

**FAITH REFORMED BAPTIST CHURCH**

**SUNDAY SCHOOL**

**CURRICULUM PROJECT ©**

**\*\* Grades 1-2, Year I \*\***

**Robert C. Walton, Editor**

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# **GENESIS**

**by Christine Walton**

**Grades 1-2  
Year 1  
Quarter 1**



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The following games may be used to help the children remember facts from the Bible stories.

**BIBLE BASEBALL**

Questions are divided into four groups, easiest to hardest. The easiest questions are called singles, a little harder, doubles, then triples and the hardest questions are called home runs. Divide the class into two teams. When a batter is “up,” he may ask for a single, double, etc. If he answers correctly, he moves the correct number of bases (one for a single, two for a double, etc.). Any players already on base move as they would in a regular baseball game. You may set up four chairs as a baseball diamond and have the children sit in them as they make a hit or you may draw a diamond on a chalk board and draw stick figures on the proper bases as needed. If a batter fails to answer a question correctly, he is out. After three outs, the next team is allowed to bat. Scoring is as in regular baseball. A variation of the rules allows outs to be counted only if the team in the field “catches” the ball, i.e., only if someone on the team can answer the at-bat player’s missed question.

**TWO SIDES**

Divide the class and line half up by the wall to the right and half to the left. Ask a true and false question or other question with two choices. Tell your students that if they think the answer to the question is true, they should move to the wall on your right and if the answer is false, they should move to the wall on your left. Of course, if they are already lined up against the correct wall they should stay where they are. Tell the correct answer and have those who guessed incorrectly sit down. Ask other questions and continue the process until all but one are eliminated.

**TIC TAC TOE**

Make a Tic Tac Toe board with masking tape on the floor; each square should have a side of approximately eight inches. Divide the class into two teams and have members of the team take turns throwing different color (one color for each team) bean bags at the squares. In order to allow the bean bag to remain on a square, the child throwing it must answer a Bible question correctly. Three bean bags in a row horizontally, vertically, or diagonally wins the game. If only one bean bag is available, replace it on the board with a team marker (checker, button, etc.) if the question is answered correctly.

Do one or two of these each week to help the children learn the memory verses.

1. Have the class say the verse and reference in unison.
2. Say the verse, leaving out words that the class in unison or individually supplies, e.g., “Then \_\_\_\_\_ said, ‘Let us make \_\_\_\_\_ in our image, in our \_\_\_\_\_....’” This may be done orally alone or with the help of a chalk board and written answers.
3. Have each child say a word in the verse and the reference. Go around the class several times until the verse is completed.
4. Print the words of the verse on index cards or rectangles of cardboard or stiff paper, one to three words per card. Mix the cards and have the class or individual put them in the correct order. Drawings may be put on some of the cards to add interest and help beginning readers, e.g., for Genesis 1:26 draw man, fish, sea, birds, livestock, earth, ground. Do not draw pictures of homonyms such as the numeral 4 instead of the word “for,” as this can be confusing.
5. Print the verse and reference scattered in scrambled order on a piece of paper. Have the child connect the words in the right order as a dot-to-dot puzzle. You should place the words of the verse so that they will form a simple picture when they are connected by lines. A reusable game of this can be made by printing the words on cardboard, covering this with clear contact paper, and letting the child connect the words with a water-base non-permanent felt-tip marker.

The last two games (#4 and #5) are good to have available for early arrivals to do on their own.

**Grades 1-2**  
**Year 1**  
**Quarter 1**

**Overview**

This quarter uses stories from Genesis. Each lesson will consist of a Bible story and discussion and a craft, activity, or worksheet to reinforce what is being taught. Some lessons also include a life application story to give further understanding of the focus of the study. Of course, God's Word must be central to each lesson, but feel free to adapt other parts to your individual situation. It goes without saying that prayer must be an integral part of Sunday School, both as the teacher and others pray for the individual students and class as a whole at home, and through prayer by the students in class itself. Even non-Christians (and almost certainly some in your class will not know Jesus Christ) are commanded to pray. At least a short time of prayer should be included in every lesson, even though this will not be indicated in the teacher's instructions. The following explains the elements included in each lesson.

**Lesson Aim**

Main ideas taught in the Bible story that should be emphasized by the teacher.

**Memory Verse**

Verse to be memorized by the student. It should be repeated several times during the lesson at different moments to help the child remember it (use Memory Games). This quarter the verses will be **Genesis 1:26-31**.

**Lesson Background**

Background ideas are given to help the teacher in telling the story.

*Knowledge Objectives* - Facts with which the student should be familiar by the end of class.

*Behavioral Objectives* - Character qualities, attitudes, and actions related to the Bible story that the children should be encouraged to practice. Only God can change the sinful child's heart, but we can present God's standards so that the unbeliever may see his need of Christ and the Christian may grow in grace.

## **Lesson Procedure**

### **BIBLE STORY**

In most cases, the first and second grader should be able to understand the story when read straight from the Bible if a modern translation such as the New International Version is used. Because of this, a Bible story as such is not usually given. It is recommended that in most cases the teacher first give an introduction (e.g., “Can you imagine what it was like before the world was created? Close your eyes and think with me. No trees, no flowers....”). Then she should read expressively the passage from the Bible, making appropriate comments to aid understanding. Good readers, using the same version of the Bible as the teacher, may be encouraged to follow along in their Bibles. In most cases, however, the children’s reading ability is such that this is a hindrance to understanding rather than a help, since it requires so much effort for them to figure out the words that they lose the continuity of the story. After the Scripture is read the teacher should paraphrase the story in her own words and ask factual and discussion-type questions to facilitate the student’s understanding.

### **STORY**

A modern-day story reinforcing concepts taught in the Bible story.

### **SONGS**

Songs are suggested that may be sung sometime during the lesson or in an opening session if desired. It is not necessary to sing all the songs listed. Many hymns may be difficult for beginning readers, so it may be good to concentrate on two or three hymns and a few choruses per quarter. Hymns listed for several lessons would be good choices.

## **Take Home Activity**

### **WORKSHEET**

Some lessons include worksheets to reinforce concepts taught.

### **CRAFT AND/OR ACTIVITY**

To reinforce lessons taught. Materials needed are underlined. The availability of pencils and crayons is assumed and the word “cut” will be underlined if scissors are needed.

## **Home Helps**

A paper to be sent home with lesson summary and suggested activities to reinforce the lesson at home.

**NOTE:** Any writing done by the teacher for activities or memory work should be neatly printed for easier reading by your beginning readers. Do not use all capitals or cursive writing.

**Grades 1-2**  
**Year 1**  
**Quarter 1**

**Additional Resources**

The following may be helpful supplements to the lessons this quarter:

**Lesson 1** - Stories by Bob Devine, published book and *Moody Monthly* articles, 1981-1982; Wildlife books and magazines, e.g., National Geographic *World*, National Wildlife Federation's *Ranger Rick*; *National Geographic*; *The Magician's Nephew* (C.S. Lewis, Macmillan, 1950, Collier, 1970).

**Lesson 2** - *My Magnificent Machine* and *More About My Magnificent Machine* (William Coleman, Bethany, 1980); *Charlie Brown's 'Cyclopedia*, Volume 1; *Your Body* (Funk and Wagnalls, 1980).

**Lesson 3** - *Peter Rabbit* (Frederick Warne and Co.).

**Lesson 5** - *Bullfrogs and Butterflies* (Birdwing, Sparrow Records).

**Lesson 6** - *Yertle the Turtle* (Dr. Seuss, Random House, 1956).

**Lesson 7** - *Eddie's Moving Day* (Janet Dearing, illus. Joe Kaufman, Golden Press, New York, 1970).

**Lesson 12** - *Barney Beagle and the Cat* (Jean Bethell, illus. Ruth Wood, Golden, Grosset and Dunlop, 1965); *Lyle and the Birthday Party* (Bernard Waber, Houghton-Mifflin, 1966).

**ADULT READING:**

*Genesis in Space and Time* (Francis Schaeffer, Intervarsity Press, 1972) for Lessons 1-7.

*Pollution and the Death of Man* (Francis Schaeffer, Tyndale, 1970) for Lessons 1-2.

*Fearfully and Wonderfully Made* (Paul Brand and Philip Yancey, Zondervan, 1980), Lesson 2.

*In His Image* (Paul Brand and Philip Yancey, Zondervan, 1984) for Lesson 2.

*Perelandra* (C.S. Lewis, Macmillan, 1944). This is the second book of his space trilogy that also includes *Out of the Silent Planet* and *That Hideous Strength*, both of which should also be read for continuity, *Perelandra* for Lesson 3 and *That Hideous Strength* for Lesson 6.

Biographies of Christian missionaries.

Books about what it means to be a Christian, such as *Mere Christianity* (C.S. Lewis, Macmillan, 1952, Intervarsity, London, 1958); *Basic Christianity* (John R. W. Stott, Eerdmans, 1979); *Knowing God* (J. I. Packer, IVP, 1973).



**Grades 1-2  
Year 1  
Quarter 1**

**Songs**

<u>LESSON</u>	<u>SONG</u>	<u>TRINITY HYMNAL</u>
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1,2	I am Part of God's Creation	
1,2	He's Got the Whole World in His Hands	
1,2	Hallelujah, Praise Jehovah	110
1,2	I Sing the Almighty Power of God	119
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3,4,5,6,7,9,11	Obey My Voice (Jeremiah 7:23, KJV)	
3,4,5,6,9,11	Man is Bad	
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3,4,5,6,7,9,11	Trust and Obey	672
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5	Noah Found Grace	
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8	Let us With a Gladsome Mind	33
8	Come Thou Long Expected Jesus	196
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**Grades 1-2**  
**Year 1**  
**Quarter 1**

**Bible Baseball**

**Singles (Easy)**

- In how many days did God make the world?
- What did God do on the seventh day of creation?
- Name the first two people God made.
- What rule did God give the first two people?
- Who tempted the first two people?
- Name one of Adam and Eve's sons.
- What was Abel's occupation?
- Whom did God save from a flood that covered the whole world?
- What promise did God make to Noah?
- What was the symbol of this promise?
- What was the name of the tower people built in rebellion against God?
- What was Abraham's wife's name?
- Why were Abraham and Sarah unhappy?
- Why did Sarah laugh when she was told she would have a son?
- What was Abraham's son's name?
- Name Isaac's two sons.
- For what did Jacob ask Esau?
- What did Esau want Jacob to give him?
- About what did Isaac and some herdsmen have a disagreement?
- What special present did Jacob give Joseph?
- Name one of Joseph's brothers.
- What did Joseph's brothers want to do to him?
- What did Joseph's brothers do to him?

**Doubles (Average)**

- Tell what God did on three days of creation.
- "God saw all that He had made, and it was very \_\_\_\_\_."
- Tell how God made one of the first two people.
- Name the garden where the first two people lived.
- Name two special trees in the Garden of Eden.

## Bible Baseball

### Doubles (Continued)

Who was the first person to sin?

How did God punish the first sinners?

Who was the first murderer?

How did God punish Cain? (He made him a wanderer.)

How long did it rain when God sent the Flood?

How did Noah see if the ground was dry after the Flood?

What was the first thing Noah did when he stood on dry land again?

How did different languages begin?

Who visited Abraham at his tent one day?

Name Isaac's wife.

What were the occupations of Isaac's two sons?

What is a birthright?

How did Jacob trick Isaac?

What did Jacob want Isaac to give him?

How was Jacob punished? (He had to leave home; Esau wanted to kill him.)

Why did Joseph's brothers hate him?

Name two of Joseph's brothers.

Name one person for whom Joseph interpreted a dream.

What did Pharaoh dream?

How did Pharaoh reward Joseph for interpreting his dream?

Why did Joseph's brothers go to Egypt?

### Triples (Difficult)

Tell what God did on five days of creation.

Tell how God made both of the first two people.

How did the first two people show shame for their sin?

Name one separation caused by the Fall. (See Home Run question.)

How many of each kind of animal did Noah take on the ark? (Seven pair of every clean animal and one pair of every unclean animal.)

Name one of Noah's sons.

What two birds did Noah send out after the flood? (raven and dove)

Name Abraham's first home. (Ur)

To where was Abraham traveling? (Canaan)

## **Bible Baseball**

### **Triples (Continued)**

Name one of the three promises God made to Abraham. (see Genesis 17)

What does Abraham's son's name mean? (laughter)

Name four of Joseph's brothers.

Describe Joseph's dream about his family.

What was Joseph's brothers' occupation?

Name one brother who did not want to kill Joseph. (Reuben or Judah)

To what country did Joseph go? (Egypt)

To what person in that country was Joseph sold? (Potiphar)

What did Jacob think had happened to his son and why?

Why did Joseph have to leave Potiphar's house and where did he have to go?

Name two people for whom Joseph interpreted dreams.

What did Pharaoh's dream mean?

What did Joseph put in one of his brothers' sacks to test his brothers?

### **Home Runs (Super Tough)**

What did God do on each day of creation?

Name 2-4 separations caused by the Fall. (Man/God; man/himself; man/others; man/creation.)

What did God do for the first sinners that prefigured the atonement of Christ? (He killed animals to clothe them.)

About how long were Noah and his family in the ark? (One year.)

Name three of Noah's sons.

What does the name Abram or Abraham mean? (exalted father; father of many)

Name two of the three promises God gave to Abraham. (see Genesis 17)

What was Abraham's father's name? (Terah)

Name Abraham's son and grandson and their wives.

Where did Jacob flee when Esau wanted to kill him? (to his uncle in Haran or Paddan Aram)

Name six of Joseph's brothers.

Name one brother who did not want to kill Joseph and what his alternate plan was.

To whom did his brothers sell Joseph? (Midianites or Ishmaelites)

Describe two dreams Joseph interpreted in prison and tell for whom he interpreted them.

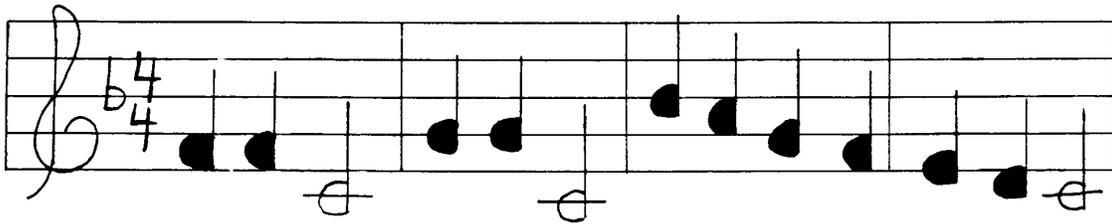
Name Joseph's younger brother who did not go with the brothers on their first trip to Egypt.

What brother did Joseph put in jail until the others returned? (Simeon)



### Man is Bad

C. Walton



Man is bad. Man is bad. That's a thing that makes God sad.



You have sinned. So have I. So Je-sus came from heaven to die.



# **THE CREATION OF THE WORLD**

## **Genesis 1:1-26**

### **Lesson Aim**

To help students know God as Creator and understand different aspects and implications of this fact.

### **Memory Verse**

**This quarter, Genesis 1:26-31; this week, Genesis 1:26** - “Then God said, ‘Let us make man in our image, in our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground.’”

### **Lesson Background**

God made everything from nothing! Since we are made in God’s image we can be creative in art, music, writing, and the like, but only God can create out of nothing. We can glorify God by being creative as we glorify God by imitating Him in other ways. Students (and teachers) familiar with the creation story can become nonchalant about what God has done. Studying specific aspects of creation can renew our wonder and awe of the marvelous God who can do such things. Let us praise the Creator for who He is and thank Him for what He has made!

*Knowledge Objectives* - That the student know that God created everything out of nothing, what He created on each of the seven days, facts about specific aspects of God’s creation, and that people made in His image can be creative.

*Behavioral Objectives* - Praise to the Creator and wonder, awe, and thanks for His creation; desire to imitate God in creative expression.

## Lesson Procedure

Please read the entire procedure before teaching the lesson. Generally lessons will begin with the Bible story to capture the children's interest at its height. However, today, for two reasons, we will begin with an activity. As the first lesson in a new Sunday School year it is good to have a familiar activity that requires little teacher supervision so **a)** new children can participate in something with which they feel comfortable right away, **b)** the teacher can be free to attend to details, late arrivals, comforting frightened visitors and the like and **c)** so latecomers searching for a new room will not miss the Bible story. Secondly, this activity serves to emphasize that people are creative because they are made in God's image and acts as an introduction to the Bible story.

**PLAYDOUGH** - The teacher should prepare the recipe given below ahead of time or may use potter's clay, plasticine, or commercial playdough.

### Playdough recipe

Combine 1½ cups flour, 1 cup salt, ½ cup water, and 2 tablespoons cooking oil. Add a few drops of food coloring if desired. Mix well and knead until pliable.

Give each child ¼-½ cup of dough. Let the children make whatever they want. Of course, there are times to give precise instructions, but the point of this activity is to recognize the child's creativity, not the teacher's. Therefore avoid "I think it would be better to make the head this way" type comments if possible. Instead, while the children work, comment on the differences in the work (but not that one child's sculpture is better than another), how their ideas come to result in a finished product, and who the first Creator is. The following might be typical comments: "What a pretty shape Jeremy is making. Look at all the holes he poked in the dough. Mary made a dog. First she thought of the dog and then she made it. Teddy made a truck. He was not thinking of a dog like Mary, was he?" Continue with such thoughts. Clean up the dough and have the children become quiet for the Bible story. The dough may be left out to air dry, baked in a 200°-250° oven (homemade dough only), or put in plastic sandwich bags to take home to store in a refrigerator for reuse.

## **BIBLE STORY**

Continue the discussion above with comments such as these: "One day God thought of making something. Do you know what He made? He made the whole world. Did He make it with playdough? No! He made it from nothing. Can you make something from nothing? (Allow discussion.) No, only God can make something from nothing.

Read **Genesis 1:1-26** (New International Version).

If desired, children may say, "And there was evening and there was morning - the \_\_ day" when you reach these verses in your reading. This will help keep interest since the children will try to listen to know when to say their part. Care must be taken that they do this with a reverent attitude, however. Have a brief discussion of the following:

- A. What a great God we have to make all those things out of nothing.
- B. What God did on each of the seven days of creation. Point out that God's resting on the seventh day implies Sabbath rest for His children.

## ACTIVITY

**CREATION POSTER/BOOKLET.** Each child should divide a piece of paper into seven sections and draw one day of creation on each section, *or* each child may make an eight-page (one page per day and cover) booklet. One way to do this is to fold four pieces of paper in half, punch holes by the fold, and tie with a circle of yarn. The pages or sections of the paper should be labeled by the child, “Day 1,” “Day 2,” etc., and the booklet cover or top of the poster should read “God’s Creation.”

## STORY

Choose some aspect of God’s creation and study it in detail, discussing interesting facts of which your students might be unaware. Point out how wonderfully these things are made by an all-wise Creator. Make ample use of pictures and information found in books or magazines such as *National Geographic World*, *National Geographic*, or National Wildlife Federation’s *Ranger Rick*. Animals are good to study. God created many varieties of animals to glorify Him and gave each animal characteristics best suited to it. Use actual photographs or wildlife drawings, not cartoon versions of animals found in some children’s storybooks. Do not use people as your subject since this will be the focus of next week’s lesson. Bob Devine, author of eight nature books, writes some very good stories about specific animals. He points out an animal’s unique characteristics and praises the Creator for fashioning these. Some of his stories are printed in *Moody Monthly*, 1981-1982.

## SONGS

“God is so Good” (sing “God made the \_\_\_ “ and let the children fill in the blank); “I am Part of God’s Creation”; “He’s Got the Whole World in His Hands”; “Hallelujah, Praise Jehovah” (*Trinity Hymnal*, #110); “I Sing the Almighty Power of God” (*Trinity Hymnal*, #119).

## Take Home Activity

See above under Lesson Procedure.



These papers will help you review with your child what he did in Sunday School and will include the following: The Bible passage studied and focus of the lesson, the memory verse (each quarter we will study one or two passages; the entire passage for the quarter will be listed followed by the verse to be learned for this week), suggested projects (optional projects that will reinforce the Bible lesson), and suggested parental reading.

### BIBLE PASSAGE - LESSON FOCUS

**Genesis 1:1-26** - God made everything from nothing! Since we are made in God's image we can be creative in art, music, writing, and the like, but only God can create out of nothing. Let us praise the Creator for who He is and thank Him for what He has made.

### MEMORY VERSE

**This quarter, Genesis 1:26-31; this week, Genesis 1:26** - "Then God said, 'Let us make man in our image, in our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground.'"

### SUGGESTED PROJECTS

1. Discuss today's Bible story with your child.
2. Study God's creation (this is science - zoology, botany, physics, astronomy, and the like, but on a child's level). Find a particular area of interest and study this in some depth.
3. Read books (parent to the child and/or child by himself) about God's creation.
4. Say the names of specific animals and have your child guess what categories (e.g., mammal, bird, reptile, or insect) they belong to. Do the same with the unique characteristics (e.g., What has feathers?) of animals.
5. Play Twenty Questions (Animal, Vegetable, Mineral).
6. Learn the Days of Creation.
7. Visit a zoo or natural history museum.
8. Acquire a pet (even if only a caterpillar) or terrarium or houseplant to look after; we are to be good stewards of God's creation.

9. “Create” something with your child; draw or paint a picture, write a story (you may write down what your child tells you; if your child prints the story do not criticize the spelling) and draw pictures for it, model something from clay or playdough, make up a song on the piano or other instrument (you may write down the notes your child plays if you are able). You and your child should both try to engage in some creative effort as an enjoyable rather than criticized activity at this time. Discuss how God enables us to think of an idea and bring it into reality, but only God can create out of nothing.
10. Make a leaf rubbing. Place thin paper on top of a leaf and rub the paper with the wide part of a crayon. You may make greeting cards with this or a booklet of different kinds of leaves.
11. You may wish to discuss evolution with your child. Knowing what others believe and comparing it to the Christian faith can help children stand firm if criticized and relate their beliefs to their peers.
12. Read *The Magician's Nephew* (C. S. Lewis, book 6 of the Narnia series, Macmillan, 1950, Collier, 1970) to your child.
13. Sing “God is so Good” (“God made the \_\_”); “I am Part of God’s Creation”; “He’s Got the Whole World in His Hands”; “Hallelujah, Praise Jehovah” (*Trinity Hymnal*, #110); “I Sing the Almighty Power of God” (*Trinity Hymnal*, #119); or other songs about creation.

**Books:** *Genesis in Space and Time* (Francis Schaeffer, Intervarsity Press, 1972) - good reading for the first seven lessons of this quarter.

*Pollution and the Death of Man* (Francis Schaeffer, Tyndale, 1970).

# **THE CREATION OF MAN**

**Genesis 1:24-31; Genesis 2:7-9,15-25**

## **Lesson Aim**

To help students understand that God created man in His image to care for His world.

## **Memory Verse**

**This quarter, Genesis 1:26-31; this week, Genesis 1:26** - “Then God said, ‘Let us make man in our image, in Our likeness, and let them rule over the fish of the sea, and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground.’”

## **Lesson Background**

The triune God made man in His image. Genesis 1:26 (“Let *us*...”) implies the involvement of the entire Trinity in creation; an idea was discussed and acted upon (see Lesson 1). Other verses support this: God the Father (Job 38-40, Psalm 36:1-9, Psalm 148:1-6), God the Son (John 1:1-3; Colossians 1:15-17) and God the Holy Spirit (Genesis 1:2) worked in creation. God made man in His image. We are therefore different from the rest of creation, not just a “higher form of life.” We have personality; we think, we feel, we communicate, we can worship God. True, this image is marred by the Fall, but we are yet, in a real sense, reflections of Him.

In this passage, God gives man dominion over His creation. The word *dominion* actually indicates control rather than stewardship, but from other Scriptures and by implication, we know God wants us to care wisely for the world He has given us. We should show our appreciation by good stewardship of the creation. In Genesis 2 we see the special attention God gave to creating the first people. God gave man someone to help him care for the world. God established families from the beginning to meet people’s needs.

*Knowledge Objectives* - The student should know from last week that God created the world out of nothing in seven days and made man on the sixth day; the child should know that the triune God made man in His image to care for His world and how Adam and Eve, the first people, were created.

*Behavioral Objectives* - That the child will have an attitude of praise and thankfulness for what God has made; that the child have some understanding and show some outworking in his life of the implications of the fact that he is made in God's image; that the child will exercise good stewardship of God's creation.

## Lesson Procedure

Review last week's lesson with a brief discussion in question-and-answer format and mention that this week we will study further God's creation of man. Read **Genesis 1:24-31** (New International Version) and ask children to tell things the passage said. They will probably be able to discover on their own that: God made man; God said man should rule the earth; God gave people plants to eat; God called what He made good. Allow good readers to look back in their Bibles to find these things. Then lead the discussion to point out that man is made in the image of God and is to be a good steward of His world. Point out the implications of this (see Lesson Background). People are different from animals and are made to have a personal relationship with God and to worship Him. A good ruler takes care of what he governs. God's command and our thankfulness should lead us to good stewardship. Have the children discuss ways in which they can be good stewards of creation. Recycling paper (non-glossy type), glass, plastic, and aluminum, picking up trash, taking care of toys, clothes, etc., not wasting paper, food, etc., being kind to animals, and encouraging family members to limit their use of harsh chemicals and sprays and unnecessary car travel are all ways children can act responsibly in this area.

Ask if anyone knows the names of the first two people God made. Use this to lead into the reading of **Genesis 2:7-9, 15-25** and a discussion of this passage. Again, this passage shows man made in the image of God. Notice the "personal attention" God gives man compared to the rest of creation and God's communication with him. The passage shows man's stewardship in caring for the garden and naming the animals. Point out, too, that God gave man a helper. He made men and their wives to work together to glorify Him and as a benefit to each other.

## STORY

### THE WASTED LUNCH

Kim munched contentedly on some carrot sticks, sipped a glass of milk, and chatted with her mother one day after school. “Do you know what Sandy did today? She threw out her whole tuna fish sandwich, half a package of cookies, and some potato chips. Other kids throw out apples or oranges all the time. How can they do that?”

“Many of your classmates do not know how it feels to go hungry, or that God wants us to take care of what He’s given us,” said her mother.

“I wanted to tell them to stop,” replied Kim, “but I was too embarrassed.”

“I know,” Kim’s mother answered. “It took me a long time to get the courage to talk to my boss at the restaurant about all the wasted food and paper there. He did not listen to my suggestions very openly, I’m afraid. Why don’t you talk to your teacher about this problem? Perhaps people who don’t want to eat all of their lunch could put the leftover food in a box to share with students who would like to eat it.”

“Oh, that’s a good idea,” said Kim. “Maybe we could even decorate the box and tell other classes about it. Thank you. I can hardly wait to ask my teacher about this tomorrow.”

#### **Questions:**

- What was Kim concerned about?
- What did her mother suggest she do about the problem?
- What does today’s Bible story say about taking care of God’s creation?
- How can you show good stewardship of God’s creation?

In addition to the above emphasis on good stewardship of God’s creation, you may study some part of the human body as suggested for the story in Lesson 1 about other aspects of God’s creation. *Charlie Brown’s ‘Cyclopedia*, Volume 1 (Funk and Wagnalls, 1980), *My Magnificent Machine* and *More About My Magnificent Machine* (William Coleman, Bethany Fellowship, 1980) or other books about the body available from the public library are suggested as resources. The object of this is not merely an accumulation of facts, but to encourage students to praise God for the marvels He has made.

## SONGS

“I Am Part of God’s Creation”; “Blue, Blue Sky”; “He’s Got the Whole World in His Hands”; “God is so Good”; “Hallelujah, Praise Jehovah” (*Trinity Hymnal*, #110); “I Sing the Almighty Power of God” (*Trinity Hymnal*, #119).

## Take Home Activity

Choose one or more of the following:

1. Take a **“Trash Walk”** with your students around the church neighborhood, picking up litter and putting it in brown paper bags to be disposed of later. Children may first decorate the bags and write “Keep God’s World Clean” on them if desired. You should separate aluminum cans, glass, and plastic for recycling.
2. Draw diagrams of parts of the body studied in the additional story section.
3. **Body Puzzle** - Have students cut out a picture of a person from an old magazine. Have them rubber cement or glue this to thin cardboard. When the glue dries, children should cut the body into six to twelve pieces (straight cuts) and attempt to put the puzzle together. Pieces may be stored in envelopes or plastic sandwich bags. Emphasize that if they think it is difficult to put together this puzzle with a few pieces, how amazing it is for God to plan a body with 206 bones, 16,000 capillaries (tiny blood vessels), and trillions of cells.
4. Have the children lie down on a large piece of paper and trace the outlines of their bodies. Children then draw and color facial features and clothes.

### BIBLE PASSAGE - LESSON FOCUS

**Genesis 1:24-31, Genesis 2:7-9, 15-25** - The triune God made man in His image to care for His world.

### MEMORY VERSE

**This quarter Genesis 1:26-31; this week, Genesis 1:26** - “Then God said, ‘Let us make man in Our image, in Our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground.’”

### SUGGESTED PROJECTS

One or more of the following may have been done in class.

1. Discuss today’s Bible story with your child.
2. Study the human body and how different parts work; choose one part and study it in some detail (e.g., eye, ear, digestive system). Draw pictures and read books as part of your study; suggested resources: *My Magnificent Machine* and *More About My Magnificent Machine* (William Coleman, Bethany Fellowship, 1980), *Charlie Brown's 'Cyclopedia*, Volume 1 (Funk and Wagnalls, 1980). Praise God for the amazing bodies He has given us.
3. Discuss the fact that people are made in God’s image and the implications of this.
4. Discuss how all people are God’s creation and should be treated fairly and with love regardless of physical characteristics (color, weight, height, beauty, intelligence, and the like).
5. Make a body puzzle from a picture of a person cut from an old magazine, glued onto cardboard, and cut into six to twelve pieces. If this puzzle seems difficult, praise God for the amazing body He made with 206 bones, 16,000 capillaries, and trillions of cells.
6. Have your child lie down on a large piece of paper and trace the outline of his body. He may then draw and color facial features and clothes on the figure (may be combined with project 2).
7. Discuss and put into practice good stewardship of God’s creation by recycling glass, paper, plastic, and aluminum, picking up litter around the neighborhood, taking care of toys, clothes, etc., not wasting paper, food, etc., being kind to animals, and limiting unnecessary car use and your use of harsh household chemicals and sprays.
8. Continue reading *The Magician's Nephew* (C. S. Lewis, book 6 of the Narnia series, Macmillan, 1950, Collier, 1970) to your child.

9. Sing some of the following: “God is so Good”; “I am part of God’s Creation”; “Blue, Blue Sky”; “He’s Got the Whole World in His Hands”; “Hallelujah, Praise Jehovah” (*Trinity Hymnal*, #110); “I Sing the Almighty Power of God” (*Trinity Hymnal*, #119).

**Books:** Continue reading *Genesis in Space and Time* (Francis Schaeffer, Intervarsity Press, 1972) and *Pollution and the Death of Man* (Francis Schaeffer, Tyndale, 1970).

New Reading: *Fearfully and Wonderfully Made* (Paul Brand and Philip Yancey, Zondervan, 1980) and *In His Image* (Paul Brand and Philip Yancey, Zondervan, 1984).

# **THE FALL**

## **Genesis 3**

### **Lesson Aim**

To help students understand that “sin entered the world through one man, and death through sin, and in this way death came to all men, because all sinned” (Romans 5:12).

### **Memory Verse**

**This quarter, Genesis 1:26-31; this week, 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.”

### **Lesson Background**

Romans 5:12 sums up the main point of today’s lesson. As federal head, Adam stood in a unique relationship to the world. His sin had consequences affecting not only his immediate family, but all subsequent generations. Everyone born since the Fall has inherited Adam’s sinful nature with its resultant sentence of death and must trust in Christ to be forgiven of his sin. Adam’s sin separated him from God (Genesis 3:8), from others (Genesis 3:12; note the blameshifting), from himself (Genesis 3:10; psychological separation - Adam is no longer honest with himself), and from the creation (Genesis 3:14, 17-19). Our sins have consequences also, although not as far-reaching as Adam’s. We, too, experience theological, sociological, psychological, and perhaps ecological separations.

Sin is not a private matter. It affects the body of Christ (cf. Joshua 7) and the world. There is hope, however. Even in Genesis 3, God points to redemption in Christ. Genesis 3:15 prophesies Christ’s triumph

over Satan at His death and resurrection. In Genesis 3:21, God sheds blood to provide a covering for Adam's nakedness (cf. Revelation 3:4-5; Matthew 22:1-14). Genesis 3:22-24 is both an act of mercy and punishment. The angel guards the way to the tree of life, which would have permitted Adam and Eve to live forever in their unregenerate state, but Adam and Eve are also banned forever from the beautiful garden of Eden.

*Knowledge Objectives* - That the student know that Adam sinned, bringing sin and death upon all mankind; that our sins, too, have bad consequences and bring punishment and God's judgment; that God offered Adam hope of forgiveness, and that God forgives Christians, too. The student should also see how temptation can lead to sin (James 1:13-15).

*Behavioral Objectives* - That the students begin to realize the seriousness of sin and its consequences and turn to God in repentance.

## **Lesson Procedure**

### **BIBLE STORY**

Review last week's lesson with brief discussion and questions to bring out the following: the names of the first two people, where they lived, what was in the garden (the tree of life and the tree of the knowledge of good and evil), and God's instructions (see Genesis 2:9, 15-17, 20-22; 3:20 for this information).

Read **Genesis 3** (NIV). Discuss the passage. You may wish to bring in some of the background information on a child's level. See also Knowledge Objectives. Some discussion questions you might use follow: "What did Adam and Eve do that was wrong? Who tempted them to do this? What should they have done? (Show how Eve thought about sin, put herself in the way of temptation, touched the food, and then ate it). Did Eve hurt only herself with her sin? What bad things happened because of Adam's sin? Do we ever sin? What bad things happen because we sin? How was Adam's sin different from our sin? (Adam's sin came upon all people)."

### **STORY**

Tell one of the following stories:

## A TEMPTING TREAT

“Peter,” called his mother, “remember, do not eat that candy Grandmom gave you until after we have dinner.”

“I won’t, Mom,” said Peter, “I’ll just put it in my pocket.”

Peter went out on the porch to play a board game with his little sister, Susan. Before long, Peter began to get hungry. He took the candy bar out of his pocket. It sure looked good. The bright colors on the wrapper seemed to jump out at Peter. “I bet it smells good too,” he thought, holding the candy wrapper under his nose. Sure enough, it did! Peter began to unwrap his treat.

“Hey, Mom said...” began Susan.

“Oh, quiet down. I’m just looking at it,” Peter said. “And what if I did eat a little. It’s mine, isn’t it? And nobody would know unless you told them.” Peter defiantly took a small bite from the candy.

“I’m telling...” said Susan.

“Aw, come on. Here, you can have a piece, too, if you just keep quiet.”

“Well,” Susan considered.

Just then, Peter and Susan’s mother came out of the house. “Would you mail these letters for me?” she asked.

Peter jumped up guiltily. “O.K.,” he said, quickly turning, and grabbed the letters from his Mom.

“Peter!” came a stern voice. “What did you do?”

“Nothing,” answered Peter.

“It doesn’t look like nothing,” his mother said, looking at his grubby mouth and sticky hands clutching the letters.

“Well, I guess I ate the candy,” Peter admitted. “But Susan ate some too.”

“I did not...” chimed in Peter’s sister.

“Never mind now,” said his mother. “Stop blaming your sister and admit your own guilt. Peter, go to your room and we will discuss the situation and your punishment. I’m disappointed that you could not be trusted in this. Susan, please mail these letters for me, though you will have to wait until I rewrite this sticky envelope.”

### **Questions:**

- What did Peter do that was wrong?
- When his mother told him not to eat the candy, did he immediately take it out and eat a big bite? Explain what did happen.
- What were the consequences of Peter’s sin?
- How could Peter have avoided the temptation? How could his sister have helped him to do so?
- Why do you think Peter’s mom told him not to eat the candy?
- Even if Peter thought his mom’s rule was silly, should he have obeyed her?
- Have you even been tempted to do wrong? (Even Jesus was tempted - Hebrews 4:15; Matthew 4:1-11; Luke 4:1-13.) How did you or might you have avoided sin in that situation?
- How is the story about Peter the same as the Bible story about Adam and Eve?
- How is the story about Peter different from today’s Bible story? (Primarily because Adam stood in a special place in God’s plan where his sin affected all mankind.)

## **PETER RABBIT**

by Beatrix Potter, Frederick Warne and Co.

Try to use the original version if at all possible. Some children may consider this story babyish, but in most classes the original version should be able to be presented to the children for their enjoyment and profit. Discuss Peter's sin and its consequences and compare with today's Bible story. Most of the questions following "A Tempting Treat" can also be used with "Peter Rabbit."

### **SONGS**

"Obey My Voice" (Jeremiah 7:23 KJV); "Yield Not to Temptation" (*Trinity Hymnal*, #582); "Trust and Obey" (*Trinity Hymnal*, #672).

### **Take Home Activity**

**TEMPTATION PICTURE/STORY.** Have the children draw a picture and/or write a story about a time when they were tempted; the children may, instead, draw/write a picture/story about a fictitious person's temptation, but personal application should be made at least in their minds. It may be easier for some children to dictate a story to you rather than writing it. If they do write out their own, do not worry about spelling and punctuation. Ask the children how they felt and what were the consequences of their sin. Tell them that God can help His children flee from (I Corinthians 10:14, I Timothy 6:11, II Timothy 2:22) and resist (James 4:7) temptation.

### BIBLE PASSAGE - LESSON FOCUS

**Genesis 3** - “Sin entered the world through one man, and death through sin, and in this way death came to all men because all sinned” (Romans 5:12).

### MEMORY VERSE

**This quarter, Genesis 1:26-31; this week, 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.”

### SUGGESTED PROJECTS

1. Make a special point of praising your child’s obedience this week. In dealing with your child’s disobedience this week draw parallels to today’s Bible story.
2. Read together James 1:13-15; read other Bible stories about temptation and sin.
3. In reading fictional stories to your child this week and watching television, help him discover how a particular character sins and the resulting consequences. If a character is not punished for his sins, explain that God knows the bad thing the character did and that eventually he will be punished. Also note what positive things might have resulted if the character had obeyed. Of course, distinguish between fantasy and reality. The T.V. actor did not really (necessarily) commit the sin portrayed on the screen and there really are no such things as talking bunnies, but if the character were real certain things would be so. This is probably not a good activity to use with most television cartoons and stories obviously meant to be silly.
4. Sing songs about temptation and obedience such as: “Obey My Voice” (Jeremiah 7:23 KJV); “Yield not to Temptation” (*Trinity Hymnal*, #582); “Trust and Obey” (*Trinity Hymnal*, #672).

### SUGGESTED PARENTAL READING

**Scripture:** Romans 5.

**Books:** *Perelandra* (C.S. Lewis, the second book in his science fiction trilogy, Macmillan, 1944. Read the first book in the trilogy, *Out of the Silent Planet*, before this for continuity. These books are literature, not didactic prose, but Lewis, a Christian, has some interesting insights.); *Genesis in Space and Time* (Francis Schaeffer).



# **CAIN AND ABEL**

**Genesis 4:1-15**

## **Lesson Aim**

To teach students that “by faith Abel offered a better sacrifice than Cain did” (Hebrews 11:4).

## **Memory Verse**

**This quarter, Genesis 1:26-31; this week, 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.”

## **Lesson Background**

Good and evil, sheep and goats, believers and unbelievers, godly Abel and ungodly Cain - even from the beginning of history we see mankind divided into two groups, those chosen and accepted by God and those condemned and rejected by Him. As Hebrews 11:4 points out, the criterion for acceptance is faith in God, which leads to works of obedience and righteousness. Although it is not stated, it seems that Cain and Abel had some idea of how they should worship God by presenting an acceptable sacrifice. Cain certainly knew when God refused his offering and accepted Abel’s (Genesis 4:4-8) what his response should have been. Cain did not do right, however, because he lacked faith and was not in a proper relationship to God.

Christ’s sacrifice is the only sacrifice acceptable to God (I Corinthians 5:7; Hebrews 7:11-8:7). The Old Testament sacrificial system was a picture of this. People try to come to God with their own works of righteousness, but only faith in Christ can make us acceptable in God’s sight (I Timothy 2:5; John 14:16; Ephesians 2:8-9; Titus 3:5).

The children in your class are either like Abel or like Cain; they are Christians or they are not Christians; they are living in obedience to God or are in rebellion against Him. During this lesson and any lesson, be sensitive to those children who might indicate a desire to become Christians. Never force or manipulate them into a decision. Some people assume that all children of Christian parents or those who attend Christian schools are Christians. Help your students understand that this is not so, and if they are imitators of Cain they should at least be honest about this fact. Perhaps this past week's efforts to avoid sin (see Lesson 3) will help the children recognize which group they belong to, for only Christ can help people conquer temptation. Of course, do not discourage true Christians in your class; all sin, but true believers know where to turn to confess their sins and find forgiveness.

*Knowledge Objectives* - That the student know the names of Adam and Eve's first two sons, what sacrifices they offered, that "by faith Abel offered a better sacrifice than Cain did" (Hebrews 11:4), the results of the brothers' obedience and sin, that all people are like Cain or like Abel, and that faith in Christ is the only way we can become righteous like Abel.

*Behavioral Objectives* - That the student begin to consider whether he is more like unrighteous Cain or righteous Abel and think about the importance of having faith in Christ; that students will begin to take criticism humbly and not be jealous, but rather rejoice when others are praised.

## Lesson Procedure

### BIBLE STORY

Introduce and then read **Genesis 4:1-15** to the students. An introduction might go as follows: "Last week we learned about the first two people God created. Can anyone tell me their names? Yes, Adam and Eve. They did not stay happily in the Garden of Eden taking care of creation; Adam and Eve rebelled against God. Can anyone tell me who tempted Adam and Eve and how they sinned against God? What bad things happened because of their disobedience? One thing that happened was that everyone born after Adam and Eve is born sinful and deserves to be punished. God sent His Son, Jesus, to live a perfect life on earth and to die as a sacrifice for those who believe in Him, to take the punishment for their sins. Before Jesus Christ was born, God told people who believed in Him to kill an animal as a picture of what Christ would do for His people. After Adam and Eve left the Garden of Eden they had children. Cain was born, and later his younger brother Abel. We will see that one brother did not worship the way God commanded, but had his own ideas about how to become right with God."

After reading the Bible story, the following **questions** might be asked:

- What was the first sin Cain committed?
- What should he have done after he failed to bring a proper sacrifice?
- Cain's failure to worship God properly led to what other sins? (Jealousy leading to murder, lying.)
- How did God punish Cain? How did God protect him?
- Are you ever angry when someone you know is praised and you are criticized? How does God want us to act at such times?

## STORY

### THE RACE

Joe gave his car a final wipe with a rag and waved at his friend Steve. "I'm gonna win this race," he called.

"Well see," Steve chuckled.

For weeks the boys had been busy building and painting their gravity-powered cars in preparation for the big race. They would steer their cars down the track set up on Main Street hill while the crowd cheered. The winner was to receive a trophy and a new baseball glove.

"What great catches I could make with that glove," thought Joe, but an announcer's voice brought his mind back to the race. "Cars 9, 12, and 15; are you ready?"

"Ready," they signaled.

"On your mark, get set...bang!" The starter's pistol fired and the cars began descending the hill. Joe concentrated on keeping his steering straight on the lower, faster part of the course where even a little jerk of his hand could make the difference between winning and losing. Joe wasn't too worried, however. His car had a secret weapon; maybe it wasn't exactly legal, but...

Suddenly the noisy crowd burst into a terrific roar. Joe's car stopped and people were helping him out. Joe looked at the scoreboard and grinned. His car had made super time. Surprisingly, Steve was not too far behind, but both scores would be hard to beat.

And so it happened, as the different heats of the race occurred, that some cars were fast, but none was quite able to match up to Joe's and Steve's times. Joe was daydreaming about making a double play single-handed with "his" new baseball glove when the blare of the loudspeaker again came on and interrupted his thoughts. "Would the owner of car number 9 please report to the judge's stand; would the owner of car number 9 please report to the judge's stand."

When Joe arrived the race judge looked stern. "There seems to have been an unfortunate incident of cheating in this race. Joe Morgan, you would have been declared winner of this race, but now that honor will pass to the second-place contestant. Your car has been disqualified. Don't you know that it is illegal to add weights to your car? That makes the car heavier and faster and it gives an unfair advantage over the other cars."

Joe glowered. "But that's not fair! You said I won. It wasn't just the car. I drove better too."

"That may be so," replied the judge, "but you must compete according to the rules. Perhaps you can fix your car and enter next year's race."

"A whole year away!" Joe thought angrily. "I should have won this year. I guess that means Steve wins the trophy. He'll probably be going around showing off to everybody at school. He thinks he's big stuff. I ought to smash his car just to show him what I think." Smoldering, Joe stalked off toward home.

#### Questions:

- How did Joe try to cheat in the race?
- Was he sorry for his sin when his dishonesty was discovered?
- How else did Joe sin?
- Do you think Steve really would have acted like he was "big stuff"? (Probably not; being angry at someone can make us see people differently than they really are.)
- \* How are Joe and Steve like the characters in today's Bible story? How are they different? (Joe became angry at Steve for doing right, although the outward consequences were less severe than in the case of Cain and Abel. The Bible story involved the proper way to worship. This story has nothing to do with worship directly, but if Joe had seen God's glory as of first importance, he could have had faith that if God had wanted him to win the race, he could have done so without cheating.)

## **SONGS**

“Obey My Voice” (Jeremiah 7:23 KJV); “Man is Bad”; “Not What My Hands Have Done” (*Trinity Hymnal*, #461); “Thy Works Not Mine O Christ” (*Trinity Hymnal*, #524); “Trust and Obey” (*Trinity Hymnal*, #672).

## **Take Home Activity**

**Worksheet** - Let the students do this activity alone or work on it together as a class.

**CROSSWORD PUZZLE**

**ACROSS**

1. Cain had this feeling when God did not accept his offering.
3. In this Bible story, Cain \_\_\_\_\_ his brother.
6. Cain and Abel were \_\_\_\_\_.
8. The kind of offering Abel brought to God.
10. One way Cain sinned. He told a \_\_\_\_\_.

**WORD BANK**

**Love    Sacrifice**

**Faith    Anger    Nod**

**Brothers    Animal**

**Lie    Fruit    Murders**

**DOWN**

2. The land where Cain was to be a wanderer.
4. Cain and Abel each brought this to God.
5. The kind of offering Cain brought to God.
7. To become right with God, we should not bring a sacrifice like Cain, but have \_\_\_\_\_ in Christ.
9. What we should show to our brothers.

		1	2					
		3						4
			5					
		6						
7								
8						9		
				10				

**SEEK AND FIND**

Find the names of two biblical brothers and their parents.

T	C	A	I	N
R	X	B	L	M
S	E	E	V	E
V	B	L	D	Q
A	D	A	M	W

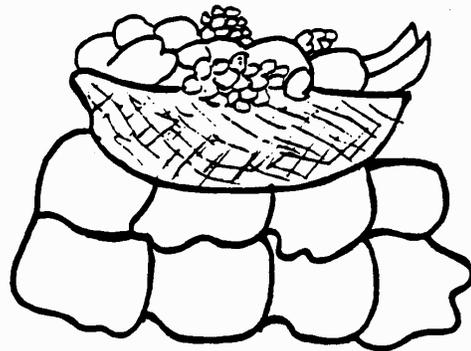
Draw a smile on the brother who pleased God.

Draw a frown on the brother who displeased God.

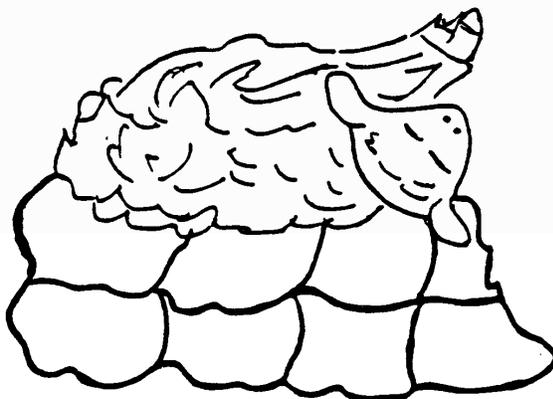
Draw a line to the offering each brought.



Cain



Abel



### BIBLE PASSAGE - LESSON FOCUS

**Genesis 4:1-15** - "By faith Abel offered a better sacrifice than Cain did..." (Hebrews 11:4).

### MEMORY VERSE

**This quarter, Genesis 1:26-31; this week, 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."

### SUGGESTED PROJECTS

1. Discuss today's Bible story with your child. Today we discussed the fact that all people either bring about God's displeasure as Cain did by worshiping God the way they choose, or, through faith in Christ, obtain God's favor. Be ready to talk about how to worship God's way by becoming a true Christian if your child initiates such a discussion. Never try to force or manipulate a person into becoming a Christian. If you are unsure yourself what it really means to be a Christian and the difference between the ways in which Cain and Abel approached God, please talk with your child's Sunday School teacher or a pastor of this church.
2. Make a special point of praising your child this week for responding well to constructive criticism and showing a good attitude (not becoming jealous) when someone else is praised or receives something he does not.
3. Sing "Obey My Voice" (Jeremiah 7:23 KJV); "Man is Bad"; "Trust and Obey" (*Trinity Hymnal*, #672) or other songs about obedience and how people may come to God.

### SUGGESTED PARENTAL READING

**Scripture:** Hebrews 4:14-5:10; Hebrews 7:1-10:18; Hebrews 11:4; I John 3:11-12

**Books:** *Genesis in Space and Time* (Francis Schaeffer).

If you are not sure what it means to be a Christian read:

*Mere Christianity* (C.S. Lewis, Macmillan, 1952).

*Basic Christianity* (John R. W. Stott, IVP, London 1958, Eerdmans, 1979).

*Knowing God* (J. I. Packer, Intervarsity Press, 1973).



# **NOAH**

## **Genesis 6-8**

### **Lesson Aim**

To teach students that “God did not spare the ancient world when He brought the flood on its ungodly people, but protected Noah, a preacher of righteousness, and seven others” (II Peter 2:5).

### **Memory Verse**

**This quarter, Genesis 1:26-31; this week, Genesis 1:28** - “God blessed them and said to them, ‘Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish of the sea and the birds of the air and over every living creature that moves on the ground.’”

### **Lesson Background**

A universal flood - total destruction! It is hard for us to conceive of such an all-encompassing punishment for sin. A fiery holocaust - total destruction! Christ’s second coming and the destruction of the earth is even more difficult for us to imagine. Scripture links these two events (II Peter 3:1-13; Matthew 24:36-44). Yet the Bible not only talks about judgment of sin, but redemption and hope. The ark is a symbol of salvation in Christ. God preserved righteous Noah and his family from earthly destruction and will preserve His children from eternal damnation (I Peter 3:18-22; II Peter 2:4-9). Judgment and redemption - both are promises that have been fulfilled and will be fulfilled. The rainbow symbolizes this fact; God keeps His promises.

There are many lessons to be learned from this passage. Noah obeyed God’s instructions in the building of the ark. There would have been disastrous consequences had he not. Noah’s trust in God is even more amazing in light of the theory of some Bible scholars that until this time there had never been any rain (Genesis 2:5-6). Instead, they speculate that the earth may have received moisture from a vapor canopy.

When Noah was delivered from the flood his first action was to worship God. We, too, should respond in praise and thankfulness for the great salvation He has given us.

*Knowledge Objectives* - That the students know that God protected righteous Noah and his family and two of every kind of animal in an ark but destroyed the rest of the world by a flood; that Noah obeyed God and responded to God's goodness in worship; that Christ will save His people from the punishment to be earned by the world.

*Behavioral Objectives* - That children will recognize that they are followers of God or in rebellion against Him (perhaps a child might be willing to trust his life to the ark [Christ], but again, never force such a decision in any way); that Christian children will want to obey God and will respond in love and praise for the salvation God has given them.

## Lesson Procedure

Introduce the lesson with a brief discussion of last week's lesson, who the brothers were and how they followed or rebelled against God. End approximately as follows: "In today's story we find many people who were like Cain, people who rebelled against God. We will also learn of a man who obeyed God. His name was Noah." At this point, many may protest that they know this story already, as well as many others in this quarter. Tell the children that you realize this, but they are now old enough to hear what the Bible teaches about Noah and see if they can discover anything unknown to them before. You might wish to ask a knowledgeable class how many animals of each kind were brought on the ark and tell them they are wrong if they answer "two." This might attract their interest. Read **Genesis 6-8** (NIV). You may omit Genesis 6:1-4. If possible, use toy people, boat, and animals or other visual aids to help tell the story. If figures and ark are placed in a shallow tub, a flood can take place using a watering can for rain. The teacher, an assistant, or the children can help move the figures as Scripture is read. Stop after reading each chapter and discuss facts and lessons gleaned from it. Suggested questions follow:

**Chapter 6 - Facts** - Name Noah's three sons. What was the ark made of? How big was the ark? What did Noah bring on the ark? (Family, animals, food.)

**Lessons** - How did the people on earth behave? You mean to say they were all bad? How did God punish the people? How did God save Noah and his family?

**Chapter 7 - Facts** - How many of each kind of animal were brought on the ark? How long did God send rain on the earth? How else did water come on the earth? How old was Noah when the flood came? How did the animals get to the ark? (God brought them; Noah did not have to round them up.)

**Lessons** - What would have happened if Noah had not built the ark as God said? What if Noah had not followed the instructions God gave him for building the ark exactly? (e.g., the ark wouldn't float, not enough room for everything, leaks; incomplete obedience is disobedience.)

**Chapter 8 - Facts** - Where did the ark land? What bird did Noah first send out to see if the land was dry and what happened to it? What kind of bird did Noah send out the second time and what happened to it? About how long were Noah and his family in the ark? What was the first thing Noah did after getting on dry land?

**Lessons** - How do you think Noah and his family felt living on the ark for a year? Do you think they were ever tempted to stop trusting God? (Will all this water ever go away?) How did Noah respond to what God had done for him? (Worship.) We, too, should worship God for who He is and thank Him for all He does for us.

**Christ and Noah** - Discuss briefly how God used the ark to save Noah from physical destruction while Jesus saves Christians from eternal destruction.

## ACTIVITY

Rather than a life application story the following activities are suggested:

1. **Drama** - This should greatly reinforce the facts and lessons of the Bible story and should be done in preference to any other story activity or take home activity.
  - A. Have the children pretend to be people living during the time in which Noah is building the ark. Have them go about daily business as people at that time would and discuss the actions of “the crazy man building the boat in his backyard.” The teacher should help the drama along by being one of the participants. Pretend also that Noah and his family are in the ark and it has begun to rain ... and rain ... and rain. People may not be too worried at first, but as the flood waters start to creep up, imagine their reactions.
  - B. Have the children act out the Bible story itself, playing the parts of Noah, his family, and the animals, including the birds sent out. Each child may play more than one part. The teacher should narrate the Bible story in his/her own words while the children do the actions.
2. **Record** - In addition to the above, if time and a recording are available, you may wish the children to listen to “Noah” by Georgian Banov and Mark Pendergrass (Birdwing/Sparrow Records).

## SONGS

“Noah Found Grace” chorus; “Obey My Voice” (Jeremiah 7:23 KJV); “Man is Bad”; “Trust and Obey” (*Trinity Hymnal*, #672).

## Take Home Activity

Do one or more of the following activities:

1. Have the children write a story about someone living during Noah's time similar to what was dramatized in Activity 1A.
2. Have the children construct a toy ark as follows: Cut off the flat top from a styrofoam (so it will float) egg carton. Staple a half sheet of construction paper (fold the paper in thirds for a box-like cabin or leave as is for an arc-shaped cabin) to the long sides of the carton lid. Noah and animals can be drawn on small pieces of paper folded to stand. Animal stickers can be stuck on the papers instead of drawing animals, if desired. See Take Home Activity, Lesson 7, for other ways to make paper figures.
3. Play a fact game (see Game Section) to quiz on facts in this and previous lessons. Use facts listed under Lesson Procedure.
4. Show the children how to make a rainbow with a prism or glass of water set on the edge of a windowsill as a reminder of God's promise.

## BIBLE PASSAGE - LESSON FOCUS

**Genesis 6-8** - “God did not spare the ancient world when He brought the flood on its ungodly people, but protected Noah, a preacher of righteousness, and seven others” (II Peter 2:5).

## MEMORY VERSE

**This quarter, Genesis 1:26-31; this week, Genesis 1:28** - “God blessed them and said to them ‘Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish of the sea and the birds of the air and over every living creature that moves on the ground.’”

## SUGGESTED PROJECTS

One or more of the following activities may have been done in class:

1. Talk about the consequences of sin as seen in the Bible story and how God provided safety for Noah and his family. What would have happened to Noah and his family if they had not obeyed God? How does God provide safety from judgment for Christians?
2. Imagine you were a scoffer who lived during Noah’s day. Act out a conversation that might have taken place and/or write a story about it.
3. Have family and/or friends dramatize today’s Bible story. People may play more than one part: Noah, his family, and the animals.
4. Make a toy Noah’s Ark from a half sheet of construction paper stapled to the lid of a styrofoam egg carton. Make people and animals from small folded pieces of paper.
5. A glass of water set on the edge of a sunny windowsill will make a rainbow on the floor (put a piece of white paper there to see it better) as a reminder of God’s promise never again to send a flood to destroy the whole earth.
6. Continue to praise your child when he obeys you this week.
7. Sing songs about obedience, e.g., “Noah Found Grace” chorus; “Obey My Voice” (Jeremiah 7:23 KJV); “Man is Bad”; “Trust and Obey” (*Trinity Hymnal*, #672).

## SUGGESTED PARENTAL READING

**Scripture:** Hebrews 11:7; I Peter 3:18-22; II Peter 2:4-9; II Peter 3:3-13; Matthew 24:36-44.



# **THE TOWER OF BABEL**

**Genesis 11:1-9**

## **Lesson Aim**

To teach students that the people of Babel arrogantly attempted to rebel against God and that God punished them.

## **Memory Verse**

**This quarter, Genesis 1:26-31; this week, Genesis 1:28** - “God blessed them and said to them, ‘Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish of the sea and the birds of the air and over every living creature that moves on the ground.’”

## **Lesson Background**

Who is God? An old man with a long white beard who blithely grants the wishes of people on earth? Obviously not. Often, however, people do not worship the God of the Bible, but one of their own making who acts according to their conception of what a god is like. We often see God as one who can be manipulated to obtain our desires and whose sole purpose for being is for our personal benefit. Children, too, often view God as a heavenly Santa Claus, not as the Lord to be worshiped and served.

The people of Babel thought they could manipulate God. The tower was probably an early example of a *ziggurat*, a monument that was often capped by a temple dedicated to the patron deity of the city. By this work of their hands, people thought they would guarantee their god’s presence and consequent blessings. By building a large city and tower (the use of kilns and bitumen implies public works projects), the people could lessen their dependence on nature (hence God). Furthermore, the phrase “lest we be scattered” may indicate disobedience of the command to “fill the earth and subdue it” (Genesis 1:28). All of this stems from,

and results in, a tremendous amount of pride. God is King and Lord and will not tolerate such arrogance from His creatures. Yet in judgment God remembers mercy; the confusion of language (“Babel” sounds like the Hebrew word for “confused”) is reversed at Pentecost; man’s false attempts at security are replaced by the unity of the Spirit.

*Knowledge Objectives* - To know that the people of Babel arrogantly began to build a city and tower to “make a name for themselves ... lest they be scattered,” and that God punished their rebellion by the confusion of different languages, forcing people to spread throughout the earth.

*Behavioral Objectives* - To begin to understand and act upon the fact that God must be worshiped as He commands and that our only security is in Him; to begin to recognize and deal with pride in the individual’s life.

## Lesson Procedure

### BIBLE STORY

First briefly review last week’s lesson, if desired; little review should be necessary because the story of Noah is such a familiar one. Then introduce today’s Bible story as follows: Tell the children that you will now read today’s Scripture passage and begin to do so, but in a foreign language. Genesis 11:1-4 is written below in German for your convenience, but any foreign language will do. Before you have read a verse or two your students will realize that something is wrong. If they don’t interrupt your reading to tell you so after a few verses, ask them if something is the matter. You can explain to them that you were reading the Bible in a different language. Do any of them speak a foreign language? Imagine what it would be like if all of a sudden everyone they knew stopped speaking in English. Tell them that something like this happened in today’s Bible story, which you will now read to them. Read **Genesis 11:1-9** (in English!).

**Genesis 11:1-4 in German.** (Pronunciation: for “a” say “ah” as in father; final “e” on a word say “eh”; “ei” say long “i”; “ie” = long “e”; “w” = “v.”)

<sup>1</sup> Es hatte aber alle Welt einerlei Zunge und Sprache. <sup>2</sup> Als sie nun nach Osten zogen, fanden sie eine Ebene im Lande Sinear und wohnten daselbst. <sup>3</sup> Und sie sprachen untereinander: Wohlauf, lasst uns Ziegel streichen und brennen! - und nahmen Ziegel als Stein und Erdharz als Mortel <sup>4</sup> und sprachen: Wohlauf, lasst uns eine Stadt und einen Turm bauen, dessen Spitze bis an den Himmel reiche, damit wir uns einen Namen machen; den wir werden sonst zerstreut in alle Lander.

Discuss the story first, asking the children questions for **facts** (e.g., What did the people build? What did God think of this? How did God punish them?) and then **meaning**. Bring in any background material you feel appropriate. Understanding this story is not easy. Tell the children that God had told the people to scatter and fill the whole earth, but the people disobeyed because they felt safer being together. God did make people to help each other, but we must depend on God first of all, and He had commanded these people to scatter. These people were proud and thought they could live without God. Help the children see how speaking different languages would induce the people to scatter throughout the earth. Ask if the children can think of anyone they have studied so far who was proud like the people of Babel and thought he could approach God his own way (Cain). Have the children think quietly of times when they have been proud and tried to make God do what they wanted Him to do; do not force the children to share their experiences.

## STORY

Read *Yertle the Turtle* (Dr. Seuss; Random House, 1958) and/or “Super Tommy.” (It might be a good idea to substitute the latest popular “superhero” for Superman in the “Super Tommy” story). You may also read “The Big Brag” in the *Yertle the Turtle* book.

### Questions for *Yertle the Turtle*:

- What did Yertle want to do? How did he act? (Proud.)
- What happened to Yertle the Turtle?
- How is Yertle like the people of Babel?

## SUPER TOMMY

“Daddy, look out; here I come,” yelled Tommy, racing through the living room with a towel pinned around his neck.

“Whoa, Tommy. Where do you think you’re going?” his father asked, looking up from the newspaper. “Are you playing Superman again?”

“Sure am,” replied Tommy. “He’s the greatest. He can jump over a big building and go faster than a bullet and he’s stronger than a train. He’s just like God. And ‘m like Superman, too. I’m the strongest kid anywhere. And I can run faster than anyone. Wait till everyone sees me win all the races at field day at school. Besides, God is going to make me win because I gave him money in the offering on Sunday.”

“Wait a minute, Tom. First of all, no one is like God. Many people try to make pretend gods called idols or make up pretend things about what they think the real God is like, but in the Bible we learn that He’s really the only one who is all-knowing, all-powerful and can be everywhere at once. Superman is just pretend. It’s all right to enjoy pretend stories, but you must remember that they are only make-believe.”

“Another thing - you were bragging. God doesn’t like it when you do that. He has given you some good abilities, but they are gifts from Him to use for Him; you are not the best at everything, either. And God will not let you win the race because you put money in the offering. We cannot make God do things; we should serve God. Anyway, it is not so important to be strong and tough like Superman. God wants His children to be strong on the inside. The Bible says, ‘Not by might, nor by strength, but by My Spirit, says the Lord.’”

“O.K., Dad,” said Tommy. “I’ll try to be a superman for God and do what He wants me to.” With that, Tommy zoomed out of the room.

### Questions:

- What do we think God is like? Is what we think the same as what the Bible says?
- Do we brag or think we are more powerful than God?
- Do we think we can make God do what we want, like a puppet on a string?
- How is Tommy like the people of Babel?

## ACTIVITY

**Drama** - Act out the Bible story. Optional props: building blocks, toy ladders, buckets, etc. Before you begin, whisper the name of an object, e.g., “brick” in one of the 2-4 different foreign languages to each child (see the Take Home Activity for suggestions). Tell the Bible story and have the children act it out. Remind them that the people of Babel were proud of their city. When God confuses the languages, the children should each try to talk with someone in “his” language. When they find others of the same language, they should go off to a corner of the room by themselves. Hopefully, the children will grasp a little bit of the frustration that must have been felt by the people of Babel as they tried to communicate.

## SONGS

“Obey My Voice” (Jeremiah 7:23, KJV); “Man is Bad”; “Not What My Hands Have Done” (*Trinity Hymnal*, #461); “Trust and Obey” (*Trinity Hymnal*, #672).

## Take Home Activity

**Babel Memory Game (Concentration).** This should serve as a reminder of the confusion of language brought about because of the people of Babel’s disobedience. Before class, cut index cards in half or use thin cardboard or very thick paper to make twenty-four game cards (squares or of the same size) per child. On one side of each card print each of the following words, one per card:

ENGLISH	FRENCH	SPANISH	GERMAN
ladder	echelle	escalera	leiter
tower	tour	torre	turm
brick	brique	ladrillo	ziegelstein
water	eau	agua	wasser
man	homme	hombre	mann
two	deux	dos	zwei

Pass out to each child four cards with words of the same meaning (e.g., brick, brique, ladrillo, and ziegelstein). Have the children draw the appropriate picture on the blank side of each card (e.g., draw a brick on each of the four cards mentioned above). Repeat this procedure with pictures of water on the blank side of the words meaning water, etc. To avoid confusion, only pass out one English word and its foreign language equivalents at a time. Game cards may be paper-clipped together or stored in a plastic sandwich bag.

To play the game (use only one set of twenty-four cards) turn all cards picture side down. Players take turns picking two cards per turn trying to find two that match. If a pair is found, the player is allowed to keep it and go again. The player with the most pairs when all cards have been taken wins.

### BIBLE PASSAGE - LESSON FOCUS

**Genesis 11:1-9** - The people of Babel arrogantly rebelled against God and He punished them.

### MEMORY VERSE

**This quarter, Genesis 1:26-31; this week, Genesis 1:28** - “God blessed them and said to them, ‘Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish of the sea and the birds of the air and over every creature that moves on the ground.’”

### SUGGESTED PROJECTS

1. Play the Tower of Babel Memory Game and use it to review the Bible story.
2. Talk further about different languages and try to learn a few words, a song, or a short Bible verse in the language of your choice.
3. Discuss and point out examples during the week of how people try to manipulate God or make God in their image.
4. Discuss any major misconceptions your child may have about God and show him what the Bible says about who God is.
5. Discuss and point out examples during the week of the difference between pride and a healthy self-concept of who we are as creatures made in God’s image.
6. Sing: “Obey My Voice” (Jeremiah 7:23, KJV); “Man is Bad”; “Not What My Hands Have Done” (*Trinity Hymnal*, #461); “Trust and Obey” (*Trinity Hymnal*, #672).

### SUGGESTED PARENTAL READING

**Scripture:** Romans 1:21-23; Acts 2 (God’s judgment at Babel reversed).

**Books:** *That Hideous Strength* (C.S. Lewis; Macmillan, 1944; the third book of his space trilogy). The other two books should be read first, but this specifically relates to the Tower of Babel. These books are literature, not didactic prose. Lewis, a Christian, has some interesting insights.



# **ABRAHAM TRAVELS TO CANAAN**

**Genesis 11:31 - Genesis 12:9**

## **Lesson Aim**

To teach students that “by faith Abraham, when called to go to a place he would later receive as his inheritance, obeyed and went, even though he did not know where he was going” (Hebrews 11:8).

## **Memory Verse**

Review **Genesis 1:26-28**.

## **Lesson Background**

Moving is rarely an easy experience. To leave the security of friends and family and travel to a new location can upset even the calmest of us all. The situation was far more difficult for Abraham because he did not even know where he was going. Abraham and his family left Ur, and after his father Terah died, Haran, both of which were prosperous cities. The commercial center of Ur on the Euphrates River traded grain for riches from foreign lands. Priests, craftsmen, scribes, mathematicians and merchants worked in six- or seven-room brick buildings on narrow streets. Haran, six hundred miles away on the crossroads of two caravan routes, was also a merchant center and a city of great cultural diversity. Affluent Abraham probably faced many dangers on his journey. He could have worried about peril to his family from the environment or from robbers. Yet, in spite of the riches he left behind and the unknown into which he traveled, Abraham trusted and consequently obeyed God. God responded by greatly blessing Abraham as He had promised. We, too, and hopefully the children we teach, can learn to trust the God of Abraham who keeps His promises.

*Knowledge Objectives* - To know the names of people in Abraham's family (Abraham, Sarah, Terah, Lot); to know they traveled from Ur to Haran to Canaan; to know the promises God made to Abraham (to make him a great nation, to bless those who bless Abraham and curse those who curse him, to bless all the families of the earth through him.).

*Behavioral Objectives* - To seek to live in greater trust and obedience to God.

## Lesson Procedure

### BIBLE STORY

**Introduction** - Ask the children whether any of them has ever moved. Were they excited about this, or afraid? What did they have to leave behind? Discuss with them the fact that no matter how they felt about the situation, they eventually trusted their parents to bring them to a new location and provide them with a new home, even if they had not been sure quite where they were going. At this point, before the Scripture, you may wish to read the first story listed below. Read **Genesis 11:31-12:9**.

Tell the children that, in today's story, we learn of a man who trusted God to bring him to a new home. No one forced Abraham to move; he did so because God wanted him to. Abraham did not know what the results of his obedience would be, but he trusted God. We should obey God and those in authority over us, not just regarding where we should live, but in all aspects of our lives.

### STORY (optional)

Read a story about a child's moving to a new home to help your students understand the implications of such an experience and the feelings it might engender. If available, you might read *Eddie's Moving Day* (Janet Dearing, illus. Joe Kaufman; Golden Press, New York, 1970), the story of a boy who learns that his new home might be just as good as his old one.

#### JAMIE'S MESS

"Jamie, clean up your toys." A voice followed a small boy up the stairs.

"Yes, mom," answered the boy.

Jamie's room was a mess. Toys were scattered all over and piles of clothes sat unwanted on the floor. Game pieces lay everywhere while a block building, long since demolished, added to the confusion.

"Where do I begin?" thought Jamie. Idly, he picked up a comic book. He had been told for days to straighten his room, but somehow there had always seemed to be better things to do. Now, with company due to arrive in half an hour, the task seemed hopeless. Jamie lay on the floor and turned a page.

A buzzer, voices, and clumping feet interrupted Jamie's thoughts. A big man burst into the room. "Uncle John!" cried Jamie, rushing to greet him. "Aunt May..." Crunch! Jamie looked down. Under his uncle's feet, in a dozen pieces, lay the favorite starfighter from his spaceship collection.

"You broke it! My starship, it's ruined," he moaned, and fell to the floor cradling the fragments, close to tears.

"I'm really sorry," said Uncle John. "Please forgive me."

The grown-ups tried to comfort him, but Jamie was too upset so they decided to leave him for the time being.

Later Jamie followed them down to the living room. "I'm sorry," he said. "It was really my fault the starship got broken. If I'd put the toys away like you told me, Mom, it wouldn't have gotten stepped on. I've cleaned the room now and next time I'll try to obey right away when you tell me to do something."

### Questions:

- How did Jamie disobey? What happened (what were the results) because of his disobedience?
- How did Abraham obey? What were the results of his obedience?
- Jamie might not have seen a good reason for cleaning up his room at the beginning of this story. What might have been the results if Abraham had taken a similar attitude?
- Think of a time you obeyed or disobeyed and what happened because of it.

(Note: We should obey God even if positive results are not readily observable.)

### SONGS

Obey My Voice” (Jeremiah 7:23, KJV); “Trust and Obey” (*Trinity Hymnal*, #672).

### Take Home Activity

**Cardboard Play Figures** - Have the children make Abraham’s tent, animals, and people in the Bible story from cardboard, index cards or thick paper such as construction paper. Each child should, at least, make Abraham and his tent and more if time permits. To construct the tent, simply fold a rectangular piece of paper in half. To make figures, cut a thinner rectangle and fold it in half to enable it to stand. Draw the front of a person on one side and draw the back of the person on the other side, if desired. Alternately, use a smaller rectangle for figures and only fold a small section of the rectangle at the bottom so that it can stand. A third way to accomplish this is to cut a small vertical slit in the bottom of the person rectangle and another slit in a rectangle about a quarter of the size of the person rectangle. Slide these two slits together so that the two rectangles are perpendicular to enable the figure to stand. Different size rectangles can be used for animal figures.



### BIBLE PASSAGE - LESSON FOCUS

**Genesis 11:31-12:9** - “By faith Abraham, when called to go to a place he would later receive as an inheritance, obeyed and went, even though he did not know where he was going” (Hebrews 11:8.).

### MEMORY VERSE

**This quarter, Genesis 1:26-31; this week, review Genesis 1:26-28.**

### SUGGESTED PROJECTS

1. Go camping or sleep out in the backyard and discuss what Abraham’s journey might have been like and how hard it must have been to leave the security of home and friends in obedience to God.
2. As your child meets with new experiences, help him understand that God can take care of him as he did Abraham.
3. Compare Abraham’s and Noah’s obedience (for example, other people’s opposition to their obedience).
4. Sing songs about obedience and following God such as: “Obey My Voice” (Jeremiah 7:23, KJV); “Trust and Obey” (*Trinity Hymnal*, #672).

### SUGGESTED PARENTAL READING

**Scripture:** Hebrews 11:8-19.

**Books:** A biography of a missionary who left home and family in obedience to God, e.g., William Carey. This is a good project for children if an easy-level book can be found.



# **ISAAC'S BIRTH**

**Genesis 18:1-15; Genesis 21:1-7**

## **Lesson Aim**

To teach students that “by faith Abraham, even though he was past age - and Sarah herself was barren - was enabled to become a father because he considered Him faithful who had made the promise” (Hebrews 11:11).

## **Memory Verse**

**This quarter, Genesis 1:26-31; this week, Genesis 1:29** - “Then God said, ‘I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food.’”

## **Lesson Background**

God can do the “impossible!” How seldom we believe this. We forget the power and sovereignty of God and attempt to confine Him in boxes of our own (not Scripture’s) design. We are like Sarah laughing behind the tent door in disbelief. The name “Isaac” means “laughter,” and he must have been a constant reminder to Sarah of her own disbelief, as well as the grace of God, who, in sending a son, brought joy and laughter to her heart. Yes, God can do the possible and what we call impossible because He is omnipotent and trustworthy; He is a God who keeps His promises. God does what He says He will do, even though there may be a period of time before the blessing (or judgment) occurs. It was twenty-five years from the time God had promised to make Abraham a great nation until Isaac was born when Abraham was 100 and Sarah 90. We can have faith that God will do what He has said; to judge sinners, bring His children to heaven, and everything else that is written in His Word. God keeps His promises.

*Knowledge Objectives* - To know about Abraham's three visitors, what was promised, Abraham's and Sarah's reactions to this, and how God kept His promise by making it possible for Isaac to be born.

*Behavioral Objectives* - To believe in the God of the impossible and trust Him to keep His promises; to keep our promises as well as we are able in imitation of Him.

## Lesson Procedure

**Introduction** - Use statements similar to the following to gain the children's interest. "Have you ever made a promise to someone?" (Let the children respond with examples of promises they have made.) "Were you always able to do what you had promised?" (Again, allow the children to respond with examples.) "Perhaps you promised a friend a cookie and then discovered that they had all been eaten. Perhaps you promised to clean up your room before going to a birthday party and did not do it. We do not, and sometimes cannot, keep all our promises. Sometimes it is our fault, such as the child who did not clean up his room, or sometimes it is not, such as when bad weather spoils a picnic, or as in the first example with the cookies. This is because we are both sinners and finite (that means we can only be in one place at a time, are only so strong, etc.). But God is sinless and infinite (the opposite of finite; He can do anything and knows what will happen before He makes promises) so God can, and does, keep His promises. Sometimes, though, as in today's story, it does not seem as if He will.

"This is another story about the man we learned about last week. Who was he? Yes, Abraham and his wife...? Yes, Sarah. Does anyone remember the promise God gave to Abraham?" (Wait for answers.) "Part of that promise was that God would make Abraham a great nation. Of course, to do this, Abraham and Sarah would have to have a child. That promise was made almost 25 years before today's story takes place. Perhaps Abraham began to doubt that God would do as He said. In today's story, God promises Abraham and Sarah that they will indeed have a son in one more year. But Abraham and Sarah are old people by now; by then, Sarah would be 90 and Abraham 100 years old. Do old people, older than many grandmothers and grandfathers, have little babies? No, only people about as old as your moms and dads have babies. Could God keep His promise to Abraham even though he and his wife were old? Let's see by reading today's story."

## BIBLE STORY

Read **Genesis 18:1-15, 21:1-7** (NIV).

Questions for discussion:

### Fact:

- What was Abraham's wife's name?
- How many men came to see Abraham?
- What did Abraham do for them? (**Note:** We should be hospitable, too.)
- Who was one of the men? (God; actually He was a **theophany**; you need not go into much detail about this with your students unless they question you closely and you feel they can understand.)
- What did the man tell Abraham and Sarah?
- What was Abraham's son's name?
- What does "Isaac" mean? (Laughter.)

- Why was the boy called “laughter”?
- How old were Abraham and Sarah when Isaac was born?

**Understanding:**

- Did it seem likely that people as old as Abraham and Sarah would have a child? (Humanly speaking.)
- Did Abraham believe God would do what He promised? Did Sarah?
- Did God do what He promised?
- Can we trust God to keep His promises?
- Do we try to keep our promises to others? (And not make promises we probably won’t be able to keep?) This is a think-about question; don’t encourage pat answers.

**STORY**

**AMY’S BIRTHDAY**

Amy had looked forward to her seventh birthday with great excitement. She had never had a party before, and this year her parents had said she could invite all her friends. But that was before - before her father lost his job and before the family had moved to a new town where Amy didn’t know anyone; now there certainly wouldn’t be money for extra things like birthday parties.

“It’s not fair,” Amy thought unhappily, walking home from the first week at school. Inwardly, she realized she had nothing to complain about; her parents loved her and did the best they could for her.

Arriving home, Amy pushed open the back door. “Mom, I’m home,” she called, but was met with silence. “That’s strange,” she thought, walking into the darkened living room. Where was her mother?

“Surprise!” voices yelled as lights were flashed on and Amy nearly fell down in amazement. There stood ten boys and girls from Amy’s new school and Sunday School class, each holding a brightly-wrapped package.

“But how...” began Amy.

“My friend, Mrs. Baker, from church helped me and told me who to invite.”

“But where did you get the money?”

“Your father is still out of a job and the money is tight, but we had set aside some money for your birthday and we would have skipped meals ourselves for a while rather than use the money for anything else and break our promise.”

“Oh, thank you, mommy, thank you,” cried Amy as a chorus of voices began singing “Happy birthday to you....”

**Questions:**

- What promise had Amy’s parents made to her?
- Did they keep their promise?
- Was it easy for Amy’s parents to keep their promise?
- Should we try to keep our promises?
- Does God always keep His promises?
- Why can God always keep His promises?
- Was it easy for Abraham to believe God’s promise?
- Is it easy for us always to trust God to keep His promises?
- Why might it seem that sometimes His promises are not kept? (We might believe He has promised something He had not promised, or He might wait a long time before keeping His promise, like He did with Abraham.)

## SONGS

“Great is Thy Faithfulness” (*Trinity Hymnal*, #32); “Let Us With a Gladsome Mind” (*Trinity Hymnal*, #33); regarding another “impossible” birth: “Come Thou Long Expected Jesus” (*Trinity Hymnal*, #196); ‘O Come, O Come, Emmanuel” (*Trinity Hymnal*, #194).

## Take Home Activity

**Baby Isaac Doll** - Make a doll as a reminder of the promised child given to Abraham. Boys who are not enthused about the project could regard it as a gift for a sister or the church nursery. A very simple pattern that does not require sewing is given below, but more complicated and realistic dolls can be made if the children are capable and if time permits.

Cut an old stocking 6-8 inches from the toe *or* preferably use an old white, pink, or light brown sock. Stuff this with commercial stuffing from a fabric store, cotton, old stockings, or shredded scrap material. Tie with yarn or string 1-1½ inches from the toe. This forms the doll’s head. Tie again near the end to form the doll’s body. Draw a face on the head with permanent ink felt tip marker or cut and glue on small pieces of felt for the face. Use a small square of scrap material for baby Isaac’s blanket. If desired, sew on cloth arms and yarn hair.

### BIBLE PASSAGE - LESSON FOCUS

**Genesis 18:1-15, 21:1-7** - Isaac's Birth; "By faith Abraham, even though he was past age - Sarah herself was barren - was enabled to become a father because he considered Him faithful who had made the promise" (Hebrews 11:11).

### MEMORY VERSE

**This quarter, Genesis 1:26-31; this week, Genesis 1:29** - "Then God said, 'I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food.'"

### SUGGESTED PROJECTS

1. Compare Isaac's birth with that of another promised "impossible" birth, that of Jesus Christ; look at God's promises in the Old Testament concerning Jesus (e.g., Isaiah 7:14; 9:6; Micah 5:2). If God has always fulfilled His promises in the past, we can expect Him to do so in the future.
2. Sing "Come Thou Long Expected Jesus" (*Trinity Hymnal*, #196) and "O Come, O Come, Emmanuel" (*Trinity Hymnal*, #194).
3. Read Bible stories about Isaac's boyhood, especially Abraham's sacrifice of Isaac (cf. Christ's sacrifice) if you feel this story is not too difficult for your child to grasp.
4. Discuss other "impossible" things God does (e.g., new birth, miracles).
5. Discuss how we should keep our promises. Ask your child if he wants to make a promise and fulfill it this week. Point out, however, that we should not too readily make promises we might not be able to keep; rather, we should say, "if it is the Lord's will." Read James 4:13-17 regarding this.
6. Sing "Great is Thy Faithfulness" (*Trinity Hymnal*, #32) and "Let us With a Gladsome Mind" (*Trinity Hymnal*, #33).

### SUGGESTED PARENTAL READING

**Scripture:** Hebrews 11:8-19; Hebrews 6:13-20



# **JACOB STEALS ESAU'S BIRTHRIGHT**

**Genesis 25:21-34**

## **Lesson Aim**

To teach students that God condemns those who are “godless like Esau, who for a single meal sold his inheritance rights as the oldest son” (Hebrews 12:16).

## **Memory Verse**

**This quarter, Genesis 1:26-31; this week, Genesis 1:29** - “Then God said, ‘I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food.’”

## **Lesson Background**

Our lives are filled with decisions with spiritual consequences. Eating a peach or banana for dessert makes little difference, but every day we do face large or small choices that lead us closer or farther away from God. Eating a banana may have spiritual significance if it is the last one in the house and you have already promised that your child could eat it. “Little white lies,” gossiping, bringing company property home from work, or frittering away time are all sins earning God’s wrath and judgment.

Some spiritual decisions seem unimportant because they are not tangible. This is especially true in the lives of children, most of whom only look at the “now” of feeling, seeing, hearing, tasting, and smelling. Like a child, Esau saw only his immediate need; what God thought was important Esau deemed irrelevant. The birthright was the right of primogeniture, the right of the firstborn. When a father’s inheritance was divided among his sons, the eldest would receive a double portion; this entailed both responsibility and privilege. By casting aside his birthright, Esau was not merely making a poor economic decision, but rejecting the whole plan of God whereby God would fulfill His promise to Abraham and eventually send the

Messiah as a descendent. Jacob, while acting unethically, at least valued the birthright, though probably for financial reasons.

Of course, with all the small spiritual choices we make each day, one decision, whether or not to have faith in Christ, remains paramount; that decision to trust Christ is only made by the grace of God. “Jacob I loved, but Esau I hated” (Romans 9:13). In mercy, may God grant to those you teach a knowledge of Him.

*Knowledge Objectives* - To know that Rebekah and Isaac had twin sons, Jacob and Esau; to know that Esau sold his birthright (and what a birthright is) to Jacob for a pot of bean stew.

*Behavioral Objectives* - By the grace of God, that your students will not be “godless like Esau,” but come to know Christ and treasure the things of Christ over other things; to begin to think about (and if Christians, act godly in) decisions in everyday life; to be willing to wait and work for things of value and not have all desires met immediately.

## Lesson Procedure

### ACTIVITY

Have your students complete the top half of the worksheet and discuss. The rest of the sheet can be done after the Bible story. There is nothing wrong with eating bean soup, but for Esau at that time, because of what he did to get it, the action was sin. Sometimes we ignore what God considers important to fulfill our own desires. Be sure the children realize that the activities in the second column can be beneficial. Be sure worksheets are put away for the Scripture reading.

### BIBLE STORY

Introduce the story as follows: “We don’t always think the same things are important that God does; this is the case with a man in today’s Bible story. Last week, we learned that God kept His promise to Abraham and Sarah and gave them a baby boy. Does anyone remember his name? Well, Isaac grew up and God gave him a wife named Rebekah. One day, twin boys were born to Isaac and Rebekah.” Read **Genesis 25:21-34** (NIV).

Discuss the Bible story as follows: First, explain the background material on the birthright and why it was wrong for Esau to sell it (relate this to the covenant with Abraham). “Twins may look alike but really be very different. Actually, Jacob and Esau were fraternal, not identical, twins, so they did not even look alike. How were the brothers different?” [Do the second half of the worksheet]. “In what other ways do you think the brothers might have differed? How were Jacob and Esau alike and different from two other brothers (Cain and Abel) we studied about?”

### STORY

1. **“The Heirloom”** emphasizes the importance of spiritual values (here obedience) over material ones.
2. **“Jesse and the Blackberries”** emphasizes the foolishness of always satisfying immediate desires.

## THE HEIRLOOM

“Come here, Edward, I would like to show you something,” said his father.

“What, Dad?”

“This is my grandfather’s watch,” said Eddie’s father, holding out the golden timepiece. “It is very valuable and has been in our family a long time. It has the family crest on it and has always been very special to us. I am giving it to you as the oldest son, just as my father gave it to me many years ago. Take good care of it and perhaps some day you can pass it on to your son.”

“O.K., Dad,” said Eddie.

Later Eddie put the watch in his pocket and went outdoors to play. A group of his friends were crowded around Eddie’s best friend Bill.

“Look what I got,” called Bill. “It’s a watch, but it plays a game too.” Bill pushed some buttons and little figures started moving across the face of the watch.

“That’s neat,” said Eddie. “I just got a watch too. Do you wanna see it?”

“Sure,” the boys answered. Eddie pulled the watch out of his pocket.

“It really looks old,” said Jim. “Does it work?”

“Sure it works,” said Eddie. “What do you think?”

“But it doesn’t even have a second hand!” said Don. “My watch has a stop watch feature and an alarm that plays a song.”

“My Dad has a watch that helps him do math,” chimed in little Tommy.

“I guess it’s not very good,” said Eddie.

“I don’t have a watch, though,” said Jim. “I’ll trade you this car and three sticks of bubble gum for it.”

“O.K.,” said Eddie. “Sounds good to me.”

When his father found out what Eddie had done, he was furious. He tried to get the watch back, but by that time, Jim had already traded it with his brother for a new watch, and his brother had sold Eddie’s watch.

“I am very disappointed in you,” said Eddie’s father. “It is not just the cost of the watch that matters, but the place it has had in our family history. There is nothing we can do to make matters better this time, but I hope in the future you will think more carefully about what is important.”

### **Questions:**

- What did Eddie’s father give him?
- Why did Eddie’s father think it was important?
- Did Eddie treat the watch as something important?
- Why was it wrong for Eddie to sell the watch? (He disobeyed his father.)
- What did Esau’s father give him?
- How did Esau show what he thought of this gift?
- What things are really important? (Be sure students realize that the watch itself was not truly important, but Eddie’s respect for and obedience to his father were.)

## JESSE AND THE BLACKBERRIES

Jesse loved blackberries. In fact, there was not another food that he would rather eat. One day, his mother said, "Jesse, I think the blackberries at the edge of the woods should be ripe. Would you pick some for me so I can make a pie?" Now, if there was one thing Jesse liked more than blackberries, it was blackberry pie.

"Sure, Mom, that would be great," said Jesse.

"And don't eat too many yourself," called out Jesse's mother as he dashed out the door swinging a plastic pail behind him.

Jesse hopped over a small stream and came to the blackberry bushes. Did those berries look good! Ripe and juicy! Quickly, he stuffed some into his mouth, ignoring the pricklers. Yum! Jesse ate more and more berries, occasionally putting a few in the pail he had set on the ground. Later he went home.

"Hi, Jesse, did you get the berries?" Silently Jesse held out the nearly empty pail.

"Jesse, what happened?"

"I ate too many and there were no more ripe ones left on the bushes," Jesse replied.

"Oh, Jesse, that's not enough for a pie, and we have company coming. It's too late to make another dessert now."

"I'm sorry, Mom. I won't do it again."

"All right, Jesse, but next time remember that sometimes it's better to wait for things. If we do what we should now, later we may be rewarded with something better."

"O.K., Mom," agreed Jesse.

### **Questions:**

- What did Jesse's mother say she would make if he brought her some blackberries?
- Why didn't Jesse get any pie? (He wouldn't wait but wanted to eat the blackberries right away.)
- In today's Bible story, who was unwilling to wait for something?

### **SONGS**

"Obey My Voice" (Jeremiah 7:23); "Man is Bad"; "Trust and Obey" (*Trinity Hymnal*, #672).

### **Take Home Activity**

**Beans and Cross Plaque.** Draw and cut out a white paper circle the size of the bottom of an aluminum pie plate. This can be done by tracing a plastic lid or other circular object of the same size or by using a compass. On the top of the circle print "Which will I choose?" Glue the white circle to the inside of the pie plate so the sides of the plate form a frame. On the white circle glue a few kidney beans and a cross formed from two  $\frac{3}{4}$ -inch wide strips of construction paper.

## Class Work

## Jacob Steals Esau's Birthright

**CIRCLE WHICH YOU LIKE TO DO BEST:**

**Go to church**

**OR**

**Watch T.V.**

**Read the Bible**

**OR**

**Read an adventure story**

**Talk to God**

**OR**

**Talk to friends**

**Sing Christian songs**

**OR**

**Sing secular songs**

**Tell others about God**

**OR**

**Tell others about yourself**

Many people like to do the things in the second list more than those in the first. It is good to talk to friends, read, and play, but sometimes we must see what is most important and do that.

Brothers can be very different. Draw a picture of Jacob and a picture of Esau. Remember what the Bible says they looked like. Draw them in the place they each liked best. Then draw lines from words that tell about them to the right picture.

**JACOB**

**youngest**

**hairy**

**sold  
birthright**

**Isaac's  
favorite**

**Rebekah's  
favorite**

**hunter**

**godless**

**wanted  
things now**

**ESAU**



### BIBLE PASSAGE-LESSON FOCUS

**Genesis 25:21-34** - God condemns those who are “godless like Esau, who for a single meal sold his inheritance right as the oldest son” (Hebrews 12:16).

### MEMORY VERSE

**This quarter, Genesis 1:26-31; this week Genesis 1:29** - “Then God said, ‘I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food.’”

### SUGGESTED PROJECTS

1. Praise and encourage your child, especially this week, if he puts God's will before his own. Such things can be encouraged, but it is only by the grace of God that they occur.
2. Point out examples of times when we should wait for the fulfillment of our desires rather than seeking immediate gratification. Praise your child when he does this, even if it is only saving part of a large snack to eat later rather than gorging himself on it all at once or doing his homework before going out to play.
3. Skip or postpone lunch one day to give your child a small idea of the hunger and temptation Esau felt. This, of course, does not excuse Esau, but use it to discourage facile “I would never have sold my birthright” assumptions. Discuss this and temptations we experience.
4. How could Esau and how can we avoid sin in tempting situations? One good way is deciding what we deem important beforehand. If Esau had regarded his birthright as essential he would not have been quite so willing to sell it.
5. Sing songs about obedience, e.g., “Obey My Voice” (Jeremiah 7:23 KJV); “Man is Bad”; “Trust and Obey” (*Trinity Hymnal*, #672).

### SUGGESTED PARENTAL READING

**Scripture:** Malachi 1:2-3; Romans 9:10-18.



# **ISAAC AND THE WELLS**

**Genesis 26:17-22**

## **Lesson Aim**

To teach students that, like Isaac, “blessed are the peacemakers, for they will be called sons of God” (Matthew 5:9).

## **Memory Verse**

**This quarter, Genesis 26-31; this week, Genesis 1:30** - ““And all the beasts of the earth and all the birds of the air and all the creatures that move on the ground - everything that has the breath of life in it - I give every green plant for food.’ And it was so.”

## **Lesson Background**

Water: it is essential to life itself, to say nothing of its uses in cleaning, cooking, growing food, and the like. We could not survive long without it. No wonder Jesus promises living water to His disciples (John 4, John 7). In our society, we often take the availability of fresh water for granted, but this was certainly not likely in Bible lands. Scorching heat in an arid wilderness (the valley of Gerar is in the Negev) made every drop of water precious. The possession of a well indicated claim to the land around it, and stopping up a well was a declaration of war. Isaac’s conciliatory actions are rather amazing in light of this. He and his family suffered loss, inconvenience, and possible danger because of his desire to maintain peace. However, God abundantly supplied Isaac’s needs, as He will our when we obey Him.

*Knowledge Objectives* - To know that Isaac quarreled with the herdsmen of Gerar over water rights but made peace by giving up his rights.

*Behavioral Objectives* - That, by the grace of God, your students will begin to settle their conflicts amicably and have fewer of them, even if it means giving up some of their “rights.”

## Lesson Procedure

**Introduction** - “How many of you have ever said, ‘I’m thirsty!’ Imagine you are walking through a desert.” At this point, if possible, let the children walk around the room pretending to plod through the desert. “You are hot, sticky, tired, and *thirsty*! On and on you go with no relief in sight. Finally, you spot something up ahead...no, it isn’t...yes, it is! A well! How happy and thankful to God you are to have found water.” After they have pretended to drink from the well, have the children resume their seats. “We can be very thankful to God for providing us with water. What else do we use water for besides drinking?”

“In today’s Bible story we learn about some people to whom water was very precious because they lived in a wilderness where there was not much water. In fact, they had a fight about their wells. Have you ever argued with your brother or sister about who got the largest dessert? Jacob and Esau’s father, Isaac, had a more important conflict to be concerned about.”

## BIBLE STORY

Read **Genesis 26:17-22**

Questions:

**Fact:**

- Name the valley where this story takes place. (Gerar)
- Who stopped up Abraham’s wells? (Philistines)
- What were the names of the three wells Isaac’s servants dug? (Esek - dispute; Sitnah - opposition; Rehoboth - room)

**Understanding:**

- What was the argument in today’s story about?
- What did Isaac do about the conflict?
- Do you think you would have dug another well or fought the herdsmen of Gerar?
- Should we always walk away from a fight? (This is a tough question. The Bible gives many instances of the legitimate use of physical power to conquer evil, and yet Jesus commanded us to “turn the other cheek.” At what point is force warranted in overcoming evil and by whom? Christians differ in their answers, but children should consider the question before meeting up with the neighborhood bully.) In this lesson, we can emphasize that in many difficult situations, conflict can be resolved amicably by looking “not to your own interests, but also the interests of others” (Philippians 2:4).

## STORY

### JIMMY AND GEORGE

“Hey, I was here first!” said Jimmy, as George roughly pushed him aside and grabbed the swing out of his hands.

“Tough luck, kid,” replied George, pumping the swing skyward. Jimmy turned away to play on the monkey bars. Later, he went to the slide, but George climbed up the wrong way and would not let Jim slide down. “Little Jimmy way up high, to get down you’re gonna hafta fly,” taunted George.

“No, I won’t,” said Jimmy, and backed down the ladder. He went to the merry-go-round, but George followed and began pushing it so fast the younger children began to cry. “You’re nothing but a big bully,” shouted Jimmy.

George stopped pushing the merry-go-round. “Then why don’t you fight me if you don’t like it? Are you chicken?” said George.

“No, I just don’t like fighting,” Jimmy answered more softly, “and God doesn’t either. So please just leave me alone, O.K.”

When Jimmy got home, he told his mother what had happened. “It sounds to me like George needs a friend” his mother said.

“Nobody could be friends with him,” Jimmy answered.

“Maybe no one has tried,” said Jim’s mother. “Jesus died for His people while they were still sinners,” she continued. “Maybe God would like you to show love to George even while he is a bully.”

“I guess I could try,” said Jim.

#### **Questions:**

- What did Jimmy do right in his meeting with the bully?
- How could Jim show more love and offer friendship as his mother suggested?
- How do you react when people are mean to you and take away your “rights” (things you think should be yours)?

Comment that Jesus is the only source of true, lasting peace.

## SONGS

“Therefore Being Justified” (Romans 5:1,5,6 KJV); “Comfort, Comfort Ye My People” (*Trinity Hymnal*, #197).

## Take Home Activity

You may do one or both of the following activities with your class.

### Activity 1

Have your students think of a situation in which they are or may become involved that has potential for conflict. Have them write about and/or draw the situation, and specific ways in which they can be peacemakers in it. Alternately, the teacher could present different situations and have groups of students role-play possible responses. Examples of such situations might be a child being cruelly teased by a classmate or a fight with a sibling over a toy or which T.V. show to watch.

## Activity 2

Today's second activity involves play dough, which requires drying time. Although it is best to do it after the lesson, you may do it first.

**Introduction** - "If we want water most of us turn on a faucet, and instantly we have as much as we want. Of course, we should not waste this valuable resource. In Bible times, and in many places today, water is difficult to obtain and often quite scarce. Many people get water from a well. First, a deep hole is dug. This is a difficult task; do you know why? Then the water is pulled up in a bucket attached to a very long rope (pretend to pull up a rope). How tired your arms would feel after pulling up only one bucketful. Sometimes a windlass is used to pull up the rope, or animals walking in a circle work machinery to pump water to the surface. Today we are going to make a model well to help us remember today's Bible story."

**Isaac's Well** - Before class, make play dough, as in Lesson 1. Have the children roll a piece of dough into a ball shape. Have them push down with their thumbs in the center of the ball to form a well shape. Push small stones into the dough for the outside of the well. Let the well air dry, dry in a 250° conventional oven for a half hour, or dry at a medium setting for about three minutes in a microwave oven.

### BIBLE PASSAGE - LESSON FOCUS

**Genesis 26:17-22** - Isaac resolves a water rights dispute; “blessed are the peacemakers, for they will be called sons of God” (Matthew 5:9).

### MEMORY VERSE

**This quarter, Genesis 1:26-31; this week, Genesis 1:30** - ““And all the beasts of the earth and all the birds of the air and all the creatures that move on the ground - everything that has the breath of life in it - I give every green plant for food.’ And it was so.”

### SUGGESTED PROJECTS

1. Encourage your child this week to settle his conflicts peaceably and praise him if he does. Children fight readily physically, or at least verbally, when their perceived rights are violated. Encouraging giving actions and suggesting reasonable compromises between two conflicting parties can be helpful, but true selflessness can only be accomplished by the Holy Spirit.
2. If a recurring dispute exists, decide with your children ways in which such a problem can be resolved before an actual fight begins. For example, one child may choose the T.V. show for one night and the other child for the next; one child divides the dessert while the other chooses which half to take.
3. Discuss the fact that Jesus is the only source of true peace with God, ourselves, the world, and others (John 14:27; Romans 1:7; Romans 5:1; Colossians 3:15; II Thessalonians 3:16; Isaiah 9:6).
4. Sing songs about the peace of God: “Therefore Being Justified” (Romans 5:1,5,6 KJV); “Comfort, Comfort Ye My People” (*Trinity Hymnal*, #197).

### SUGGESTED PARENTAL READING

**Scripture:** Philippians 2:1-15; using a concordance, do a word study of “peace” (*shalom* or *eirene*).



# **JACOB TRICKS ISAAC**

## **Genesis 27**

### **Lesson Aim**

To teach students that “you shall not steal, you shall not give false testimony against your neighbor, you shall not covet...” (Exodus 20:15-17).

### **Memory Verse**

**This quarter, Genesis 1:26-31; this week, Genesis 1:30** - ““And to all the beasts of the earth and all the birds of the air and all the creatures that move on the ground - everything that has the breath of life in it - I give every green plant for food.’ And it was so.”

### **Lesson Background**

What a gracious God we have who forgives His children! Jacob broke nearly all of the Ten Commandments (before they were written, of course) in today’s story, and yet God blessed him. He lied to his father (commandments #5 and #7), stole the blessing (commandment #8), misused God’s name (commandment #3, see Genesis 27:20), and coveted the blessing in the first place (commandment #10). What exactly was this avidly-sought blessing? Before God established the theocratic offices, the father acted as prophet, priest, and king to his family. The bestowing of a child’s name and a blessing given upon one’s deathbed were fatherly duties regarded extremely seriously and having true prophetic significance. The acting out of a name’s significance in the life of a child and the fulfillment of patriarchal blessings (e.g., Jacob’s own sons’ blessings) can be seen throughout Scripture. We can be thankful that Christ, the true Prophet, Priest, and King, has promised His children a new name (Revelation 2:17) and a life full of blessing.

*Knowledge Objectives* - To know what a blessing meant, who tricked Isaac and how, and what the results of this deception were.

*Behavioral Objectives* - By God's grace, not to steal, lie, or covet and to recognize and repent of any personal sin in these areas.

## **Lesson Procedure**

### **BIBLE STORY**

Give a brief introduction by reviewing the last two weeks' lessons, especially Lesson 9. Say that this week we will learn more about Jacob and Esau and their family.

Read **Genesis 27** (NIV). It is a fairly long passage; read expressively.

Discuss the story. What did Jacob do that was wrong? How was he punished for his sin? (Even though Jacob obtained the blessing, he had to leave home and never saw his mother again. How would you feel if this happened to you? He had to leave because his brother wanted to kill him - hardly a pleasant way to leave home!) Do we ever sin like Jacob? What should we do if we sin?

### **ACTIVITY**

Have the children dramatize the Bible story ad-lib (perhaps as you narrate) or, if they are good readers, using the play below (Duplicate copies for all your students and return the original to the teacher's manual for future use). Let your students read over their parts first and mark their characters for easier reading.

### **STORY**

#### **THE PRINCESS AND THE RING**

Sheri gazed longingly at the ring in her older sister's jewelry box. She thought it the most beautiful thing she had ever seen. The band of real gold shone brightly against the pink velvet of Kathi's jewelry box, and the tiny red stone sparkled. Surely it wouldn't do any harm just to try it on.

Sheri slipped the ring on her finger and ran toward the attic so her sister would not see her. "Now I'm a princess" Sheri dreamed, "and this attic is my castle." A voice interrupted her thoughts.

"Mom," Kathi wailed, "the new ring Grandmom Davis gave me - it's gone!"

"Did you leave it in your drawer," her mother questioned, "or on top of your dresser?"

"No, I'm sure it was here in this box. I was going to wear it to the party, but now it's gone!"

"Well, it's got to be somewhere," said her mother. "Maybe Sheri's seen it. Sheri ..."

Reluctantly Sheri emerged from the attic stairs, quickly hiding the ring on the side of one of the steps.

"Oh, there you are. Have you seen Kathi's ring?"

"N-no, mom," stammered Sheri, "is it missing?"

"Yes," said her mother. "I'll help you look for it downstairs, Kathi, but I do wish you wouldn't be so careless with your things."

Sheri felt terrible, especially since Kathi had been blamed for losing the ring, but she did not know what to do. Three miserable weeks later, while putting some suitcases away for her mother, Kathi found the ring. "Mom, I've found my ring. It was on the attic stairs. How do you think it got there?"

"Maybe a mouse did it," said Sheri.

"How could a mouse..."

"Sheri," said her mother, "do you know more about this than you're telling?"

"Yes, Mom," Sheri replied in a very quiet voice.

“Then why don’t you tell me about it?” said her mother. So Sheri did.

“You stole it!” Kathi interrupted as Sheri explained. “My good ring and you stole it.”

“I guess I did,” said Sheri.

“Oh, Sheri,” said her mom, “did you want the ring so very much? Don’t you know that Grandmom Davis promised to get you a ring, too, when you are older? I’m disappointed in you and God is sad too. You not only took something that wasn’t yours, but lied, too.”

“I know,” said Sheri “and I’m really sorry.”

“Well, God will forgive you if you mean it, and I hope Kathi will too.”

“Yeah, I guess so,” said Kathi, and Sheri knew she didn’t really need a ring to feel like a princess.

### Questions:

- Do we ever take things without asking? Is this stealing?
- Do we ever desire things so much we would do anything to get them? (Covet.)
- What should Sheri have done?
- Is it easy to tell the truth and ask forgiveness when we have done wrong? (Give examples.)
- Is it easy to wait for things? (Give examples.)

### SONGS

“Obey My Voice” (Jeremiah 7:23, KJV); “Man Is Bad”; “Trust and Obey” (*Trinity Hymnal*, #672).

### Take Home Activity

**“Do Not Steal” Rings** - For each child cut a ¾-inch by 5-inch strip of acetate (thin clear plastic used for report covers and in packaging). Let each child print “Do Not Steal” and any further decoration desired (e.g., the child’s name, a decorative border) on the plastic strip with permanent ink felt tip markers. Bend the plastic strip into a ring shape and cellophane tape the ends together; do not overlap the ends. Place the rings on a piece of aluminum foil in a 325° oven for 3-5 minutes. They will shrink and harden. A 300° toaster oven can be used with a 1-minute shrinking time, but a microwave oven will not work. The acetate you use must not be too thin or the rings will collapse while baking. You should have extra acetate on hand in case a ring does not shrink properly. Trying this project at home before class is *strongly* advised. If preferred, try cutting a flat geometric shape for a pendant (poke a hole for the string before baking) or pin; these are easier to shrink than rings.



**PLAY ADAPTED FROM GENESIS 27 (NIV)**

**Characters:** old blind Isaac  
Isaac's sons - hairy Esau and smooth-skinned Jacob  
Isaac's wife - Rebekah

**Props:** hairy skin (e.g., fur-lined glove turned inside out)  
bow  
bowl

**SCENE 1:** (Isaac and Esau with Rebekah spying on them)

Isaac: Esau.

Esau: Here I am.

Isaac: I am now an old man and don't know the day of my death. Get your weapons - your quiver and your bow - and go out to hunt some wild game for me. Prepare me the kind of tasty food I like and bring it to me to eat so that I may give you my blessing before I die.

[Esau leaves.]

**SCENE 2:** (Rebekah and Jacob)

Rebekah: Look, I overheard your father say to your brother Esau, "Bring me some game and prepare me some tasty food to eat, so that I may give you my blessing in the presence of the Lord before I die." Now, my son, listen carefully and do what I tell you. Go out to the flock and bring me two choice young goats so I can prepare some tasty food for your father just the way he likes it. Then take it to your father to eat so that he may give you his blessing before he dies.

Jacob: But my brother Esau is a hairy man and I'm a man with smooth skin. What if my father touches me?

Rebekah: Just do what I say; go and get them for me.

[Jacob goes.]

**Play adapted from Genesis 27 (Continued)**

**SCENE 3:** (Rebekah gives Jacob Esau's clothes, puts a hairy arm and neckpiece on him and hands him a bowl and bread.)

Jacob: My father.

Isaac: Yes, my son, who is it?

Jacob: I am Esau, your firstborn. I have done as you told me. Please sit up and eat some of my game so that you may give me your blessing.

Isaac: How did you find it so quickly, my son?

Jacob: The Lord your God gave me success.

Isaac: Come near so I can touch you, my son, to know whether you are really my son Esau or not.

[Jacob goes near and Isaac touches him.]

Isaac: The voice is the voice of Jacob, but the hands are the hands of Esau. Are you really my son Esau?

Jacob: I am.

Isaac: My son, bring me some of your game to eat so that I may give you my blessing.

**SCENE 4:** (Isaac and Esau; Esau comes in with a bowl of food)

Esau: My father, sit up and eat some of my game so that you may give me your blessing.

Isaac: Who are you?

Esau: I am your son, your firstborn, Esau.

Isaac: Who was it then that hunted game and brought it to me? I ate it just before you came and I blessed him - and indeed he will be blessed.

Esau: Bless me, too, my father.

Isaac: Your brother came deceitfully and took your blessing.

### BIBLE PASSAGE - LESSON FOCUS

**Genesis 27** - “You shall not steal, you shall not give false testimony against your neighbors, you shall not covet...” (Exodus 20:15-17).

### MEMORY VERSE

**This quarter, Genesis 1:26-31; this week, Genesis 1:30** - ““And to all the beasts of the earth and all the birds of the air and all the creatures that move on the ground - everything that has the breath of life in it - I give every green plant for food.’ And it was so.”

### SUGGESTED PROJECTS

1. Dramatize (ad-lib or with the worksheet script) the Bible story with your child and discuss.
2. Ask your child to think of instances of lying, stealing, and covetousness in society and in his own world.
3. Examine and discuss instances of lying, stealing, and covetousness in books read and T.V. shows watched this week.
4. Discuss the importance of honoring parents and telling the truth to them. Why might children be tempted to lie to their parents?
5. Read some of the Scriptures listed under Suggested Parental Reading to show what happened to Jacob when, in judgment, he was forced to leave his family.
6. Songs to sing: “Obey My Voice” (Jeremiah 7:23, KJV); “Man Is Bad”; “Trust and Obey” (*Trinity Hymnal*, #672).

### SUGGESTED PARENTAL READING

**Scripture:** Genesis 28-30; Exodus 20.



# **JOSEPH SOLD INTO EGYPT**

## **Genesis 37**

### **Lesson Aim**

To teach students that “anyone who hates his brother is a murderer” (I John 3:15) and “whoever loves God must also love his brother” (I John 4:21).

### **Memory Verse**

**This quarter, Genesis 1:26-31; this week, Genesis 1:31** - “God saw all that He had made, and it was very good. And there was evening, and there was morning - the sixth day.”

### **Lesson Background**

Today we begin to study Joseph. It is impossible to do justice to a study of Joseph’s life in two lessons, yet he can hardly be ignored in an overview of Genesis. This lesson will concentrate on Joseph’s early relationship with his jealous brothers, and next week’s study will give a quick summary of the rest of Joseph’s life.

The famous coat of many colors may not have been multicolored, but rather a long robe with long sleeves such as worn by an overseer. The translation remains uncertain, but either way it was certainly a garment of distinction that aroused his brothers’ jealousy. Jacob’s preferential treatment, of which the coat was only one example, and its negative results can be a lesson to parents in raising their children. In Matthew 5, Jesus indicates the extremely close relationship between hatred and murder; in Genesis 37, we have an example of how readily one leads to another. Let us not be jealous of each other, but in the power of God’s Spirit love our brothers.

*Knowledge Objectives* - To know that Joseph's brothers were jealous over Jacob's preferential treatment of Joseph; the contents of Joseph's two dreams; what Reuben's and Judah's ideas were; where Joseph was brought and to whom he was sold.

*Behavioral Objectives* - By God's grace to love one another and not be jealous of our brothers.

## Lesson Procedure

### Take Home Activity

Begin today's lesson with the Take Home Activity to introduce the Bible story and comment as follows: "How many of you have ever gotten a special present from your parents (allow for brief response). In today's story, we will learn about a teenaged boy who was given a special robe by his father. It may have been a coat with long sleeves such as an important man would wear or it may have been a robe of beautiful colors. At any rate, it was a garment that almost anyone would be happy to own. Would you like to make such a coat? It won't be quite as nice as the one in our story, but it may remind us of it."

Make Joseph's coat. If desired, each child may cut and sew a simple vest using old sheets for material and coloring the fabric with crayons or felt tip markers. The crayoning can be made more permanent if ironed by the teacher. However, the children may be just as happy making Joseph's coat from brown paper grocery bags as described below:

Cut head and arm holes in a large brown paper bag, putting the head hole in the bottom of the bag and the arm holes in the narrow side of the bag close to the bottom. You may first draw the circles to be cut as in Lesson 9. A cut may also be made from the head hole to the top of the bag for the front of the coat. Color in strips of many colors.

While the children are coloring, or later if this proves too distracting, ask about words in today's Bible story with which they might not be familiar: **cistern** (a large pit in which to store water), **caravan** (a group of people traveling together for protection, mutual help, and companionship), and **tearing one's clothes** and **putting on sackcloth** (signs of grief or remorse). Clean up the craft supplies, but allow the children to wear their "robes" for the Bible story.

### BIBLE STORY

Read **Genesis 37** (NIV).

Discuss facts with the help of the Worksheet. Discuss concepts with questions such as the following: What did Joseph's brothers think of Joseph? Why were they jealous of him? What were the results of their jealousy? (They hated him, treated him harshly, and some wished to murder him.) Are we ever jealous of our brothers and sisters or friends? Give me an example of when a child might be jealous of someone else (discuss several examples and how one could become less jealous, e.g., by doing good things for that person).

## STORY

### GRANDMOM'S VISIT

"Grandma!" the two boys shouted as a smiling woman opened the door. "What are you doing here?"

"I was on my way home from visiting friends, and I thought I'd stop by and see my two favorite grandsons," she replied.

"Listen to this!" exclaimed Danny. He ran to the piano and plunked out "Jingle Bells" while his grandmother settled herself in a chair.

"Very nice," she said when he had finished.

"Grandma, I wanted..." began Michael, but his sentence was soon drowned out by the excited chatter of the older boy.

"Look at my spaceship," Danny said. "You push this button and the door opens and you can put a man inside. The lights flash on and off and everything. Did you know that we're reading an astronaut story in school?" he continued. "My teacher says I'm learning to read real well. Listen."

Danny picked up his school book, sat next to his grandmother and read aloud. "Tom was on the moon. He looked at the sun. He looked at the stars. He saw his friend Jim."

"Grandma," interrupted Michael.

"Just a minute, Mike, Danny's reading," she said.

Danny started again, "'Help, help!' said Jim. Tom went to help his friend." All of a sudden Michael came running across the room, head down like a goat, and pushed Danny off the chair. "Hey, what's the matter with you?" Danny yelled.

"I wanted to show Grandma my picture," Michael sobbed, "and she just wanted to listen to you playing that dumb piano and reading that dumb book."

"Oh, Michael," said his grandmother, "are you so jealous of the time I spend with Dan? I love you, too, very, very much," she explained. "I plan to stay all afternoon and there should be plenty of time to do things with you. Being jealous and full of hate makes God sad and only causes problems. Why don't you tell God and Danny you are sorry and then we can all play a game together?"

"O.K. Dear God, I'm sorry I acted jealous. I'm sorry, Danny. I'm sorry Grandma. I'll try not to act that way again."

"That's O.K.," said Danny.

"Good," said Grandma, and they all sat down to play a game together.

#### **Questions:**

- Why was Michael upset? What did he do because he was jealous?
- How could Danny have helped the situation? (Not monopolized grandmother.)
- How could both boys have been more loving? (Shown consideration to each other, preferring others first; shown consideration for grandmother, for example, asking how she was or if she wanted something to eat.)

**Note:** We may not be able to control how we feel, but we need not dwell on these feelings, and we can control how we act. Martin Luther said you cannot stop birds from flying over your head, but you can prevent them from building a nest in your hair.

## SONGS

"Comfort, Comfort, Ye My People" (*Trinity Hymnal*, #197); "Only Trust Him" ("Come Every Soul," *Trinity Hymnal*, #675); "How Beautiful the Sight" (*Trinity Hymnal*, #356).



## Class Work

## Joseph Sold Into Egypt

Draw pictures of Joseph's two dreams.

### MATCH THESE

Draw a line between the words that are the same.

cistern

people traveling together

sackcloth

a pit to store water

caravan

clothes worn to show sorrow

### WHO AM I?

I wanted to rescue Joseph \_\_\_\_\_

I wanted to sell Joseph \_\_\_\_\_

I tore my clothes when I saw Joseph's robe \_\_\_\_\_

I bought Joseph in Egypt \_\_\_\_\_

### WHERE AM I?

Where the brothers first grazed their sheep \_\_\_\_\_

Where the brothers later grazed their sheep \_\_\_\_\_

Where the caravan took Joseph \_\_\_\_\_

### WORD BANK

Dothan Potiphar Egypt Judah

Jacob Reuben Shechem



### BIBLE PASSAGE - LESSON FOCUS

**Genesis 37** - “Anyone who hates his brother is a murderer” (I John 3:15), and “Whoever loves God must also love his brother” (I John 4:21).

### MEMORY VERSE

**This quarter, Genesis 1:26-31; this week, Genesis 1:31** - “God saw all that He had made, and it was very good. And there was evening, and there was morning - the sixth day.”

### SUGGESTED PROJECTS

1. As in Lesson 4 (Cain and Abel), make a point of praising your child if he shows a good attitude and is not jealous when others are praised or receive things he does not.
2. Note the times when your child shows jealousy. Is there a consistent cause, whether actual or misunderstood by him, that brings out this attitude? Jacob encouraged the brothers’ jealousy by favoring Joseph over his other sons. If your child perceives that a sibling receives more attention or privileges than he, perhaps a discussion with him or a change in certain circumstances would be beneficial. For example, explain to a child that his older brother is allowed a later bedtime because he has more homework and the younger child’s body needs more rest.
3. Dramatize the Bible story. Do this seriously and be sure Joseph is not treated too roughly by his brothers. Let the characters reflect on how they would feel under the circumstances.
4. Read and discuss a story about jealousy, e.g., *Barney Beagle and the Cat* (Jean Bethell, illus. Ruth Wood, Wonder Easy Reader, Grosset & Dunlop, 1965); *Lyle and the Birthday Party* (Bernard Waber, Houghton Mifflin, 1966).
5. Songs to sing: “Comfort, Comfort Ye My People” (*Trinity Hymnal*, #197); “Only Trust Him” (“Come Every Soul,” *Trinity Hymnal*, #675); “How Beautiful the Sight” (*Trinity Hymnal*, #356).

### SUGGESTED PARENTAL READING

**Scripture:** Matthew 5:21-26; Philippians 2:1-11; I John 3:11-24; I John 4:7-21.



# **JOSEPH FORGIVES HIS BROTHERS**

**Genesis 39-45**

## **Lesson Aim**

That students would learn to “be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you” (Ephesians 4:32).

## **Memory Verse**

**This quarter, Genesis 1:26-31; this week review Genesis 1:26-31.**

## **Lesson Background**

“Sure, I’ll forgive you.” Sometimes those words come easily. A broken appointment or inconsiderate remark may be easily passed over and we can become smug in our Christian charity. Let a serious offense come up, however, and, “I’ll forgive, but I won’t forget,” becomes the more likely response. That, of course, is not the true forgiveness of Scripture. We must forget the person’s sin, not in the sense of not knowing what happened, but by not repeatedly bringing up the incident, by not considering that sin when we think of that person, and by acting in a loving way toward him.

Joseph knew the cost of forgiveness. Almost murdered and then sold into slavery by his brothers, he could weep for joy at seeing them again and give to them abundantly. Joseph could see the hand of God in his situation. This concept (cf. Romans 8:28) may help us in our struggle to forgive others. Christ Himself is our true Model and Source of forgiveness. “But God demonstrates His own love for us in this: While we were yet sinners, Christ died for us” (Romans 5:8). Thank God for His forgiveness, and by His grace may we forgive others.

*Knowledge Objectives* - To know the basic events of Joseph's life covered in these chapters: That Joseph was put in prison because of a lie told by Potiphar's wife; that God nonetheless prospered him; that his interpretation of the baker's and cupbearer's dreams eventually led to an opportunity to interpret Pharaoh's dream; the content of Pharaoh's dream; and that Joseph tested his brothers but forgave them.

*Behavioral Objectives* - By God's grace, to know the forgiveness of Christ and to show forgiveness to others.

## **Lesson Procedure**

**Introduction** - Review last week's Bible story in a question-and-answer format, e.g., "Does anyone remember whom we studied about last week? What happened to Joseph in the story? If you were Joseph, how do you think you would feel about your brothers? Today we will see what happened to Joseph after he got to Egypt."

### **BIBLE STORY**

The following summary should be used rather than reading directly from the Scriptures since the passage is so long:

Joseph had been sold to a captain in the Egyptian king's army named Potiphar. God was with Joseph and when Potiphar saw how the Lord blessed him, Potiphar put Joseph in charge of everything he owned. Things went fine for a while until one day Potiphar's wife told a terrible lie about Joseph, saying that he had done something bad. Potiphar believed his wife, became very angry with Joseph, and put him in prison.

Poor Joseph! He had only been trying to obey God, and now here he was in prison. But God was with Joseph even there. The Lord blessed him and soon Joseph was in charge of all the other prisoners, even though he was still a prisoner himself. Still, this was far different from his dream that his family would bow down to him.

One night, two of the prisoners had dreams. They asked Joseph to tell them what the dreams meant and he did. In three days, Joseph said sadly, the baker would be killed, but in three days also the cupbearer would be freed and once again serve the Pharaoh, the king of Egypt. Sure enough, this is what happened.

Read **Genesis 41:1-6**.

The cupbearer remembered Joseph and told Pharaoh that perhaps Joseph could interpret his dream. Joseph was sent for and he told Pharaoh the meaning of the dream, that there would be seven good years in Egypt where food would be plentiful, but these would be followed by seven bad years of great famine, and unless something were done, many would die because there would not be enough to eat. Joseph told Pharaoh that big barns should be built to store food in the good years so that it could be used in the time of famine. Pharaoh was pleased and decided to put Joseph in charge of doing this. He would be second only to the king in power. One day Joseph was in prison and the next day he was a ruler in Egypt. What great things God had done for him!

The famine came as Joseph had said, not only in Egypt, but throughout the region. Jacob sent ten of his sons to Egypt to buy food. Of course, they did not know that Joseph was a ruler there. They thought he had probably died or was a slave and did not recognize him when they bowed before him begging for food. Joseph knew who they were, but pretended to be a stranger and questioned them about their family. He called them spies and told his brothers that, to prove they were telling the truth, they must return to Canaan and bring back to Egypt their youngest brother Benjamin, whom they had mentioned. To be sure they would do so, Joseph said he would keep Simeon until their return. “We are being punished because of our brother,” said Joseph’s brothers.

Later, the brothers returned with Benjamin to ask for more food and Joseph tested them further. He wanted to see if his brothers had changed since the days when they were so cruel to him. Joseph secretly put a silver cup in Benjamin’s sack as the brothers left Egypt for a second time, bringing food back to their home. Joseph sent his servants after the brothers to accuse them of stealing the cup. He said that the owner of the sack that hid the cup would be his slave. All the brothers were astounded to find the cup and begged Joseph to be merciful. Judah said that he would even stay as Joseph’s slave instead of Benjamin. Joseph could see that his brothers had changed and were sorry for what they had done to him.

Read **Genesis 45:1-14**.

Discuss the story primarily in terms of the concept of forgiveness (e.g., What had Joseph’s brothers done to him? How might Joseph have felt toward them? What might Joseph have done to his brothers? How did Joseph treat his brothers? Joseph not only said he forgave his brothers, but *acted in a loving way* toward them. Why did Joseph do some things that seemed mean to his brothers? How should we act toward those who have hurt us? Jesus said to love your enemies - Matthew 5:44). Facts can be reviewed using the Worksheet.

## **STORY**

### **TWO FRIENDS AND A STROLLER**

Katie and Johanna were playing dolls. “Do you like my new doll stroller?” asked Katie.

“Oh, yes, it’s really nice,” answered Johanna. “May I play with it?”

“Sure, but only put your dolls in it, don’t sit in it yourself,” said Katie, “or it will break.”

“No, it won’t,” said Johanna, “you just don’t want to give me a ride. I’ll be the baby and you be the mommy and push me in it.” With that, Johanna sat in the stroller. Rip!

“See what you’ve done,” yelled Katie. “You wrecked my new stroller. I told you not to sit in it. I don’t want to play with you anymore. You’re not my friend. I’m going home.” Katie turned around and ran down the sidewalk toward her home.

Later, Katie answered a knock at her front door. Johanna was standing there with Katie’s stroller.

“I don’t want to talk to you!” said Katie, shutting the door, but Johanna stopped it from closing.

“Wait,” she said, “I’m sorry, I really am. Look, my mom sewed the cloth that ripped. It doesn’t look as good as it did before, but you can have this blanket to put around your doll in the stroller to help cover the rip. I should have listened to you and not sat in it.”

Katie looked at her friend. “I’m sorry too,” she said. “I shouldn’t have yelled at you; the stroller is brand new and I was angry. Thanks for getting it fixed. Let’s be friends again, O.K.?”

“Yes,” Johanna grinned. “Let’s be friends.”

### Questions:

- Why was Katie angry?
- Was Johanna sorry for what she had done? How did she show this?
- Did Katie forgive Johanna? How do you know?
- Should we forgive people when they are sorry for what they have done?
- Who did Joseph forgive in the Bible story?
- How did Joseph show this?
- How does God show His forgiveness?

### SONGS

“Comfort, Comfort Ye My People” (*Trinity Hymnal*, #197); “Only Trust Him” (*Trinity Hymnal*, #675); “How Beautiful the Sight” (*Trinity Hymnal*, #356).

### Take Home Activity

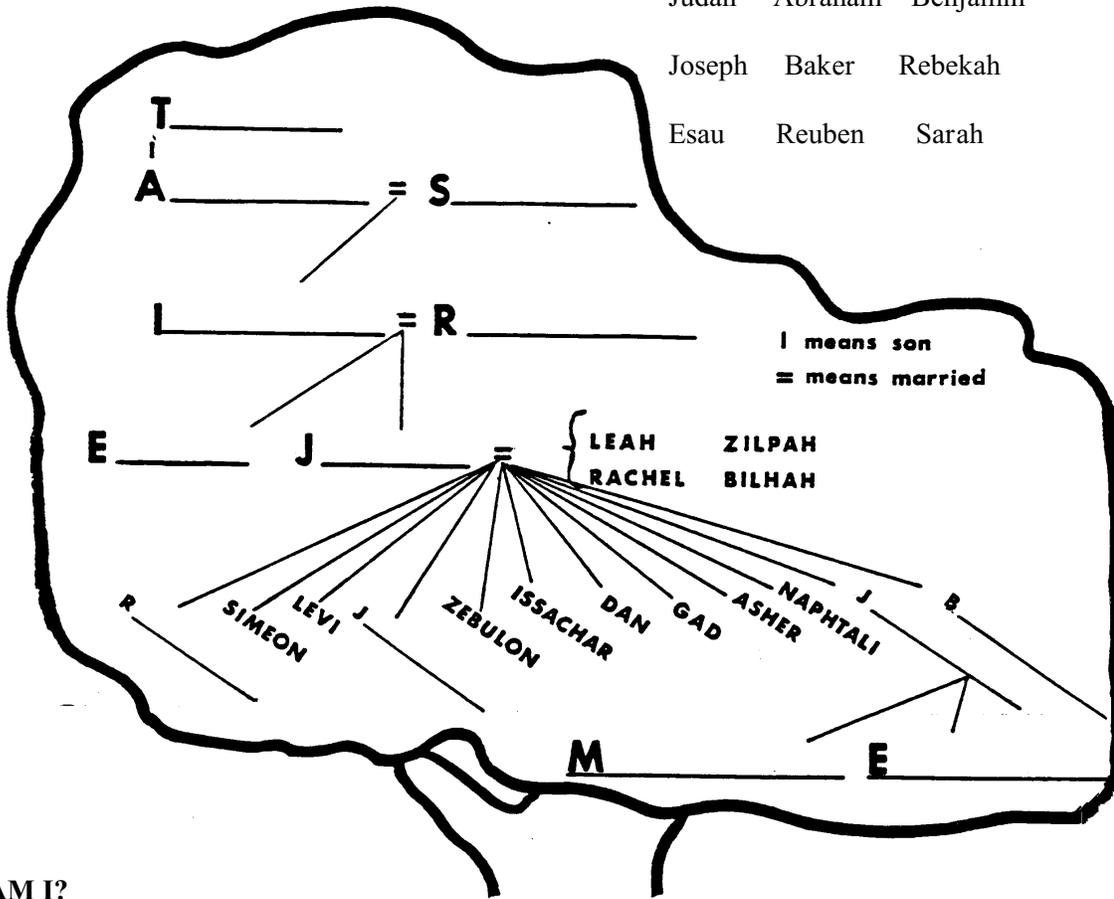
1. **Worksheet**
2. **Forgiveness Picture/Story** - Have the children draw a picture and/or write a story of a time when someone forgave them or they forgave someone. They may draw/write about someone they should forgive or whose forgiveness they need to ask, if desired. Discuss situations in which we might need to be forgiven or to forgive someone else. If stories are written, they may be dictated to you, if desired.

**Class Work**

**Joseph Forgives His Brothers**

**WORD BANK:**

- Manasseh Jacob Pharaoh  
 Terah Isaac Ephraim Simeon  
 Judah Abraham Benjamin  
 Joseph Baker Rebekah  
 Esau Reuben Sarah



**WHO AM I?**

King of Egypt \_\_\_\_\_

A silver cup was found in my sack \_\_\_\_\_

Joseph explained my dream to me \_\_\_\_\_

Joseph kept me in Egypt while my brothers went home \_\_\_\_\_

I said Joseph could make me a slave instead of Benjamin \_\_\_\_\_

God blessed me and I forgave my brothers \_\_\_\_\_



### BIBLE PASSAGE - LESSON FOCUS

**Genesis 39-45;** Like Joseph, “Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you” (Ephesians 4:32).

### MEMORY VERSE

**This quarter, Genesis 1:26-31; this week, review Genesis 1:26-31.**

### SUGGESTED PROJECTS

1. As a family, discuss the concept of forgiveness. Discuss Christ’s forgiveness of His people’s sins and our own need to forgive others. Each family member should consider if he needs to forgive anyone or to ask someone’s forgiveness. Each should confess his sin to God and think of and do a loving action for this “enemy.”
2. Dramatize parts of Joseph’s life.
3. Discuss whether or not a character shows forgiveness in stories read or television shows watched this week.
4. Ask your child what God has taught him this quarter or what his favorite Bible story was this quarter and why.
5. Say together Genesis 1:26-31.

### SUGGESTED PARENTAL READING

**Scripture:** Romans 5:8; I John 1:8-10; Matthew 5:21-26; Matthew 5:38-48; Luke 17:3, 4, 7; II Samuel 9.