Cain and Abel, and it appears that they were grown at the time that Cain killed Abel. Otherwise, as children, they would probably not be offering their own sacrifices.)
- How long did Adam live after Seth was born? (800 years)
- Was Seth the last child of Adam and Eve? (No, they had other sons and daughters.)
- How long did Adam live altogether? (930 years)
- What eventually happened to Adam? (He died.)

#### Secondary Level:

- What is the longest you have heard of anyone living these days? (Listen to the students' responses.)
- Why do you think people lived longer back then? (We don't really know. Our lives are in God's hand. Conditions might have been different back then, and sin might not have affected the world as much as it has now. God's will for them just might have been different. God might have wanted them to live longer so that they could have many children and fill the earth.)
- As far as we know, this was the first natural death in the world. Why do we say that? (Cain was killed, and Lamech also killed someone, but until now we don't read of anyone dying a natural death simply of old age.)

### L19.3 Act it out.



Pretend that the students are Adam's sons and daughters, mourning him at his funeral.  
Choose one student to tell that he was 930 years old, another to tell that he had many



children. Every cries as they would at a funeral, something like, “Adam our father! Adam our father!”

### L19.3 Sing n shake:



Nine hundred and 30 years  
Many sons and daughters  
Then our father Adam died  
When God called his name.

### L19.4 Read: Luke 3:38



These verses in Genesis have been from the Old Testament—the first part of the Bible, written long before Jesus came into our world. Now let’s read one verse from the New Testament. This part of the Bible was written after Jesus came. This verse gives us part of the family tree of Jesus through his mother Mary. It says: “the son of Enos, the son of Seth, the son of Adam, the son of God. Luke 3:38 (NKJV)

### L19.4 Ask questions like these:



#### Primary Level:

- Which son of Adam became an ancestor of Jesus? (Seth)
- Wouldn’t that be a great honor, to be an ancestor of Jesus? (Yes, a great honor. That would mean you had a part in bringing the Saviour into the world.)
- Which grandson of Adam was also an ancestor Jesus? (Seth’s son Enos)

#### Secondary Level:

- Think back to all we have read today from God’s Word. What blessings came to Seth’s family? (They turned back to God, they began to pray, Seth and his son were privileged to become ancestors of Jesus.)

### L19.4 Act it out:



Give five students cards with the following words printed in large letters: God, Adam, Seth, Enos, many years, Jesus. Ask the student to come to the front of the class and arrange themselves in order the way it happened. The other students can coach them to help them get in the right order. This shows how Jesus came from Seth’s family after many years. (Save these cards for use again in next week’s lesson.)

### L19.4 Sing n shake:



What a blessing, brother Seth  
The Saviour came through your family—Oh thank you, thank you, Seth!

### Application:

Have you turned to God, really and deeply in your heart? If you are not sure, why not talk to God right now about your problem. Why not turn your life over to Him and ask His help so that you can seek Him in every area of your life. Your decision will be a blessing to you and to all the children God may someday give you. Maybe you have already trusted Jesus, but you are still living your own way. Turn to God in your heart right now. You will be blessed.

**Invitation:**

There are also some of you who have never even trusted Jesus to be your Saviour. You are not walking on the Jesus road at all. You might be walking on the church road or the Sunday school road, or the got baptized road, but you need to walk on the Jesus road first. If you'd like to talk with me about receiving Christ as your Saviour, please meet me after class. (Teacher, designate a place for interested students to meet you.)

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**L20 Seth's family received many blessings Genesis 5:6-32**

**Prepare before class:** Bring the cards you used last week, and add cards for these names: Cainan, Mahalel, Jared, Enoch, Methuselah, Lamech, Noah.

**Lesson Aim:**

At the conclusion of this lesson, students will be further confirmed in the truth that when we and our families turn to God, we will be blessed, therefore they will confirm their decisions to turn to God.

**Verse to Review: Psalm 112:2**

His descendants will be mighty on earth;  
The generation of the upright will be blessed. Psalms 112:2 (NKJV)

**Review:** Who was the son God gave Adam and Eve to replace Cain? (Seth)  
How many children did Adam and Eve have? (We don't know, but we know that besides Cain, Abel and Seth, they had other sons and daughters.)

**Checking on last week's assignment:** Who prayed last week to turn over his or her whole life to God? (Pray again for these students, that they will continue to seek and follow God.)

**Introduction:**

Last week we were talking about good and bad gifts we can give our families. What kind of a gift did Cain give his family? What kind of gift did Seth give? What were some of the blessings that came to Seth's family as a result?

**Transition to the Bible Lesson:**

Now let's learn more about Seth's family. I think you may be surprised to learn of some of the special and very unusual blessings that came to them because their father Seth turned to God.

**Development of Bible Lesson 20 in 4 parts:**

**L20 Section 1: Read: Genesis 5:6-14**



6 Seth lived one hundred and five years, and begot Enosh. 7 After he begot Enosh, Seth lived eight hundred and seven years, and had sons and daughters. 8 So all the days of Seth were nine hundred and twelve years; and he died.

9 Enosh lived ninety years, and begot Cainan. 10 After he begot Cainan, Enosh lived eight hundred and fifteen years, and had sons and daughters. 11 So all the days of Enosh were nine hundred and five years; and he died.

12 Cainan lived seventy years, and begot Mahalalel. 13 After he begot Mahalalel, Cainan lived eight hundred and forty years, and had sons and daughters. 14 So all the days of Cainan were nine hundred and ten years; and he died.

**L20.2 Ask questions like these: (Read verse by verse or phrase by phrase, since the passage is long)**



**Primary Level:**

- How long did Seth live before he gave birth to Enosh? (105 years)
- How long did he live after that? (807 years)
- Was Enosh his only child? (No, he had other sons and daughters.)
- How long did Seth live altogether? (912 years)
- What was the name of Enosh's first son? (Cainan)
  
- How long did Enosh live altogether? (905 years)
- What was the name of Cainan's first son? (Mahalel)
- How long did Cainan live altogether? (910 years)

**Secondary Level:**

- People lived a lot longer in those days than they do now, but did anyone live to be 1,000 years old? (No. They lived in to be in the 900's.)
- How many children did each one have? (We don't know. Only the name of the first son is given. They may have had daughters before the birth of that son, and in each case, we specifically read that they had sons and daughters. We can assume that they were probably many.)
- What is the last thing we read about each person? (And he died.)

**L20 1 Act it out:**



Use the cards from last week showing the family tree from Adam to Jesus. Have those students come to the front of the class again and arrange themselves in order. This time see if they can do it without coaching. Then give two more students cards saying Cainan and Mahalel. Let those two students stand in order after Enos and before Jesus.

With older students, give four students markers and let them write the total age of each person under his name.

**L20.1 Sing n shake:**

Adam, Seth, Enos

Cainan, Mahalel

You lived a long time, it was a blessing



And Jesus came from your family  
That was the biggest blessing of all.

### L20.2 Read: Genesis 5:15-20



15 Mahalalel lived sixty-five years, and begot Jared. 16 After he begot Jared, Mahalalel lived eight hundred and thirty years, and had sons and daughters. 17 So all the days of Mahalalel were eight hundred and ninety-five years; and he died.

18 Jared lived one hundred and sixty-two years, and begot Enoch. 19 After he begot Enoch, Jared lived eight hundred years, and had sons and daughters. 20 So all the days of Jared were nine hundred and sixty-two years; and he died.

### L20.2 Ask questions like these:



#### Primary Level:

- Mahalel was the father of whom? (Jared)
- How long did he live? (895 years)

- Jared was the father of whom? (Enoch)
- How long did Jared live? (962 years)

#### Secondary Level:

- What slight difference do you notice in these ages? (Jared lived 895 years, the others in the 900's. It is only a slight difference since 895 is almost 900.)
- Do these names seem to follow the same pattern except for that? (Yes.)

### L20.2 Act it out:



Give two more students cards saying Mahalel and Jared. Have them stand in line before the card saying Jesus. For older students, have two students write on the cards the total number of years these lived.

### L20.2 Sing n shake:

(Have the students repeat each line after you.)



Adam, Seth, Enos

Cainan, Mahalel

Jared, and then Enoch

You lived a long time, it was a blessing

And Jesus came from your family

That was the biggest blessing of all.

### L20.3 Read: Genesis 5:21-27



21 Enoch lived sixty-five years, and begot Methuselah. 22 After he begot Methuselah, Enoch walked with God three hundred years, and had sons and daughters. 23 So all the days of Enoch were three hundred and sixty-five years. 24 And Enoch walked with God; and he was not, for God took him.

25 Methuselah lived one hundred and eighty-seven years, and begot Lamech. 26 After he begot Lamech, Methuselah lived seven hundred and eighty-two years, and had sons and



daughters. 27 So all the days of Methuselah were nine hundred and sixty-nine years; and he died. Genesis 5:21-27 NKJV

### **L20.3 Ask questions like these:**

#### **Primary Level:**



- Something different happened at the end of Enoch's life on earth. Something very unusual. He didn't die. What happened instead? (He was not, for God took him.)
- How old was Enoch when God took him? (365 years)
- What was Enoch's life like? (He walked with God.)
- There is also something different about Methuselah. How long did he live? (969 years)
- Had anyone else ever lived that long before? (No. His father Jared lived 962 years. That was close. Methuselah lived the longest that any man has ever lived on this earth.)

#### **Secondary Level:**

- What must it have been like for Enoch to be taken to God without dying? How would that have been different from dying? (Apparently his body was taken as well as his spirit.)
- Will anything like this happen to anyone in the future? Consult 1 Thessalonians 4:16-17. (God will someday call believers to meet him in the air without dying. We are not sure why God called Enoch, but it might have been to illustrate what will happen to all believers someday.)
- These verses tell us about two more honors or blessings that came to Seth's family because Seth turned back to God. What were those blessings? (He had in his family one who walked so closely with God that God took him without dying. He also had one in his family who lived to an age longer than any other man.)

### **L20.3 Act it out:**



Give two students cards with the names of Enoch and Methuselah. Let them add their cards to the line before the Jesus card. For older students, let someone write Methuselah's age at death on his card in extra bold letters. On Enoch's card let them write, "God took him."

### **L20.3 Sing n shake:**

(Have the students repeat each line after you.)



Adam, Seth, Enos  
Cainan, Mahalel  
Jared, and then Enoch  
And old man Methuselah  
You lived a long time, it was a blessing  
And Jesus came from your family  
That was the biggest blessing of all.

### **L20.4 Read: Genesis 5:28-32**



Lamech lived one hundred and eighty-two years, and had a son. 29 And he called his name Noah, saying, "This one will comfort us concerning our work and the toil of our hands, because of the ground which the LORD has cursed." 30 After he begot Noah, Lamech lived five hundred and ninety-five years, and had sons and daughters. 31 So all the days of Lamech were seven hundred and seventy-seven years; and he died. 32 And Noah was five hundred years old, and Noah begot Shem, Ham, and Japheth.  
Genesis 5:28-32 (NKJV)

**L20. Ask questions like these:**

**Primary Level:**



- Who was the son of Lamech? (Noah)
- When Noah was born, his father Lamech prayed a kind of prophecy over him. He told something that Noah was going to do. What was it? (He would comfort them concerning the work of their hands because of the ground that the Lord had cursed.)
- Have you every heard of Noah before? (He was the one God told to build a big boat when God sent a Flood to judge the world. We will be learning about that in the next few weeks.)
- How long did Lamech live after Noah was born? (595 years)
- How long did he live altogether? (777 years)
- What happened then? (Lamech died.)
- What were the names of Noah's three sons? (Shem, Ham, and Japheth)
- How old was Noah when they were born? (500 years)

**Secondary Level:**

- What in the Scripture seems to indicate that Shem, Ham, and Japheth were triplets? (They were all born when Noah was 500 years old.)
- All the modern nations of the world were descended from them, because soon we will see that everyone else drowned in the Flood. What are some of the implications of this? (Amongst the possibilities: We are all related, and we all had an equal start in the world.)
- We have seen several blessings that came to Seth's family. When we come to Noah, we see another. What is it? (God used a member of his family to give the world a new start following the Flood.)

**L 20.4 Act it out:**



One student acts the part of Lamech. In the first part, a messenger tells him a son has been born to him. He calls him Noah and says this one will comfort them because of the curse on the earth. He ends by saying, "What a blessing! Thank you, God!"

Then another student acts the part of Noah when he is grown. A messenger tells him that an amazing thing has happened. Three baby boys have been born to him. Noah names them

Shem, Ham, and Japheth. He ends by saying, "I got three blessings at once! Thank you, God!"

Then give two students cards saying Lamech and Noah. Let them get in line between Methuselah and Jesus to show Jesus' family tree. With older students, give a student a marker and let him add the age of Lamech at his death.

#### L20.4 Sing n shake:



Adam, Seth, Enos  
Cainan, Mahalel  
Jared, and then Enoch  
And old man Methuselah  
Lamech, Noah who built the big boat  
Oh, Jesus came from your family  
And that was the biggest blessing of all.

#### Application:

Some people just lived so many years and they died. Others walked with God and God did special things in their lives. Are you ready to walk with God? What part of your life do you need to give to God today? Let's pray about it right now.

#### Invitation:

If you have not yet come to Jesus, He is ever ready to welcome you. I am always ready to pray with you. Just let me know when you are ready so that I can help you come to Jesus. (Teacher, designate a place and time for interested students to meet with you.)

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### L21 Noah received grace in a time of judgment Genesis 6:1-8

**Prepare before class:** Make sure you have chairs or benches available, and prepare cards saying "Noah" and "Grace."

#### Lesson Aim:

At the end of this lesson, students will know that like Noah, we also are sinners who deserve his judgment, but like Noah, we can experience God's grace.

#### Verse to memorize: Ephesians 2:8-9

For by grace you have been saved through faith, and that not of yourselves; it is the gift of God, not of works, lest anyone should boast. Ephesians 2:8-9 (NKJV)

**Review:** Who was the oldest man who ever lived? (Methuselah. He lived 969 years.)  
Who walked with God and went to heaven without dying? (Enoch.)  
Who was the father of Noah? (Lamech)

**Checking on last week's assignment:** What part of your life did you give to God last week? What challenges did you face during the week as you tried to live that part of your life for God? (Let one or two students report briefly.)

**Introduction:**

Can you think of a time when you were really in big trouble? (Let a student respond briefly.) It is no fun to be in big trouble.

**Transition to the Bible Lesson:**

Yet in spite of God's many blessings to them, the people of Noah's time found themselves in big trouble with God. Let's see what happened. We begin in Genesis chapter 6.

**Development of Bible Lesson 21 in 3 parts:**

**L21.1: Read: Genesis 6:1-3**



Now it came to pass, when men began to multiply on the face of the earth, and daughters were born to them, 2 that the sons of God saw the daughters of men, that they were beautiful; and they took wives for themselves of all whom they chose. 3 And the LORD said, "My Spirit shall not strive with man forever, for he is indeed flesh; yet his days shall be one hundred and twenty years." There were giants on the earth in those days, and also afterward, when the sons of God came in to the daughters of men and they bore children to them. Those were the mighty men who were of old, men of renown.

**L21.1 Ask questions like these:**



**Primary Level:**

- What was happening to men in Noah's time? (They were multiplying, and the sons of God were marrying the daughters of men, and giants were being born to them.)
- Why did the sons of God want to marry the daughters of men? (Because they were beautiful.)
- The Lord said He would not do what forever? (Strive with man)
- What kind of children were born when the sons of God married the daughters of men? (Giants who were strong and renowned or well known.)

**Secondary Level:**

- When parents have children, we call each new group of children a generation. How many generations have now passed since God created man? (Eleven generations—Adam, Seth, Enos, Cainan, Mahalel, Jared, Enoch, Methuselah, Lamech, Noah, and his three sons, Shem, Ham, and Japheth.)
- Each father lived a long time and had sons and daughters. Those sons and daughters got married and had children, and they had children, and they had children. This was in Seth's family alone, not to mention Cain's family that had moved away to the east. The Bible says that men began to multiply on the face of the earth. What does this mean? (There were now lots and lots of people, living in clans according to their fathers.)



- God wanted men to multiply. He commanded them to do this and it was supposed to be a blessing. So what was wrong with it? (Where sinners multiply, their sin also multiplies.)
- Something extraordinary happened then. What was it? (The sons of God began to marry the daughters of men and great giants were born to them.)
- The Bible doesn't say for sure who the sons of God were. Some people think they were men from the godly family of Seth marrying women from the ungodly family of Cain. Others think that fallen angels must have entered the bodies of men and married women. What information in the Bible passage do you think gives people this idea? (Their children were great giants.)
- What do you think it means that God said His Spirit would not always strive with man? (It sounds like God has been struggling with the human race for so long and His patience is about finished.)
- How long would God put off the punishment they deserved? (120 years)

**L21.1 Act it out:**



Let the children stand on chairs and reach as high as they can to show there were giants in the earth in those days. Then let them act the part of God, shaking their heads sadly and saying, "My Spirit will not strive with man forever. My mercy will last for only 120 more years."

**L21.2 Sing n shake:**



There were giants in the earth (repeat over and over)  
And God's mercy is coming to an end!

**L21.2 Read: Genesis 6:5-6**



5 Then the LORD saw that the wickedness of man was great in the earth, and that every intent of the thoughts of his heart was only evil continually.

6 And the LORD was sorry that He had made man on the earth, and He was grieved in His heart. 7 So the LORD said, "I will destroy man whom I have created from the face of the earth, both man and beast, creeping thing and birds of the air, for I am sorry that I have made them." Genesis 6:5-6 NKJV

**L21 .2 Ask questions like these:**

**Primary Level:**



- What were most people like in those days? (Their wickedness was great. Every intent and every thought of their hearts was only evil continually.)
- How did God feel about their sin? (It was so bad God was sorry He made man. He was deeply grieved.)
- What did God purpose to do about their sin? (To destroy man from off the earth, man and animals.)
- These people were in big trouble with God. What about us today? Can you think of any verse that says we are also in trouble with God? (Romans 3:23 says 'all have sinned.')

We are in trouble with God, too, because of our sin.

**Secondary Level:**

- Why animals? What did they have to do with it? (Some feel they were to be destroyed because they were made for man. Those who feel that the sons of God were fallen angels who had invaded the bodies of men believe that the offspring of these unions may have been part beast, and this required the destruction of the animal world as well as humankind. In fact,

almost all ancient cultures of the world recall mythologies in which there are creatures part human and part beast. This may indicate that such a situation really did exist. In other words, everything had been totally polluted.)

**L12.2 Act it out:**



Let the children act the part of God, looking around and seeing only evil, feeling so sad and saying sadly, “I will destroy them.”

**L12.2 Sing n shake:**



The wickedness of man was very great  
And only evil all the time  
So God decided to destroy them all.

**L21.3A: Read: Genesis 9:8**



8 But Noah found grace in the eyes of the LORD.

**L21 .3 Ask questions like these:**



**Primary Level:**

- Who found grace in the eyes of the Lord? (Noah)
- What does grace mean? Is grace something we deserve? (No, grace is when God shows mercy and we don’t deserve it.)

**Secondary Level:**


- Did Noah find grace in the eyes of the Lord because he was very, very good? (No, we don’t get grace by being good. It just means that Noah loved and worshipped God and God decided to do something good for him that he didn’t deserve.)
- This sentence begins with the word “but.” What does “but” mean? (It contrasts something or shows that something different is about to happen.)
- So what is the contrast? What is the something different that is being shown in this verse? (Noah found grace with God, when everyone deserved His punishment.)

**L21.3 Act it out:**



Put a large group of students up front. Let one of them hold a card saying, “Noah.” Another student acts the part of God. He holds a card saying, “Grace.” He looks over the whole group, shaking his head no. Then he looks at Noah, shakes his head yes, and gives him the card saying “Grace.”

### L21.3 Sing n shake:

 “Noah found grace in the eyes of the Lord”, oh happy, happy day!

#### Application:

If you are saved, it is not because you are so good. It is not because God loves you more than others. It is only by His grace. Will you thank God this week for giving you salvation even though you do not deserve it?

#### Invitation:

If you have not yet accepted God’s offer of salvation, God wants to show His love to you. Will you receive Jesus as your Saviour today? (Teacher, designate a time and place for those who want help to meet with you.)

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## L22 God showed Noah how to save his family & Noah obeyed. Genesis 6:9-12

**Prepare before class:** Have a ruler or a paper with inches and centimeters marked on it. Bring a large piece of paper and pencils and markers or a chalkboard and chalk.

#### Lesson Aim:

At the conclusion of this lesson, my students will know that we can honor God and help ourselves by obeying all God tells us, just as Noah did. Therefore they will resolve anew to obey all that they know God wants them to do.

#### Verse to Memorize: Genesis 6:22

Thus Noah did; according to all that God commanded him, so he did. Genesis 6:22  
Gen 6:9-22 (NKJV)

**Review:** Why did God decide to destroy the people He had made? (Every imagination of their hearts was only evil continually.) Who found grace in the sight of the Lord? (Noah)  
What was God going to use to destroy the world? (A Flood)

**Checking on last week’s assignment:** Did you remember this past week to thank the Lord for giving you salvation even though you do not deserve it? It is good to thank the Lord always for His salvation.

#### Introduction:

There is a story about a little girl who was visited a National Park with her parents. She was having such fun that she ran off. Soon the mother noticed that she was on the very edge of a very steep

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cliff. The little girl was playing and did not notice the cliff. If she took one step back, she would fall to her death. If her mother came toward her, she may think they were playing and back away. That would be tragic. The terrified mother froze in place. Quietly she called to her little girl. "Elizabeth, come to mother right now." Would she obey? If she did not, it could mean her death. Fortunately Elizabeth obeyed her mother. She came to her mother and was safe.

### Transition to the Bible Lesson:

Noah, too, found himself in a situation in which it was very important for him to obey God. In fact, his very life depended on his doing just what God said. Let's look in our Bibles in Genesis 6:9.

### Development of Bible Lesson 22 in 6 parts:

#### I.22.1. Read: Genesis 6:9-12



This is the genealogy of Noah. Noah was a just man, perfect in his generations. Noah walked with God. 10 And Noah begot three sons: Shem, Ham, and Japheth.

11 The earth also was corrupt before God, and the earth was filled with violence. 12 So God looked upon the earth, and indeed it was corrupt; for all flesh had corrupted their way on the earth.

Genesis 6:9-12 NKJV

#### L22.1 Ask questions like these:



##### Primary Level:

- Was Noah a good man or a bad man? (Everyone has sinned, of course, but Noah is described as "just" and "perfect." He loved God and tried to obey Him.)
- Who were Noah's three sons? Shem, Ham, and Japheth.
- What was the rest of the world like? (Bad, filled with violence)
- What does corrupt mean? (If the students hesitate, ask: does it mean clean and nice or dirty and nasty? (Dirty and nasty)

##### Secondary Level:


- Since we are all sinners, how could Noah be a just man, perfect in his generations. (God's grace made him just. He believed in the promised Saviour, and God's Spirit was working in His heart.)
- Noah walked with God. We have already seen that phrase once. Whom was it about? (Enoch. He walked with God, and he was not, for God took him. Enoch was Noah's great grandfather.)

#### L22.1 Act it out:



Let one student act the part of God looking at the world. Everyone else is the world. Appoint also students to be Noah, his wife, his three sons and their wives. They are not fighting, but everyone else in the world is fighting. God looks at it and shakes his head sadly.

#### L22.1 Sing n shake:

 The whole earth was filled with VIOLENCE! VIOLENCE!  
And indeed it was corrupt. Sorrow!

**I.22.2 Read: Genesis 6:13**



13 And God said to Noah, "The end of all flesh has come before Me, for the earth is filled with violence through them; and behold, I will destroy them with the earth. Genesis 6:13

**L22.2 Ask questions like these:**



**Primary Level:**

- What amazing and scary thing did God tell Noah? (He was going to destroy the earth and all life on it.)
- Why was God going to destroy it? (The earth was filled with violence)

**Secondary Level:**

- This communication to Noah is a first. In what way? (It is the first time we read of God telling a man in advance what He was going to do.)
- This was a very serious message. How would you have felt if you were Noah?

**L22.2 Act it out:**



God looks at everyone fighting. He says to Noah, "Behold, I will destroy them with the earth!"

**I.22.2 Sing n shake:**

(Mournfully) God planned to destroy them all, sorrow



God planned to destroy them all!

**L22.3 Read: Genesis 6:14-16**



14 "Make yourself an ark of gopherwood; make rooms in the ark, and cover it inside and outside with pitch. 15 "And this is how you shall make it: The length of the ark shall be three hundred cubits, its width fifty cubits, and its height thirty cubits. 16 "You shall make a window for the ark, and you shall finish it to a cubit from above; and set the door of the ark in its side. You shall make it with lower, second, and third decks.

**L22.3 Ask questions like these:**

**Primary Level:**



- What did God tell Noah to do? (Build an ark.)
- What is an ark? (A big boat)
- What was the purpose of the ark? (Obviously a shelter so he could survive the coming Flood)
- Did God tell Noah to just make the Ark any way he wanted? (No, God gave him specific instructions and told him exactly how to do it in detail.)
- Was it to be all one big room? (No, it was to have rooms in it.)

- How many doors was the Ark to have? (one, in the side of it.)
- How many stories or decks was it to have? (Three)

**Secondary Level:**

- God told Noah what kind of wood to use for the Ark. Do different woods have different qualities? (Yes, some are very light while others are heavy and dense. God told Noah what kind of wood would be best suited for the task.)
- God told Noah to cover it inside and outside with what? (Pitch.)
- What were the dimensions of the Ark? (33 cubits long, 50 cubits wide, 30 cubits tall.)

**L 22.3 Act it out:****For younger students:**

Let the children as a group pretend they are building the Ark three stories tall. Let them pretend they are consulting the directions God gave to Noah about how to build it. Let them pretend they are painting “pitch” on the walls inside and out.

**For older students:**

(Using an inch or a cm for each cubit, ask two students to draw a scale sketch of the Ark on a blackboard or paper.) Let another student draw two lines through it to designate three floors or stories. Let a fourth student draw rooms into it. Finally, give another student colored chalk and let him draw one door in the side.

**L22.3 Sing n shake:**

God told Noah

Just how to build the boat

**L22.4Read: Genesis 6:17-18**

17 "And behold, I Myself am bringing floodwaters on the earth, to destroy from under heaven all flesh in which is the breath of life; everything that is on the earth shall die. 18 "But I will establish My covenant with you; and you shall go into the ark--you, your sons, your wife, and your sons' wives with you. Genesis 6:17-18 NKJV

**L 22.4 Ask questions like these:****Primary Level:**

- Who said He was bringing floodwaters on the earth? (God)
- What was the Flood going to do? (Destroy everything on earth that breathes.)
- What was God going to establish with Noah? (His covenant. A covenant is a very special, serious promise that you have to keep.)
- What did God promise Noah? He would go into the Ark with his sons and their wives.

**Secondary Level:**

- How do these verses show both God's judgment and His grace? (He was going to judge the world with a Flood but He was also providing a way for Noah and his family to escape.)
- According to Genesis 5:30, Noah's father Lamech had many other sons and daughters besides Noah. So Noah had brothers and sisters, as well as aunts and uncles and cousins, who would be destroyed by the Flood. Why do you think they did not go into the Ark? (They must not have believed God. The Bible implies (Genesis 6:8), that Noah alone was seeking God in his time. A very sad situation for Noah, but God in His grace did grant him his three sons and their wives, and thus, his future grandchildren.)

#### L22.4 Act it out:



Choose four boys and four girls to represent Noah's family. Have them stand on an elevated surface if possible, but at least apart from the others. Divide the remaining students into two groups. One acts the part of God and tells the Floodwaters, "Come!" The other acts the part of the floodwaters whooshing down on the earth. Then they act the part of people and animals drowning. Noah's family remains safe in the Ark through it all.

#### L22.4 Sing n shake:



I'll bring the Floodwaters on the earth,  
But I'll keep you and your family safe.  
That's what God said.  
That's what God said.

#### L22.5 Read: Genesis 6:19-21



19 "And of every living thing of all flesh you shall bring two of every sort into the ark, to keep them alive with you; they shall be male and female. 20 "Of the birds after their kind, of animals after their kind, and of every creeping thing of the earth after its kind, two of every kind will come to you to keep them alive. 21 "And you shall take for yourself of all food that is eaten, and you shall gather it to yourself; and it shall be food for you and for them."  
Genesis 6:19-21 NKJV

#### L22.5 Ask questions like these:

##### Primary Level:



- How did God show mercy for the animal world? (He allowed one couple of every kind of animal, to keep them alive, to come into the Ark.)
- What were the kinds of animals taken into the Ark? (Bird, animals, and creeping things, two of every kind)
- What else was Noah to store on the Ark? (Food for the people and the animals)

##### Secondary Level:

- Where have you heard the phrase "after their kind" before? (In chapter 1, God created various kinds of animals and commanded them to reproduce after their own kind. Now every kind God created was to be preserved on the Ark.)

### L22.5 Act it out:



Line up students in two groups. Let each one say “Two...” and name an animal, then sit down, alternating groups. For example, two hippos, two tigers, two mice, etc.

Ask the students how much food they think they need for the various animals and for themselves. Act out scooping food onto the boat.

### L22.5 Sing n shake:



Take the animals two by two

Take a giraffe (reach up tall) and cow that says moo.

Take the animals two by two

Take your family and take some food, too.

### L22.6 Read: Genesis 6:22



22 Thus Noah did; according to all that God commanded him, so he did.

Genesis 6:22 (NKJV)

### L22.6 Ask questions like these:

#### Primary Level:



- What did Noah do? (He did everything God commanded him to do.)
- It was going to be 120 years before the Flood came. That’s a long time to keep working. Noah must have got tired. Did he do just part of what God told him and then quit? (No, he did everything God commanded him.)

#### Secondary Level:

- What might have happened if Noah had not followed God’s instructions, but had built the Ark his own way? (The Ark might not have held up. Then he and his family might have drowned, along with the remnant of animals.)
- Building the Ark was something Noah did. How did it show faith? (He believed God, so He did what God said.)

### L22.6 Act it out:



Have someone pretend to be Noah checking to make sure he has done everything just like God said.

### L22.6 Sing n shake:



Sing the memory verse for today.

### Application:

Maybe there is something you know God wants you to do that you are not doing. You have been thinking about that thing during our lesson today. Maybe there is something you are doing that you know God does not like. You need to obey God and stop doing it. It is sin. You have been



thinking about that sin during our lesson. Right now, will you ask God's help to obey all that you know he wants you to do?

**Invitation:**

Noah and his family might have built the Ark, but they still would not have been saved from the Flood unless they got into it. Jesus loves you and He died to pay the punishment for your sins. You may know all about Him, but you still will not be saved unless you put your trust in Him. Will you turn to Jesus in your heart today? If you have not yet done so, will you put your trust in Him? (Teacher, designate a time and place where students desiring help in this matter can come and talk with you.)

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**Lesson 23 Noah's obedience saves him & his family from the Flood. Genesis 7:1-10**

**Lesson Aim:**

At the conclusion of this lesson, the students will know that Noah and his family and a remnant of the animals were saved from the Flood, all because Noah listened to God, believed His Word and obeyed what God said. They will know that it pays to keep on obeying God even when people laugh, even when they get tired, and even when times are hard.

**Verse to Memorize: Genesis 7:5**

5 And Noah did according to all that the LORD commanded him.

**Review:** Who told Noah how to make the Ark? (God) How much of God's command did Noah obey? (All of it) How many of the unclean animals were to go on the Ark? (two-a male and a female) How many of the clean animals were to go on the Ark? (seven pairs of male and female)

**Checking on last week's assignment:** What new step of obedience did you take this last week? What sin did you repent of? Who would like to give a testimony?

**Introduction:**

Skit: A student has been trying to obey God, and he wonders if it is really paying off.

**Transition to the Bible Lesson:**

Like this student, Noah might have wondered if it was paying him to obey God. It took 120 years to build the boat. During all that time, there was nothing that looked like a Flood. You can imagine how his neighbors must have laughed at him. He kept on obeying and kept on and kept on.

**Development of Bible Lesson 23 in 4 parts:**

**L2 .1. Read: Genesis 7:1**



Then the LORD said to Noah, "Come into the ark, you and all your household, because I have seen that you are righteous before Me in this generation. Genesis 7:10 NKJV

### L23.1 Ask questions like these:



#### All Levels:

- What did God tell Noah to do? (Come into the ark with all his family)
- Why was he chosen to be saved? (God saw that he was righteous before God in his generation. That is, he believed God, and no one else in his generation did.)

### L23.1 Act it out:



Let all the children pretend they are God, calling and beckoning with hand and arm movements that Noah and his family should now come into the Ark.

### L23.1 Sing n shake:

(Beckoning movement)



Noah, come into the Ark  
With all your family! (repeat)

### L23.2 Read: Genesis 7:2-4



2 "You shall take with you seven each of every clean animal, a male and his female; two each of animals that are unclean, a male and his female; 3 "also seven each of birds of the air, male and female, to keep the species alive on the face of all the earth. 4 "For after seven more days I will cause it to rain on the earth forty days and forty nights, and I will destroy from the face of the earth all living things that I have made." Genesis 7:2-4 NKJV

### L23.2 Ask questions like these:

#### Primary Level:



- What do groups of animals does God mention? (Clean and unclean. The clean animals were those used for sacrifice to God. The unclean were not used for sacrifice.)
- How many pairs of clean animals was Noah to take on board? (Seven pairs of male and female)
- Of the birds, how many pairs was Noah to take on board? (Seven pairs of the birds)
- Why was Noah to do this? (To keep their species or kind alive on the face of the earth)
- After they went into the Ark, how long would it be until the rain would start? (7 days)
- How long would the rain continue? (40 days and 40 nights)
- What would happen on the earth because of this long rain? (All living things on earth would be destroyed.)

#### Secondary Level:

- Why would Noah need to take more of the clean animals than the unclean ones? (Since they were used for sacrifice, if he only took one pair, any sacrifice would finish off that kind of animal.)
- Why did God tell Noah to go into the Ark a whole week ahead of time? (We don't know for sure, since the Bible doesn't say, but this are possibilities: It may have taken some days to enter with all the animals. Also, God never encourages procrastination or waiting until the very last minute. It may be, too, that God was extending a last time of grace to the world. The unrepentant saw all the animals go in, so they must have known the time for judgment was near, as Noah had been preaching. If during the 120 years, they had put off repenting, this was a mighty visual lesson calling them to turn to God.)
- God asked Noah to bring onto the Ark 7 pairs of each of the unclean animals "to keep the species [ or kinds] alive on the face of all the earth." Does this remind you of anything some people are concerned about today concerning animals? (It reminds me of concern over endangered species. God was the original One to be concerned that all the kinds of animals He had made survive on earth.)

### L23.2 Act it out:



Act the part of God, emphasizing the numbers, and have the children repeat after you. God points to unclean animals—those they are not to use for sacrifice. He holds up two fingers, saying "Take two animals into the Ark—a male and a female. He points to clean animals—those they are to use for sacrifice. He holds up seven fingers, saying, "Take 7 pairs." Finally He holds up seven fingers again and says, "In seven days the rain will start."

### L23.2 Sing n shake:



Take the animals into the Ark  
In seven days the rain will start.

### L23.3 Read: Genesis 7:5-9



5 And Noah did according to all that the LORD commanded him. 6 Noah was six hundred years old when the floodwaters were on the earth.

7 So Noah, with his sons, his wife, and his sons' wives, went into the ark because of the waters of the flood. 8 Of clean animals, of animals that are unclean, of birds, and of everything that creeps on the earth, 9 two by two they went into the ark to Noah, male and female, as God had commanded Noah. Genesis 7:5-9 NKJV

### L23.3 Ask questions like these:

#### Primary Level:



- God told Noah to go into the Ark with his family and to take pairs of animals with him. How much of God's command did Noah obey? (All that the Lord commanded him)
- How old was Noah when the floodwaters came on the earth? 600 years old

- It took Noah a long time to build the Ark. Do you think he got tired? (He must have.)
- Who went into the Ark with Noah? (His wife, his sons and their wives)
- How many people did that make including Noah? (8 people)
- How did the animals go in? (Two by two, or in couples of male and female)

**Secondary Level:**

- How important was complete obedience as opposed to partial obedience? (Vital to the survival of his family and the animals as well.)

**L23.3 Act it out:**



Let the children pretend they are going on to the Ark. First they can be Noah and his wife, then his sons and their wives, then animals. Let several children name a different kind of animal and the group pretends to be couples of that animal going on to the Ark.

**L23.3 Sing n shake:**



Noah obeyed all God told him to do  
I'm glad! That's why I'm here  
For Noah obeyed all God told him to do.

**L23.4 Read: Genesis 7:10**



10 And it came to pass after seven days that the waters of the flood were on the earth.  
Genesis 7:10 NKJV

**L23.4 Ask questions like these:**

**All levels:**



- How many days was it before the Flood waters came on the earth?
- How many days had God said it would be [see verse 4]? 7 days. It happened on time exactly as God had promised.
- What did the rain waters cause on the earth? (A flood)

**L23.4 Act it out:**



Let the children hold up fingers, counting to seven, 1 day, 2 days, etc. After 7 days, they raise their hands, wiggle their fingers, and shout, "Rain! Flood!"

**L23.4 Sing n shake:**



Seven days, and then the Flood came.

**Application for the saved child:**

It paid Noah to obey God and to keep on obeying Him, through all the years that it took to build the Ark. Is there something that you know God wants you to do or to stop doing? Something you are not obeying?

Think of that thing right now and name it to God. Tell Him you will do it or stop doing it. Tell Him you will obey whatever His Word says from now on. Ask His help to enable you to do the right thing. Then start obeying even this very day.

**Invitation for the unsaved child:**

Doing good works does not save us. The Bible tells us that in many places. We are saved by faith in Jesus alone. But the Bible also says that if we really believe God, we will obey Him. Noah would not have been saved if he just said, "I believe the Flood is coming," but did not build the Ark. He believed God's Word that the Flood was coming, so he obeyed. If you never want to obey God, you need to look into your heart and see if you have ever really repented of your sins and come to Jesus. If you are not sure, why not make sure today? I will be glad to pray with you after class. Just meet me \_\_\_\_\_ (designated a place and be sure to check on that place after class.)

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**Lesson 24 God washed the world clean again. Genesis 7:11-24**

**Prepare before class:** Bring something to draw or designate a large circle on the floor.

**Lesson Aim:**

At the conclusion of this lesson the students will understand that God judged the world through a Flood. All sin will someday be punished. Therefore, they will warn their friends and relatives to repent so they can escape God's judgment.

**Verse to Memorize:**

So they went out and preached that people should repent. Mark 6:12 (NKJV)

What new step of obedience did you take as a result of last week's lesson? Who would like to tell us about it?

**Review:** How long did the Flood waters prevail on the earth? (150 days) What happened to all the people and the animals that were not in the Ark? (They all died.) What happened to Noah and his family? (They were safe in the Ark.)

**Checking on last week's assignment:** Last week we asked you to name to God one area in which you were not obeying Him completely, and to ask His help with it. How did it go this week? Who would like to share what God did in his or her life?

**Introduction:**

Sammy listened to his pastor week after week. He believed most of the things the pastor said about Jesus, but Sammy had a few sins that he really liked. He didn't want to change his ways. One day the pastor saw Sammy at his home. He asked Sammy when he was going to repent and give his life

to Jesus. "I'm not sure I will," Sammy said. Nothing bad has happened to me so far. Maybe I'll be lucky.

### Transition to the Bible Lesson:

What will happen to people if they do not repent? In today's Bible story we will see what happened to the people of Noah's time who refused to repent and turn to God.

### Development of Bible Lesson 24 in 4 parts:

#### L24.1. Read: Genesis 7:11-14



11 In the six hundredth year of Noah's life, in the second month, the seventeenth day of the month, on that day all the fountains of the great deep were broken up, and the windows of heaven were opened. 12 And the rain was on the earth forty days and forty nights.

13 On the very same day Noah and Noah's sons, Shem, Ham, and Japheth, and Noah's wife and the three wives of his sons with them, entered the ark-- 14 they and every beast after its kind, all cattle after their kind, every creeping thing that creeps on the earth after its kind, and every bird after its kind, every bird of every sort. Genesis 7:11-14 NKJV

#### L24.1 Ask questions like these:

##### Primary Level:



- What happened in the 600<sup>th</sup> year of Noah's life, in the 2<sup>nd</sup> month, on the 17<sup>th</sup> day of the month? (the fountains of the great deep were broken up, and the windows of heaven were opened. Water poured on to the earth from everywhere.)
- How long did it rain? (40 days and 40 nights)
- After Noah and his family went into the Ark, how long was it before the Flood began? (The very same day.)
- What else went into the Ark with them? (All the animals after their kinds, that is, 2 pair or 7 pair of every kind, male and female)

##### Secondary Level:

- Why do you think the Bible gives such detail about the exact day when the Flood started? (Listen to their ideas. Some possibilities you might mention if they do not are: 1. To emphasize that this is real history in time and space, as opposed to a mythical story that may teach a moral but did not really happen), 2. To enable us to date the Flood, since we also have the exact number of years that each person before Noah lived.), 3. To emphasize that although God may wait in mercy for a long time, the day of His wrath is coming.
- What does it mean that the fountains of the great deep were broken up? (Water apparently came out of the earth violently, like geysers. Apparently it was there under the ground, and God brought it all gushing forth. The phrase implies a great upheaval in the earth.)
- "The windows of heaven were opened" is figurative language. What do you think it means? (Rain poured from above.)

- Think about the most violent storms you have ever seen, multiplied many times over. Think about the effect of water gushing from the earth and at the same time, water pouring from the sky. What would it have been like on earth?
- What would have been the effects on the earth's landscape?
- Most natural disasters last a few minutes or a few days. How long did the rain continue on earth? (40 days and 40 nights without letup)
- Noah and his family entered the Ark the very day the Flood began. What does this teach us? (It was very important that they obeyed God's timing. There was no time to spare.)

#### L24.1 Act it out:



Choose four boys and four girls to represent Noah's family, safe inside the Ark. If you wish, choose a few other students to represent different kinds of animals. Place them in the center of a circle. The other students form a circle around them. Then the remaining boys act out water gushing from the earth like geysers and the remaining girls act out water pouring from the skies.

#### L24.1 Sing n shake:



Water came from below,  
Water came from above,  
But Noah and his family were safe,  
They were all safe in the Ark.

#### L24.2 Read: Genesis 7:15-16



15 And they went into the ark to Noah, two by two, of all flesh in which is the breath of life.  
16 So those that entered, male and female of all flesh, went in as God had commanded him; and the LORD shut him in. Genesis 7:15-'6 NKJV

#### L24.2 Ask questions like these:

##### Primary Level:



- This verse summarizes what has just happened as far as the animals are concerned. That is, it tell us again what happened. It also adds one new bit of information. What is that? (The Lord shut them in.)

##### Secondary Level:

- Think about what it must have looked like when God shut them in. Noah and his family were probably watching from the inside, and others from the outside. No one can see God, so what might that scene have looked like? (It must have looked like the door was closing by itself.)
- Why was this important for Noah? (It was a confirmation that he was hearing from God and that what he had done was right. It was also a sign that this was very serious, that God's judgment was at hand.)
- Did the animals go in or did Noah take them in? (They went in.)
- How do you think that happened? (God must have told them to go in or He must have drawn them in.)

### L24 .2 Act it out:



Let the children all together act out God shutting the door.

### L24.2 Sing n shake:



The animals went in (march in place)

Two by two (hold two fingers to the left, then to the right)

And God shut them in. (Point above, then pretend to shut a door)

### L24.3 Read: Genesis 7:17-20



17 Now the flood was on the earth forty days. The waters increased and lifted up the ark, and it rose high above the earth. 18 The waters prevailed and greatly increased on the earth, and the ark moved about on the surface of the waters. 19 And the waters prevailed exceedingly on the earth, and all the high hills under the whole heaven were covered. 20 The waters prevailed fifteen cubits upward, and the mountains were covered.

### L24.3 Ask questions like these:

#### Primary Level:



- How long was the Flood on the earth? (Forty days. This means the water kept coming for 40 days.)
- What happened to the Ark during those 40 days? (It increased or got deeper and deeper, and it lifted up the Ark above the earth. In other words, the Ark was no longer resting on land, but it was floating like a boat.)
- Did the Ark stay in one place? (No. It moved about on the surface of the waters.)
- What was covered? (All the high hills, and all the mountains—the highest places on earth.)

#### Secondary Level:

- What words show that the Flood waters got very deep? (Prevailed and greatly increased, prevailed exceedingly)
- How do we know the whole earth was covered and not just one part of the world where Noah lived? (The Flood covered the highest mountains. If it covered the highest point, it also had to cover all the lower points. If it was just a local flood, the water would have been contained between the highest points. It ran over the top of all those high points, covering all the earth.)

### L24.3 Act it out:



Let four students form their arms like mountains. Then let the other students use their hands to show the water level rising until it covered the mountains.



### I.24.3 Sing n shake:



The waters covered the mountains  
The waters covered the whole earth  
Because men were so bad.

### L24.4 Read: Genesis 7:21-24



21 And all flesh died that moved on the earth: birds and cattle and beasts and every creeping thing that creeps on the earth, and every man. 22 All in whose nostrils was the breath of the spirit of life, all that was on the dry land, died. 23 So He destroyed all living things which were on the face of the ground: both man and cattle, creeping thing and bird of the air. They were destroyed from the earth. Only Noah and those who were with him in the ark remained alive. 24 And the waters prevailed on the earth one hundred and fifty days. Genesis 7:21-24 NKJV

### L24.4 Ask questions like these:

#### Primary Level:



- What happened to all the animals and people not in the Ark but left on the earth during the Flood? (They all died. God destroyed them.)
- Who were the only ones who stayed alive? (Only Noah and those who were with him in the Ark)
- How long did the Flood waters cover the whole earth? (150 days)

#### Secondary Level:

- What parts of this verse show that the Flood covered the whole world and was not just a local Flood? (All life died, and the waters covered the earth 150 days or five whole months)

### L24.4 Act it out:



Let a large group of children come to the front of the class and act as if they are animals and people drowning. When you hold up your hand, they all fall down dead. Then the rest of the class counts together by tens to 150 days that the water covered the earth.

### L24.4 Sing n shake:



(Sing sadly, with movements as if mourning someone who has died)  
The animals all died, Oh no! Oh no!  
The people all died, too. Oh no! Oh no!  
Your sin has brought you this. So sorry!

### Application or life assignment for the saved child:

Just as God judged the ancient world with a Flood, God will someday judge our world as well. The Bible says this time God will judge the world with fire. Even those who die before that time will face God as their judge. The Bible says, "...It is appointed for men to die once, but after this the judgment,

Hebrews 9:27 (NKJV)" Maybe you have received Jesus as your Saviour. You are ready for God's judgment because you know your sins are washed away in Jesus' blood. Are your friends and

family ready? Have you talked to them about Jesus? This week, talk to as many of them as you can about Jesus. Ask them if they are ready to receive Jesus as their Saviour, too.

**Invitation for the unsaved child:**

Maybe you yourself have not yet received Jesus as your Saviour. Would you put your trust in Him today? Would you ask Him to wash away all your sins and forgive you? If you would like to pray to receive Jesus, please meet me after class at \_\_\_\_\_ (teacher, designate a place, and then be sure to check on it.)

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**Lesson 25 God brings an end to the Flood. Genesis 8:1-14**

**Lesson Aim:**

At the conclusion of today's lesson the child will be encouraged to know that even the worst of troubles have an end. If we endure, brighter days will come.

**Verse to memorize: 1 Corinthians 10:13**

No temptation has overtaken you except such as is common to man; but God is faithful, who will not allow you to be tempted beyond what you are able, but with the temptation will also make the way of escape, that you may be able to bear it. 1 Corinthians 10:13 (NKJV)

**Review:** How do we know that the Flood covered the whole world? (Because it covered the highest mountains)

**Checking on last week's assignment:** Did you talk to your friends or family this week about Jesus? What happened? (Teacher, pray for the students who are trying to share Jesus with those around them.)

**Introduction to the Lesson:** Have you ever gone through something that was so hard and so awful, you just thought it would never end? But it did. You just had to endure. Maybe you are still in the middle of something hard right now. It has not yet come to an end, but it will. You just have to endure.

**Transition to the Bible Lesson:** When Noah and his family were in the Ark, the Flood was SO LONG! Do you think they felt like it would NEVER come to an end? Maybe some days they felt like they would have to live the rest of their lives there in that boat. This week let's see how the long Flood finally came to an end.

**Development of Bible Lesson 25 in 5 parts:**

**L 25.1 Read: Genesis 8:1-3**



Then God remembered Noah, and every living thing, and all the animals that were with him in the ark. And God made a wind to pass over the earth, and the waters subsided. 2 The fountains of the deep and the windows of heaven were also stopped, and the rain from heaven was restrained. 3 And the waters receded continually from the earth. At the end of the hundred and fifty days the waters decreased. Genesis 8:1-3

### L25.1 Ask questions like these:

#### Primary Level:



- Did God forget about Noah and his family and the animals in the Ark? (No, God remembered them.)
- What caused the waters to start going down? (God made a wind to pass over the earth.)
- What also stopped? (The fountains of the deep, that is, water coming up like geysers from the earth, and the rain from heaven.)
- What happened then to the waters on the earth? (They receded continually.)
- How long did it take for the waters to go down enough that some land appeared? (150 days)
- How long is that in terms of months? (150 divided by 30 equals 5 months—almost half a year!)

#### Secondary Level:

- When it says God remembered Noah, does this imply that God had forgotten him before this? (No, God had been actively directing the whole thing from the beginning. This is a literary device to shift our attention from the destruction of the Flood back to Noah, whom God safe in the Ark.)
- What caused the waters to start receding? (The two sources of water were stopped, and God made a wind to start blowing.)
- Since the waters receded continually for 150 days before mountain tops were revealed, what does this say about the depth of the Flood? (It was well over the tops of the mountains.)
- Noah and his family were in the Ark for a long time. Yet what might have been encouraging them during this time? (Besides the fact that their lives were being spared, they also could sense the waters gradually receding, so there was hope for living on the earth once again.)

### L25.1 Act it out:



Let the child act out these movements as a group.

>God remembers Noah and those in the Ark.—Children grasp their hands over their hearts.

>God makes a wind to blow. —The children shout, “Blow, wind, blow!” Then they make a whooshing sound like wind, their arms swooping to show the wind blowing.

>The waters subside. —Children lower their arms little by little, saying, “Waters go down, down, down.”

>The fountains of the deep were stopped—Children raise their arms high like water coming out of a fountain. Then they say, “Stop!” and lower their arms suddenly.

>The rain from heaven was restrained-Children wiggle their fingers like rain coming down. Then they say, “Stop!” and lower their arms suddenly.

>The waters receded continually—The children hold out their arms parallel to the ground as if they are measuring the height of the water. They gradually lower their arms, saying “Down, down, down!”

### L25.1 Sing n shake:



Sing each line with appropriate gest, students repeating after you:

God remembered Noah and He blew on the earth (Blowing motion with hands)

He stopped up all the waters from below and from above (Make stop sign with hand below and above)

And the waters went down, the waters went down (Gradually lower hand)

For 150 days the waters went down. (Point down)

The Flood won't last forever (Shake head no)

'Cause the waters went down. (Point down.)

### I. 25.2 Read with expression: Genesis 8:4-5



4 Then the ark rested in the seventh month, the seventeenth day of the month, on the mountains of Ararat. 5 And the waters decreased continually until the tenth month. In the tenth month, on the first day of the month, the tops of the mountains were seen. Genesis 8:4-5 NKJV

### L25.2 Ask questions like these:



#### Primary Level:

- The Ark rested in the seventh month, the 17<sup>th</sup> day of the month. If they had been using our calendar, what date would that be? (July 17)
- What happened to the Ark on that day? (It rested, or it came down on the ground.)
- Where did the Ark rest? (On the mountains of Ararat.)
- After the Ark rested on Ararat, the waters kept on going down until what month? (The tenth month)
- If they were using our calendar, what month would this be? (October 1)
- What happened on that day? (They could see the tops of the other mountains.)
- How many months was it between the time the Ark first rested on Ararat and the time the tops of the mountains were seen? (2 and a half months)
- How would you have felt if you had been part of Noah's family? (Maybe tired of being in the Ark, but certainly happy and encouraged that an end was in sight.)

#### Secondary Level:

- How do these verses emphasize how deep the Flood was and how completely it covered the earth? (Even after the bottom of the Ark hit land, it still took 2 and a half months more before they could see any land. Even then it was just the tops of the mountains.)

- How do these verses show that this could not possibly have been just a local Flood? (It took so long to go down, it covered even the tops of the mountains very completely.)
- How do these verses give hope to Noah and his family? (They can see the Flood slowly going down, so they may hope and believe that eventually it will all be over.)

### L25.2 Act it out:



Let the children pretend they are the Ark going down on the waters. They begin standing in front of their chairs or benches. Together they say, “Down, down, down,” until they hit their chairs and sit down. As they sit down, they repeat after you, “Then the Ark rested...on the mountains of

Ararat.” They continue to lower their hands down below their seats, saying “Down, down, down.” Then you say “Look! The tops of the mountains,” pointing far away, and they all point.

### L2.2 Sing n shake:



The Ark went down (Hand gestures going down)

‘Cause the waters went down (Hand gestures going down)

And they rested on the mountains of Ararat. (Repeat) (Clap hands together once.)

And the waters went down (Hand gestures going down)

They went down some more (Hand gestures going down)

And the tops of the mountains were seen. Oh yeah! (Form hands into a triangle to show mountains.)

### I. 25.3 Read: Genesis 8:6-9



6 So it came to pass, at the end of forty days, that Noah opened the window of the ark which he had made. 7 Then he sent out a raven, which kept going to and fro until the waters had dried up from the earth. 8 He also sent out from himself a dove, to see if the waters had receded from the face of the ground. 9 But the dove found no resting place for the sole of her foot, and she returned into the ark to him, for the waters were on the face of the whole earth. So he put out his hand and took her, and drew her into the ark to himself

### L25.3 Ask questions like these:



#### Primary Level:

- What did Noah open after 40 days? (The window of the Ark.)
- What did Noah send out first? (A raven, a kind of bird.)
- What happened to the raven? (It kept going to and fro, back and forth, looking for a place to rest.)
- What other kind of bird did Noah send out? (A dove.)
- What was he trying to find out? (To see if the waters had gone down and if there was dry ground out there.)
- What happened to the dove? (It found no resting place, so it returned.)

- What did Noah do to help the dove when it came back? (Reached out and took her in.)

**Secondary Level:**

- Noah opened the window of the Ark *which he had made*. What was Noah's part in saving his family and what was God's part? (Noah built the Ark and went in. God told him *to* make the Ark, told him how to make it, and closed the door. It's a great picture of faith and works, our part and God's part in our salvation. Both parts were necessary in God's plan.)
- How is the sending out of the birds a picture of hope? (It is all about the water going down and habitable land appearing once again.)

**L25.3 Act it out:**



The children can act out these gestures or motions as a group:

- Noah opening the window of the Ark
- Sending out a raven
- The raven flying back and forth with no place to land
- Noah sending out a dove
- The dove flying around but finding no place to land
- Noah taking the dove back into the Ark

**L25.3 Sing n shake:**



The waters are going down (Hand movements going down)  
But they're not down yet (Hand movement showing No!)  
Oh, wait a little longer, Noah, Wait!

The birds cannot find a place to land (Birds flying movement)  
So wait a little longer, Noah, Wait!

**L 25.4 Read: Genesis 8:10-12**



10 And he waited yet another seven days, and again he sent the dove out from the ark. 11 Then the dove came to him in the evening, and behold, a freshly plucked olive leaf was in her mouth; and Noah knew that the waters had receded from the earth. 12 So he waited yet another seven days and sent out the dove, which did not return again to him anymore.

**L 25 Ask questions like these:**



**Primary Level:**

- How long did Noah wait before he sent out another bird again? (He waited seven days or one week.)
- What kind of bird did he send out? (A dove again.)
- What did the dove bring back in its mouth? (A freshly plucked olive leaf.)
- What did this show? (The waters had gone down, and there was land somewhere with plants growing once again.)
- How long did Noah wait after that? (Another seven days or one week.)
- When he sent out the dove that time, what happened? (It did not return.)

**Secondary Level:**

- How many times in all did Noah send out a bird? (Four times—the raven, the dove when it came back with nothing, the dove when it broke back an olive branch, and the dove when it did not return.)
- How is this a picture of patience and hope? (Patience because it took time and lots of waiting, hope because it showed a gradual progress of the waters going down and life returning on the earth.)

#### L25.4 Act it out:



Let the children act out as a group:

- Counting off seven days of waiting
- Sending out the dove
- Noah's joy when the dove returned with a twig
- Counting off seven days of waiting again
- Sending out the dove again
- Looking for the dove but it did not come back.

#### L25.4 Sing n shake:



- 1,2,3,4,5,6,7 Seven days he waited again
- Then the dove came back with a twig in its mouth,
- Maybe this thing will end!
- 1,2,3,4,5,6,7 Seven days he waited AGAIN!
- Then the dove went out and returned no more,
- Hallelujah! The Flood will soon end!

#### L 25.5 Read: Genesis 8:13



13 And it came to pass in the six hundred and first year, in the first month, the first day of the month, that the waters were dried up from the earth; and Noah removed the covering of the ark and looked, and indeed the surface of the ground was dry. 14 And in the second month, on the twenty-seventh day of the month, the earth was dried. Genesis 8:13 NKJV

#### L 25.5 Ask questions like these:

##### Primary Level:



- What special thing happened on the first day of the 601<sup>st</sup> year of Noah's life? (The waters were dried up from the earth.)
- How did Noah prove that the earth was dry and the Flood had ended? (He took the cover off the Ark and looked out and saw that the earth was dry.)
- When was the earth really dry enough to walk on? (the 2<sup>nd</sup> month & 27<sup>th</sup> day—nearly two months later.)

##### Secondary Level:

- We read that the earth was dry in the 2<sup>nd</sup> month on the 27<sup>th</sup> day of the month—almost 2 months later. What is the difference between the first dry and the second dry? (The first

probably means that they can see dry land. The second probably means they are able to walk and live on the land.)

- Can you give examples of different kinds of dry on the earth today? (Swamps are usually too dry for people to live on, then there is regular land where we make villages and cities and very dry land like deserts. The earth was probably very swampy in the beginning.)
- Historically, many lands were marshy in the early part of their recorded history, like Egypt, for instance, and China. How does this fit in with the Bible account? (Land was too wet right after the Flood to even get out of the Ark for almost two months. Large parts of the earth were probably wet for a long time after that.)
- The first great kind of the United Egyptian Empire, Menes, also called Narmer, united Upper and Lower Egypt. A stone tablet says he conquered the swamp dwellers. How does this fit in with the Bible passage? (Egypt, like much of the earth, had some very wet parts for a long time after the Flood, so history confirms what the Bible says.)
- The Sahara Desert, which is now desolate and dry, was once green and well watered. We know this from pictures found in caves in the area. Lake Chad, in the middle of the Sahara, was once much larger than it is today. In fact, the Sahara gets bigger and drier every year. How does this fit in with what the Bible says? (It is more confirmation. History proves out what the Bible teaches.)
- The Flood was very long, and the receding of the waters took a long time. What encouraging thing happened at the end? (They saw land that was dry enough to live on at least parts of it once again.)

### L 25.5 Act it out:



As a group the children pretend that they are Noah. They make movements to show taking the cover off the Ark. They make movements to show Noah looking at the earth. They all

say together, “Dry! The earth is dry!” The teacher says “A month and 27 days later...” and the children look again. Then they say, “Dry at last! We can walk on it now.”

### L25.5 Sing n shake:



“It’s been a long, long Flood”  
but we endured,  
And brighter days have come!”

### Application or Life Assignment for the Saved Child:

Ask the children when they or their families have need of endurance. When do they need to keep on being faithful to God during hard times? Assign one child to pray about each specific problem area mentioned. Ask the children to think of one hard thing they are facing right now and ask God to help them be faithful through it this week.



**Invitation for the Unsaved Child:**

If you have not yet received Jesus as your Saviour, you will not have the strength to endure hard times, because you do not yet have the Holy Spirit living inside of you. Only the Holy Spirit can give you the strength you need. He comes in when you stop trusting in your own ways and put your whole faith in Jesus Christ. If you have not yet received Jesus but you are ready to receive Him today, go to \_\_\_\_\_ (teacher, designate a place) after Sunday school. I will meet you there and pray with you.

(Teacher, be sure to go to the designated place and check to see if anyone has responded to your invitation.)

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**L26 Noah Returned thanks to God Genesis 8:15-20**

**Lesson Aim:**

At the conclusion of this lesson students should know that it is good to return thanks to God whenever He has kept us safe or done anything good for us. They should begin to establish a pattern of thanksgiving in their lives to God.

**Verse to Memorize: Psalm 100:4**

4 Enter into His gates with thanksgiving,  
And into His courts with praise.  
Be thankful to Him, and bless His name.  
Psalms 100:4 (NKJV)

**Review:** What did Noah do to find out if the earth was drying off or not? (He sent out birds. When one flew out and did not return he knew the earth was getting dry.)

**Checking on last week's assignment:** Last week we asked you to pray about some areas where you find it hard to endure and to keep serving God faithfully. Some of you mentioned \_\_\_\_\_ and \_\_\_\_\_ (mention specific problems the children gave last week). How is it going with those problem areas? How can we pray for you?

**Introduction:**

How many things can you think of that God has done for you so far today? (Things like air to breathe, sunshine or rain for crops, food to eat, clothes to wear, a body to live in, the ability to see, hear, smell, move, walks...) Let's count those blessings on our fingers. How many were there? Now, how many have you thanked God for?

**Transition to the Bible Lesson:**

Noah and his family had experienced some extraordinary blessings from God. What? (God showed them how to be saved when the whole world was destroyed.)

### Development of Bible Lesson 26 in 4 parts:

#### L26.1 Read: Genesis 8:15-16



Then God spoke to Noah, saying, 16 "Go out of the ark, you and your wife, and your sons and your sons' wives with you. Genesis 8:15-16 NKJV

#### L26.1 Ask questions like these:



##### Primary Level:

- Who told Noah to go out of the Ark? (God did.)
- Was anybody supposed to stay behind in the Ark? (No, God told them all to go out—Noah, his wife, his sons and their wives.)

##### Secondary Level:

- How do think Noah felt when God told him to go out of the Ark? (Happy. He should also have felt very thankful. At that point God had brought his whole family safely all the way through the Flood.)
- Why did you think God's command to leave the Ark might have been a relief to Noah? (He no longer had to worry whether it was all over or whether it was safe to leave.)

#### L26.1 Act it out:



You act out the voice of God phrase by phrase, and the students repeat after you as if they are calling to Noah.

#### L26.1 Sing n shake:

It's over! The Flood is over!

The Flood is over at last!



Noah, take your family and GO OUT of the Ark! (shout the words, "Go out!")

Phew! Noah, aren't you thankful?

#### L26.2 Read: Genesis 8:17



17 "Bring out with you every living thing of all flesh that is with you: birds and cattle and every creeping thing that creeps on the earth, so that they may abound on the earth, and be fruitful and multiply on the earth." Genesis 8:17 NKJV

#### L 26.2 Ask questions like these:



##### Primary Level:

- What was Noah to bring out of the Ark along with his family? (All the animals of every kind.)
- What did God intend for the animals to do after the Flood? (Abound, be fruitful and multiply on the earth. In other words they were to have lots of animal babies.)

##### Secondary Level:

- Why was it important that the animals be fruitful and multiply after the Flood? (Because all the other animals had been wiped out in the Flood.)

### L26.2 Act it out:



You act out the voice of God phrase by phrase, your students repeating after you.

### L26.2 Sing n shake:

God told him to bring the animals out.



Phew! Noah, aren't you thankful?

### L 26.3A Read: Genesis 8:18-19



18 So Noah went out, and his sons and his wife and his sons' wives with him. 19 Every animal, every creeping thing, every bird, and whatever creeps on the earth, according to their families, went out of the ark. Genesis 8:18-19 NKJV

### L 26.3 Ask questions like these:



#### Primary Level:

- Did Noah obey God? (Yes, he went out of the Ark and took his family and all the animals as God had told him to do.)
- Who was left in the Ark? (Nobody, no animal. It was empty of all creatures.)

#### Secondary Level:

- Can you imagine what Noah must have felt like as he watched all the animals file out of the Ark? (He must have been excited, relieved, and very thankful.)

### L26.3 Act it out:



Let the children pretend they are different kinds of animals leaving the Ark.

### L 26.3 Sing n shake:

The animals went out



Went out of the Ark.

God wanted them to multiply

The animals went out.

### L 26.4 Read: Genesis 8:20



20 Then Noah built an altar to the LORD, and took of every clean animal and of every clean bird, and offered burnt offerings on the altar Genesis 8:20 NKJV

### L26.4 Ask questions like these:



#### Primary Level:

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- What did Noah build? (an altar)
- To whom did he build the altar? (to the Lord)
- What was an altar used for? (for sacrifice, for worship)

**Secondary Level:**

- What did Noah offer on the altar? (Sacrifices of every clean animal and every clean bird.)
- Do you remember why he had animals to offer as sacrifice and still animals left over to multiply and repopulate the earth? (God told him to take one couple of every animal, but seven of the animals to be used for sacrifices.)
- Do you think it was hard for Noah to offer sacrifices when there were so few animals left on earth?  
(He might have thought about the scarcity of animals, but it was also clear that God had provided sacrificial animals. And he surely had a lot to thank God for.)
- What do you think was the purpose of the sacrifices? (To thank God, to honor God)

**L26.4 Act it out:**



Together, the children act out building an altar, then bringing clean animals to sacrifice on it, then praying to God, thanking Him for keeping them safe.

**L26.4 Sing n shake:**



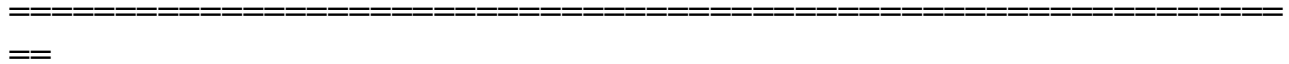
Noah made an altar to the Lord  
He was so thankful  
So Noah made an altar to the Lord.

**Application or Life Assignment for the Saved Child:**

Is thanking God something you do regularly? Do you thank Him for the things He gives you every day and also for the special gifts He gives from time to time? This week, try to thank God every day for every blessing you can think of. It's a great way to honor Him.

**Invitation for the Unsaved Child:**

Noah was saved from the Flood because he believed God and did what God said. Have you been saved? Have your sins all been forgiven? If you believe that Jesus is the Son of God who died for your sins and rose from the dead, have you put your trust in Him? Have you asked Him to be your Saviour? If you are not sure, and would like to be sure today, please see me after class. Just say, "I want to take Jesus" and I will know what you mean.



**L27 God established the cycle of seasons. Genesis 8:21-22**

**Lesson Aim:**

At the conclusion of this lesson the students will know that God showed his mercy after the Flood by establishing the cycle of seasons for growing crops. Therefore they will thank God for His

mercy and His good plan and remember Him as they seek good crops and thank Him for those He has given.

**Verse to Memorize: Genesis 8:22**

"While the earth remains,  
Seedtime and harvest,  
Cold and heat,  
Winter and summer,  
And day and night  
Shall not cease." Genesis 8:22

**Checking on last week's assignment:** Did you remember to thank God this week for every blessing you could think of? Did you find yourself discovering more and more blessings you didn't know you had? Who would like to tell us about it?

**Review:**

- When God spoke the words of this verse (the memory verse), what big event had just ended? (The Worldwide Flood.)
- What had Noah and his family just done? (They came out of the Ark , built an altar and thanked God.)
- Had there been any mention of seasons on earth before this? (No, the earth before the Flood was a lot different. It was watered by rivers and a mist, but there was no rain. See Genesis 2:5-6, 10 if the children do not remember.)

**Introduction:**

How many of you have ever planted a seed in a garden? (Let them respond.) Can we plant a seed just any time? (It will not grow well at just any time. Seeds have to be planted in planting season.) What is our planting season? (Let the children respond according to the area where they live.) What is our harvesting season? (Let the children respond.)

**Transition to the Bible Lesson:**

Have you ever thought about how we got our seasons of the year? How does it happen that there is a rainy season and a dry season? So far in our Bible lessons, we haven't heard about any such thing. Today we will learn how that all started. Are you ready?

**Development of Bible Lesson 27 in 3 Sections:**

**I.27.1. Read: Genesis 8:21a**



8:21a And the LORD smelled a soothing aroma.

### L27.1 Ask questions like these:

#### Primary Level:



- What did God smell? (A soothing aroma)
- From last week's lesson, what was God smelling? (The sacrifice offered by Noah and his family)

#### Secondary Level:

- What effect did it have on God? (It was soothing.)
- What does this mean? (He was pleased with it, He liked it, it stopped His anger.)

### L27.1 Act it out:



All the students together breathe in as if they are smelling something. Then together they all say, "Ahhh! Soooooothing."

### L27.1 Sing n shake:

God smelled a soothing aroma (3 x)



Ahhhh!  
Of Noah's sacrifice. Oh, yeah!

### L27.2 Read: Genesis 8:21b



8:21b Then the LORD said in His heart, "I will never again curse the ground for man's sake, although the imagination of man's heart is evil from his youth; nor will I again destroy every living thing as I have done. Genesis 8:21b NKJV

### L2 .2 Ask questions like these:

#### Primary Level:



- Who is speaking here? (God)
- To whom is he speaking? (In His own heart. It is like we are reading God's mind here.)
- What two things does God promise He will never again do? (1. He will never again curse the ground [that is, the whole earth], and 2. He will never again destroy every living thing in this way [that is, by a worldwide Flood]).
- What does God say about our hearts? (The imagination of our hearts is evil from our youth.)

#### Secondary Level:

- How does this verse show that even children are sinners? (God says the imagination of our hearts are evil from our youth.)
- How is this verse good news? (We now have confidence that there will be no further curse on the earth, and when there is a local flood or even rain, we need not worry that it will turn into a worldwide Flood that will destroy everything.)

### L27.2 Act it out:



Let all the children together act the part of God. They shake their finger to emphasize the point as they repeat after you, rhythmically:

I will never again curse the whole earth.  
I will never again destroy all life.

### L27.2 Sing n shake:



God will never again curse the earth, Oh yea! O yea!  
God will never again destroy all life. Oh yea! Oh yea!  
He promised it after the Flood. Oh yeah!

### L27.3 Read: Genesis 8:22



8:22 "While the earth remains,  
Seedtime and harvest,  
Cold and heat,  
Winter and summer,  
And day and night  
Shall not cease."

### L 27.3 Ask questions like these:

#### Primary Level:



- Who is talking here? (God is still talking. We have to go back to vs. 21 to see this.)
- God is making a promise here. How long will this promise last? (While earth remains, that is, as long as the earth is still here.)
- Is the earth still here right now? (Yes. So God's promise applies to us.)
- God describes three cycles that will happen over and over again every year. What are they? (1. Seedtime and harvest, that is, planting time and harvesting time, 2. Cold and heat, that is,
- wet season which is warmer and dry season which is cooler, and 3. Winter and summer, which is another way to express the seasons.)
- What does God promise about these cycles or seasons? (They will not cease or stop as long as the world lasts.)
- God also describes one cycle that will happen over and over again every day. What is it? (Day and night.)
- Who is in charge of the seasons of the year? (God)

#### Secondary Level:

- Which of the cycles God mentions had already started before the Flood? (Day and night. This cycle started from the first day of Creation.)
- Which were new or were a change after the Flood? (The change of seasons—seedtime and harvest, cold and heat, winter and summer.)
- Are these three different things or the same thing? (They might be three different ways of expressing the same thing, depending on where they would later live in the world. As

you move farther away from the equator, there is a more pronounced difference between cold and heat in the seasons, so much so that they are called winter (cold time) and summer (hot time). Seedtime and harvest relates to everyplace on earth where crops can be grown.

- Many scientists believe that the earth changed dramatically after the Flood. They believe that immediately after the Flood, large parts of the earth entered a time when snow and ice covered much of the ground. As Noah and his family went out, if they encountered snow and ice for the first time, how could this verse have reassured them? (They would know that times of cold are a part of God's program and that they are not signs of another judgment like the Flood.)
- In Africa, many people call on other gods or spirits to help them get a good crop. Thinking about these verses, why would this be wrong? (God is in control of both the planting season and the harvesting season.)
- What would be an appropriate way for Christians to seek a good crop or a change in weather? (Seek God and pray about it because He is in control of those things.)

### L27.3 Act it out:



Have the students make big circular motions with their arms to show the continuing cycle God promised: seedtime and harvest (repeat several times), cold and heat (repeat several times), winter and summer (repeat several times), day and night (repeat several times).

### L27.3 Sing n shake:



Seedtime and harvest,  
Cold and heat,  
Winter and summer,  
Day and night  
Shall not cease  
Shall not cease.

### Application or Life Assignment for the Saved Child:

Even if you live in the city and do not have a garden, the growing seasons are still important to you. Good crops mean a good variety of food available. Good crops mean enough food for all the people. Good crops mean more affordable prices for food. When God gave us a planting season and a harvesting season, He gave us a very good thing.

Since God is the One who gave us the growing seasons, do you think He is pleased when we seek the help of other gods or spirits for good crops? No, He wants us to seek His help. He cares about us. When the weather doesn't seem to be working right, should we sacrifice to other gods then? No. God wants to help His people. If you have ever prayed to another god for help with the crops or for a change in the weather, tell God now that you are sorry. Tell Him you will not do that again. This week, will you pray for the crops in this country? Will you pray for the weather that we need? God is always ready to help us.

### Invitation for the Unsaved Child:

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But if you have never received Jesus as your Saviour, there is something far more important than crops and weather that you need to pray about. You need to put your trust in Jesus to save you. You need to ask Him to come into your heart and life and save you. Are you ready to do this? Do you believe that Jesus is the Only Son of God who left His eternal home in heaven to become your Saviour? Do you understand that He died to pay the punishment for your sins? Do you agree that He rose from the dead? If you do, are you ready to say “yes” to Jesus today? Are you ready to become His follower? If you’d like to pray that way today, see me after class. Just say, “I’m ready to take Jesus.” I will be glad to pray with you.

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## L28 God gave Noah’s family dominion over the cleansed earth. Genesis 9:1-4

### Lesson Aim:

At the conclusion of this lesson, my students will understand that God has given us stewardship over His earth, and that we are to rule over the creation, and we are responsible to care for creation. Therefore they will take steps to begin caring for creation.

### Verse to Memorize: Psalm 8:4a & 6

What is man that You are mindful of him...

6 You have made him to have dominion over the works of Your hands;  
You have put all things under his feet.

Psalm 8:4a, 6 (NKJV)

### Review:

- Who can remember the first thing Noah did after the Flood? (He built an altar to sacrifice to God and to worship Him.)
- Who can remember something that God put on earth after the Flood that people never had before the Flood? (God gave them change of seasons or growing seasons for the first time.)

**Checking on last week’s assignment:** Have you been praying this week about this year’s crops? Even if you live in the city, you need to pray for good crops so that food will sell in the city at a decent price. How many remembered to pray about this several times during the week? That’s good. Keep on praying, and whenever things look difficult, remember, God can help us more than idols or any other spirit.

### Introduction:

Have two students put on a skit. One is throwing garbage in the well where people come to get water to drink. The other scolds him, saying we should take care of water and all the creation God has given us.

### Transition to the Bible Lesson:

Have you ever seen people treat God's creation in ways that were careless? Maybe they were throwing garbage in places where it made a mess and called flies. Maybe they did not try to keep the water clean. Maybe they killed animals just for sport and then left them to rot without even using the animal for food or in any way. How does God want us to treat His creation? We'll learn a little about that in today's Bible lesson. (If children can read, have them turn in their Bibles to Genesis ch. 9.)

### Development of Bible Lesson 28 in 4 parts:

#### L28.1. Read: Genesis 9:1



So God blessed Noah and his sons, and said to them: "Be fruitful and multiply, and fill the earth.

Genesis 9:1 NKJV

#### L28.1 Ask questions like these:

##### Primary Level:



- After the Flood, were Noah and his sons blessed or cursed? (They were blessed.)
- Who blessed them? (God.)
- Who remembers the names of the three sons of Noah who were blessed? (Shem, Ham, and Japheth. They were all blessed. Please note that Ham was the father of Africa, and God blessed him.)
- What command did God give Noah and his family after the Flood? (Be fruitful and multiply and fill the earth.)

##### Secondary Level:

- According to this verse, is God pleased when we have large families? Tell why you answered as you did. (God is pleased because He commanded us to be fruitful and multiply.)
- Does it sound like God wants us to be concerned over the large population of the earth? (He commanded us to multiply and gave us no limits as to when to stop multiplying or how large the population of the earth should be. Apparently He is able to take care of us all.)
- Some countries of the world now have a declining population growth. Is this a sign of God's blessing, or the opposite? (God's blessing is associated with population growth, not decline.)
- When sex is used according to God's law, is there any indication that it is dirty or shameful or wrong?  
(No, God commanded them to be fruitful and multiply, which implies sex. Sex is only wrong when we use it outside marriage or in other ways that God never intended.)

#### L22 1 Act it out:



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Let the children all act the part of God. They bless Noah and his family with some appropriate gesture. Then they repeat after you, phrase by phrase, "Be fruitful!" "And multiply!" "And fill the earth." (Open arms wide as they say "Fill.")

**L22.1 Sing n shake:**



God blessed Noah, oh yeah, oh yeah,  
And His whole family, oh yeah, oh yeah  
He told them to multiply, oh yeah!

**L28.2 Read: Genesis 9:2**



2 "And the fear of you and the dread of you shall be on every beast of the earth, on every bird of the air, on all that move on the earth, and on all the fish of the sea. They are given into your hand.

Genesis 9:2 NKJV

**L 28.2 Ask questions like these:**



**Primary Level:**

- What will now begin to fear people? (The animals—the beasts of the earth, the birds of the air, all animals that move on land, and the fish of the sea.)
- God gave all the animals into our what? (Into our hand.)

**Secondary Level:**

- Would you normally expect the animals to start fearing people at this particular time? (Probably not, since Noah had just saved their lives in the Ark and cared for them during the long Flood. Animals beginning to fear people was not a natural thing, but a thing God did.)
- What does it mean that they are given into our hand? (We are given authority or charge over them.)

**L28.2 Act it out:**



Let one group of children pretend to be hunters looking for animals. The second group pretends to be animals fearfully hiding from the hunters.

**L 28.2 Sing n shake:**



Then all the beasts were afraid of man  
For they were all given into His hand.

**L28 .3 Read: Genesis 9:3**



3 "Every moving thing that lives shall be food for you. I have given you all things, even as the green herbs. Genesis 9:3



### L 28.3 Ask questions like these:



#### Primary Level:

- Earlier God gave people the plants to eat. Now what does God also give them for food? (Every moving thing—that is, all the animals, too.)
- Why is it OK to eat animals? (Because God gave them to us for food.)
- Besides meat, what else did God give us for food? (Green herbs, or plants.)

#### Secondary Level:

- Think about this verse in conjunction with verse 2 that preceded it. Why might God have put the fear of humankind into animals at this time? (It brings a balance to the situation. People begin to hunt animals for food, but the animals are afraid of people and tend to stay away from them. Therefore all the animals are not wiped out at once and have a chance to multiply. It was God's way of caring for them.)
- Think about this scene. A limited number of animals got off the Ark, and now God allows people to eat animals for food. What would have been required on the human side in order to

assure a constant stock of meat for the future? (Some wisdom and restraint in killing the animals only as needed.)

- This is a privilege. People are now allowed to eat meat. It is also a great responsibility. Why? (We are responsible to care for the animals or to use them wisely so that there will be enough to eat now and our children and grandchildren will also have enough to eat.)
- How have people sometimes used this privilege unwisely, without exercising responsibility equal to the privilege? (People have sometimes killed animals just for fun, just for meanness, without using the meat or other parts of the animal, killing without any good reason, killing too many today so that there are not enough left to multiply and to provide food for the future, etc.)

### L 28 .3 Act it out:

Let the children pretend to capture an animal, cook and eat it.

### L28.3 Sing n shake:



Every living thing that moves  
Shall be food for you.  
I have given you all things, all things

### L28.4 Read: Genesis 9:4



4 "But you shall not eat flesh with its life, that is, its blood. Genesis 9:4 NKJV

### L28.4 Ask questions like these:



#### Primary Level:

- As we eat animal meat, what is the one thing we are not supposed to eat? (The blood.)

**Secondary Level:**

- What do we already know is special about the blood? (The blood was used for sacrifice in worship to God.)
- Looking forward, what do we know would one day be special about the blood? (Jesus God's Son would one day shed His blood for our sins.)
- Why do you think God might have given this prohibition so early in human history? (He might have been working to build in us a respect for the blood that would help us to understand and appreciate the shedding of Jesus' blood for our sins.)

**L28. Act it out:**



Pretend to kill an animal and pour out the blood. Let the children repeat: "Blood—don't eat!"

**L28.4 Sing n shake:**

But you shall not eat blood



No, no, no,

You shall not eat blood.

**Application or Life Assignment for the Saved Child:**

God has given us permission to kill animals for food. With this permission comes the responsibility to do it wisely so that there will always be plenty of food for us and our future families and all the families of the earth. How do you think we are doing in (name your village or neighborhood)?

How could we do

better? This week, will you pray and ask God to help you take good care of the earth He has given us?

**Invitation for the Unsaved Child:**

God never allowed people to eat the blood of the animal. I think He wanted us to understand that there was something special about the blood. When Jesus God's Son died on the cross, He gave His own precious blood as a sacrifice for our sins. Have you received Jesus as your Saviour? If you haven't done so yet, but are ready today, talk to me after class. Just say, "I'm ready." I'll know what you mean and I will be glad to pray with you.

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**L29 God protected the life of man (humanity). Genesis 9:5-6**

**Lesson Aim:**

At the conclusion of this lesson my students will know that since humanity is created in the image of God. God protected the life of man (humanity) by establishing capital punishment. When someone kills a human being, the official powers have a right to take his life. Therefore they will show respect to others as fellow human beings created in the image of God.

**Verse to Memorize: Genesis 9:6**

"Whoever sheds man's blood,  
By man his blood shall be shed;  
For in the image of God  
He made man." Genesis 9:6

**Review:**

- What would you say to someone who said it was wrong to eat meat? (God gave us all things for food, including the animals.)
- When did God permit us to eat animals? (After the Flood.)
- Why should we take care of animals and use them wisely? (So there will always be enough for us and our children to eat. We are stewards or caretakers of God's creation. He has given that responsibility to us.)

**Checking on last week's assignment:** This week, did you notice things you could do to help use the resources of God's earth more wisely? What did you do or what did you change?

**Introduction:**

After the Flood, God gave them permission to kill animals as needed for food. Did this mean they could kill whatever they wanted? Did this mean they could kill PEOPLE? No, of course not. But is it EVER right to kill people?

**Transition to the Bible Lesson:**

We'll learn more about this in today's Bible lesson. It's found in Genesis, chapter 9, beginning with verse 5.

**Development of the Bible Lesson in 29 2 Sections:L 29.1.**

**L29.1 Read: Genesis 9:5**



"Surely for your lifeblood I will demand a reckoning; from the hand of every beast I will require it, and from the hand of man. From the hand of every man's brother I will require the life of man.

**L29.1 Ask questions like these:**

**Primary Level:**



- For what will God demand a reckoning (hold us responsible)? (For your lifeblood, that is, for shedding the blood of a human being.)
- What is an animal kills a human being. (Same thing. The animal will also be responsible.)
- What will God require from us if we kill another human being? (Our lives.)

**Secondary Level:**

- God does not hold us responsible or guilty for shedding the blood of an animal, but He does for shedding the blood of a human being. Why? What is the difference? (Human beings are special. Only they are created in the image of God.)
- Who will be required to take the life of the murderer? (Every man's brother, in other words, the sentence must be carried out by another human being. God will not strike the person dead, but authorizes human beings to carry out the punishment.)
- The death sentence—this is serious. Why do you think God required something so serious? (Perhaps to show the seriousness of killing another human being and to put fear in people to do it. If someone is inclined to kill others, it also keeps them from doing it again.)

### L29.2 Act it out:



One child acts the part of God as a judge, the other the part of someone who has killed a

He stands before God with his head down.

### L29:3 Sing n shake



The life of man is special

So God protected it.

### L29.2 Read: Genesis 9:6



Whoever sheds man's blood,

By man his blood shall be shed;

For in the image of God

He made man.

### L29.2 Ask questions like these:



#### Primary Level:

- What is the punishment God gives for killing a human being? (The murderer will be executed or killed, also.)

Primary Level:

- What is the punishment God gives for killing a human being? (The murderer will be executed or killed, also.)
- Why is the punishment so great for killing a human being? (Because God made man in His own image, therefore people are special and different from animals.)

#### Secondary Level:

- Some people today are saying that animals have just as great a value as people. According to these verses, what would you say to this? (Animals are of value as part of God's creation, but they are of less value than people because they were not made in the image of God.)

**L29 .2 Act it out:**



Let the children repeat each line after you, alternating between boys and girls. Try to read each line rhythmically.

**L29 .2 Sing n shake:**



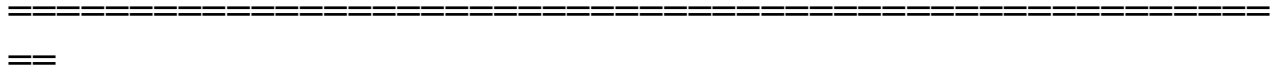
Let the children sing each line, repeating after you, using appropriate gestures.

**Application or Life Assignment for the Saved Child:**

Human life is so important that God protected it with the law that required murderers to be executed. How can you show respect for human life? (Let the children give ideas. Some might be by helping the sick and elderly, by talking respectfully, by being careful not to hurt others, by not fighting, etc.) Which one of these is a problem for you? Will you ask God to help you to do better right now? (Allow a time for prayer.) Will you try to begin doing better this week on the issue you prayed about?

**Invitation for the Unsaved Child:**

Your life is very valuable to God. It is so valuable that God made this law to protect your life. God wants to give you life not only in this world, but in heaven forever with Him. He sent His only Son Jesus into the world to die for your sins to make this possible. Jesus rose from the dead and returned to His Father in heaven. He will save you today if you will call out to Him.



**L30 God promised no more worldwide floods & sent a rainbow as a sign of His promise. Genesis 9:8-17**

**Lesson Aim:**

At the conclusion of this lesson, the children will know that God is always faithful to keep His promises. Therefore, they will trust Him with the details of their lives large and small.

**Verse to Memorize: Hebrews 10:23**

Let us hold fast the confession of our hope without wavering, for He who promised is faithful.  
Hebrews 10:23 (NKJV)

**Review:**

(Write out this sign on a poster or on a chalkboard. If your class is outside, you can even write it in the sand. See if the children can fill in the blanks.) After the Great \_\_\_\_\_, God gave Noah a new privilege. They could now eat \_\_\_\_\_. But they were to be careful not



to kill \_\_\_\_\_, who were created in the image of God. This was God's  
\_\_\_\_\_. (The answers are: Flood, meat or animals, people, law or command.)

**Checking on last week's assignment:** Last week we asked you to think of those to whom you do not show respect, and to begin showing them respect as human beings created in the image of God. What

hard to do? Who will tell us what happened?

**Introduction:**

Has someone ever made a promise to you, and then broke it? How did you feel? Have you ever broken a promise to someone else? What are some reasons people may break their promises? (They didn't really intend to do it anyway, they forgot, something else interfered, they got sick, they found it was more difficult than they thought and they couldn't do it, etc.)

**Transition to the Bible Lesson:**

There are many reasons why we as human beings do not always fulfill our promises. But what about God? When He promises something, can we be sure He will fulfill it? Today we will learn about a promise God made long ago, and we will see whether He has kept His promise.

**Development of Bible Lesson 30 in 3 parts:**

**L30 .1. Read: Genesis 9:8-10**



Then God spoke to Noah and to his sons with him, saying: 9 "And as for Me, behold, I establish My covenant with you and with your descendants after you, 10 "and with every living creature that is with you: the birds, the cattle, and every beast of the earth with you, of all that go out of the ark, every beast of the earth. Genesis 9>8-10 NKJV

**L30.1 Ask questions like these:**



**Primary Level:**

- Who made this promise? (God)
- To whom did God made this promise? (To Noah and his sons [vs 8] & with their descendants after them [vs 9] & with all the living creatures or animals that came out of the Ark [vs. 9].)
- What word in these verses means a very special, serious promise? (covenant)

**Secondary Level:**

- How do we know God's promise applies to us, too? (God made it not only with them, but specifically with their descendants after them as well.)

**L30.1 Act it out:**



Let one child act the part of God. Divide the other children into three groups: Noah and his family, Noah's future descendants, and all the animals. As you read the verse, the child who acts the part of God points to the appropriate group as you name it. As he points to each group, the people say "Yes! Yes!" and the animals make different animal sounds.

**L30.1 Sing n shake:**



God made a special promise  
With Noah and his sons  
God made a special promise  
With all the animals  
God made a special promise  
With all of us yet to be born. Amen!

**L 30.2 Read: Genesis 9:11**



11 "Thus I establish My covenant with you: Never again shall all flesh be cut off by the waters of the flood; never again shall there be a flood to destroy the earth."

**L30.2 Ask questions like these:**



**Primary Level:**

- What was the promise God made to them? (Never again would there be a Flood to destroy all life on earth.)

**Secondary Level:**

- If there were local floods, would those break God's promise? (No, His promise was that there would never be a worldwide Flood that would destroy all life on earth.)
- This promise was given a long time ago. Over 4,000 years has passed since then. Has there ever again been a worldwide Flood to destroy all life on earth? (No. There have been some local floods, but they are very small indeed in comparison to Noah's Flood and those floods did not destroy all life on earth. For over 4,000 years, God has kept His promise.

**L30.2 Act it out:**



As you read the verse, let the children point their fingers to others around, then shake their heads "No!" when you read the sections beginning, "Never again."

**L30.2 Sing n shake:**



There will never ever ever ever be another Flood  
To destroy all life on earth.  
This is God's promise to us,  
And He's kept it all these many, many years.

**L30.3 Read with expression:** [This is a long passage, but it contains one complete thought. If the questions are hard because of the length of the passage, go back and reread the relevant sections.]:



12 And God said: "This is the sign of the covenant which I make between Me and you, and every living creature that is with you, for perpetual generations: 13 "I set My rainbow in the cloud, and it shall be for the sign of the covenant between Me and the earth. 14 "It shall be, when I bring a cloud over the earth, that the rainbow shall be seen in the cloud; 15 "and I will remember My covenant which is between Me and you and every living creature of all

flesh; the waters shall never again become a flood to destroy all flesh. 16 "The rainbow shall be in the cloud, and I will look on it to remember the everlasting covenant between God and every living creature of all flesh that is on the earth." 17 And God said to Noah, "This is the sign of the covenant which I have established between Me and all flesh that is on the earth."

### L30.3 Ask questions like these:

#### Primary Level:



- What did God put in the clouds? (His rainbow.)
- What was the purpose of the rainbow? (It was a sign or a reminder of God's promise to us.)
- What will happen when God brings rain clouds over the earth? (The rainbow shall be seen in the cloud.)
- Will God ever forget His promise? (No, He says He will remember His covenant.)
- If God had not given this promise, how might people have reacted the next time it started to rain? (They would have been terribly afraid every time it rained.)

#### Secondary Level:

- What phrase in verse 12 shows that this promise was meant for all time? ("for perpetual generations". The word perpetual means that it goes on and on.)
- What phrase in verse 13 reaffirms that this promise applies to all of us, even now? ("between Me and the earth".)
- Will God ever again send flood waters to destroy all life on earth? [vs.15] (No, there may be small local floods, but the waters will never again become a flood to destroy all flesh.)
- God says the rainbow will be in the cloud and He will look on it to remember His covenant [vs. 16]. Who else will be reminded of the covenant when they see the rainbow? (people on earth)
- Why should we be encouraged when we see a rainbow in the sky? (It reminds us of God's promise, and then we realize He has kept His promise all these years, and we remember His faithfulness.)

### L30.3 Act it out:



Let the children draw a rainbow in the air. They may draw different bands as a leader child calls out different colors.

### L30.3 Sing n shake:



God put a rainbow in the sky  
To remind us of His promise.  
He's a faithful God  
He's a faithful God  
He's an always-faithful God.

### Application or Life Assignment for the Saved Child:

God is faithful to keep His promises. He is worthy of your trust. Will you pray over all the issues of your life, large and small? If you entrust them to God, He is faithful to help you. What will you trust Him

with right now? (Teacher, allow a time of prayer.) This week, when you begin worrying, will you pray and turn it over to God?)

**Invitation for the Unsaved Child:**

God is faithful to keep His promises, and He promises that those who do not trust His Son Jesus as their Savior will perish. John 3:16 says, "For God so loved the world that He gave His only begotten Son, that whoever believes in Him should not perish but have everlasting life." (NKJV). If you have never done so, will you trust Jesus as your Savior today? After class, as others go out, you come and sit on the front row here (show spot). I will come and pray with you.

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**L31 Noah got drunk & trouble followed. Genesis 9:18-29**

**Lesson Aim:**

At the conclusion of this lesson, my students will understand that drunkenness brings shame and trouble to the drinker and to his family. Therefore they will avoid strong alcoholic drinks.

**Verse to Memorize: Proverbs 20:1**

1 Wine is a mocker,  
Strong drink is a brawler,  
And whoever is led astray by it is not wise  
Proverbs 20:1 (NKJV)

**Review:**

Last week we saw that God gave some wonderful promises to Noah and his sons and their families after the Flood. Who can remember some of those promises? (No more Flood to destroy the whole earth, planting and harvest time will continue year after year.) Now I am going to draw into the air a picture of the sign God gave them to remind them of His promise. (Draw a rainbow.) What is it? Yes, it is a rainbow. Often when it rains we see a rainbow in the sky. This is a sign to us that God will also remember His promise and will always keep it.) (Teacher, for older children you could write seven blanks on the board, on a card or in the sand. Have the students guess letters one at a time until the word is filled in. Then let them read it.)

**Checking on last week's assignment:** Who was tempted last week to worry about something, but you turned it over to God instead? Would you like to tell us about it?

**Introduction:**

The earth was now clean and full of God's blessing. Noah and his family had a big job ahead of them, but God was with them. They might have felt like they would never have troubles again.

### Transition to the Bible Lesson:

But if they felt that way, they were wrong. Their success in the new world would largely depend on the choices they made. And Father Noah was about to make a very foolish choice, a choice that would bring shame to his family and tragedy to one of his grandsons. Let's see what happened in Genesis 9, beginning with verse 18.

### Development of Bible Lesson 31 in 5 parts:

#### L31.1. Read: Genesis 9:18-19



Now the sons of Noah who went out of the ark were Shem, Ham, and Japheth. And Ham was the father of Canaan. 19 These three were the sons of Noah, and from these the whole earth was populated. Genesis 9:18-19 NKJV

#### L31.1 Ask questions like these:

##### Primary Level:



- At the end of the Flood, how many sons did Noah have who went out of the Ark? (Three.)
- What were their names? (Shem, Ham, and Japheth.)
- Who was Canaan? (The son of Ham and the grandson of Noah)
- From whom was the whole earth populated after the Flood? (From these three sons of Noah)

##### Secondary Level:

- What was important about these three sons? (From them was the whole earth populated after the Flood.)
- In Africa we think a lot about ancestors. After the Flood, who were our first ancestors? (The three sons of Noah, and of course, Noah and his wife as well.)
- Would you say that human beings are one big family or not? Why or why not? (We are one big family because we have common ancestors. We are all descended from Noah and his three sons.)
- Have you heard the word Semitic in relation to people groups or languages? For instance, the Jews and the Arabs are Semitic people groups. Which son of Noah do you think they are descended from? (Semitic comes from Shem. Shem-Semitic.)
- Have you heard the word Hamitic in relation to some of the people groups and languages of North Africa? Which son of Noah do you think they are descended from? (Hamitic from Ham.)
- Have you heard the word Canaanite? The Canaanites were one of the main groups of people who were living in the Promised Land when God gave it to the Israelites. Who was the grandson of Noah that they descended from? (Canaan, son of Ham and grandson of Noah.)

#### L31.1 Act it out:



Ask four boys to volunteer. They come forward. You read the verse again. As you do, you put your hand on the head of each one of the boys—Shem, Ham, Japheth, and Canaan, and

the other children point to them, repeating their names. When you read, “from these the whole earth was populated”, everyone points to the group of four and then around to all the others.

### L31.1 Sing n shake:



Three sons of Noah went out of the Ark (Hold up three fingers, march in place.)

And from these came ALL of us on the whole earth. (Point all around, shout the word all.)

### L31.2 Read: Genesis 9:20-21



20 And Noah began to be a farmer, and he planted a vineyard. 21 Then he drank of the wine and was drunk, and became uncovered in his tent. Genesis 9:20-21

### L31.2 Ask questions like these:

#### Primary Level:



- What did Noah do to make a living after the Flood? (He became a farmer.)
- What did Noah plant? (He planted a vineyard. That is, he planted grapes.)
- What did Noah make from the grapes? (He made wine, a drink. When the wine ferments it becomes alcoholic.)
- How do you know Noah drank too much of the wine? (He became drunk. Alcohol can cause you to not know what you are doing. We call this being drunk.)
- When someone is drunk they often do and say things they are ashamed of later. What shameful thing did Noah do while he was drunk? (He became uncovered. That is, he took off his clothes and lie there naked inside his tent.)
- What foolish choice did Noah make? (To drink too much wine so that he became drunk and did not know what he was doing. This is what the Bible means when it calls drink a mocker and speaks of it deceiving us. [Proverbs 20:])

#### Secondary Level:

- How do you think Noah would have felt if he had known he was lying there naked? (Ashamed.)
- Have you seen people do or say things while they were drunk that they would not have done while they were sober? What?
- Why do you think Noah drank too much? (Alcohol dulls our sense of judgment, so once he started it became harder and harder to discern that he was drinking too much.)

### L31.2 Act it out:



As a group do movements to show the following:

Noah planting a vineyard.

Then let one child continue acting, showing:

Noah drinking the wine

Noah getting drunk

Noah taking off his clothes (Have some extra clothes that the child can take off.)



### L31.2 Sing n shake:

Noah drank the wine and he got drunk. Oh, sorrow and shame! Oh, oh!



He didn't know what he was doing any more. Oh, sorrow and shame! Oh oh!

He took off his clothes and he lay there. Oh, sorrow and shame! Oh oh!

He didn't even know that he was naked. Oh, sorrow and shame! Oh oh!

Oh, sorrow and shame! Oh, sorrow and shame! Oh oh!

### L31.3 Read: Genesis 9:22-23



22 And Ham, the father of Canaan, saw the nakedness of his father, and told his two brothers outside. 23 But Shem and Japheth took a garment, laid it on both their shoulders, and went backward and covered the nakedness of their father. Their faces were turned away, and they did not see their father's nakedness.

### L31.3 Ask questions like these:

#### Primary Level:



- Who saw Noah naked inside the tent? (Ham, the father of Canaan)
- What did Ham do? (He told his brothers Shem and Japheth who were outside the tent.)
- What did Shem and Japheth do about it? (He took a garment and went into the tent backwards. Without looking at their father's nakedness, they covered him.)

#### Secondary Level:

- This passage may be a little hard to understand, because we might wonder about many things and God has not given us those answers. What are some of the things you might wonder about?  
(Examples: Why was Ham in Noah's tent? Was he supposed to be in there?  
How does Canaan come in? Was he in the tent too, maybe as a little child?  
What was Ham's attitude in telling his brothers? Was he ridiculing his father? Was he inviting his brothers to come and look at his father's disgraceful nakedness? Was he ridiculing his father?)
- Some Bible scholars have suggested that Ham's behavior was disrespectful of his father? What seems to lend support to this idea? (He didn't try to cover him. He told his brothers, implying that should also go and look at him. This seems quite disrespectful as a way to treat a parent.)
- Why or how was the behavior of Shem and Japheth respectful? (They solved the problem and stopped any possible ridicule of their father without looking at him.)
- On whom was the curse of servitude? (On Canaan. It affected Ham only in the sense of giving him the sorrow of knowing the fate of the future family of his son Canaan. This is important, because some people justified the slave trade by saying that God cursed Ham that
- his family may always be slaves. This is not right. It was Canaan's family who were cursed to become servants.)

- So far, what problems has Noah's drinking brought to his family? (Shame to himself, an opportunity to sin to his sons)

### L31.3 Act it out:



Noah is lying on the ground uncovered. (Lay something discreetly over the child playing Noah. The act was too shameful to portray it in all its reality.) Canaan sees Noah lying there drunk and perhaps laughs at him. He tells his father Ham, who also laughs. Ham goes outside and tells his brothers Shem and Japheth. They do not laugh, but take a cloth and go into the tent backwards, to cover Noah without looking at him.

### L31.3 Sing n shake:



Canaan and Ham must have had a laugh  
Laughing at their father.  
Oh shame and sorrow, oh, oh!  
Ham told his brothers  
But they didn't laugh  
Oh shame and sorrow, oh, oh!  
They walked in backwards and they didn't look  
They covered their father, oh, oh!

### L31.4 Read: Genesis 9:24-27



24 So Noah awoke from his wine, and knew what his younger son had done to him. 25 Then he said:

"Cursed be Canaan;  
A servant of servants  
He shall be to his brethren."  
26 And he said:

"Blessed be the LORD,  
The God of Shem,  
And may Canaan be his servant.  
27 May God enlarge Japheth,  
And may he dwell in the tents of Shem;  
And may Canaan be his servant."

### L31.4 Ask questions like these:

#### Primary Level:



- What happened when Noah woke up and got his right mind back? (He found out what Ham had done to him.)
- What was Noah's prophetic response? (To pronounce a curse on Canaan, the son of Ham.)
- Was the curse on Ham or on Canaan? (On Canaan, Ham's son.)
- What did the curse say? (Canaan and his family would be cursed and would become servants of his Uncle Shem's and Uncle Japheth's families.)



**Secondary Level:**

- What are some possible reasons Noah cursed Canaan rather than Ham who had actually done the act?

(The Bible doesn't tell us specifically, but here are some possibilities Bible scholars have suggested:

- Maybe Canaan was in on it. Maybe he, even as a child, was with his father in the tent, or even saw Noah first. We don't know what Canaan's involvement was, but it seems likely that he must have participated in some way.)
- Maybe it is because the sins of the fathers affect the children, and Noah prophetically knew that Ham's attitudes and sins would be passed on to Canaan. Often once a door of sin has been opened by a parent, it becomes more severe in each passing generation.
- Do you remember anything about the Canaanites that we learn later in the Bible? (They became a very wicked people so God promised their land to Abraham. Later, He allowed the Israelites to defeat them and take their land. That land was called the Promised Land. This conquest happened much later and is described in the book of Joshua in the Bible. So Noah's prophecy came true at that time.)

**L31.4 Act it out:**



Noah waking up and feeling ashamed that he was lying there naked.  
Noah seeing a cloth that belongs to his sons and finding out what happened.  
Noah seeing into the future and sadly saying that Canaan will become a servant to others.

**L31.4 Sing n shake:**



Noah woke up from his drunkenness  
And saw what he had done  
Oh shame and sorrow! oh oh!  
God showed him the future and it was so sad  
Oh shame and sorrow! oh oh!  
His grandson Canaan would be cursed from this  
Oh shame and sorrow! oh oh!  
I bet he was sorry that he got drunk  
Oh shame and sorrow! oh oh!

**L31.5 Read: Genesis 9:28-29**



28 And Noah lived after the flood three hundred and fifty years. 29 So all the days of Noah were nine hundred and fifty years; and he died. Genesis 9:28-29 NKJV

**L31.5 Ask questions like these:**

**Primary Level:**



- How long did Noah live after the Flood? (350 years)
- How long did Noah live altogether? (950 years)
- What happened at the end of that time? (Noah died.)

**Secondary Level:**

- Do you remember anyone who lived longer than Noah? (Methuselah, who lived 969 years (Genesis 5:27) and Jared, who lived 962 years (Genesis 5:20). Noah lived the third longest of anyone. Methuselah was the grandfather of Noah and Jared was Noah's great great grandfather.)
- Think about all the good things Noah did in his lifetime. Who can name a few? (Obeyed God, built the Ark, built an altar to sacrifice to God after the Flood, preached to the ungodly, etc.) Yet what is the last thing we read about Noah? (He got drunk and ended up pronouncing a curse on his grandson.)
- Did Noah finish his life well? (No.)
- Why not? (Because he allowed himself to get drunk, and this brought shame and trouble into his family.)
- The Bible does not seem to give the idea that Noah pronounced the curse on Canaan in anger. It appears that he was moved by a genuine spirit of prophecy from God. Think about this. Why might God have allowed him to pronounce these prophecies? (One possibility is that God wanted him to see the ultimate effect that his action would have on his family. That spirit of disrespect that entered here because of Noah's drunkenness would grow until his grandson's family would lose all respect for God and would ultimately lose their land. Many would lose their lives and those who lived would become servants in the land that was once their own. When we drink strong drink, we give control of ourselves over to that drink. Our judgments become blurred and we may say and do things that will bring untold sorrow into our lives.)

**L31.5 Act it out:**



Let the children open their hands to represent one hundred years of life, one hand to represent fifty years of life. Noah lived 100 (open both hands), 200 (open both hands), 300 (open both hands) and 50 (open one hand) years after the Flood.

**L31.5 Sing n shake:**



Father Noah! He started so well  
But he ended in shame  
Because he drank too much! Oh oh  
He drank too much.

Father Noah! If only  
You hadn't touched that wine  
My father, you drank too much  
Oh shame, you drank too much.

### **Application or Life Assignment for the Saved Child:**

There is only one way to make sure that strong drink or alcohol never controls you, never ruins your life. What do you think that way is? (Yes, if you never take the first drink you will never be controlled or ruined by alcohol.) Would you like to be sure your life is never controlled by drink? Would you like to be sure your life does not end in shame because of drink? What do you want to promise the Lord right now?

### **Invitation for the Unsaved Child:**

There is One who can give you power to overcome the pull of strong drink and every sin in your life. That One is the Lord Jesus Christ. Do you know Him? If you are not sure you have received Him into your life, I invite you to let me know after class or to come to my house this week. I would love to pray with you. You also do not have to talk with me to invite Jesus into your life. You can pray at any time in any place. Just tell Jesus you are sorry for your sin and you believe He is the Son of God, the Only Savior who died for your sins and rose again. Invite Him to come in and take control. Then you will become a true Christian and His power can help you to keep away from sin.

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## **L32 Japheth's family grew into the nations of Europe and Russia. Genesis 10:1-5**

**Lesson Aim:** At the conclusion of this lesson my students will know that Japheth became father of the European and Russian people groups, and that God loves all people and knows them all by name.

### **Verse to Memorize: Acts 10:34b-35**

“God shows no partiality. 35 But in every nation whoever fears Him and works righteousness is accepted by Him.” Acts 10:34b-35 (NKJV)

**Review:** After the Flood, how many people were there in the whole world? (Only 8—Noah and his wife, Noah and his three sons Shem, Ham and Japheth, and their wives. Just think of the population of the world as being 8 people!)

What did God want Noah's family to do after the Flood? (Multiply and replenish or fill up the earth again with people.)

**Checking on last week's assignment:** Did anyone see this week the bad effects of strong drink in someone's life? Did you all stay away from strong drink last week? Good for you! (Pray that they will always be able to do that in the future.)

**Introduction:** Think about all the different kinds of people in the world today. (Let the students name as many groups as they can.) They are different in so many ways! Can you name some of the ways they are different? (Let the students respond.)

### Transition to the Bible Lesson:

Yet there are some ways all these people are alike. Can you name some? (They are all human beings, they were all created by God, they all descended from Noah's family, they are all sinners, God loves them all, etc.)

### Development of Bible Lesson 32 in 5 parts:

Today we begin to learn about how Noah's family grew after the Flood until those families became big families. They became clans and nations and scattered throughout the whole earth. Today we begin with Noah's son Japheth and see how his family grew.

#### L32.1 Read: Genesis 10:1



Now this is the genealogy of the sons of Noah: Shem, Ham, and Japheth. And sons were born to them after the flood. Genesis 10:1 NKJV

#### L32.1 Ask questions like these:

##### Primary Level:



- This is a genealogy (say gee-nee-a [as in at]-low-gee) of the sons of Noah. What is a genealogy? (It's a record of your ancestors—who gave birth to who in a family. Some people call it a family tree.)
- Who were the three sons of Noah? (Shem, Ham, and Japheth)
- When were sons born to them? (After the Flood.)

##### Secondary Level:

- What are some of the uses of a genealogy? (It can showd who you are, where you came from, to which family you belong, etc. The genealogies in the Bible are later used to proved that Jesus is the Promised Messiah because He had to born from the family of Abraham and of David.
- Note of interest--Remember that in Bible genealogies, the most important ones are the ones that show the family tree of the Messiah. The others are less important for the Bible's purpose. The less important ones are always dealt with first, and the more important ones last and in more detail. Watch to see the order in which God deals with the sons.

#### L32 .1 Act it out:



Make a living family tree. Let one student stand in front as Noah. Then three others stand behind him, representing his sons Shem, Ham and Japheth. In back of each son stand many others—their sons and grandsons, making a clan or a tribe.

#### L32 .1 Sing n shake:

The genealogy of Noah  
Shem, Ham, and Japheth,  
And sons that were born to each of them



After the flood.

### L32.2 Read: Genesis 10:2



2 The sons of Japheth were Gomer, Magog, Madai, Javan, Tubal, Meshech, and Tiras.  
Genesis 10:2NKJV

### L32.2 Ask questions like these:

#### Primary Level:



- God listed the family of which son first? (Japheth. This means he was less important for God's purpose of bringing the Messiah into the world. The son who would give the Savior to the world will be listed last.)

Japheth had seven sons. What were their names? How many can you remember? (Gomer, Magog, Madai, Javan, Tubal, Meshech, and Tiras. These sons became the founding fathers of the Greeks and the Russians and many of the other nations of Europe.) [Teacher, if you have access to a map or if you can draw one, show Europe in relation to Africa.]

#### Secondary Level:

- The Old Testament is primarily about God's preparations for sending the Savior and His dealings with Israel, the nation He would use to give the Savior to the world. Thinking about that, can you think of another reason why the fathers of the European and Russian nations are listed first? (They are farthest away from Israel and had very few if any dealings with Israel because of the distance between them.)
- Notes of interest: Some of the names are easy to trace while others have changed over time and are harder to trace. Some are also hard to trace, because people groups have moved around over time. Japheth is supposed to be the founder of the Greek nation. Who must that be? (Japheth, Noah's son.) [Point out these places on a map if possible or let the students find them.]
- The Galatians were originally called Gomerites. Who was their founding father? (Gomer, son of Japheth and grandson of Noah)
- Gog and Magog is identified in Ezekiel as Russia. Therefore Magog must have been one of the founding fathers of the Russian nation. [Let the students find Russia on a map. It may be called the USSR or Union of Soviet Socialist Republics, depending on when the map was made.]
- Madai. Some scholars think Madai was the father of the Medes (who lived in what is now Iran), while others think Madai fathered the people called Maedi in Macedonia (who lived in what is now Greece). [Find Iran and Greece on a map.]
- Javan. Father of the Ionians, a group of people who lived in what is now called Turkey. [Find Turkey on the map.]
- Tubal. Founder of the Iberians, an ancient people of what is now called Spain. [Find Spain on the map.]

- Meshach. Founder of the Muscovites, who later founded Moscow in Russia. [Find Russia and Moscow.]
- Tiras. Father of the Thracian people or tribe.

### L32.2 Act it out:



Choose someone to represent Japheth. Then, as you read the name of each of his sons, Japheth points to someone to represent that son, saying, “Gomer my son,” “Magog my son,” etc.

### L32.2 Sing n shake:



Japheth had seven sons  
1,2,3,4,5,6,7  
His family went all over Europe  
And Russia  
He was greatly enlarged.

### L32.3 Read: Genesis 10:3



3 The sons of Gomer were Ashkenaz, Riphath, and Togarmah. Genesis 10:3

### L32.3 Ask questions like these:

#### Primary Level:



- Who was Gomer? (A son of Japheth and grandson of Noah)
- Who were Gomer’s three sons? (Ashkenaz, Riphath, and Togarmah)

#### Secondary Level:

- What do you remember about Gomer? He was the founding father of what people group? (The Galatians)
- Gomer’s sons also became founders of other people groups in Europe. Do you remember Noah’s prophecy about his son Japheth? (God would enlarge him. Indeed Japheth’s descendants did scatter great distances over many lands.)

### L32.3 Act it out:



Choose someone who has not acted yet to represent Gomer. Then as you read the names of his sons, Gomer points to someone to come up and represent each son, saying “Ashkenaz my son,” etc.

### L32.3 Sing n shake:



Gomer had three sons, too  
The family got larger  
And filled Europe with the sons of Japheth.

### L32 Section 4A. Read with expression: Genesis 10:4



4 The sons of Javan were Elishah, Tarshish, Kittim, and Dodanim.

**L32.4 Ask questions like these:**

**Primary Level:**

- Who was Javan? (A son of Japheth, grandson of Noah)
- How many sons did Javan have? (Four sons)
- What were their names? (Elishah, Tarshish, Kittim, Dodanim)



**Secondary Level:**

- Note--Elishah was probably the founder of the town Elis in Greece. This is a different Elisha from Elisha the prophet whom we read about much later in the Bible. Do you see part of the name Elishah in Elis? [Have a student write Elishah and then underline Eli in the name.]
- Note—Tarshish became the founder of Tarsus. Do you remember someone who was born in Tarsus? (The Apostle Paul was born there—much later, of course.)
- The im on the end of Kittim and Dodanim shows that they are plurals. How then are we to understand these as the names of a son of Javan? (Kit and Dodan were probably the name, but it was a frequent practice to ascribe the name of the people descended from someone to the founder of the clan. We are not sure exactly which ancient peoples these were. They are similar to several ancient names.)

**I.32.4 Act it out:**



Choose a child to represent Javan. Then as you read the names of Javan's sons, let him choose another child to come forward and represent that son, saying “:Elishah my son,” etc.

**L32.4 Sing n shake:”**



Javan had four sons, too  
The family got larger  
And filled Europe with the family of Japheth.

**L32.5 Read: Genesis 10:5**



5 From these the coastland peoples of the Gentiles were separated into their lands, everyone according to his language, according to their families, into their nations. Genesis 10:5 NKJV

**L 32.5 Ask questions like these:**

**Primary Level:**



- From the family of Japheth came people who lived where? (In the coastland. They used this phrase to speak of any land that could be reached by boat or by sea travel.)

- The family of Japheth is called peoples of what? (Peoples of the Gentiles. This means they were not the family God chose to use to bring the Savior into the world.)
- How was the family of Japheth divided or separated? (Into their lands, according to their languages and according to their families, into their nations. We will learn more about how that happened in a few weeks.)

**Secondary Level:**

- Think about the concept of lands reached by sea. What does this suggest might have been the mode of travel favored by the family of Japheth? (Travel by boat.)
- Where might they have learned to make boats? (They would have learned a lot about boatmaking in the 120 years Japheth helped his father Noah build the Ark.)
- The separation mentions four groupings. What were these? (Lands, language, families, and nations.)

**L32.5 Act it out:**



Act as if you are various sons of Japheth guiding their families in building boats and then getting into them and sailing in different directions.

**L 32.5 Sing n shake:**



Magog to Russia

Tubal to Spain

Madai to Iran

Muscai to Moscow!

Go! family of Japheth

Go in your boats

Be enlarged and fill Europe.

Go! Go! Go!

**Application or Life Assignment for the Saved Child:**

The family of Japheth became very large and filled many lands. God loves every one of them. Look how He listed their names. Even after all these years, God has not forgotten them. God knows each of us by name, too, and He loves us all. Do you show love for all people regardless of what tribe they belong to or what country they are from? Do you have a problem with some group of people? Will you ask God to give you His heart for those people? Let's pray about this right now.

**Invitation for the Unserved Child:**

No matter what family you are from, God loves you. He sent His Son Jesus to pay the punishment for you sins so that you could become His own child. If you have not yet received Jesus, would you pray to receive Him right now? (Teacher, allow a time of guided prayer for those who may want to receive Christ. Then ask them to raise their hands if they did receive Christ for the first time today.)



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### L33 Ham's family grew into nations of Africa and some of the Middle East Genesis 10:6-20

**Lesson Aim:** At the conclusion of this lesson, my students will understand that Ham's family had some very great people who created some wonderful civilizations, but the same family also had some people who led great rebellions against God. They will understand that being from a great family is not enough. Each person has to decide whether he will follow the Lord or rebel against Him.

**Verse to Memorize:** Review last week's verse, **Acts 10:34b-35**. "God shows no partiality. 35 But in every nation whoever fears Him and works righteousness is accepted by Him." Acts 10:34b-35 (NKJV)

**Review:** Which son of Noah was the founder of most of the nations of Europe and Russia? (Japheth)  
What does the Bible call these lands? (Coastlands, or lands reached by boat.)

**Checking on last week's assignment:** Last week, we asked you to think about groups of people you dislike, to begin to pray for them and show God's love to them. Who began to do that this last week? Who would like to give a testimony about it?

**Introduction:** We don't live in Europe. We live in Africa. Which son of Noah became the father of the peoples of Africa? (Ham)

**Transition to the Bible Lesson:** God didn't tell us much about the founders of Europe, did He? What does the Bible tell us about them? (Just their names.) Remember, although we sometimes think of the European nations as rich and important, they are not the most important in the Bible history. God did not choose them to bring His Savior into the world or to give the world His Word. They mostly lived far away from God's people. So the Bible doesn't say much about them. But when it comes to the family of Ham, God tells us quite a bit more about some of them.

#### Development of Bible Lesson 33 in 6 parts:

##### L33 .1 Read: Genesis 10:6-7



The sons of Ham were Cush, Mizraim, Put, and Canaan. 7 The sons of Cush were Seba, Havilah, Sabtah, Raamah, and Sabtechah; and the sons of Raamah were Sheba and Dedan. Genesis 10:6-7

##### L33 .1 Ask questions like these:



Primary Level:

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- Who were the four sons of Ham? (Cush, Mizraim, Put, Canaan)
- Have you heard one of these names before? Where? (Canaan was the grandson of Noah on whom Noah pronounced a curse.)
- Three of these names were founders of African people groups. Which ones? (Cush, founder of the land that is today Ethiopia and Sudan, Mizraim, founder of Egypt, Put, founder of North African nomadic desert groups in what is today Libya.)
- Which was not a founder of an African people? (Canaan.)
- Were the people of Africa cursed, then? (No, Canaan was the one who was cursed, and his kingdom was not in Africa.)
- Who were the five sons of Cush? (Seba, Havilah, Sabtah, Raamah, Sabtechah)
- One of the best known of those was Raamah. Who were his two sons? (Sheba and Dedan)

**Secondary Level:**

- Mizraim ends in “im.” Do you remember what that means? (It is a plural form. Mezir was the ancient name of Egypt. The author follows the ancient practice of naming the founder by the people to whom he gave birth. Egypt became one of the most advanced of the early civilizations.)
- Note--The sons of Cush all settled areas around Arabia and the Middle East. What do these lands all have in common? (They are largely desert lands.)

**L33.2 Act it out:”**



Appoint one student to represent Ham. As you read the names of his sons, he points to a student to come forward and represent each son, saying, “Cush, my son,” etc. When you read the names of the sons of Cush, the student selected as Cush does the same for his sons.

**L33.2 Sing n shake:**

We are all the sons of Ham



We are the grandchildren of Noah.

**L33.2 Read: Genesis 10:8-9**



8 Cush begot Nimrod; he began to be a mighty one on the earth. 9 He was a mighty hunter before the LORD; therefore it is said, "Like Nimrod the mighty hunter before the LORD." Genesis 10:8-9

**L33.2 Ask questions like these:**

**Primary Level:**



- Who was another son of Cush? (Nimrod)
- What did Nimrod do? (He was a great hunter.)

**Secondary Level:**

- Why is Nimrod set apart from the other sons of Cush? (He did something special or unusual. Remember that first the Bible sets aside the less important, then discusses the more important.)

- Some feel Nimrod is lauded as a great man. But most Bible scholars feel the text is saying he began to be great in sin, a hunter not just of animals, but of the souls of men, a rebel against the Lord. Some of them point out that in the Hebrew, the very name “Nimrod” means “he rebelled,” and that the Hebrew word translated hunter implies the hunting of men by persecution, oppression, and tyranny. Support for this view seems to come from the legends of the ancient cultures of the area. Early legends and archaeological finds from the area of Babylon show Nimrod the great hunter-builder-king, portraying him as a deified man.
- If Nimrod was a hunter of souls—a powerful wizard or magician, how do you think this might have started? (He might have begun to call on spirits other than God for help in hunting. From that beginning, evil spirits could easily have led him astray.)

### L33.2 Act it out:



Let a group of students act out Nimrod hunting and making a great catch.

### L33.2 Sing n shake:



Nimrod was a great hunter  
But was that good or bad?

### L33.3 Read: Genesis 10:10-12



10 And the beginning of his kingdom was Babel, Erech, Accad, and Calneh, in the land of Shinar. 11 From that land he went to Assyria and built Nineveh, Rehoboth Ir, Calah, 12 and Resen between Nineveh and Calah (that is the principal city). Genesis 10:19-12 NKJV

### L33.3 Ask questions like these:

#### Primary Level:



- What city was the beginning of Nimrod’s kingdom? Babel.
- What other cities were in his kingdom? Erech, Accad, and Calneh in the land of Shinar.

#### Secondary Level:

- Do you recall another mention of a kingdom so far? (This is the first mentioned in the Scripture explicitly, although Mizraim founded Egypt, which later became a kingdom.)
- What is a kingdom? (A kingdom is established when a king conquers or forces his will on numerous cities or tribes. In this case Nimrod ruled at least four cities.)
- After founding Babel, what other city did Nimrod found in what was later called Assyria? (The town of Nineveh, then Rehoboth Ir, Calah and Resen. We learn a lot about Babel and Nineveh in later history, but we are uncertain where the other cities were located.)

### L33.3 Act it out:



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Let one student pretend to be Nimrod. He walks around the room, inspecting the various cities he ruled. You can call out the names of the cities.

### L33.3 Sing n shake:

 Nimrod ruled many cities  
And some great ones, too  
Nimrod ruled in Babel  
He built Nineveh, too.

### L 33.4 Read: Genesis 10:13-14



13 Mizraim begot Ludim, Anamim, Lehabim, Naphtuhim, 14 Pathrusim, and Casluhim (from whom came the Philistines and Caphtorim). Genesis 10:13-14

### L33.4 Ask questions like these:

#### Primary Level:



- Who did Mizraim give birth to? (Six groups of people—the Ludim, Animim, Lehabim, Naphtuhim, Pathrusim, and Casluhim. These are all groups of people in Egypt and northern Africa like Libya and the desert.)

#### Secondary Level:


- Are these names in the singular or the plural? (Plural. “Im” always denotes plural. The author is saying that Mizraim gave birth to all these people groups. The name of the ancestor in each case is probably very similar to the name of the group, which was usually named after its founder or original ancestor.)
- Do you see in Lehabim a similarity to the word Libyan? (Lehabim was the ancient name for the Libyan people.)
- The Casluhim gave rise to two other groups of people outside of what is today called Africa. The Caphtorim probably lived on what is today the island of Cyprus in the Mediterranean Sea, north of Africa. The Philistines lived in part of the land called Canaan that God later gave to his people. Do you remember anything about them? They were a people that gave lots of trouble to God’s people. Goliath, the giant that David killed, was a Philistine. But of course this all happened much, much later.)

### L33.4 Act it out:



Appoint one student to represent Mizraim or Mezar. As you read the names of his sons, he points to a student to come forward and represent each son, saying, “Lud, my son, you will be father of the Ludim” etc. [Have a student show Egypt, Libya, and the desert of North Africa, Cyprus, and Israel (formerly Canaan, where the Philistines lived) on a map.]

### L33.4 Sing n shake:

 Mizraim father of Egypt  
Father of Libya, too  
You founded many peoples  
More than you ever knew.

**L 33.5 Read with expression: Genesis 10:15-19**



15 Canaan begot Sidon his firstborn, and Heth; 16 the Jebusite, the Amorite, and the Girgashite; 17 the Hivite, the Arkite, and the Sinite; 18 the Arvadite, the Zemarite, and the Hamathite. Afterward the families of the Canaanites were dispersed. 19 And the border of the Canaanites was from Sidon as you go toward Gerar, as far as Gaza; then as you go toward Sodom, Gomorrah, Admah, and Zeboiim, as far as Lasha. Genesis 10:15-19 NKJV

**L 33.5 Ask questions like these:**

**Primary Level:**



- What do you remember about Canaan? (He was cursed by his grandfather, Noah.)
- What were the firstborn sons of Canaan? (Sidon and Heth)
- What other groups of people descended from him? (The Jebusite, the Amorite, the Girgashite, the Hivite, the Arkite, the Sinite, the Arvadite, the Zemarite, the Hamathite.)
- What happened after these families or groups were born? (The Canaanites were dispersed or scattered. We will learn more about how this happened in a few weeks.)
- Did the Canaanites have a land with definite borders? (Yes, from Sidon to Lasha)
- Do you expect these to be good people or bad? (Bad, because their grandfather was cursed.)

**Secondary Level:**

- Heth was the father of the Hittites, who later gave God’s people a lot of trouble. Do you see the relation between the two names? (Heth-Hittites)
- For many years, people questioned that the Hittites ever existed, since no history mentioned them except for the Bible. Finally in 1946, cities, artifacts, and writing of the Hittites were found. What does this tell you? (The Bible gives a true history, but if we don’t listen to it, we might be wrong because we might not have all the facts.)

**L33.5 Act it out:**



Appoint one student to represent Canaan. As you read the names of his sons, he points to a student to come forward and represent each son, saying, “Sidon, my son” etc. [Let a student again show Israel on a map. In addition to the Philistines, many clans of Canaan also lived here.] After the sons of Canaan are selected, the other students say to them, “Sons of Canaan, why did you turn your backs on God?”

**L33.5 Sing n shake:**

Let the students sing each group after you:



- |                   |                   |                   |                    |
|-------------------|-------------------|-------------------|--------------------|
| The Sidonites     | The Hittites      | And the Jebusites |                    |
| The Amorites      | The Girgashites   | The Hivites       | And the Arkites    |
| The Sinites       | The Arvadites     | The Zemarites     | And the Hamathites |
| You left your God | You left your God | So sorry          | You left your God  |

### L33.6 Read with expression: Genesis 10:20



20 These were the sons of Ham, according to their families, according to their languages, in their lands and in their nations. Genesis 10:20 NKJV

### L33.6 Ask questions like these:

#### Primary Level:



- How were the sons of Ham divided? (According to families, languages, lands and nations.)

#### Secondary Level:

- Does it seem like this is a repeat of information you have already been told? (The style is that each section begins and closes in a similar manner, and using a similar format to the preceding and following sections.)
- Who were some of the sons of Ham who established advanced empires? (Mizraim, who founded Egypt, Cush, who founded Ethiopia and Sudan, Nimrod, who founded Babel and Nineveh.)
- Who were some of the sons of Ham who rebelled against God? (Nimrod, Canaan)

### L33.6 Act it out:



Pretend your classroom is a giant map. (Teacher, think this out ahead of time.) Designate places for each of the sons of Noah and have some students go to each place—Egypt, Libya, Sudan, Cyprus, Arabia, Canaan (where Israel is now).

### L33.6 Sing n shake

Oh, sons of Ham  
Fathers of Africa



Many of you were great  
But some of you forgot the Lord  
And that is very sad.  
Your children will pay for that.  
Oh, oh!

### Application or Life Assignment for the Saved Child:

Ham's family had no-good scoundrels in it and it had founders of great nations in it. Each person had to decide whether he would follow God or not. You have to make that same choice. Don't say, "I'm a Christian because my father is a Christian." You have to decide for yourself. No one is born a Christian. Every person has to decide for himself. Every person has to take responsibility for his own life. Are you ready to do that today?

### Invitation for the Unsaved Child:

Maybe you come from a family where no one is yet a Christian. That cannot stop you from choosing Jesus. You can be the first one. You can start something new. Your children someday will thank you for

it. If you have never decided yourself to follow Jesus, will you say “yes” to Him today? I will be glad to talk with you after class if you need help.

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## **L34 Shem’s family grew in the Middle East and gave the world the Savior. Genesis 10:22-32**

**Lesson Aim:** At the conclusion of this lesson, my students will understand that throughout history, God was always working toward the perfect time when He would send His Son into the world to become our Savior. Therefore they will be more zealous to share the good news with others.

### **Verse to Memorize: Galatians 4: 4-5**

But when the fullness of the time had come, God sent forth His Son, born of a woman, born under the law, 5 to redeem those who were under the law, that we might receive the adoption as sons.  
Galatians 4:4-5 (NKJV)

### **Review:**

We have seen the genealogies of two of Noah’s sons. Which ones? (Japheth and Ham.)  
We learned that they became the ancestors of what peoples? (Japheth became the father of Europe, Russia, and the far parts of the world that could be reached by water. Ham became the father of Africa, Canaan and parts of the Middle East. We have not yet read about the family of which son? (Shem)

**Checking on last week’s assignment:** Last week we asked you to begin to take responsibility for your own life. The first step in doing that is to take Jesus yourself as your very own Savior. Did anyone do that for the first time last week?

### **Introduction:**

There was once a father who wanted to give a great feast to show all his sons how much he loved them. He chose one son to send to the market to buy food for the feast. When that son brought home the food, the father cooked a wonderful meal and they all ate until they were full.

### **Transition to the Bible Lesson:**

Did the father love one son more than the others? (No, he made the feast for all of them.)  
He sent one son to the market to get food that all of them would enjoy. God did something like that for us. Out of the whole earth, He chose and prepared one family to give us the Savior. But He did not do it because He loved that family more. That family gave a gift not just for themselves, but for all of us. That family gave the Savior who died to pay the punishment for the sins of all of us from every family.

We haven’t yet seen which family would bring the Savior into the world. Let’s keep reading and see if we can find out.

## Development of Bible Lesson 34 in 4 parts:

### L34.1. Read: Genesis 10:22



22 The sons of Shem were Elam, Asshur, Arphaxad, Lud, and Aram.

### L34.1 Ask questions like these:

#### Primary Level:



- Who was Shem? (A son of Noah, brother to Ham and Japheth, all of whom were with Noah on the Ark along with their wives)
- How many sons of Shem are mentioned? Five
- What are their names? Elam, Asshur, Arphaxad, Lud, and Aram
- One of these would someday become the great-great-great-great grandfather of the Savior, our Lord Jesus. Which one do you think it will be? We will have to wait and see!

#### Secondary Level:

- It is possible that the sons mentioned in this genealogy are not the only sons these people had. Can you think of some verses we've already seen that might suggest this? (One is 10:7-8, in the genealogy of Ham. First the sons of Ham are listed, and then another son, Nimrod is brought up, who was not included in the first list. Another example is the genealogy we saw earlier in chapter 5. One important son is named, but the Bible also says that most of the characters had other sons and daughters.)
- If the sons of Noah had other sons, why do you think the Bible names these particular sons? (This chapter is known as the Table of Nations, so the names given were probably the names of the founders of the earliest empires known at the time when it was written.)
- Some of the sons of Shem founded very famous empires. Assur—Can you guess from the first three letters of his name what empire Asshur founded? (The Assyrians) Aram—Can you guess? (The Arameans, later called the Syrians.) Assyria no longer exists today, but Syria does. [Ask a student to locate it on a map in the Middle East.] All of these groups were in the Middle East.

### L34.1 Act it out:



Appoint a student to act as Shem. Then as you read the names of his sons, he points to another student for each name, saying, "Elam my son," etc.. As each "son" is selected, he comes forward, places his hand on his father's shoulder, and says, "Shem my father."

### L34.1 Sing n shake:

The sons of Shem  
They did not go far



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They stayed in the Middle East  
But one of them would give us someday  
The Savior of us all!

**L34.2 Read: Genesis 10:23-25a**



23 The sons of Aram were Uz, Hul, Gether, and Mash. 24 Arphaxad begot Salah, and Salah begot Eber. 25 To Eber were born two sons: the name of one was Peleg, for in his days the earth was divided; Genesis 10:23-25a NKJV

**L34.2 Ask questions like these:**

**Primary Level:**



- Who were the sons of Aram? (Uz, Hul, Gether and Mash)
- Who was the son of Arphaxad? (Salah)
- And who was Salah's son? (Eber)
- Does Eber sound like the name of a people you have heard of? (Eber was the father of the Hebrews, from whom Abraham came. He was an ancestor of Jesus the Savior. His family was the one who would one day give the gift of God's Son to the whole world.)
- Who was Eber's first son? (Peleg.)
- What happened in his days? (The earth was divided)

**Secondary Level:**

- Three of Shem's sons are not mentioned here. Which ones? (Lud, Elam and Asshur are not mentioned.)
- Does this mean they are not important? (No. We know that Asshur founded a great empire. It only means they are not important here for the author's purpose. The author is now getting close to the real object of the genealogy—showing the line of Eber from which will be born Abraham and eventually, the Savior.)
- What relation was Eber to Noah? (He was the son of Salah, grandson of Aram, great grandson of Shem, great-great grandson of Noah. In other words, he was the fourth generation from Noah.)
- What does it mean that in the days of Peleg the earth was divided? (Bible scholars have two opinions on this topic. One is that it was a division of the earth by the family of Noah, maybe with Noah assigning different parts of his family to different places or the division of the earth that followed the events of the chapter the follows, after the tower of Babel. It may also mean, however, that at this time the earth was physically divided, the continents splitting apart from one another, so as to divide parts of the earth that were formerly united. There is much geological and archaeological evidence that such an event did in fact happen in the earth's history. The judgment of Babel may have included a geological event as well as a linguistic one to assist in the carrying out of God's judgment.)
- Why do you think more information is not given? (It could be that the event was well known at the time of the Bible writing.)

### L34.2 Act it out:



Act out the genealogy of Eber. Ask five boys to come forward. Each puts his arms on the shoulder of the one in front of him. Call out the generations and have each repeat his name: Noah, Shem, Salah, Aram, Eber.

### L34.2 Sing n shake:



From Eber will come the Hebrews  
From the Hebrews will come the Savior  
From the Savior will come forgiveness  
A gift for all mankind.

### L34.3 Read: Genesis 10:25b-30



and his brother's name was Joktan. 26 Joktan begot Almodad, Sheleph, Hazarmaveth, Jerah, 27 Hadoram, Uzal, Diklah, 28 Obal, Abimael, Sheba, 29 Ophir, Havilah, and Jobab. All these were the sons of Joktan. 30 And their dwelling place was from Mesha as you go toward Sephar, the mountain of the east. Genesis 10:25b-30 NKJV

### L 34.3 Ask questions like these:

#### Primary Level:

- Who was the brother of Peleg? (Joktan)



- Joktan had a big family. Who were his 13 sons? (Almodad, Shelph, Hazarmaveth, Jerah, Hadoram, Uzal, Diklah, Obal, Abimael, Sheba, Ophir, Havilah, Jobab.)
- Where did they live? (In the mountain of the east.)

#### Secondary Level:

- Do any of these names sound familiar? (Students might mention Sheba, from the later story of the Queen of Sheba's visit to King Solomon. They might also remember Havilah as a pre-Flood land near the Garden of Eden (Genesis 2:11). This son was probably named in memory of that land.)

### L34 3 Act it out:



Act out the dividing of the earth. Use two long strings. Have one student hold one end of the two strings. Stretch it down the middle of your class as they are standing. At the other end, two students hold each of the separate ends. You read, "in his (Peleg's) days, the earth was divided." When you say the word divided, shout it and push your arms apart suddenly. The student holding both ends of the string must stand still, but the two holding the other ends must move apart, pushing the students before them.

### L34 .3 Sing n shake:



In Peleg's days the earth was divided  
Oh, oh, oh, oh, oh!

### L34 4 Read: Genesis 10:31-32



31 These were the sons of Shem, according to their families, according to their languages, in their lands, according to their nations.

32 These were the families of the sons of Noah, according to their generations, in their nations; and from these the nations were divided on the earth after the flood. Genesis 10:31-32

### L34.4 Ask questions like these:

#### Primary Level:



- How does this record the sons of Shem? According to what? (According to their families, their languages, their lands, and their nations.)
- From whom were the nations of the earth divided after the Flood? (from the families of the sons of Noah)

#### Secondary Level:

- This is the second genealogy we have seen in the Bible. Do you remember where the first was? (Chapter 5). What was the goal or object of that genealogy, and of this one? (That one
- was to show the history from Adam to Noah. This one is to show from Noah and his sons to the division of the earth into nations.)
- Looking back to chapter 5, do you notice any other differences? (That one lists the number of years each person lived. This one does not.)

### L34.4 Act it out:



Pretend your classroom is a giant map. Assign students to go to different places we have studied, dividing the earth amongst the sons of Noah.

### L34.4 Sing n shake:

The sons of Noah

Their families grew

And filled the whole, wide world

Oh, yeah!

One special family from the son called Shem

Gave us the family of Eber

And Eber gave us the Savior

What a wonderfu, wonderful gift.

### Application or Life Assignment for the Saved Child:

One day long after Eber lived, a young woman from his family gave birth to God's Son, our Lord Jesus Christ. He was God's gift of love to the whole world. God was preparing for His birth from the time sin first entered the world. Will you share the good news of Jesus more often, more freely? How can you share that good news with someone this week? (Discuss ways students can do this.)

**Invitation for the Unsaved Child:**

Maybe it would be hard for you to share the good news of Jesus with others. Maybe you are not sure you know Him yourself. Maybe you've heard about Jesus and you know He is God's Son, but you've never opened your heart and said "yes" to Him. He is waiting for you to invite Him in. He wants to be your Savior. Jesus says, "Behold, I stand at the door and knock. If anyone hears My voice and opens the door, I will come in to him and dine with him, and he with Me." Revelation 3:20 (NKJV) If you want to be sure Jesus is your Savior, if you want to live your life in close fellowship with him, pray right now and ask Him to come in. (Teacher, pause to allow for prayer.) Then if this is the first time you have ever asked Him in, would you please stand up right now so we can all pray for you? (Teacher, pray for any who stand up and note who they are so you can contact them again during the week to follow up on their decision for Christ.)

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**L35 The people rebelled against the Lord at Babel & God confused their languages. Genesis 11:1-9**

**Lesson Aim:**

At the conclusion of this lesson my students will understand that it is always disastrous when we choose our own ways over God's ways. Therefore they will determine to obey God in everything and ask His help to do it.

**Verse to Memorize: Proverbs 3:5-6**

5 Trust in the LORD with all your heart,  
And lean not on your own understanding;  
6 In all your ways acknowledge Him,  
And He shall direct your paths. Proverbs 3:5-6 (NKJV)

**Review:**

Review the major events of Genesis so far by chapters. You name the chapters and ask the students to tell you what happened.

Genesis 1-2? (Creation. God makes the world and the first human beings)

Genesis 3 (Sin. Our first parents disobey God and bring disaster on us all.)

Genesis 4. (Cain and Abel, the first brothers. Cain kills Abel.)

Genesis 5 (Genealogy or family tree from Adam to Noah)

Genesis 6-9 (The Flood.)

Genesis 10 (Genealogy or family tree from Noah to the division of the earth. Table of the Origin of the Nations.)

**Checking on last week's assignment:** Last week we gave you an assignment to share the good news of Jesus more often. Who tried to do that this week and would like to tell us about it?

**Introduction:**

Last week we read that in the days of Peleg the earth was divided. In his days all the grandsons and great grandsons of Noah that we read about last week divided and scattered throughout the whole world. Today we will learn more about how and why that happened.

### **Transition to the Bible Lesson:**

Before we can understand today's Bible lesson, first I have to ask you a question. Don't answer it yet. Put it in your mind to think about it. I'll read a Bible verse to give the answer.

After the Flood, was God's plan for Noah's family to stay together in one place building one big city or one big empire? Or was His plan for them to scatter abroad and fill the whole earth? Put that question in your mind. Now I will read to you a Bible verse that we have seen before.

Genesis 9:1. This was right after the Flood was over. "So God blessed Noah and his sons, and said to them: "Be fruitful and multiply, and fill the earth." Genesis 9:1 (NKJV)

What was God's plan for them? (To fill the earth. You can't do that by staying in one place. It was not only God's plan. It was also a direct command to Noah and his sons.

Now let's see how well Noah's family obeyed that verse.

### **Development of Bible Lesson 35 in 4 parts:**

#### **L35 .1. Read with expression: Genesis 11:1-2**



Now the whole earth had one language and one speech. 2 And it came to pass, as they journeyed from the east, that they found a plain in the land of Shinar, and they dwelt there.  
Genesis 11:1-2 NKJV

#### **L35.1 Ask questions like these:**

##### **Primary Level:**



- After the Flood, how many languages were spoken in the world? (One. Everybody spoke the same language.)
- After the Flood, what did they begin to do? (They journeyed or traveled.)
- Where did they stop and begin to live? (On a plain in the land of Shinar.)
- What is a plain? (It is a flat place on the earth.)
- What did they do there? (They dwelt or lived there.)
- Was that bad or good? (It was bad, because God told them to fill the whole earth, not to gather together and live in one place.)

##### **Secondary Level:**

- Where is the plain of Shinar? (It is between the Tigris and Euphrates Rivers in what is called the Fertile Crescent in our history books. It was in the land that is today called Iraq.)
- Why might they have chosen a plain to live on? (Living on a plain makes many things easier—construction, agriculture, fetching water, etc. In addition, we know that this was

a very fertile region at that time. That is why historians often call it the Fertile Crescent. On a map it forms something like a crescent shape.

- This seems rather innocent, but why does it show rebellion against God? (They were already disobeying or disregarding God's commands. They were choosing their own ways over God's ways.)

### L35.1 Act it out:



Let the students walk around the room together as if they are journeying to the plain of Shinar. One student will be the leader, talking in some local language. All the other students will nod in agreement with him and say "Oh, yes, oh yes" because they understand all he says.

### L35.1 Sing n shake:



Everybody spoke one language (Hold up one finger and shout, One! Only one!"  
Everybody was understood  
They journeyed together, talking together  
To the plain of Shinar.

### L35.2 Read: Genesis 11:3-4



3 Then they said to one another, "Come, let us make bricks and bake them thoroughly." They had brick for stone, and they had asphalt for mortar. 4 And they said, "Come, let us build ourselves a city, and a tower whose top is in the heavens; let us make a name for ourselves, lest we be scattered abroad over the face of the whole earth." Genesis 11:3-4

### L35.2 Ask questions like these:

#### Primary Level:



- To whom were the people talking? (To one another.)
- What did they say to one another about bricks? (Let us make bricks and bake them. Let us build a city and a tower whose top is in the heavens.)
- Why did they want to do that? (To make a name for themselves and to keep from being scattered over the earth.)
- But wait! What was God's plan for them? (To scatter and fill the earth.)
- What were they saying they would not do? (Scatter and fill the earth.)
- Are they obeying God or disobeying Him? (Disobeying Him.)

#### Secondary Level:

- What kind of a tower would have its top in the heavens? (Archaeologists, or those who dig up artifacts from past civilizations, have found many towers in Iraq which were dedicated to spirits of the moon, the sun, and the stars. It is likely that they were turning from God and beginning to worship things in the heavens, things that God created like the sun, moon, and stars.)
- What do you think about the phrase, "Let us make a name for ourselves"? (It seems

quite proud and boasting. Instead of being concerned for God's glory, they wanted to become famous themselves.)

- Why was it so bad that they wanted to keep from scattering over the whole earth? (That was exactly what God had told them to do. So in conspiring to find a way out of it, they were trying to find a way to disregard God.)

### L35.2 Act it out:



Let the students act out making bricks and building a city and a very tall tower.

### L35.2 Sing n shake:

Make some bricks and make a city

Make a big name for us, ourselves!



Make some bricks and build a tower

Make higher! Higher! High up to heaven!

That's what the foolish people said.

### L35.3 Read: Genesis 11:5-7



5 But the LORD came down to see the city and the tower which the sons of men had built.6

And the LORD said, "Indeed the people are one and they all have one language, and this is what they begin to do; now nothing that they propose to do will be withheld from them. 7

"Come, let Us go down and there confuse their language, that they may not understand one another's speech." Genesis 11:5-7 NKJV

### L35.3 Ask questions like these:

#### Primary Level:



- What did God have to do to see their city and their tower to reach the heavens? (He had to come down to see it.)
- Did it really reach the heavens if God had to come down to see it? (No, it was just their silly, prideful imaginations that made them think they could.)
- Why did God not like the city and the tower? (He said now nothing that they propose to do will be withheld from them. He must have known that they had many evil plans in their hearts.)
- What did God do about it? (He went down and confused their language so that they could not understand one another.)

#### Secondary Level:

- "But the Lord came down to see the city and the tower." What does that little adverb "down" say to you? (It shows the futility of their efforts. They are trying to build a tower to the heavens, but they are far from reaching heaven, the dwelling place of God. God has to come down to look at their work.)
- We haven't seen the phrase, "sons of men" before? Why doesn't God specify who it was? (Apparently they all were in on it in one way or another, regardless of who or

which son was the human leader. This isn't just a story about THEM. It is a story about US.

- God was concerned that they could succeed in their plan to stay in one place. Why? (Because He wanted the whole world to be filled, and probably because evil could multiply more rapidly when they were all together.)
- What does the Lord mean when He says, "Let US go down." "Us" is a plural pronoun. What does this mean? (Like Genesis 1:26, it is a suggestion of a plurality in unity within the Godhead. Later in Scripture we come to understand this as God the Father, God the Son, and God the Holy Spirit. It appears here that the members of the Trinity are talking to one another.)
- What was the goal of God confusing their languages. (So they would no longer be able to understand one another's speech. That would stop their cooperative effort on the tower and would force them to gather into groups of people speaking the same language.)

### L35.3 Act it out:



Let six students act out building the tower. Another student represents God. He looks at what they are doing, points at them and says, "Confuse their languages." Suddenly the six students begin to speak three different languages (two students per language). They can no longer work together, so they stop working on the tower. Each of the three groups speaking the same language gathers together in a different place and walk off together.)

### L35.3 Sing n shake:



The Lord came down

And confused their languages

And work on the tower STOPPED. (Clap hands once together to show the abrupt stop.)

### L35.4 Read: Genesis 11:8-9



8 So the LORD scattered them abroad from there over the face of all the earth, and they ceased building the city.9 Therefore its name is called Babel, because there the LORD confused the language of all the earth; and from there the LORD scattered them abroad over the face of all the earth. Genesis 11:8-9 NKJV

### L35.4 Ask questions like these:



#### Primary Level:

- What happened after the Lord confused their languages? (He scattered them abroad over the face of all the earth.)
- Something stopped, too. What was that? (They stopped building the city.)
- What was that city named? (Babel)

#### Secondary Level:

- What is the meaning of Babel? (Confusion. They called it Babel because it was there that God confused their languages and scattered them.)



- We have already heard that name Babel before. What did we learn about it? (Genesis 10:10. Nimrod, of the family of Ham, was the founder of the city.)
- What do we know about Nimrod? (He was a might hunter and a great city builder. The history of the region also shows us that he led a great rebellion against God.)
- Babel was a city, Babylon was the empire surrounding it. Read Revelation 17:5 and see what else you learn about Babylon. “And on her forehead a name was written: MYSTERY,
- BABYLON THE GREAT, THE MOTHER OF HARLOTS AND OF THE ABOMINATIONS OF THE EARTH.” Revelation 17:5 (NKJV) (Babel was a city full of things God hated, and Babylon spread her poison all over the earth. This also suggests that if the people had stayed together, the whole world would have forgotten God.)
- We have already seen in chapter 10 that different parts of the world were settled by different family groups. How does this fit in with the confusion of the languages? (Apparently God confused the languages by family groups. It would have been unlike God who created the family to tear families apart by giving different languages to husbands and wives, parents and children. Suddenly each family group found itself unable to communicate with other family groups, so they moved to different places where they could understand one another.)
- The people did all they could to get away from doing what God wanted. Who won in the end? (God, of course. When we fight against His will, we only hurt ourselves.)

#### **L35.4 Act it out:**

Have the students act out doing many motions to build the city. You begin reading the verse, and when you read “they ceased,” they suddenly stop what they are doing. Then the students repeat in rhythm: “Babel--confusion” several times.

#### **L35.4 Sing n shake:**

They called the place Babel  
God confused their language there.

#### **Application or Life Assignment for the Saved Child:**

Poor people of Babel. They listened to their great leader Nimrod, but they should have listened to God. When we choose our own way instead of God’s way, it is always trouble and sorrow. Are you listening carefully to God’s Word to see what God wants from you? Are you obeying all you understand of His Word? Maybe right now God is bringing to your mind one area where you are not obeying. Will you ask God’s forgiveness right now? Will you ask His help to begin obeying in that area?

#### **Invitation for the Unsaved Child:**

You can’t get saved your own way. God has already made a way to be saved, and it is through His Son, the Lord Jesus Christ. He is the perfect Son of God. He lived a perfect life, He died on the

cross to pay for our sins, and He rose again. Today He lives forever in Heaven. He is praying for us who know Jesus as our Savior. He is waiting for you to stop trying to come to God your own way and come to Him. If you are ready to do that today, please come and sit on these chairs in the front after class. I will come and pray with you.

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### L36 Shem's family gave birth to Abraham. Genesis 11:10-26

#### Lesson Aim:

At the conclusion of this lesson, my students will know that the coming of the Savior was so important that God planned for His coming long ago and carefully unfolded His plan over thousands of years. Therefore they will share the good news of the Savior with everyone they know.

#### Verse to Memorize: Acts 4:12

"Nor is there salvation in any other, for there is no other name under heaven given among men by which we must be saved." Acts 4:12 (NKJV)

**Review:** At the conclusion of our lesson last week, where were the families of Shem, Ham and Japheth? (Scattered all over the earth or on their way to their new homes) Where were they going out from? (From Babel.)

**Checking on last week's assignment:** I believe that last week, God showed some of you areas of your life where you are not obeying Him. We prayed about those areas. Who would like to share with us some of the steps of obedience that you tried to take this week?

**Preparing Visuals for the lesson:** This is the second time we have read much of this genealogy of Shem, so we are going to make a paper chain linking each person. Before class, cut many strips of paper about 5" long and 1" wide. With a marker, write the names from the genealogy on them in large, easy-to-read letter and place them in order in your Bible. (It might help to also number them. Bring to glass some glue or an adhesive roll.

**Introduction:** Let me ask you a question. Please be honest. Do you ever forget anything? Well, if you are like me, you forget more often than you'd like. Can God ever forget anything? No. God made a promise way back in the Garden of Eden that a Savior would come, the seed of a woman. He would crush the head of the serpent Satan. Many generations went by. People were born and people died. In all that time, do you think God forgot His promise? No. In fact, God was working it all out according to His plan.

**Transition to the Bible Lesson:** Noah had three sons. Do you remember their names? (Shem, Ham, and Japheth) God planned for the family of Shem to give us a people who would write down His Word for the whole world. God also planned for the family of Shem to bring into the world His own Son to be the Savior for the whole world.

### Development of Bible Lesson 36 in 3 parts:

#### L36.1. Read: Genesis 11;10-13



This is the genealogy of Shem: Shem was one hundred years old, and begot Arphaxad two years after the flood. 11 After he begot Arphaxad, Shem lived five hundred years, and begot sons and daughters.

12 Arphaxad lived thirty-five years, and begot Salah. 13 After he begot Salah, Arphaxad lived four hundred and three years, and begot sons and daughters.

(As you read Shem's name, glue the ends of the first paper together to form a loop. As you read each of the other names, hand a student the loop for that name. Let him read the name, link the paper together through the father's loop, and glue the other end. As you read more names, the links grow into a paper chain.) Genesis 11:10-13 NKJV

#### L36.1 Ask questions like these:

##### Primary Level:



- Why do you think God is giving us the genealogy of Shem AGAIN? (His genealogy is important because from his family will come the Savior.)
- What do you notice in this genealogy that you did not see in the genealogies of Chapter 10? (The ages of the fathers when the son was born and the age of the fathers when they died. Also, other sons and daughters are mentioned here but not in chapter 11.)
- When was Shem's first son born? (Two years after the Flood)
- How long did Shem live? (200+3+500 or 703 years)
- How long did Arphaxad live? 35+403 or 438 years)

##### Secondary Level:

- In chapter 11, many sons were named in each generation. How does this one compare? (This one names only one son in each generation.)
- Why do you think only one is mentioned? (God mentions the name of the one who will become the ancestor of the Savior.)
- Notice that the age spans are much greater than present times, but about half what they were before the Flood. Why do you think God might be shortening their lifespans? (Maybe so they cannot pass on so much sin)

#### L36.1 Act it out:



Choose three students to write on the loop of Shem and each son his age when he gave birth to the special son who would help to bring forth the Savior. Then read the number of years he lived and gave birth to sons and daughters after the birth of that special son. Have two students stretch the chain horizontally to show the progression of generations. Then have student make loops and attach them vertically to each son to represent the other sons and daughters. Those who lived longer get more loops vertically. This will show how the family grew and how people were interrelated.

#### L36 .1 Sing n shake:



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**Every Child  
Ministries**



Shem, Arphaxad, Salah  
Shem's family grew and grew. (Open arms wider and wider.)  
And besides just those,  
There were other sons and daughters, too.

### L36.2 Read: Genesis 11:14-18

(Add links to the chain vertically, having students write the name of each succeeding generation on it as you go.)



14 Salah lived thirty years, and begot Eber. 15 After he begot Eber, Salah lived four hundred and three years, and begot sons and daughters.

16 Eber lived thirty-four years, and begot Peleg. 17 After he begot Peleg, Eber lived four hundred and thirty years, and begot sons and daughters.

18 Peleg lived thirty years, and begot Reu. 19 After he begot Reu, Peleg lived two hundred and nine years, and begot sons and daughters. Genesis 11:14-18

### L36.2 Ask questions like these:



#### Primary Level:

- After Salah, who was the next son? (Eber)
- And the next son? (Peleg)
- And the next son? (Reu)
- What do you remember about Eber? (He became the father of the Hebrew people, from whom came the Israelites.)

(Note--Eber resembles Hebrews in many local languages.)

- What do you remember about Peleg? (In his days the earth was divided. Recall Genesis 10:25)

#### Secondary Level:

- The dividing of the earth was a big event. Why do you think it is not mentioned here? (The purpose of this genealogy is to show those who would become ancestors of the Savior.)


### L36.2 Act it out:



Again choose three students to write on the loop of each son his age when he gave birth to the special son who would help to bring forth the Savior. Then read the number of years he lived and gave birth to sons and daughters after the birth of that special son. Have two students stretch the chain horizontally to show the progression of generations. Then have student make loops and attach them vertically to each son to represent the other sons and daughters. Those who lived

longer get more loops vertically. This will show how the family continued to grow and how people were interrelated.

### L36.2 Sing n shake:

 Eber, Peleg, Reu  
Shem's family grew and grew. (Open arms wider and wider.)  
And besides just those,  
There were other sons and daughters, too.

**L36.3 Read: Genesis 11:20-26**



20 Reu lived thirty-two years, and begot Serug. 21 After he begot Serug, Reu lived two hundred and seven years, and begot sons and daughters.

22 Serug lived thirty years, and begot Nahor. 23 After he begot Nahor, Serug lived two hundred years, and begot sons and daughters.

24 Nahor lived twenty-nine years, and begot Terah. 25 After he begot Terah, Nahor lived one hundred and nineteen years, and begot sons and daughters.

26 Now Terah lived seventy years, and begot Abram, Nahor, and Haran. Genesis 11:20-26 NKJV

**L36.3 Ask questions like these:**

**Primary Level:**



- Who were the next two sons? Serug, Nahor
- And the next two? Terah, Abram.
- Have you heard of Abram before? (His name was later changed to Abraham and he was the father of faith. God said that the Savior had to come from his family.)

**Secondary Level:**


- Which name was used in two different generations? (Nahor was the grandfather of Abram, and also a brother of Abram.)
- Why do you think Abram's brothers are mentioned, since this is unusual for this particular genealogy? (Perhaps because they will be mentioned later in the narrative about Abram's life. God lets us know they are Abram's brothers so that we will recognize them later on.)

**L36.3 Act it out:**



Again choose three students to write on the loop of each son his age when he gave birth to the special son who would help to bring forth the Savior. Then read the number of years he lived and gave birth to sons and daughters after the birth of that special son. Have two students stretch the chain horizontally to show the progression of generations. Then have student make loops and attach them vertically to each son to represent the other sons and daughters. Those who lived longer get more loops vertically. This will show how the family continued to grow and how people were interrelated.

**L36.3 Sing n shake:**

Serug, Nahor, Terah  
 And then was Abraham.  
Shem's family grew and grew. (Open arms wider and wider.)  
And besides just those,

There were other sons and daughters, too.

**Application or Life Assignment for the Saved Child:**

Generation after generation God prepared for the coming of the Savior. He caused his people to keep careful records of each generation so that when the Savior came, they could prove he was from the family of Abraham from the family of Shem. God never forgot that we needed a Savior. Generation after generation he was preparing for that great event. How important it was in God's mind! Is the coming of Jesus that important to you? How often do you share the good news that Jesus the Savior has come? Will you share it with at least three people this week? Let's ask God to show you right now who you can talk with about this good news. (Teacher pray that God will lay three people on the heart of each student.)

**Invitation for the Unsaved Child:**

God spent all those years preparing for the birth of the Savior because He loved YOU and He did not want you to perish. God's Word says, "For God so loved the world that He gave His only begotten Son, that whoever believes in Him should not perish but have everlasting life. John 3:16 (NKJV) Have you believed in Jesus as your Savior? Have you put your complete trust in Him? If you haven't, would you do that right now? (Teacher, allow a time of prayer.) If you did trust Jesus today for the first time, please let me know after class. I want to be praying for you.

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**L37 God called Abram to bless all the families of the earth.  
Genesis 11:27-32, 12:1-3**

**Lesson Aim:**

At the conclusion of this lesson, my students will know that God called Abraham not to bless him alone or his family alone, but to be a channel of blessing to all the families of the earth. Therefore they will think more in terms of blessing others. They will become less like sponges soaking in God's blessings for themselves only, and more like funnels, directing the flow of God's blessings to many others.

**Verse to Memorize: Genesis 12:2-3 (God speaking to Abram)**

I will make you a great nation;  
I will bless you  
And make your name great;  
And you shall be a blessing...  
And in you all the families of the earth shall be blessed. Genesis 12:1-3

**Review:**

Last week we followed the genealogy or family history of Noah's son Shem. We followed it all the way to what famous man? (Abram or Abraham) Today we take up with that man Abram.)

**Checking on last week's assignment:** Last week we asked you to share the message of Jesus with at least three other people this week. We can't wait to find out what happened and how people received your message. Who would like to tell us what happened when you shared the message of Jesus with someone this week?

**Introduction:**

(Show a sponge and a funnel, or draw a picture of them and describe them if they are not available.)  
Are you more like a sponge or more like a funnel? Does God want His people to be like a sponge or like a funnel?

**Transition to the Bible Lesson:**

Today we will see what God told Abram about that.

**Development of Bible Lesson 37 in 4 sections:**

**L37.1 Read: Genesis 11:27-28**



This is the genealogy of Terah: Terah begot Abram, Nahor, and Haran. Haran begot Lot. 28  
And Haran died before his father Terah in his native land, in Ur of the Chaldeans.

**L37.1 Ask questions like these:**



**All Levels:**

- What new family tree begins in this verse? (The genealogy of Terah)
- Who were the three sons of Terah? (Abram, Nahor, and Haran)
- later on.)
- What was Lot to Abraham? (Abram was Lot's uncle and Lot was Abram's nephew)
- Where did Haran die? (In his native land, Ur of the Chaldeans)
- Then who was left in the family? Father Terah, sons Abram and Nahor, and Nephew Lot, whose father died in Ur.)

**L37.1 Act it out:**



Have someone draw a family tree of Terah's family on a chalkboard, a piece of paper, or in the sand. Draw a cross over Haran's name because he died.

**L37.1 Sing & shake:**



Terah's son was Abram  
Born in the city of Ur  
Abram's brother Haran died there  
Leaving his nephew Lot.

**L37.2 Read: Genesis 11:29-30**



29 Then Abram and Nahor took wives: the name of Abram's wife was Sarai, and the name of Nahor's wife, Milcah, the daughter of Haran the father of Milcah and the father of Iscah.  
30 But Sarai was barren; she had no child.

**L37.2. Ask questions like these:**

**All Levels:**



- Who were the wives of the brothers Abram and Nahor? (Abram's wife was Sarai and Nahor's wife was Milcah.)
- How was Milcah related? She was a daughter of Haran, the brother who died. So she was his niece.)
- Besides Lot and Milcah, Haran had another child. What was her name? (Iscah)
- How many children did Abram's wife Sarai have at the time? (None. She was barren. She was unable to have a child.)

**L37.2 Act it out:**



Have someone add the wives to the family tree.

**L37.2 Sing n shake:**



Abram took Sarai to be his wife  
But she had no child, oh sorrow! sorrow!

**L37.3 Read with expression: Genesis 11:31-32**



31 And Terah took his son Abram and his grandson Lot, the son of Haran, and his daughter-in-law Sarai, his son Abram's wife, and they went out with them from Ur of the Chaldeans to go to the land of Canaan; and they came to Haran and dwelt there. 32 So the days of Terah were two hundred and five years, and Terah died in Haran.

**L37.3 Ask questions like these:**



**Primary Level:**

- When the family left Ur, where were they headed? (They were headed to Canaan.)
- What family members went? (Terah, the grandfather, Terah's son Abram and his wife Sarai, his grandson Lot.)
- Where did they stop and live? (Haran)
- What was his age when he died? (205 years old)

**Secondary Level:**

- What family members did NOT go to Haran, but stayed behind in Ur? (It seems that Nahor and his wife Milcah stayed behind, as well as Lot's sister Iscah.)
- Does it seem strange that they went to a land named Haran when Haran was the name of the brother who died? What do you think about that? (It might be that they named the place Haran after the brother who died.)
- Can you think of any reasons they might have stopped at Haran? (Father Terah might have been getting old and the continuing journey might have seemed difficult for him.)



### L37.3 Act it out:



Designate three places in the room as Ur, Haran, and Canaan. As you face the class, the left wall would be Ur, the front of the classroom Haran, and the right wall Canaan. Choose a student to represent each family member making the journey. They will walk to Haran, and Terah will die there.

### L37.4 Read: Genesis 12:1-3

Now the LORD had said to Abram:

"Get out of your country, From your family And from your father's house,  
To a land that I will show you.



2 I will make you a great nation; I will bless you And make your name great;  
And you shall be a blessing.

3 I will bless those who bless you,  
And I will curse him who curses you;

And in you all the families of the earth shall be blessed."

### L37.4 Ask questions like these:

#### Primary Level:



- Who had told Abram to leave his home in Ur? (the Lord)
- What was he supposed to leave? (His country, his family, and his father's house)
- Where was he supposed to go? (To a land God would show him)
- What did God promise him if he obeyed? (God would make him a great nation and would bless him and would make his name great and he would be a blessing to others. God would protect him from curses and enable him to be a blessing to all the families of the earth.)

#### Secondary Level:

- Notice the verb tense "HAD said". What does this imply? (God had already spoken to Abram at some point in the past while he was still in Ur.)
- Was Abram really supposed to take his family along? (No, he was supposed to leave his family and his father's house. Maybe this is one reason Terah died in Nahor. Remember it later on when Lot becomes a problem to him.)
- Notice the different forms of the word bless. God would bless Abram (active voice) and he would be a blessing (passive voice). In him all the families of the earth would be blessed.  
Did God bless Abram for his own sake alone? (No, God blessed him so that he could be a channel of blessing to others.)

- Abram was going to a land full of pagan demonic practices. How would God protect him from the curses of those who might curse him? (God promised to curse anyone who would curse Abram.)
- How would Abram be a blessing to all the families of the earth? (His family would later give us the Bible God's Word and would someday give us the Savior for all the world.)
- This is the beginning of what is called God's chosen people, the Israelites. Was Abram chosen because God liked him best, or for some other reason? (He was chosen to be a blessing to everyone else.)

### L37.4 Act it out:



Choose one student to be Abraham. Divide the rest of the students into several groups. Let each group decide to be one nation or tribe of people: Ga, Chinese, etc. Let them write their name on a card. Give Abraham paper crosses and paper Bibles equal to the number of groups. To each group, he gives a Bible saying, "I bless (name of group) with God's Word" and a cross, saying, "I bless (name of group) with Jesus." Then each group in turn points to him and chants, "Blessed to be a blessing."

### L37.4 Sing & shake:



Blessed but not for him alone  
He was blessed to bless all nations

### Application or Life Assignment for the Saved Child:

(Again show the sponge.) Some Christians are like sponges. They just want to soak up God's blessings and enjoy it all for themselves. Did God have that in mind for Abram? (No. God wanted him to be more like a funnel, not just keeping God's blessing for himself alone, but directing God's blessing to all the families of the earth.) Will you look for ways to bless others this week?

### Invitation for the Unsaved Child:

You can't be a blessing until you get the blessing of salvation. Being saved, having your sins forgiven, knowing that you belong to Jesus Christ—those are the greatest blessings anyone can receive. They can be yours today if you will say Yes to Jesus and open your heart to Him. If you are ready to do that, please stay after class and I will be glad to pray with you.

**Teacher! Continue by teaching the rest of Genesis in this fashion on your own, or borrow the next book in the series from your nearest ECM Teachers' Resource Library. The same method can be applied to other books of the Bible as well. HAPPY, FRUITFUL TEACHING!**