

# GENESIS TEACHER'S GUIDE

## **Explanation of the Teacher's Guide**

I wrote this guide for the teacher who is using the lessons from *Herein Is Love: Genesis*. This manual can be used by any adult involved in teaching children the Bible: Sunday School teachers, Christian School teachers, Home School teachers, Vacation Bible School teachers, camp counsellors and parents. Prayerfully study the Scripture references given at the beginning of each lesson. After that, read the lesson carefully. Find the visual aids you need to use for that lesson. Prepare the memory work handouts. Assemble the craft materials. Practice the Psalm. Plan the route of your field trip . . . and you're ready to go!

If you have only an hour each week with your class of children, (which is all most Sabbath School teachers have,) you cannot possibly do everything suggested for each lesson in this teacher's manual. However, with one hour you will have time to: teach the lesson (which is your first priority), show and discuss the visual aids (while you are teaching), hear the children's memory

work, sometimes do a quick craft, ask a few questions, pray, (for there is always the time and the need to pray,) and sing a psalm. If you have a two or three hour block of time, the making of crafts and singing of psalms can be greatly extended. Camp counsellors and parent-teachers will find the field trip suggestions particularly useful.

Many Sabbath School teachers think that the children must have a lesson sheet to take home with them each week. Personally, I do not like those sheets. They are expensive, uninteresting, sometimes damaging, and usually wind up in the garbage can unused anyway. I do agree that it is nice for the children to have something to take home with them, but really it need not be any more than a verse of memory work. What could be more important for the children to take away with them than a jewel from God's Word?! However, if you think a parent page is necessary for a lesson review during the week, you can very simply and cheaply make your own by including:

1. The main Bible text (to be read at home)
2. The memory work (to be learned at home)
3. A craft suggestion (if you didn't make one in class)
4. A copy of the main Psalm (to be sung daily in family worship)
5. The field trip suggestion (for a family outing)

### **Visual Aids**

I am completely dissatisfied with (and sometimes utterly offended by) the illustrations found in most Bible curriculums currently available for children's Sunday School. The pictures that are intended to be visual aids become visual harms, because they represent the Scriptures as little more than fairy tales or comic strips. These pictures cheapen the Holy Word of God. How can the children take seriously their forerunners in the faith, when they are so often represented visually as cartoon characters? I have suggested visual aids for the children, which will connect the Bible to the real world.

Use PHOTOGRAPHS! These are far more interesting for the children, impressing upon them that the study of the Scriptures is serious study. With this approach, there is no concern about pictures being current or relevant, because the pictures are of enduring significance. The wealth of visual aids

that the human race has collected since the invention of the camera is overwhelming. Make use of this rich resource. Expose the children to the amazing scenes witnessed and captured by the human eye through the camera. Photography books, National Geographic magazines, old calendars, postcards, etc. is where you will find the necessary pictures. For example, when you are studying the fourth day of creation, go to your local library and find a good book on astronomy. Show the children pictures of the moon and stars taken through telescopes or from satellites. The heavens declare the glory of God—and these photos are evidence of that glory! Photographs can be used as powerful, visual testimony to help the children focus on and believe in the lessons you are teaching from the Scriptures.

Use MAPS! Whenever possible in a lesson use a map by tracing the route of a patriarch's journey, pointing out an important mountain or river, showing the area of a certain country, etc. Let the children see that the accounts in Scripture are historical events that happened in the real world.

Use SPECIMENS! Many of the stories in the Bible have an object in it that is central. It can be something so simple, and yet that object rivets the children's attention to the lesson. An example is the goatskin that Jacob used to deceive his father. Can you locate a goatskin? (I knew a grandmother who had a soft, grey, goatskin coat.) Bring the goatskin to class, blindfold the children and then let them feel for themselves what happened in the Biblical account. Real objects from the real world help to connect the children to the real and true stories of the Bible.

### **Memory Work**

I always impress upon my children the need to store up God's Word like a treasure in their hearts, which can help them in a time of need. I tell the children that the real reward is knowing God's Word, but I also give them a little incentive by making each child a memory work book. This is quite simple:

- 1) Make booklets by folding 8 x 12 sheets of construction paper in half. (Make them all the same colour with younger children to avoid squabbles.) Make the front cover interesting by pasting on it a slightly smaller rectangle of some sort of picture. (Again, I always make the books identical.) Sometimes I use wrapping paper. Sometimes I recycle attractive church bulletins.

I usually make books to last three months for weekly lessons, changing them with the seasons. For example, the memory work book for the autumn quarter could have a picture of brightly coloured leaves on a yellow background. Often I add a few sparkles to the front cover too. Make sure each child's name is on his/her book.

2) Type out the verse. (I use a 4 x 6 sheet of paper.) Xerox copies for double the number of children in the class. One copy goes into their book, (which you keep until the books are finished!) The other copy is handed out to each child to learn during the week. I try to make the hand-out copies interesting: In autumn I make the children's verses in different shades of brightly coloured paper cut in the shape of leaves. That way, their weekly Bible verses can make a pretty display on their bulletin boards or refrigerators at home. In winter I hand out white "snowballs." It takes just a few extra moments to trace a circle around the verse before cutting it. In spring you can hand out diamond-shaped "kites" or petalled "flowers" in pastel hues. Be creative! There's more than one way to hand out a slip of memory work, giving the children something special to take home.

3) Buy sheets of stickers, continuing the seasonal theme. (There are usually twelve stickers per sheet, four sheets per package, which costs about fifty cents per quarter per child.) Write each child's name on the back of their sticker sheet. For each week's memory work that is learned, they get to choose a sticker from their own sheet to put in their book. At the end of the term, collect all the unearned, unused stickers—but let all the children take their books home.

## **Craft**

For each lesson I suggest one or more crafts that in some way deal with what you have discussed in that lesson. Many of the crafts can be easily modified to fit your required time-frame. I have not described in detail how to make each item, for this is not meant to be a step-by-step craft book; its purpose is to give you some ideas. For example, with the lesson on the fifth day of creation, when God made the birds, I suggest (among several other ideas) to make bird feeders. This can be a simple ten-minute project using pine cones and peanut butter or, if you need something to fill a two-hour craft gap, you can work with hammer and nails on a more difficult bird feeder.

Simply check a children's nature/craft book at your local library and there you will find all kinds of directions on how to make bird feeders. Pick the one that best suits the age level and time allotment of your particular class of children.

### **Review Questions**

For each lesson I ask a few specific review questions. However, there are two very important questions that should be asked with every lesson:

1. What does this lesson teach us about God?
2. How does this lesson help us to live our lives?

### **Prayer**

The application of each lesson to the children's lives is found in the prayer.

### **Psalms to Sing**

I list one Psalm (or part of a Psalm) that is particularly relevant to the lesson, as well as several others that are also related to it. Singing the Psalms is a crucial way, but simple way, for the children to store God's Word in their hearts. "Give thanks to the LORD; call on His Name . . . Sing to Him; sing psalms to Him" (Psalm 105:1, 2). "Let the word of Christ dwell in you richly as you teach . . . and as you sing psalms" (Colossians 3:16). If time permits, I recommend singing the main Psalm for each lesson several times, so that the children have already begun to memorize it. You could also send home a copy of the main Psalm, so that the children can sing it at home during the week with their families. The Psalter I have used is *The Book of Psalms for Singing*, published by the Reformed Presbyterian Church of North America, 1973.

### **Field Trip**

The teaching of the Word of God to our children is not meant to be confined within the four walls of our Christian churches, schools and homes.

Take God's Word outside, into the fresh air and sun shine! Teach it in the open fields and the busy streets! Moses says, "Fix these words of mine in your hearts and minds . . . Teach them to your children, talking about them when you sit at home and *when you walk along the road*" (Deuteronomy 11:18, 19). How will God's Word be fixed in the hearts and minds of our children? It will happen, not only when we read the Scriptures around the family dinner table or when we study the Bible in our Sunday School classrooms, but it will happen when we are walking along the road, when we are looking at the world around us as we discuss the things of God. I will never forget the time our family (with four children, ages 2 through 12) was driving through Sequoia National Park, looking with awe at the largest trees in the world. As we drove along these great green giants we sang a psalm in praise of the Creator: "The trees of the LORD are well watered, the cedars of Lebanon that He planted" (Psalm 104:16). We were in California, U.S.A. — but the same God planted those majestic "cedar" trees too. That Psalm concludes with these words: "I will sing to the LORD all my life; I will sing praise to my God as long as I live . . . Praise the LORD, O my soul. Praise the LORD" (Psalm 104:33, 35). A very important message was communicated to our children that day, as they delighted in those amazing trees—but you don't have to drive across a continent to have that kind of teaching opportunity. It's along every ordinary road, along every little pathway in your life.

For each lesson I have suggested some small outing to a place which will impress that particular Bible teaching upon your children. What a way to review a lesson! If you are setting out with that purpose in mind, "to teach your children . . . when you walk along the road" it will actually happen. You will do it—and they will be blessed!

*Please turn the page for the guide to lesson 1.*



# The Word of God

John 1:1–4, 14

## **VISUAL AIDS**

Bring Greek and Hebrew Bibles for your children to examine or bring each child a sample page of writing from each of these languages. (You could xerox some pages from your pastor's library.) Have the children try to read them! This will stimulate their interest in written words, other languages and the work of translation.

## **MEMORY WORK**

"Thy word I have treasured in my heart . . ." (Psalm 119:11)

## **CRAFT**

You could make treasure chests or jewel cases by covering small cardboard boxes (or heart-shaped boxes) with pretty paper on the outside and felt-like fabric on the inside. A simpler project would be to fold pieces of red construction paper in half and cut out a large heart for each child. Print the memory work on the inside of the heart or make a pocket in which all the Bible verses can be kept. Have the children glue gold and silver sequins and sparkles inside the heart, reminding them as they work that the Word of God is more precious than gold or silver.

## **REVIEW QUESTIONS**

1. Why is the Bible different from all other books in the world?
2. What are three ways that God and people use words?
3. How did God usually speak His Word? What were some special ways that He spoke His Word?

4. How did God usually write His Word? What were some special ways that He wrote His Word?
5. What languages did God use to write the Bible? How did we get the Bible in our own language?
6. God gave us something very precious, more precious than silver and gold. What precious gift did God give us? Why is it worth so much?
7. Where should we keep this treasure? How can we hide it in our hearts?
8. It is not enough to hear God's Word or know God's Word. What else must we do?
9. Who is called "The Word of God"?

### **PRAYER**

LORD, thank You for giving us the precious gift of Your Word. Please, help us to treasure it in our hearts all our days on this earth.

### **PSALMS TO SING**

119B . . . and 19BD; 119F; 119I; 119M; 119N; 119O; 119T; 119WX.

### **FIELD TRIP**

Explore a big library! See if you can find among many special books, the most special book of all.

*(This student lesson starts on page 1.)*

# In the Beginning, Out of Nothing

Genesis 1:1

## VISUAL AIDS

You could bring to class an acorn, a sunflower seed and some little ripe puffballs for the children to touch to produce the “puff” of spores. If you don’t have any puffballs at your fingertips, perhaps you could bring a big ripe mushroom from the supermarket; explain that its spores (along the gills) are too tiny even to see. (However, if you place the cap, gill-side-down, on a piece of white paper, cover it with a bowl and leave it for a few hours, you will have a beautiful spore print, made of millions of spores, which the children can see.) There are wonderful pictures available in children’s magazines or books, which show the stages of butterflies, frogs and chickens from egg to adult. To see the stages of a developing human being, pro-life groups put out excellent pamphlets and there are many books available too, such as *A Child Is Born or Being Born*, with exquisite photographs by Lennart Nilsson. (If you’re on a tight time schedule, watch out! An hour can slip by easily without getting to the real lesson, because the children are fascinated by these “beginnings.”)

## MEMORY WORK

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

## CRAFT

Cut out some large, ostrich-sized, oval-shaped “eggs” from plain white paper, two or three for each child in your class. They can then draw the beginnings of some little creatures inside the eggs. They can draw an owl or a turtle, a flamingo or an alligator, a duck-billed platypus or even a dinosaur.

**REVIEW QUESTIONS**

1. Did you have a beginning?
2. Did the world have a beginning?
3. Did God have a beginning?
4. The things that we see in the world around us—from where did they all come?
5. Out of what did God make the world and everything in it?
6. Who said, “I am the Beginning and the End”?
7. Why is God worthy to receive all our praise?

**PRAYER**

Heavenly Father, we thank You for beginning and creating everything. We thank You and praise You for making us!

**PSALMS TO SING**

106G . . . and 90CD (1); 115B (8); 121B (1); 134AB.

**FIELD TRIP**

Visit some sort of hatchery. It's very exciting for young children to see a little creature emerging from an egg.

*(This student lesson starts on page 6.)*

# The First Day

Genesis 1:1–5

## VISUAL AIDS

Show the class a picture of how the world looked in the beginning. You will need a plain black piece of paper!

## MEMORY WORK

1. “God is light; in Him there is no darkness at all.” (1 John 1:5)
2. God said, “I am the LORD and there is no other. I form the light and create darkness.” (Isaiah 45:6)

## CRAFT

Have each child begin a book called *The Days of Creation*. You will need different colours of construction paper. The first page should be plain black. The second page should be yellow. Print (or label) “DAY 1” on the top of the light page. On the bottom print: GOD SAID, “LET THERE BE LIGHT.” Keep the children’s books until all seven days are completed. You could also make paper-plate clocks with movable hands and discuss what we do at different times. Print “GOD MADE TIME” on the back of the clocks. Another craft for this lesson could be making simple candles. Place them in empty tuna-fish cans and write this verse on the side: “You, O LORD, keep my lamp burning; my God turns my darkness into light” (Psalm 18:28). Tin-can lanterns (with holes nailed all around it and a candle inside) could be another craft. Make sure there is adult supervision for any candle-lighting!

## REVIEW QUESTIONS

1. How did the world look in the beginning?

2. Who was there? What was He doing?
3. What was God's first good gift to the world?
4. Why did God make light?
5. Who said, "I am the Light of the world"?
6. Where is the "outer darkness"?
7. Why does the heavenly city not need sun, moon or any lamp?

## **PRAYER**

LORD, thank You for making light. Thank You for making both the day and the night. Please take care of us through all our days and nights upon this earth. LORD, we pray, that You would lift up the light of Your face upon us and grant us peace. "O God Almighty, make Your face shine upon us, that we may be saved" (Psalm 80:7).

## **PSALMS TO SING**

27AD (1) . . . and 4B; 36B; 43 (3–5); 77A; 80B (1); 89D; 112AB (1, 2); 119NOR (1); 139B (5, 6).

## **FIELD TRIP**

Experience the dread of darkness and the joy of light by visiting some underground caves. If you have no dark caves in your vicinity, just sitting with small children in a very dark room for awhile and then flicking on a lamp or lighting a candle is fun. If the children made their own candles or lanterns, let their lights shine all together in the darkness! Children also love to go for a flashlight hike on a dark night.

*(This student lesson starts on page 10.)*

# The Second Day

Genesis 1:6–8

## VISUAL AIDS

Show the children a photo of the world taken from outer space. What you primarily see is earth's water: the blue of its seas and the white of its clouds. You can also show them beautiful photographs of clouds and the things that come from clouds: snowflakes, raindrops, hailstones, lightning, tornadoes.

## MEMORY WORK

“Stop . . . and consider the wonders of God.” (Job 37:14)

## CRAFT

Continue working on the creation book. This next page should be grey construction paper with the words “DAY 2” at the top, and in the middle of the page print: GOD SAID, “LET THERE BE AN EXPANSE BETWEEN THE WATERS TO SEPARATE WATER FROM WATER.” The children can paste cotton clouds above God's Word and draw blue and white waves below it. You can also bring balloons for the children, fill them with what God made on that second day and write “GOD MADE AIR” on them. Besides balloons to float in the air, you could make pinwheels to spin in the wind and streamers to flutter in the breeze. If you want a more difficult project, have the children make kites. Let them feel for themselves the power of the air as it moves.

## REVIEW QUESTIONS

1. What were the three ways that God worked?
2. What did God create on the second day? What did God separate? What did God name?

3. What do we call the water above the sky?
4. Is earth's air important? Why? Do other planets have this?
5. Who delighted in God and what He made on the second day?
6. Who should rejoice in the LORD and all His works now?
7. Have you ever thanked the LORD for making the air that you breathe? Have you ever thanked Him for the blue sky and white clouds? Have you ever looked at a beautiful snowflake and said "thank-you" to God?

### **PRAYER**

LORD, we thank You and praise You for the beautiful clouds which we can see and the critical air which we cannot see. Thank You for the rain and the snow, the winds and the storms. LORD, we even thank You for the thunder and the lightning, which remind us of Your power and Your splendour.

### **PSALMS TO SING**

105A (1–3); 108A . . . and 18B; 77C (9–12); 97AC; 104A (1–3); 147B.

### **FIELD TRIP**

Just go outside to an open space and admire the clouds and sky. Feel the wind; breathe the air . . . and thank God for them! You could also visit a weather station to watch the people as they work to understand the clouds, the winds, the air pressure, etc.

*(This student lesson starts on page 14.)*

# The Third Day

**Genesis 1:9–13**

## **VISUAL AIDS**

Bring a globe or map of the world and show your small pupils how God separated the land from the sea, forming the oceans and continents which we now have named. Point out the different shapes of the countries (like Italy's boot) and remind them that it was God who formed and shaped the earth. Hide the names of large land masses (including their own country) and see if they can identify these areas simply by their shapes. Point out the difference between natural boundaries and man-made ones. Show them beautiful pictures of coastlines, mountains, canyons, deserts, etc. Specimens and/or pictures of rocks, gems, jewels and metals will make this class more interesting too. You could also bring a piece of coal — and don't forget a little box of "ordinary" dirt, for out of this extraordinary substance God would bring forth all manner of marvellous things!

## **MEMORY WORK**

"I worship the LORD, the God of heaven, who made the sea and the land." (Jonah 1:9)

## **CRAFT**

You can continue working on the creation book. At the top of a blue page of construction paper print the words "DAY 3," and at the bottom print: GOD SAID, "LET DRY GROUND APPEAR." Have the children create land forms by cutting out irregular shapes from earth-coloured paper. These can be glued on the sea-blue pages. Rocks and gems can be added by cutting out jewel shapes from bits of shiny foil paper and pasting them onto the land forms. If you want

a more difficult project, have the children make papier-mache landscapes with mountains, valleys, oceans, rivers, etc. Let them form the “rising land” with their own fingers!

## REVIEW QUESTIONS

1. The earth had light for man to see and air for him to breathe, but what else did it need?
2. What did God separate on the third day?
3. What did God name on that day?
4. The earth was no longer formless. What happened?
5. The earth was no longer empty. What happened?
6. When God saw what He had made, how did He judge His work?
7. When you see what God has made, how do you judge His work?

## PRAYER

Our loving heavenly Father, thank You for giving us this beautiful earth as our home. Thank You for allowing us to see it and feel it; thank You that we can walk on it, play on it and live on it! LORD, help us to take good care of this great gift.

## PSALMS TO SING

95A . . . and 24A (1), 33A; 57B (5, 7–10), 66A(1); 98AB; 104A; 146AB.

## FIELD TRIP

You could visit canyons, coastlines or mountains, but even less spectacular views anywhere in the world display the beauty of what God created on that third day. You could also visit a mineral exhibit at a museum or tour the depths of the earth in a mine or just look at God's gifts in a jewelry store.

*(This student lesson starts on page 17.)*

# Green! Glorious Green!

Genesis 1:11–13

## VISUAL AIDS

Photos of badlands and wastelands to contrast with pictures of lush green woodlands and grasslands would be useful. This class can be enhanced by seeing, smelling and tasting what God has made . . . so bring a bouquet of flowers and a tray of fruit and let the children enjoy the gifts of God! Since you are discussing seeds in this lesson, bring an apple and knife to reveal (by cutting the apple crosswise) the beautiful “star” and the precious seeds of this fruit. The seed cases of plants are fascinating, such as the star-topped poppy pod with its tiny seeds that shake out or a dry crackly milkweed pod with its silky seeds that float away or the long curly pod of a scarlet runner bean with its pretty, pink-and-purple, speckled beans or even an ordinary prickly bur that sticks to your clothes. There are lots of interesting seed-bearing plants. God made millions of them!

## MEMORY WORK

“The earth is full of the lovingkindness of the LORD.” (Psalm 33:5)

## CRAFT

Continue working on the creation book. This page should be made of bright green construction paper. Old seed catalogues are perfect for cutting out pictures of flowers, fruits, vegetables, shrubs, trees, etc. and pasting them onto the page. At the bottom print: God said, “let the land produce vegetation.” There are many art projects that can be done with plants, such as leaf prints, either by rubbing (with a crayon) or stamping (with ink) or splattering (with paint.) You could also make placemats or bookmarks with pressed flowers. Artists have al-

ways been inspired to paint still-life pictures of vases of flowers or bowls of fruit, so . . . bring out the water colours!

## REVIEW QUESTIONS

1. What did God make on the third day of creation?
2. Plants usually grow from seeds in the ground, but how did the plants sprout out of the earth on the third day of creation?
3. Why did God make plants?
4. How do plants praise the LORD?
5. People use plants to make clothes, paper, and medicine. How? Can you name some more ways that people use plants?
6. What is your favourite tree? Why? What is your favourite flower? Why? What are your favourite vegetables and fruits?
7. Have you ever thanked God for giving you all these gifts? Why don't you thank Him right now?!

## PRAYER

LORD, thank You for Your LOVE, which fills the earth. Thank You for giving us a world filled with plants to see and smell and eat . . . and use in many other good ways.

## PSALMS TO SING

96B . . . and 1AB; 23; 65B; 67A; 72C; 85B; 92C; 104B; 111A; 126; 145C.

## FIELD TRIP

Visit some gardens, greenhouses or an arboretum. Walk through the fields and the woods, delighting in God's gifts!

*(This student lesson starts on page 20.)*

# The Fourth Day

**Genesis 1:14–19**

## **VISUAL AIDS**

God has filled the universe with the splendour of the stars and planets and galaxies. Show the children some of the beautiful photographs available to us taken through telescopes and satellites. It would also be useful to bring a globe to this class to demonstrate the movements of the earth. Pictures of spectacular sunrises and sunsets would also be helpful and can often be found in old calendars. You could also bring photographs of glistening dewdrops, sparkling waters, shimmering leaves, interesting shadows, exciting rainbows, etc. They all made their appearance on that fourth day. They all glorify God!

## **MEMORY WORK**

“The heavens declare the glory of God; the skies proclaim the work of His hands.” (Psalm 19:1)

## **CRAFT**

This page of the creation book could be pink construction paper, with the children colouring a sunrise or sunset in brilliant colours. Add a silvery crescent moon and some little stars. The top should read: DAY 4. The bottom should read: GOD SAID, “LET THERE BE LIGHTS IN THE EXPANSE OF THE SKY.” If you want more difficult projects, your children could make a mobile with sun, moon and stars or a model of our solar system.

## **REVIEW QUESTIONS**

1. What did God make on the fourth day of creation?

2. The sun, the moon and the stars are glorious, but they “speak” and “point” to a glory surpassing their own. Of whom do they speak? To whom do they point?
3. Why did God make the heavenly bodies so beautiful?
4. Give three other reasons why God made the sun, the moon, and the stars.
5. How do the sun and the moon give earth its days, months, seasons and years?
6. Some people worship the sun, moon and stars. Is this right?
7. What should we do from sunrise to sunset? What should we do every day of our lives?

### **PRAYER**

Our loving God, we thank You for Your good, gracious and glorious gifts. Thank You for the bright sunshine, the pale moonlight and the twinkling stars. Thank You for the different seasons and for ordering our time into days and months and years.

LORD, help us to use our days to glorify You!

### **PSALMS TO SING**

19A . . . and 8B (1, 2); 104C (10); 113A (1–3); 147A (1, 3); 148.

### **FIELD TRIP**

Visit an observatory or planetarium. Witness a sunrise or sunset. Stand in an open field on a starlit night and praise the name of the LORD!

*(This student lesson starts on page 24.)*

# The Fifth Day

Genesis 1:20–23

## **VISUAL AIDS**

There are many beautiful books abounding with pictures of this world's incredible fish and birds that you can enjoy with the children. Also, bring to class some shells and feathers, especially a peacock feather. A recording of the songs of birds (played as background music) could also add an interesting note to this class.

## **MEMORY WORK**

1. "He performs wonders that cannot be fathomed, miracles that cannot be counted." (Job 9:10)
2. "The earth is full of his praise." (Habakkuk 3:3)

## **CRAFT**

A piece of white construction paper (with "DAY 5" at the top) would be good for the next page in the creation book. Divide it in half with a horizontal line of waves. At the bottom print: GOD SAID, "LET THE WATER TEEM WITH LIVING CREATURES, AND LET BIRDS FLY ABOVE THE EARTH." The children can draw fish swimming in the lower section and birds flying in the upper section. If you have some spare cockle shells bring them to class. The children can paint them with plain water, either with little brushes or with little fingers, to let their true (underwater) colours show. While they are still wet, hold the shells up to a window to see their full beauty. This is a wonderful activity for small children. They could also colour white shells with magic markers. Two other easy paper crafts would be fish or bird mobiles, letting the chil-

dren decorate the white, cardboard, fish or bird shapes. If you want more difficult projects, you could build bird feeders or make aquariums.

### REVIEW QUESTIONS

1. What did God make on the fifth day?
2. Why did God make them?
3. How did God bless them?
4. What is your favourite fish? Why?
5. What is your favourite bird? Why?
6. How is a nightingale an excellent preacher?
7. How does a peacock feather proclaim the LORD?

### PRAYER

LORD, we thank You for the marvellous creatures that swim and fly! We thank You for the songs of the birds and we ask that You would help us, with our lives and our lips, to fill the earth with Your praise.

### PSALMS TO SING

104D . . . and 55A (1, 4, 5); 84A; 148.

### FIELD TRIP

Visit an aquarium and an aviary. Even pet stores usually have selections of tropical fish and birds. You could also take your children for a walk along a seashore to gather shells or a walk through the woods to listen to the birds.

*(This student lesson starts on page 28.)*

# The Sixth Day

**Genesis 1:24, 25**

## **VISUAL AIDS**

Look in your local library. There are all kinds of books with wonderful photographs of mammals, reptiles and insects. You can also find in children's books or magazines many amusing and exciting pictures of people doing things with animals. A young class will particularly appreciate these. This is also a good lesson to have a "show-and-tell" time. Ask each child to bring for this class a picture of his/her favourite animal. Have the child show the picture to the class and tell why it's his/her favourite animal. You should be prepared to show and tell yours too! This is fun for everyone.

## **MEMORY WORK**

1. "Let everything that has breath praise the LORD. Praise the LORD!" (Psalm 150:6)
2. "Let every creature praise his holy name for ever and ever." (Psalm 145:21)

## **CRAFT**

Use a piece of orange construction paper with "DAY 6" at the top for the next page in the creation book. Have lots of ovals and circles in different sizes cut out of fuzzy grey, brown and white fabric. Have the children glue them onto their pages and make them into animals by drawing legs, ears, tails, etc. At the bottom of the page add the words: GOD SAID, "LET THE LAND PRODUCE LIVING CREATURES." If you need a more difficult craft, what about sewing and stuffing some "furry" animals?

**REVIEW QUESTIONS**

1. What did God create on the sixth day?
2. From what did God make the animals?
3. How did God make them?
4. Why did God make the animals? Give two reasons.
5. How do animals help us? How can we help the animals?
6. The sixth day was the last day of creation. When all the animals were created, was God's work finished?
7. How do animals praise the LORD?

**PRAYER**

LORD, thank You for making all the animals.

(Each child might want to thank the LORD for some particular creature that he/she loves.)

**PSALMS TO SING**

150AB . . . and 104C.

**FIELD TRIP**

Visit the zoo or a farm! Make sure to use this opportunity to talk about the marvellous creatures that God created for us. Even a trip to a friend's house to see little kittens or hold furry gerbils can be a God-centred, fun-filled, educational experience.

*(This student lesson starts on page 32.)*

# A Creature Is Crowned

Genesis 1:26–28

## VISUAL AIDS

You will have several, living, breathing, human specimens right in your class! Bring a little box of dirt so they can see their origins and marvel at the work of God in creating them from the dust of the ground. You could also bring some photography books, such as *The Family of Man* by E. Steichen, which has beautiful photos of human beings.

## MEMORY WORK

God said, “Let us make man in our image, in our likeness, and let them rule . . .” (Genesis 1:26)

## CRAFT

This is the final page of the creation book. You will need purple construction paper, a royal colour. Cut the outline of a man and a woman for each child. You could use plain brown paper, to represent their earthiness. Use shiny silver paper for their hearts, to represent a mirror and the fact that human beings were to be a reflection of God. Cut gold paper crowns for each child’s man and woman. Finish the page with these words: GOD SAID, “LET US MAKE MAN IN OUR IMAGE . . . AND LET THEM RULE.” You could also make gold crowns, one for each boy and girl to wear home. Another project could be a collage of people: men and women, boys and girls, of every race.

## REVIEW QUESTIONS

1. When were people created? What else was created on that day?
2. Whom did God make to rule all the animals?

3. How are animals and humans alike? How are they different?
4. Do we come from gorillas or from God? How do we know?
5. When the Bible says, “God created man in His own image,” does it mean only men or does it mean both men and women?
6. When God said, “Let us make man in our image . . .” to whom was He speaking? Is there more than one God? Who are the Three Persons of God? What does “Trinity” mean? (Can you think of other words that begin with “tri” and refer to “three”?)
7. At the end of the sixth day, what did God see? Was it good?

### **PRAYER**

Our Heavenly Father, thank You for creating us. Thank You for making us in Your image and calling us Your children. Thank You for crowning us with glory and honour. Thank You for making each one of us to be a prince or a princess, sons and daughters of the King. (Perhaps each child would like to thank God in prayer for some of the special people in his/her life.)

### **PSALMS TO SING**

8AB . . . and 21AC; 24ABC; 100ABC; 103D; 113AB.

### **FIELD TRIP**

Have you ever just sat down on a park bench and watched the people walking past? Take your children on a people-watching expedition. As you observe all kinds of people, take the opportunity to teach the children that all people are created in the image of God. Because they are created in the image of God, people are precious. They should not be harmed by us in any way—in thought, word or deed. God commands us to love people, to bless them and to do good to them, even to our enemies.

*(This student lesson starts on page 35.)*

# The Image of God

Genesis 1:26–31

## VISUAL AIDS

Before you begin, you want the children to understand the word “image,” so bring a fairly large mirror to class with you. Have each child look into it. Who is peering back at them? Whom do they see in the mirror? No, they are not in the mirror. The real person is sitting right there, facing the mirror. What they see is just a reflection or image of themselves. You can also bring a small plastic or china animal, such as a horse. Ask the children, “What is this?” The whole class will probably answer, “A horse!” Then you can instruct them, “No, it is not a horse. It is an image of a horse.” The same idea can be illustrated with a photograph. Bring a recognizable photo of yourself. Once again you can ask, “Who is this?” and answer, “No, I’m right here. This is just an image of me.” Bring some coins too. When I taught this class, I gave each child a Canadian penny and an American penny. Whose images are on the coins? Queen Elizabeth and President Lincoln! At the end of this discussion time, your children should be interested in the word “image” and this difficult lesson on the image of God.

## MEMORY WORK

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

## CRAFT

This is the lesson to bring out the playdough! The children can make “images” of animals. Suggest creatures with striking characteristics, such as an elephant or a giraffe or a snake. (Bring from the children’s section of the library, a Barbara Reid book, such as *Two By Two*, for interesting examples of little clay crea-

tures.) Examine each child's work and discuss it. "Is this an elephant? No, it's a model or image or likeness of an elephant. It is not an exact representation of an elephant. Only God (or other elephants) can make a real one. How do we know that this is meant to be an image of an elephant? It's grey and has a long trunk and big ears." This little craft time is meant to underline the main points of the lesson: Man, created in God's image, has characteristics of God, but he is not God.

## REVIEW QUESTIONS

1. What special gift did God give to human beings, that was given to no other creature on earth?
2. What are three ways that people were made to be like God?
3. There was a Man who was the exact representation of God, a Man who was God. What was His name?

## PRAYER

Our Heavenly Father, we thank You for creating us and loving us and giving us Your own image. LORD, help us be holy, even as You are holy. LORD, we thank You that, by faith, we are being conformed to the image of Your Son. We thank You that by Your grace, whenever people turn to the LORD, they "all reflect the LORD's glory . . . being transformed into His likeness with ever-increasing glory" (II Corinthians 3:18). God, we thank You for all these blessings.

## PSALMS TO SING

100ABC . . . and 7B (9); 29A (1); 97A; 111A (1-3); 136A (1&2); 138AB; 145A.

## FIELD TRIP

There are several places you could go with the children to discuss "images." Art galleries are filled with images—paintings, sculptures, photographs, etc. You could go to a fun house, where there are strange mirrors that distort the images reflected in them. You could go to shrines or temples or even some churches, where people have made images of God, called idols. You could discuss how it is wrong to worship images in the form of anything. The LORD alone, the eternal and invisible God, is worthy of worship.

*(This student lesson starts on page 38.)*

# The Gift of Life

Genesis 2:7

## VISUAL AIDS

It's time to make another trip to your local library, where you can find amazing books about our amazing bodies. The children's section will have wonderful picture books on the human body, which you might find helpful for this class. Particularly useful would be photography books with action shots of people doing amazing things. You can show your class pictures of gymnasts, runners, dancers, swimmers, skaters, jumpers, divers, etc. You can show pictures of people playing the piano, riding a bike, crocheting lace, throwing a ball, typing on a computer—anything and everything! It will be more difficult to find pictures of people loving, hoping and trusting, but they are available. Once again, *The Family of Man* is a good source book.

## MEMORY WORK

“O LORD . . . I praise you because I am fearfully and wonderfully made.” (Psalm 139:14)

## CRAFT

Does your classroom have a bulletin board? Self-portraits (with the child's signature on their work) would be a lovely display under this lesson's Bible verse. Does your church/school have a xerox machine? Just for fun, take a little trip to the office and xerox each child's hand. Human hands are a wonderful creation of God's, that are able to do so many things. You might point out that human hands made xerox machines! There are many amazing machines made by human hands and planned by human minds, but the hands and the minds of human beings are God's creation! Or you could make unique presents to send

home for the parents—fingerprint bookmarks. All you need are an ink pad, strips of cardboard and little willing fingers. Don't forget to tell the children that their fingerprints are unique and that they are unique. There are no two fingerprints and there are no two people in all the world which are identical, not even "identical" twins!

## REVIEW QUESTIONS

1. Man was not created out of nothing. What did God use to form man's body?
2. How did God make man a living being?
3. God gave you life. What should you give God?
4. Why did God make man?
5. What is your favourite activity? Have you thanked God for that ability?

## PRAYER

Our heavenly Father, thank You for the gift of life.

(Perhaps each child would like to thank God for some ability or activity, which they particularly enjoy. You, the teacher, could also thank the LORD for each precious person that is in your class. Mention them by name! Give thanks to God for creating each one of them!)

## PSALMS TO SING

139B . . . and 71A; 100ABC; 119J.

## FIELD TRIP

You can go almost anywhere to see people doing amazing things. Watch some boys playing hockey or some girls jumping rope. Watch a man twirling a pizza or a grandma knitting some socks. Go to a musical concert or a ballet recital. Watch a track meet or a gymnastics demonstration. As you watch, teach the children about the LORD and the good gift of life, which He graciously gave to us.

*(This student lesson starts on page 41.)*

# The Gift of A Garden

**Genesis 2:4–17**

## **VISUAL AIDS**

What you need for this lesson are pictures of cultivated lands throughout the world: wheat fields in Canada, vineyards in France, orange groves in U.S.A., flower gardens in England, rice terraces in China, potato crops in Ireland, olive trees in Israel, tulip beds in Holland, etc., etc.

## **MEMORY WORK**

“Believe in the Lord Jesus, and you will be saved.” (Acts 16:31)

## **CRAFT**

A simple craft would be to cut a large circular “garden” out of green construction paper for each child. In the centre of the garden the memory work could be glued in a smaller white circle. Then the children can surround God’s Word in the centre with all kinds of delicious fruits and gorgeous flowers. Those old seed catalogues would come in handy again. If you want to tackle a more complicated project, each child could plant a real little garden (or terrarium.) You will need pie plates (or large glass jars,) earth, mosses, plants, pebbles, etc. — and lots of patience!

## **REVIEW QUESTIONS**

1. Where did God place the man whom He had made?
2. What did God plant in the centre of the garden?
3. What did God plant in the rest of the garden?
4. What command did God give to the first man?
5. What would happen if he disobeyed that command?

6. What command does God give to us now?
7. What will happen if we disobey that command? What does God promise to give us if we obey that command?

### **PRAYER**

LORD, we thank You for Your LOVE in sending Your one and only Son to die for our sins. Help us obey Your Word and believe Your Son and trust Your promises. LORD, we pray that each child here might have faith in the Lord Jesus Christ, and so be saved.

### **PSALMS TO SING**

119F . . . and 3 (5); 13 (5); 25AB; 119ABCE.

### **FIELD TRIP**

People have planted beautiful gardens! Take a trip to one of them. Even in the middle of winter, there are public greenhouse gardens that are especially enjoyable to visit in the cold bleak months. For several years I lived in a little cottage on an estate near New Hope, Pennsylvania. The two old ladies who owned the property had spent almost their entire ninety years planting exquisite trees and flowers. There were pink magnolia trees, yellow forsythia bushes, white dogwoods, purple lilacs, red azaleas, and many other shrubs whose names I did not even know. These spinster sisters had planted fields of daffodils, beds of tulips, borders of irises, and every summer flower imaginable. Don't underestimate the abilities of the little old ladies in your congregation or neighbourhood. A trip to one of their flower gardens could prove to be a worthwhile visit. Remember to impress upon your young students: If these are the gardens that people can make, just imagine the garden that the LORD made!

*(This student lesson starts on page 45.)*

# The First Wedding

Genesis 2:15–25

## VISUAL AIDS

Pictures of couples and pictures of weddings and pictures of families from all around the world will stimulate interest in this lesson. Once again, *The Family of Man* by Edward Steichen has excellent photographs. (See pages 182 and 183: “We two form a multitude.”)

## MEMORY WORK

1. “Marriage should be honoured by all.” (Hebrews 13:4)
2. “For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh.” (Ephesians 5:31)

## CRAFT

Have the children draw pictures of a bride and groom. If there are no children with single parents or divorced parents in your class, perhaps the assignment could be to draw pictures of their fathers and mothers on their wedding days. If you want to enhance the project, mount the drawings on a large piece of bright construction paper. Smear glue around this frame and scatter it with confetti, sparkles, or rice. If you have a bulletin board, set up a display of their wedding pictures by decorating the board with white paper bells and twisted streamers. After all, weddings are a celebration!

## REVIEW QUESTIONS

1. What work did God give the man?
2. What did God say was not good?
3. What did man need?

4. How did God make the woman?
5. What did the man say when he saw her?
6. Was it good, how God made people male and female?
7. Was it fair, the place God gave to each of them?

## **PRAYER**

Our loving heavenly Father, thank You for making human beings in two genders. Thank You for making men and women, fathers and mothers, boys and girls. LORD, we thank You for marriages and for families. We ask that at the right time You would provide the right partner for each boy and girl here, a person who will love them and who will love You for the rest of their lives. May these children know the joy of a godly marriage.

## **PSALMS TO SING**

128B . . . and 21AC, 45C, 111A, 127A.

## **FIELD TRIP**

It would be wonderful if you could take your children to a real wedding, but if an invitation to one is not so providentially arranged, you might see one on a Saturday afternoon in the city, especially in the month of June. Just to see a bride and groom descending the church steps and being showered with confetti from well-wishers and driving off in a decorated car with horns blaring is all very exciting to young children!

*(This student lesson starts on page 49.)*

# The Seventh Day, A Holy Day

Genesis 2:1–3

## VISUAL AIDS

Show the children an ordinary calendar. Thousands of years later, people still recognize the seven-day week. Although the names given to the days are pagan names honouring pagan gods, the seven-day week honours the one true God. Most people now think of the week beginning on Monday (and some calendars even begin the week there,) but they are wrong. The first day of the week is Sunday, the LORD's Day, the New Covenant Sabbath.

## MEMORY WORK

“The LORD blessed the Sabbath day and made it holy.” (Exodus 20:11)

## CRAFT

We wish one another a “Merry Christmas” or a “Happy Birthday” and we send cards for these special days, but there is only one day that the LORD set apart and blessed. It is the Sabbath! Surely on this day we should greet one another with a “good sabbath,” as well as a “good morning.” Your class could make cards to take home to their families. The children could draw pictures of happy people praising God and inside the cards could be this greeting: HAPPY LORD'S DAY!

## REVIEW QUESTIONS

1. What did God do on the seventh day?
2. Why was the seventh day special? Who made it special?
3. For whom was this day made?
4. Did the man and the woman begin their life on the earth with rest or work? Why?

5. Did God rest from every kind of work when He finished making the world? What other work did He still have to do?
6. What is the common name of the first day of the week? Why was the Sabbath changed from the seventh day to the first day? Who made this change?
7. Where can we find rest and peace for our souls?

## **PRAYER**

LORD, we thank You for the Sabbath day! We thank You for the work that You have finished for us. Thank You for creating the world and redeeming the world. Thank You for making us and saving us. We thank You for Jesus, for the rest and the peace that we have in Him, which is found nowhere else in world. LORD, help us to remember the Sabbath Day by keeping it holy. Help us to delight in this holy day, that we might find our joy in You.

## **PSALMS TO SING**

118C (14–17) . . . and 72D; 96A; 100ABC; 121ABC; 134AB; 150AB.

## **FIELD TRIP**

It used to be in this country that on a Sunday afternoon you could drive down the main street of your town and the stores would all be closed. You could drive along the side streets and everything would be quiet. Sadly, what you now can show your children is how the LORD's Sabbath is ignored and despised. People are mowing their lawns and doing their chores; they are selling their wares and buying their goods on a day meant for rest and peace and worship. If there is a religious Jewish community nearby, you could show your children how they still keep the seventh-day Sabbath. Their shops and stores are closed on Saturday and they attend the synagogue to worship the Creator.

*(This student lesson starts on page 54.)*

# War in Heaven

**Revelation 12:1–17**

## **VISUAL AIDS**

Alas! We have no photographs of the angels; no, not a single one. (However, if people have entertained angels unawares, then they may have taken their pictures also, thinking they were ordinary human beings.) There is no photo you can show your children of the war in heaven. These spirits have left no physical evidence of their appearances on earth and we must rely on the infallible testimony of Scripture that they have been seen and heard by human witnesses. But you could show the children the sad photo documents of the recent wars on earth.

## **MEMORY WORK**

“Be self-controlled and alert. Your enemy the devil prowls around like a roaring lion looking for someone to devour. Resist him, standing firm in the faith . . .” (I Peter 5:8, 9)

## **CRAFT**

Any Christmas craft book from a public library is sure to have ideas for making angels. Also available is *A Christmas Angel Collection* by Catherine Stock, (Random House, New York). Angels can be made quite simply from gold, silver, or white paper doilies. Use one half to make cone-shaped robes. Use the other half to make wings. You will need gold, silver or white painted styrofoam balls or wooden beads for the heads, tinsel for halos, and pipe cleaners for arms.

## **REVIEW QUESTIONS**

1. Before God created people, had He created anyone else?

2. There was war in heaven. Who fought? Who won?
3. There is an evil angel roaming and prowling through the earth. He has several names. What are they?
4. Who is more powerful, God or the devil?
5. Why did Satan rebel against God? What did he want?
6. Why did Satan want to destroy the man and woman?
7. What should angels and people everywhere, both in heaven and on earth, be doing?

### **PRAYER**

LORD, we thank You for Your truth and goodness in a world filled with lies and wickedness. Please, deliver us from evil and protect us from the devil. Strengthen us, that we may stand firm in the faith, resisting every temptation.

### **PSALMS TO SING**

103D . . . and 27B; 34AC; 35AB, 91A, 148.

### **FIELD TRIP**

There is no place on this earth where we can go to view the heavenly host. Jacob's ladder, with the angels of God ascending and descending on it, were for his eyes alone. However, if there is a field of soft white snow, take your children there to make "snow angels." A little friend of mine on a winter walk was observing the different tracks that the animals had made when he came across the clear outlines of angels. Not knowing that these imprints were made by children, he thought it was a place where some angels had landed. Explain to your children, that the angels come and go without a trace. They leave no footprints, nor do they drop shimmering feathers from heavenly wings.

*(This student lesson starts on page 58.)*

# The Day of Evil

**Genesis 2:25**

## **VISUAL AIDS**

Pictures of the armour and weapons mentioned in this passage of Scripture, (such as a breastplate, helmet, shield, sword, arrows, etc.) would be useful for this lesson.

## **MEMORY WORK**

“Be strong in the LORD and in His mighty power. Put on the full armour of God, so that you can take your stand against the devil’s schemes . . . Put on the full armour of God, so that when the day of evil comes, you may be able to stand your ground, and after you have done everything, to stand” (Ephesians 6:10, 11, 13). Emphasize standing as opposed to falling.

## **CRAFT**

This is the lesson to line up your little soldiers and arm them for battle. (Of course, you have been doing just that as you study the Bible with them, but now they can know that the Word of God is the Sword of the Spirit.) Have your favourite Bible verses printed in profusion and cut into strips for the children to paste in a collage onto cardboard swords. In bold red letters write the words: SWORD OF THE SPIRIT = THE WORD OF GOD.

## **REVIEW QUESTIONS**

1. Which day was the evil day?
2. What did Satan want to stop?
3. How could he do this?
4. What was Satan from the beginning?

5. What protection did the man and woman have against the devil's schemes?
6. What weapon did God give to them?
7. How must we fight against Satan's attacks?

### **PRAYER**

O LORD, we thank You for Your LOVE and Truth and Grace, by which we are able to stand against our adversary, the devil. LORD, keep us from slipping or stumbling or falling. Deliver us this day and every day from the Evil One. Please, LORD, plant our feet firmly upon the Rock, even Christ Jesus, our Lord.

(Pray for each child, by name, that he/she would not waver in faith, but be strong in the LORD, in His mighty power.)

### **PSALMS TO SING**

18A . . . and 3; 11; 28A (1, 2, 6–8); 33C; 35A; 44A; 45A; 46ABC; 59B (7, 12, 13); 91A; 144A; 149.

### **FIELD TRIP**

If you are fortunate enough to have a museum nearby, where shining armour has been left by knights of old, that would be an excellent place to review our God-given armour and weapons.

*(This student lesson starts on page 69.)*

# The Serpent

Genesis 3:1–5

## VISUAL AIDS

Pictures of different kinds of snakes, with their many patterns and poisons, would be useful for this class.

## MEMORY WORK

1. “Submit yourselves, then, to God. Resist the devil, and he will flee from you. Come near to God and He will come near to you.” (James 4:7, 8)
2. Jesus said, “I have given you authority to trample on snakes and scorpions and to overcome all the power of the enemy; nothing will harm you.” (Luke 10:19)

## CRAFT

Colourful serpents can be made easily by small children with multicoloured plasticine. Coiled snakes can also be made by cutting paper in a spiral. The children can paint them in bold bright colours.

## REVIEW QUESTIONS

1. How did Satan disguise himself?
2. Why did the devil choose the serpent for his wicked work?
3. How did the serpent strike at the woman? What did the devil use as his flaming arrows?
4. What did Satan ask the woman? What was her answer? Did she add anything to God's Word?
5. What did Satan tell the woman? Was it true? What did he hope his lies would accomplish?

6. What should the woman have done when she heard God's Word contradicted? To whom should she have turned for help?
7. When you are being tempted where should you turn for help?

### **PRAYER**

LORD, You are our help, our strength, our shield, our Saviour! Thank You for the truth of Your Word. Please give us discernment, that we would not be deceived by the lies of Satan. Oh Lord, lead us away from temptation and deliver us from evil.

### **PSALMS TO SING**

120 (1); 140A . . . and 5AB; 12AB; 36A; 52AB; 62A; 91A; 119P.

### **FIELD TRIP**

If there is a natural history section at a local museum, which has a snake display, or if there is a snake pit at your local zoo, or if you happen to have a friend whose hobby it is to charm snakes, this would be the appropriate time to visit them! Or perhaps, (if you live anywhere in the world except Ireland,) you could take your children on a snake hunt, looking for specimens of harmless serpents.

*(This student lesson starts on page 72.)*

# The First Temptation

Genesis 3:4–6

## VISUAL AIDS

What you need for this class are a variety of lures. Do you know a fisherman who would lend you his fishing tackle for this class? Watch out for the hooks as you examine them. Show the children how the fish are fooled by the shining, spinning bits of metal that look like swimming minnows and how they are then caught by the hooks. Teach the children that Satan's words were lies, similar to those lures.

## MEMORY WORK

“The fear of the LORD is the beginning of wisdom, and knowledge of the Holy One is understanding.” (Proverbs 2:6)

## CRAFT

To make a lure is a simple project. Have cardboard or paper fish-shapes ready for the children to colour. They can also paste strips of silver paper onto them. Attach to the lures a harmless “hook” (made of bent wire) and tie them onto the ends of long pieces of string. Sticks may be added to make fishing poles, but make sure no one gets poked. This is a very popular project, as small children love to pretend to fish.

## REVIEW QUESTIONS

1. What were the three lures that Satan used to tempt the woman to eat the forbidden fruit?
2. Whose words should the woman believe, God's or Satan's?
3. If anyone lacks wisdom, what should they do?

**PRAYER**

LORD, we thank You for the opportunity to study the Bible, which is the Word of God and which is able to make us wise. LORD, we ask You for wisdom concerning everything that is good. We ask You for knowledge concerning the LORD and his Law.

**PSALMS TO SING**

119E . . . and 19B (5–7); 111B (9), 119CDJMQR.

**FIELD TRIP**

A little fishing expedition could be fun and, as the hooks and baits and lures are used to catch the unsuspecting fish, remind the children of this lesson: Satan used lies to lure the woman to sin.

*(This student lesson starts on page 77.)*

# The Fall

Genesis 3:6

## VISUAL AIDS

To stimulate interest in this lesson, you may wish to discuss \* WARNING \* signs. Bring some labels that warn of poisonous, corrosive and flammable products. Discuss the flashing red lights at intersections and railway crossings. Show the children some of the many road signs that warn of danger. Discuss fire alarms and air-raid sirens. Then you can teach your class that God has made each person with an inner warning mechanism, called a conscience, that alerts us to danger. Our conscience does not ring an alarm for us to hear or flash a red light for us to see, but nonetheless it makes us aware of what is right and wrong (Romans 2:14, 15). We know when we are about to sin and our conscience warns us not to do it! God's Word is also a warning. Hold up a Bible before the class and say, "There are many words of warning in this book. Pay attention to them! They will keep you from danger and from death."

## MEMORY WORK

"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)

## CRAFT

Make red-and-white, warning, octagon, stop signs. On them in bold letters print the words: STOP! DANGER! DON'T SIN! The sign posts can be made from drinking straws and the bases from plasticine. Your class can also make warning flags. Use small squares of red material glued to sticks or straws. The object of the lesson: Be on guard against sin!

**REVIEW QUESTIONS**

1. The serpent was tempting the woman to eat, but what three things were advising her and warning her not to eat?
2. What was the woman's first step towards the fall?
3. What was her next step?
4. What was the final step, when she fell into sin?
5. What was the first thing she did as a sinner?
6. The man also fell into sin. How?
7. What happened to the whole human race when the man sinned?

**PRAYER**

Our heavenly Father, give us ears to hear the warnings of Your Word. Please, LORD, deliver us from harm, evil and temptation. Bless us and keep us for Your name's sake. And God, we do thank You for Your LOVE, mercy and forgiveness, for we have all sinned and rebelled against You.

**PSALMS TO SING**

19B . . . and 5B; 26A; 92A; 119E; 145B.

**FIELD TRIP**

Go for a walk along any city street, noting all the warning signs and sounds, such as flashing lights, bicycle bells, stop signs, honking horns, red flags, screaming sirens, etc.

*(This student lesson starts on page 81.)*

# The Word Fulfilled

Genesis 3:7

## **VISUAL AIDS**

A friend sent me a large fig leaf from Israel. The children in my class, who have only lived in cold northern climates, had no idea what kind of leaf it was. They were very interested to see a real fig leaf, the very kind that Adam and his wife used to sew clothes for themselves. However, if it is not possible to bring such a leaf to class, you could bring pictures of fig trees and leaves. You could also bring some dried figs or fig cookies for them to eat. Now men and women sew cotton and linen fabrics for clothing, some samples of which you could show the children, along with the plants from which they come.

## **MEMORY WORK**

“There is no one righteous, not even one . . . There is no one who does good, not even one.” (Romans 3:10, 12)

## **CRAFT**

You will need a needle and some thread for each child. If you have a supply of fig leaves—great! Your children can try sewing real fig leaves together. (If you live in Canada, you will have to substitute some maple leaves.) However, people don't make clothes out of leaves now. We use fabrics, often made from plant fibres. Involve the children in a simple sewing project with cotton or linen material.

## **REVIEW QUESTIONS**

1. Satan promised the man and woman that their eyes would be opened. Were they? What did they see? What did they do?

2. Satan promised that they would be like God. Were they?
3. Satan promised they would gain knowledge. Did they?
4. God promised they would die. Did they?
5. What are the three kinds of death?
6. How was God's LOVE demonstrated on that evil day? Did the man and woman die immediately? Did they die completely?
7. Jesus promises to restore what Satan destroyed. Can we trust this promise of God? Can we trust every promise of God?

### **PRAYER**

LORD, we thank You for Your promises to us, which You always keep. We thank You for Your Word, which is always true. Thank You for the promise of eternal life through Christ Jesus.

### **PSALMS TO SING**

96B . . . and 5AB; 6; 18D; 107B; 119FGPQSTUVW.

### **FIELD TRIP**

Take the children to a garment or fabric factory. People are still making clothes to cover their nakedness.

*(This student lesson starts on page 86.)*

# Division, Division, Division, Division

Genesis 3:8–19

## VISUAL AIDS

There is no shortage of pictures to illustrate this lesson. Open any newspaper or magazine. (Again, *The Family of Man* has excellent photographs of the human condition.) You will want all kinds of photos showing man's misery—the bleaker, the better. You will need pictures depicting people's toil, grief, pain and death. You can show your class people worshipping idols, people fighting and killing each other, people starving, people cursing, people crying, etc. You will also want pictures of natural disasters and man's environmental blunders.

## MEMORY WORK

“Your sins have separated you from your God . . .” (Isaiah 59:2)

## CRAFT

Let us make a collage of misery. This can be a group project. On a large piece of poster board, paste both pictures and words of human suffering. A terrifying (but true) picture of man's misery should emerge. You can entitle your project: “The Result of Sin.”

## REVIEW QUESTIONS

1. What brought about the separation between man and God?
2. Can we see that God and people are separated now? Give some examples.
3. What proof do we have in the Bible, in the Garden of Eden, that the relationship between God and people was broken immediately after they sinned?
4. What brought about separation between people?
5. Can we see that people are separated now? Give some examples.

6. What proof do we have in the Bible, in the Garden of Eden, that the relationship between people was also broken?
7. What brought about the separation between man and his world?
8. Can we see the war man has with the world? Give examples.
9. Is a man sometimes separated even from himself? Explain.

## **PRAYER**

O LORD, we are fallen people, living in a fallen world. There is suffering all around us. We thank You for Your LOVE, in spite of our sin, and ask for Your mercy upon many.

(Pray about the current problems in the world and the present sorrows of each child. Ask for God's help.)

## **PSALMS TO SING**

38A; 39B . . . and 2; 5AB; 6; 7AB; 9AB; 10AB; 13; 14ABC; 18AG; 25D; 27C; 30AB; 31BF; 55A; 107BC.

## **FIELD TRIP**

One doesn't have to go very far afield to see the suffering of man. Perhaps your class can be involved in some ministry to your community, such as singing psalms of hope to lonely people in an old-age home or sick people in a hospital, who often don't have little visitors. They could also bring these people small bouquets of flowers or baskets of fruit—and children's smiles!

*(This student lesson starts on page 94.)*

# Hope

Genesis 3:8–24

## VISUAL AIDS

In all my years of teaching, the visual aids for this lesson were the most fun. I brought animal skins to class—all kinds of them! From a friend I borrowed a big bear-skin rug, with a grizzly head and scary claws. That I placed in the centre of our circle. Then, from an old alligator bag, I brought out all sorts of leather and fur. There were enough hats and collars for each child to wear something. “What is the teacher going to wear?” asked one child. I wrapped a large, soft, deer skin around my shoulders like a cape. I saved the sheep skin to show the class at the end of the lesson. It wasn’t the softest or the prettiest, the thickest or the scariest, but it was given special attention as the skin that God probably used to clothe the first man and woman.

## MEMORY WORK

1. “The wages of sin is death, but the gift of God is eternal life in Christ Jesus our LORD.” (Romans 6:23)
2. “May the God of hope fill you with all joy and peace as you trust in Him, so that you may overflow with hope . . .” (Romans 15:13)

## CRAFT

Cut out a large cardboard doll or two for each child. Bring a bag of scrap material—all different kinds and colours. Let the children cut and paste “clothes” of their own creation onto the dolls. You could also sew some real clothes, using a simple pattern for a child’s hat or mittens. Real fur is difficult to sew, but fake fur is a very easy fabric with which to work. Let each child think of some

little person, who would like a gift of a warm hat and matching mitts. Fringed polar-fleece scarves can be made without any stitching, just cutting.

## REVIEW QUESTIONS

1. Sin and pain and death fill the world. Where is our only hope?
2. How did God show that He still loved human beings?
3. God gave the man and woman a very great promise. What was it?
4. Do you think Adam and Eve believed God's promise? Why?
5. What is the great hope and promise that God has given to us?
6. How did God guard the tree of life? Will anyone ever eat the fruit of that tree? How?
7. An animal (probably a lamb) was slain on the day that the first man and woman ate the forbidden fruit. Why?

## PRAYER

LORD, we thank You that, although we are wretched sinners, You have given us hope in Your great LOVE. Thank You, LORD, for providing a covering for our sin. Thank You for the Lamb of God, who was slain before the foundation of the world, even Jesus Christ, our Lord.

## PSALMS TO SING

62A (1, 4,5); 119T . . . and 31D; 42ABC; 43; 52B (3);71A (1-3); 71C; 119GK (1); 119P; 130AB; 131 (3); 141B (9).

## FIELD TRIP

People still use animal skins for clothing. Visit a factory where sheep-skin garments are made or a store where fur coats are sold.

*(This student lesson starts on page 101.)*

# The Stand

**Matthew 3:16–4:11**

*You may wish to divide this lesson into four lessons.*

## **VISUAL AIDS**

You need photos to show the kind of place where each temptation occurred: an empty wasteland, the pinnacle of a temple, the top of a mountain, a place of death littered with bones and skulls.

## **MEMORY WORK**

1. “Man does not live on bread alone, but on every word that comes from the mouth of the LORD.” (Deuteronomy 8:2, 3)
2. “Do not put the LORD your God to the test.” (Deuteronomy 6:16)
3. “Worship the LORD your God and serve Him only.” (Deuteronomy 6:13)
4. “Thanks be to God! He gives us the victory through our LORD Jesus Christ.” (1 Corinthians 15:57)

## **CRAFT**

You can have the children draw the four places of Christ's worst temptations. You could divide a large sheet of paper into four sections or use separate sheets for each picture.

## **REVIEW QUESTIONS**

1. There is another Adam in the Bible, called the last Adam. Who was he?
2. When Jesus was baptized, a voice spoke from heaven. Whose voice was it? What did He say?

3. Where did the first temptation take place? What did Satan say? What did Jesus answer?
4. Where did the second temptation take place? What did Satan say? What did Jesus answer?
5. Where did the third temptation take place? What did Satan say? What did Jesus answer?
6. Where did the final temptation take place? What did people say? What did Jesus do? Why?
7. The first Adam fell into sin. Did the last Adam?

### **PRAYER**

LORD, we thank You for the great victory that we have through Jesus Christ. We thank You for Jesus, **Who** stayed on the cross and died on the cross, that the serpent might be crushed and we might be saved. LORD, help us also to stand against the Evil One.

### **PSALMS TO SING**

98AB (1–4) . . . and 22ABCDEFGH; 32C; 59B (7, 12, 13); 118C.

### **FIELD TRIP**

Is there a wilderness you can visit, where all you can hear is the moaning of the wind and the howling of the wolves? Can you look at the ground far below you from the top of a high tower? Can you view distant landscapes from a mountain height? If you have no access to such places, don't worry. What the children really need to know is that they can be tempted anywhere, in the most ordinary of places—at home, at school, at church.

*(This student lesson starts on page 108.)*

## Grace & Faith

John 3:1-18

### VISUAL AIDS

There are no visual aids for faith. We believe in a God whom we cannot see. There is no picture or image on earth that will help us believe in Him.

### MEMORY WORK

“For God so loved the world that He gave his one and only Son, that whoever believes in Him shall not perish, but have eternal life.” (John 3:16)

### CRAFT

The children could make something very important today, something that could save a person's life. Faith comes by hearing (or reading) the Word of God. The children could proclaim God's life-giving Word in a poster that they make. This could be a large group project or each child could make his own small poster. Print the words from John 3:16 and then decorate the poster however you want. If it's a group poster, you might want to put the hand-print of each person involved, to be seals of testimony of people who believe, or you might want to put stars on it because we “shine like stars in the universe as we hold out the word of Life” (Philippians 1:15, 16).

### REVIEW QUESTIONS

1. God said, “You shall surely die.” How can we escape death?
2. What is the work of God that we must do?
3. We are born dead in sin. How can we be born again?
4. What is the gospel message? Do you believe it?
5. We cannot save ourselves. How are we saved?

6. What is the victory that overcomes the world?
7. Do you believe in Jesus, the Son of God?

### **PRAYER**

Heavenly Father, thank You for sending Your one and only Son to die for our sins, so that we might have life . . . forever. Thank You for the gift of faith. LORD, you know each person's heart; if there are any children here who do not believe, we ask that You would grant them faith also, that they too might have eternal life.

(Ask each child if there are any people whom he/she loves, who does not believe in Jesus. Then, pray! Pray for each person mentioned, that they would believe!)

### **PSALMS TO SING**

32C; 67A . . . and 4B; 9A (1, 5); 13; 16AB; 18A; 25AB; 27E; 31EF; 33C (9, 10); 38D; 62ABC; 63B; 67A; 71A (1–3); 86A; 143B; 145B; 145C (10–13).

### **FIELD TRIP**

The world is filled with dying people, who need the Word of Life. Take the poster you made and find a public bulletin board where you can display it, where people can read it.

*(This student lesson starts on page 124.)*

# Grace & Peace

**Romans 5:1**

## **VISUAL AIDS**

You may wish to introduce this lesson and stimulate interest in this topic by showing some pictures of people in this world searching and striving for peace. You can show pictures of gurus meditating, protestors marching, soldiers fighting, vacationers retreating—all in their quest for peace.

## **MEMORY WORK**

1. “Having been justified by faith, we have peace with God through our Lord Jesus Christ.” (Romans 5:1)
2. “Grace and peace to you from God our Father and from the Lord Jesus Christ.” (Romans 1:7)

## **CRAFT**

The children could make peace banners with “peace” verses from the Bible. (Check the end of Lesson 26 for appropriate references.) Then they can have their own peace march right in your classroom: Onward Christian soldiers, marching for God’s peace, with the gospel of His grace; it will never cease!

## **REVIEW QUESTIONS**

1. There is only one mediator, who can restore the peace between man and God. Who is this mediator?
2. How does Jesus make peace between God and men?
3. What does the word “justification” mean?
4. What does God credit to us (or count for us) as righteousness?
5. What does God promise that He will do, if we confess our sins?

6. What did the first Adam bring?
7. What did the last Adam bring?

### **PRAYER**

LORD, thank You for Your grace and peace to us. What wonderful gifts they are!

### **PSALMS TO SING**

85B . . . and 4B; 29A (1, 6); 32AC; 35E; 38D (10, 11, 13); 128B.

### **FIELD TRIP**

Is there a war museum or a war memorial in your community? That would be a good place to visit with the purpose of teaching the children about the horror of war and the blessing of peace. The only true and lasting peace in this world is in Christ. Jesus said: "In Me you may have peace. In this world you will have trouble. But take heart! I have overcome the world" (John 16:33).

*(This student lesson starts on page 128.)*

# A Child Is Born, A Son Is Given

Genesis 4:1–5

## **VISUAL AIDS**

Can you find pictures of boys playing, of brothers hugging, of friends laughing? Cain and Abel were the first two brothers in the world, the first two boys upon this earth. You might also find these pictures useful: a flock of sheep, some lambs, and a bountiful, beautiful, harvest arrangement of fruits and vegetables.

## **MEMORY WORK**

“Behold the Lamb of God, who takes away the sin of the world!” (John 1:29)

## **CRAFT**

Abel offered God a firstborn lamb from his flock of sheep. Each child can make a lamb. Cut sheep-shapes out of black cardboard and then cover the bodies (not the faces or legs) with white wool or cotton. Add eyes and maybe a real bell on a ribbon.

## **REVIEW QUESTIONS**

1. What was the name of the first child ever born in this world?
2. What was his brother's name?
3. They brought offerings to God. What did each one bring?
4. Was Cain's offering accepted by God? Why not?
5. Was Abel's offering accepted by God? Why?
6. Does God accept us? Why? Do we have an offering for sin?
7. Who is the Lamb of God, who takes away the sin of the world?

**PRAYER**

LORD, we thank You for showing us the way to be accepted in Your sight. We thank You for the sacrifice, which You provided, to pay for our sin. Thank You for sending Your Son to die for us, that we might have eternal life.

**PSALMS TO SING**

96A . . . and 4A (1–5); 20AB; 27BE; 50A; 51ABC; 54AB; 66B (11–14); 107C; 116C; 118C.

**FIELD TRIP**

Visit a sheep farm! If it is springtime, all the better. Then your children can see the firstborn lambs, leaping for joy and racing with life. They will see what a sacrifice it was for Abel, the shepherd, to offer God the finest lambs from his flock. Sin has a terrible price. Without the shedding of blood there is no forgiveness. The Lamb of God, even Jesus our Lord, poured out his blood for us, to save us from sin and death.

*(This student lesson starts on page 134.)*

# Cain's Choice: Life Or Death

Genesis 4:1–16

## VISUAL AIDS

The face of a murderer—what does it look like? I lived in the U.S.A. for a few years and in the post offices there, the faces of wanted men are posted. For some reason I found these facial photos very interesting and I used to study them whenever I picked up our mail. There was something strange in the “look” on all the faces of these criminals, but what exactly it was, would be hard to describe. Perhaps for this class you could show the children photographs of faces—both happy faces and angry faces. Show them the famous and infamous faces of the world. Is there any difference? Is there such a thing as an evil look?

## MEMORY WORK

“If you do what is right, will you not be accepted?” (Genesis 4:7)

## CRAFT

God said to Cain, “Why is your face downcast?” Have the children make faces (or paper-plate masks!)—some that are angry and some that are happy, some that have eyes and mouths that are turned down and some that have eyes and mouths lifted up. Remind the children that, if we do what is right before God, we will be blessed by Him; inside ourselves we will be happy and on the outside it will show on our faces. But if we don’t do what is right we will be unsettled, angry and sad—and our faces will show it.

## REVIEW QUESTIONS

1. Cain had a choice. What was it? What did he choose?
2. What is a martyr? Who was the first martyr in the world?

3. Why did Cain murder his brother Abel?
4. How can Abel still speak, even though he is dead?
5. Cain was under a double curse. Explain.
6. God was merciful to Cain. How?
7. Cain lost many blessings. What were they?

### **PRAYER**

Heavenly Father, we thank You for Your LOVE and mercy to all people. Please forgive our sins and accept us through the sacrifice of Your Son, Jesus Christ.

### **PSALMS TO SING**

52AB . . . and 1AB; 5AB; 7AB; 10AB; 11; 14ABC; 26B; 31G; 37B; 54AB; 94AB; 116C; 119KU; 140AB; 142.

### **FIELD TRIP**

Is there a memorial for martyrs in your community? If there is, you could take the children there for a visit.

*(This student lesson starts on page 139.)*

# Two Kinds of People, Two Races of Men

**Genesis 4:16–5:32**

## **VISUAL AIDS**

Cain built the first city, but now the cities of man cover the earth. Find photographs of the world's great cities—New York, London, Paris, Tokyo, Moscow, etc. Here you will find man's greatest achievements in technological progress and cultural advance. However, these places are not known for righteousness or faithfulness!

## **MEMORY WORK**

“As surely as I live,” declares the Sovereign LORD, “I take no pleasure in the death of the wicked, but rather that they turn from their ways—and live!” (Ezekiel 33:11)

## **CRAFT**

As a group project, you could make a large family tree, showing the different branches (both godly and ungodly) that proceeded from the first parents, Adam and Eve. You could also make individual and personal family trees for each child, showing their siblings, parents, grandparents, etc.—but make sure in the trunk of the tree are carved the names Adam and Eve, from whom comes every human being.

## **REVIEW QUESTIONS**

1. Cain was condemned to be a wanderer. What did he do instead?
2. What did Cain name his first son and the first city?
3. For what were the children of Cain renowned?

4. God gave to Adam and Eve another son, to take the place of Abel. What was his name?
5. What was the name of Seth's son and what did he do?
6. Adam and his sons after him lived long lives, but then they died . . . except for the seventh "son of god." What was his name and what happened to him?
7. What did this show/demonstrate to the people of God?

### **PRAYER**

LORD, we thank You for being patient with us and our sin. Heavenly Father, we ask that You would help us live like "children of God" in a wicked generation. We pray that we might be like Enoch, who "walked with God" and was commended for his faith. We pray that we might be used in the building of God's kingdom on earth, during the short time that we are here.

### **PSALMS TO SING**

90CD . . . and 12AB; 17C; 22E; 31D; 34BD; 48B; 71C; 73C; 78A; 100BC; 103C; 112A; 127A; 128AB; 146AB.

### **FIELD TRIP**

Every community has a cemetery, for the generations of man come and go. Take your children to visit a cemetery—the bigger, the better. Let them see how death spreads to all men in all generations. Let them see how man's days and years are numbered. God said, "Dust you are, and to dust you shall return." As you look over the tombstones, remind the children of Enoch, the seventh son from Adam, who did not die. God took him to heaven. That same hope of eternal life is ours in Jesus Christ our LORD, who is the Living One and the first-born from the dead. Enoch's hope was in God—and our hope must also be in God.

*(This student lesson starts on page 144.)*

# Only Evil, All the Time

Genesis 5:25–6:8

## VISUAL AIDS

You will need two pieces of fruit for this class, such as two apples. One should be an appetizing apple—firm and round and red. The other apple should be disgustingly rotten—mouldy and smelly and squishy. Let the children sense what the word “corrupt” means. Of what use is the rotten apple? It is just garbage to be thrown away. Think about that word “corrupt” and what the Bible says: “The earth was corrupt in God’s sight.” The world was rotten, rotten to the core—and the core was man’s heart, which was only evil, all the time. That was why God was going to destroy the world. It was no longer good for anything.

## MEMORY WORK

“Oh righteous God, who searches minds and hearts, bring to an end the violence of the wicked—and make the righteous secure.” (Psalm 6:9)

## CRAFT

Here is a group project, which can extend through the next few lessons: Put a large, brown, paper, ark (which has a ramp and an open door) onto the classroom wall. Have some of the children draw Noah and his wife, along with his three sons and their wives. These “people pictures” should be coloured and cut, then stuck onto the ark. Next, assign a pair of animals to each child to draw, colour and cut. When these pairs of creatures are ready, they can also be stuck onto the wall. The procession of animals has begun! As the lessons continue about Noah’s ark, assign new creatures. You can have hundreds of different kinds, that can extend in a long line around the four walls your classroom.

## REVIEW QUESTIONS

1. In the beginning, when God created the earth, it was good. What did it become?
2. The LORD was grieved that He had made man. Why?
3. The godly line became corrupted and polluted. How?
4. Who found favour in the eyes of the LORD? Why?
5. Who lived longer than any other man? How long did he live? What year did he die? Who was his grandson?
6. What does the name Noah mean?
7. Enoch and Noah were “types of Christ.” What does this mean? How did they prefigure or foreshadow the Messiah?

## PRAYER

LORD, we thank You for Your mercy in preserving a faithful remnant in every age. Thank You that Your truth and praise and word endure forever. Merciful heavenly Father, we ask You to keep us from corruption and to create in us a pure heart.

## PSALMS TO SING

53 (1–3) . . . and 1AB; 5AB; 7AB; 12AB; 14ABC; 34BDE; 36AB; 37ABC; 52AB; 55ABC; 56; 75; 92ABC; 139C; 140AB.

## FIELD TRIP

Can you go some place, such as a stadium, where thousands upon thousands of people can be viewed? Imagine what it would be like to be the only person left, who loved God.

*(This student lesson starts on page 150.)*

# By Faith, An Ark!

**Genesis 6:9–7:5**

## **VISUAL AIDS**

For this lesson, a wooden hammer would be useful, to bang out Noah's warning: "Repent!" You could also bring photos of ships being built in shipyards.

## **MEMORY WORK**

1. "Faith is being sure of what we hope for and certain of what we do not see."  
(Hebrews 11:1)
2. "The righteous will live by his faith." (Habakkuk 2:4)

## **CRAFT**

Continue the animal art-work around your meeting-room. There were thousands of creatures that entered the ark: mammals, reptiles, birds, insects, etc. You shouldn't run out of assignments for the children to continue the procession of animals, two by two, into the ark. An alternate project would be to have the children make pairs of animals from plasticine. Set them up on a table, along with a toy ark. At your local library, in the children's section, find Barbara Reid's *Two By Two* (North Winds Press) and use this book for inspiration in plasticine creatures! Our church is located in the world's coldest capital: Ottawa, Canada. Sub-zero temperatures last for many weeks of the year. At the annual mid-winter outdoor carnival, "Winterlude," there are all kinds of ice and snow sculptures. One year there was Noah's ark! If you need an outdoor activity and the climate is right, that is another craft idea for this lesson. Another project would be making model arks out of wood or cardboard.

**REVIEW QUESTIONS**

1. God told Noah that He was going to destroy the world. What words of hope did God give to Noah?
2. How did Noah respond to God's Word?
3. What was Noah's work in this world? What made it difficult?
4. What great sign did the people of the world have, to show them that a flood was coming?
5. What else warned them about the flood?
6. When did Noah enter the ark? Why?
7. We also live in a wicked generation. What is the work that we must do?

**PRAYER**

LORD, we thank You for Your mercy to the human race. Please, help us with our work—the work of believing Your Word and proclaiming Your Truth.

**PSALMS TO SING**

37AF . . . and 1AB; 3 (5); 4AB; 5AB; 7A (5); 9A; 18C; 25AB; 31A; 71ABC; 109B (9); 119FW.

**FIELD TRIP**

If you live near the ocean, make a trip to the harbour, where the large ships are anchored. Perhaps you can have a tour aboard one of them. Is there a shipyard, where large boats are built? That would be an interesting excursion. If you live inland, then you may have to settle for a trip to a sawmill, where the children can see the huge logs being hauled and stripped, sawed and stacked. Imagine the work that Noah and his sons had to do, without the help of machines!

*(This student lesson starts on page 155.)*

# The Flood

Genesis 7

## VISUAL AIDS

There are many photographs available in magazines (such as National Geographic) which show the devastations caused by tidal waves, floods, monsoons, hurricanes, storms, typhoons, etc. Altogether, these disasters would not equal the world-wide destruction caused by the flood in Noah's day.

## MEMORY WORK

"Fear God and give Him glory, because the hour of His judgement has come. Worship Him who made the heavens, the earth, the sea and the springs of water." (Revelation 14:7)

## CRAFT

Continue the procession of animals into the ark. Make sure that there are more than two sheep! Seven entered the ark!

## REVIEW QUESTIONS

1. When did Noah and his family move into the ark?
2. Who closed the door of the ark? Why?
3. How did Noah find all the animals for the ark?
4. Why did God save two of every creature, a male and its mate?
5. Why did God save more than one pair of sheep?
6. What were other people in the world doing, until the flood came and swept them away?
7. How long did it take God to create the world? How long did it take God to destroy the world?

8. How will the world be destroyed in the end on the final Day of Destruction?
9. How can we be saved?

### **PRAYER**

LORD, we thank You for providing a way of escape for us. We thank You for Your great plan and promise of salvation. We rejoice that “what God opens no one can shut, and what He shuts no one can open” (Revelation 3:7). We rejoice that our salvation is in the hands of God! We praise You and Thank You, O LORD.

### **PSALMS TO SING 2**

9A (1, 2,6); 93A . . . and 9A; 18BH; 32A; 33C; 36B; 46ABC; 47A; 69C (11, 12); 90ABCD; 93A; 124A; 130AB; 135A (2).

### **FIELD TRIP**

I still remember the day, although I was a very young age, when my father took me to see some flood damage after Hurricane Hazel. What a sight to see! Parts of the road were under water and fields were filled with stranded, flopping fish. Even a small flood is very impressive for a child. However, a flood may not be available for your children to witness, (for which you can be thankful.) Perhaps you can show them some floodgates. Imagine what would happen, if they were suddenly opened! Perhaps there is a large dam in your vicinity. Imagine what would happen if it cracked and burst! Remind the children that God ripped open the dams of the earth and the gates of the sky, so that all the world would be destroyed by water. It is a terrifying thought, but the fear of the LORD is a good thing. It is an incentive for obedience and reverence to God!

*(This student lesson starts on page 159.)*

# A Journal of Praise

**Genesis 7:6–8:19**

## **VISUAL AIDS**

Do you have a personal, hand-written, day-by-day diary? Do you have a journal in which you recorded the many days of a long trip? Bring them to show the children.

## **MEMORY WORK**

“This I recall to my mind and therefore I have hope: Because of the LORD’s Great LOVE, we are not consumed, for His compassions never fail. They are new every morning. Great is Your faithfulness!” (Lamentations 3:21–23)

## **CRAFT**

Have each child work on his/her own “Journal of Praise.” The daily entries need not be long, but they should record at least one small thing that gave them joy or made them smile. I have done this in Sabbath School, with a large class of six-and-seven-year-olds. I handed each child a small book to take home. There were eight xeroxed pages, beginning with a decorated title page: *JOURNAL OF PRAISE*. At the top of the next seven pages was the date and this question: What happened today? At the bottom of each page was this declaration: PRAISE THE LORD, FOR HE IS GOOD!

The space in between was left for the children to fill with good things. The following week they brought their books to share with the class. This was a wonderful project!

## REVIEW QUESTIONS

1. What is a journal? (What French word is found inside this English word?)
2. Who wrote about the flood in the Bible? How did he know what happened?
3. What dating system is used in the account of the flood?
4. Who steered the ark through the raging waters of the flood?
5. How did God get rid of the water that covered the earth?
6. One day the ark stopped moving on the waters. Why?
7. What was the first creature to leave the ark?
8. What gift did the dove bring to Noah?
9. What happened on Noah's birthday?
10. When did Noah, his family and the animals leave the ark?

## PRAYER

LORD, we thank You for all the days that You give us! LORD, help us to count our days and redeem the time.

## PSALMS TO SING

107D . . . and 13 (1, 3,5); 27C (15, 16); 28AB; 29A (1, 2,6); 31CDEG; 34ACDE; 36B; 42B (8, 9,12); 46C; 66B; 90CD (6–8); 93A; 100ABC; 105A (1, 2,3, 5); 106A; 118C (14, 17); 121ABC; 130AB.

## FIELD TRIP

Since we live near Ottawa, the capital of Canada, we have at our disposal the National Archives. There you can take children to see the carefully kept journals of many explorers. However, every community keeps records and every library has journals. Perhaps you can find some interesting ones to study.

*(This student lesson starts on page 165.)*

# A New Beginning

**Genesis 8:15–22**

## **VISUAL AIDS**

Season has followed season, year after year, century after century, according to the kind promise of our LORD. The unchanging change of the seasons—is it not wonderful? Bring calendars with photographs displaying the beauty of each season: spring's flowers, summer's fields, fall's forests, winter's frost. Show them pictures of our work and play in each season: swimming on hot summer days or sledding on cold winter nights, planting on a sunny spring morning or harvesting on a chilly fall evening. There are so many marvellous pictures!

## **MEMORY WORK**

“As long as the earth endures, seedtime and harvest, cold and heat, summer and winter, day and night will never cease.” (Genesis 8:22)

## **CRAFT**

It is easy to make a “clock” for the seasons. Take a round paper plate and divide it in quarters, with each season's name printed on top. The children can then illustrate each section. Add a moveable hand to the centre of the clock. Move it round and round, showing the children how season has followed season, uninterrupted, for thousands of years. God promised never again would he stop everything because of man's sin—and God has kept that promise! Another craft idea is this: Divide a piece of white art paper into four sections, labelling each with the name of a season. Then have the children draw a picture of the same scene, (such as a person standing under an apple tree,) four times. The only thing changing in each picture is the season!

**REVIEW QUESTIONS**

1. What was the first thing that Noah built in the new world?
2. What did Noah kill and burn on this altar? Why?
3. Was God pleased with Noah's offering? Why?
4. What did God promise?
5. Has God kept that promise?

**PRAYER**

LORD, we thank You for Your loving words and faithful promises, which You have kept through all generations. Thank You, LORD, for the seasons, in which we have such joy. Thank You for not cursing the ground or killing all life again because of man's sin. We give thanks to You, O LORD; Your mercy endures forever!

**PSALMS TO SING**

104A . . . and 26A; 30AB; 54AB; 66C; 72C; 74B; 96AB; 100ABC; 104E; 117B; 119L; 136B.

**FIELD TRIP**

One need not travel very far to view the change of seasons. Look out over a field or a forest, a park or your front lawn—and there with your eyes you can see one season and with your minds you can “see” all the seasons. Talk about what you see now and what changes there would be in the other seasons. Use all your senses. What would you feel, smell, taste or hear in each season?

*(This student lesson starts on page 176.)*

# A Sign In the Clouds

**Genesis 9:1–17**

## **VISUAL AIDS**

Bring “rainbow-makers” (glass prisms) for your children to use. Explain how the sun shining through millions of raindrop prisms creates a rainbow in the sky. You should also bring photographs of all kinds of rainbows: full arcs, half arcs, double ones, fading ones, etc. Man has captured many beautiful rainbows on film!

## **MEMORY WORK**

“God said . . . I have set My rainbow in the clouds, and it will be the sign of the covenant between Me and the earth.” (Genesis 9:13)

## **CRAFT**

Using paints, crayons, coloured pencils or glitter glue—have the children make rainbows.

## **REVIEW QUESTIONS**

1. God said, “Be fruitful and multiply and fill the earth.” To whom was this blessing given? When was it given?
2. What food did God give to man in the beginning? What food did God give to man after the flood?
3. How did God show that human life was different than animal life? How was human life protected?
4. What did God say in the beginning about man, that He repeated after the flood?
5. What is a covenant?

6. What promise did God make in this covenant?
7. What was the sign of this covenant?
8. At the end of the world, there will be another sign in the clouds. What (or whom) will all people see in the sky?
9. How can we escape that terrible Day of the LORD, when God will destroy the heavens and the earth? How can we be saved?

## **PRAYER**

LORD, we thank You for all Your blessings to us, especially for Your Word, Your promise and Your covenant—which endure through all generations. God, we thank You for rainbows, the sign of Your covenant with the earth. LORD, thank You for providing a way of escape from that final day of destruction.

## **PSALMS TO SING**

111A . . . and 25C; 50A; 65B; 103C; 105A (1–3, 5).

## **FIELD TRIP**

If you live in Ireland, no doubt you can go for a walk and see a rainbow, but for the rest of us it may be difficult to see God's sign of the covenant set in the clouds. If you live near Niagara Falls (or even a waterfall of lesser magnificence) you can view something similar. You can see a "spraybow" of colours, which you can also make on your own front lawn by turning on a sprinkler and standing between the water and the sun.

*(This student lesson starts on page 180.)*

# A Divided Family

**Genesis 9:18–11:32**

## **VISUAL AIDS**

Find pictures of the world's great towers, such as the C.N. Tower in Toronto, The Eiffel Tower in Paris, the Leaning Tower of Pisa, the Empire State Building of New York, etc. A political map of the world would also be useful, to show how people have spread over the entire earth and how they have been divided into nations. Bring books in different languages, especially those using different alphabets, and let the children try to read them. It will give them a real experience of Babel!

## **MEMORY WORK**

"I am God and there is no other; I am God and there is none like Me . . . I say: My purpose will stand, and I will do all that I please . . . What I have said, that will I bring about; what I have planned, that will I do." (Isaiah 46:9–11)

## **CRAFT**

Perhaps your children can build a tall tower (with blocks or sticks, boxes or bricks—anything!) Build a tower that "reaches to the heavens" and then watch it collapse!

## **REVIEW QUESTIONS**

1. What were the names of Noah's three sons?
2. Which son was cursed? Which son was blessed? Why?
3. Who was Canaan? Which people came from him?
4. Which people came from Shem?
5. Who is called the father of faith?

6. Who was the most important person born in the line of Shem?
7. The sons of men decided to build a city with a tower reaching to the heavens. Why?
8. God divided people into many different languages. Why?
9. What does “Babel” mean?
10. Why did God pour out the Holy Spirit on His children, causing them to speak in other tongues or languages?
11. How can we share the gospel with people of another language?
12. Which tribes, peoples, nations and languages will be praising God forever in heaven?

## **PRAYER**

LORD, thank You that we can trust You and Your Word, that what You say, You do. God, we praise You that Your plans and purposes never fail. We thank You for the great gift of the Holy Spirit, poured out upon all Your sons and daughters, that we might proclaim the good news of the Saviour to all people. We pray for the work of missionaries and translators, as they bring the gospel to every tribe and people and nation—in their own language. And LORD, we thank You for the good gift of speech! May we ever use our voices to bless one another and glorify You.

## **PSALMS TO SING**

9A; 33B . . . and 2; 12A; 18AG; 34BDE; 55B (1); 49B (7–10); 61; 64AB; 102B; 112AB; 144A; 145A.

## **FIELD TRIP**

Is there a tower in your community? This would be the time to visit it! Is there a construction site? Listen to the men talk as they build. Imagine the confusion, if they all spoke different languages. They would have to abandon their work.

*(This student lesson starts on page 186.)*

# The City of God

Genesis 12:1–9

## **VISUAL AIDS**

Ruins! There are many pictures of the ruins of ancient cities, citadels, civilizations, etc. (Check magazines, like National Geographic.) What man builds, eventually falls; what God builds, lasts forever. Also useful for this lesson would be photographs or specimens of the precious stones used in the walls of the City of God, (as described in Revelation 21:19, 20.)

## **MEMORY WORK**

“Trust in the LORD forever, for the LORD, the LORD, is the Rock eternal.” (Isaiah 26:4)

## **CRAFT**

For this lesson you could have the children make name plaques for themselves. This can be done by painting or “glittering” their names onto cardboard, burning or carving their names into wood, scratching their names onto stones or metal, chalking their names onto walls or sidewalks, pressing their names into sand or cement, etc. While the children are working, make sure to emphasize the only way their names will last: If they believe in Christ Jesus, the Lamb of God, their names are written in the Lamb’s Book of Life—forever!

## **REVIEW QUESTIONS**

1. Why did Abram leave his country, his city and his family?
2. What was the great promise that God made to Abram?
3. Who went with Abram on this journey of faith?

4. God promised to make Abram into a great nation, but what two things were missing?
5. Where did God lead Abram? To whom did this land belong? Why was this country called “The Promised Land”?
6. What did Abram build in this land? Why?
7. Why did Abram not build a city or find a country for himself? For which city/country was Abram waiting and longing?
8. Describe that city. How do we know what it looks like?
9. For whom has God prepared this city?

### **PRAYER**

LORD, we thank You for Your precious promises to us, which we can trust with all our hearts! Thank You, LORD, for the gift of faith, because by faith we can follow You (wherever You lead us) and by faith we can obey You (whatever You tell us.) God, we thank You for the men and women of old, who lived by faith, that we might imitate them. We thank You their stories, revealed to us and recorded for us in the Bible, for our great benefit. We rejoice in You, O LORD, and in the City of God, which You have prepared for us. In this world, in the cities and countries in which we live, we have trouble—but You, O LORD, have prepared a place for us, where there is no more grief or pain. For this we thank You, O merciful God, and for the time when You will wipe away every tear from our weary eyes.

### **PSALMS TO SING**

48B . . . and 31DG; 46ABC; 72C; 84B; 90C; 107A; 135C.

### **FIELD TRIP**

Perhaps you live in a country that has ruins of castles or cathedrals, where you can view the slow decay of ancient dreams. Or perhaps you can take a tour in any town or city, looking for the ways men try to make their names last. There are names carved into tree trunks and sprayed onto rocks; there are names printed on books and signed on paintings; there are names in gold letters beneath massive monuments; there are names flashing in neon lights; there are names everywhere, but the only important place to have your name is the one place no one can see it—in the Lamb’s Book of Life!

*(This student lesson starts on page 194.)*

# The God Who Guides and Guards and Gives

**Genesis 12 & 13**

## **VISUAL AIDS**

Tragic pictures of starving nations, which show the effects of drought and the ravages of famine, would be appropriate for this lesson. Show the children how a famine looks with the carcasses of cattle lying shrivelled on land which is hard, bare, cracked and parched. Show them pictures of desperate people, who hold out withered hands for a crust of bread. Show them the dying children, just frail little skeletons, who sadly clasp the only thing they own—an empty bowl. Famine! That was what Abram faced in the land of Canaan. You might also show the children pictures of the world's wandering shepherds, the nomads who dwell in tents.

## **MEMORY WORK**

“O God . . . I long to dwell in your tent forever and take refuge in the shelter of your wings.” (Psalm 61:4)

## **CRAFT**

You can make various kinds of tents with your children, depending on their ages. If it's a young class, bring sheets to drape over chairs. The children can sit in their “tents,” while they listen to the lesson. You can make tiny “teepees” too, by having the children paint bright designs on half-circles of brown paper. (Tent poles can be glued on the inside and door flaps cut on the straight edge.) Fold them into cones and secure with tape.

## REVIEW QUESTIONS

1. Abram lived by faith, trusting God to guide him, guard him and give to him. Give examples to show that Abram lived by faith.
2. Was there any time when Abram lived by fear, instead of faith?
3. How was it possible that Abram became so rich?
4. Where did Lot choose to live? Why? Was it a good choice?
5. What did God give to Abram?

## PRAYER

LORD, thank You that You are a God whom we can trust. Thank You for taking care of us, for guiding us and guarding us and giving to us.

(Each child can also give thanks for specific ways in which God has cared for him.)

## PSALMS TO SING

33C . . . and 27B; 28A (6–8); 31ADE; 32D; 34AC; 37CD; 40DF; 61; 62A (1, 4,5); 73C; 91A; 121ABC.

## FIELD TRIP

Sleeping in a tent can be a scary experience. I have heard coyotes howling as they ran by my tent. I have heard bears sniffing around the campsite. I have imagined mountain lions screaming in trees overhead, (which turned out to be raccoons fighting) and I have imagined rattle snakes slithering under the canvass. When darkness descends, you suddenly realize how thin the walls of your tent really are! To sleep over-night in a tent would be an excellent outing to teach your children about Abram, who by faith lived in a foreign land . . . in a tent . . . trusting God to guard him all through the night.

*(This student lesson starts on page 200.)*

# An Account of Kings

Genesis 14

## VISUAL AIDS

Pictures of war would be useful for this lesson, especially those photographs that depict the anguish of people taken prisoner.

## MEMORY WORK

1. "It is God who arms me with strength and makes my way perfect." (Psalm 18:32)
2. "You give me Your shield of victory, and Your right hand sustains me; You stoop down to make me great!" (Psalm 18:35)

## CRAFT

Perhaps for this lesson your children could work on a mathematical as well as a theological concept: the tithe! Bring paper plates divided into ten equal wedges. Have the children colour (or cut out) one tenth to show the tithe. Also, if your class isn't too large, bring small bags, each with ten pennies in them. There are nine pennies for each child to keep, but the tenth one belongs to God, which can be put in the church collection plate. You can also make xeroxed sheets for each child, showing fifty "loonies" (the one-dollar Canadian coin) or fifty of whatever currency you use. Work out with the children what one tenth would be and colour (or cut out) the appropriate number of coins. The pharisees tithed on their herbs and spices, so bring a jar of pepper-corns, nutmegs or cloves and figure out what the tithe on them would be. You can tithe on anything—lines of sheep, baskets of apples, bags of gold, etc.

**REVIEW QUESTIONS**

1. There was a war in the land of Canaan. How many wicked kings with their armies were involved in this war?
2. What happened to Lot? Why? How was he rescued?
3. What does Melchizedek mean? Who was he?
4. What did Abram give to Melchizedek?
5. Melchizedek was a living “shadow” to help us see . . . whom?
6. Did Abram receive anything from the king of Salem? What?
7. Did Abram receive anything from the king of Sodom? Why not?

**PRAYER**

LORD, we thank You for the great King of Righteousness, even Jesus our LORD, who has blessed us in the heavenly realms with every spiritual blessing!

**PSALMS TO SING**

47A; 110 . . . and 2; 10B; 18EJ; 28AB; 33C; 37B; 44AD; 54AB; 56; 59AB; 62C; 68A; 72B; 89D; 96A; 136A (1, 2); 138AB; 145A; 149.

**FIELD TRIP**

Is there somewhere you can go to see the glory of earthly kings? The crown jewels are on display in the Tower of London, the Louvre in Paris, the Kremlin in Moscow. Vanity of vanities! Abram despised the wealth of such earthly kings, taking not even one jewel from their crowns, not even one thread from their robes. What Abram treasured was the blessing, which he received from heaven's only King.

*(This student lesson starts on page 206.)*

# A Very Great Reward

**Genesis 15:1–6**

## **VISUAL AIDS**

There are wonderful photographs of the starry heavens. A picture of the millions of stars in the Milky Way would be particularly useful. Look in any astronomy book.

## **MEMORY WORK**

“Consider Abraham: He believed God, and it was credited to him as righteousness.” (Galatians 3:6)

## **CRAFT**

You can make a starry sky in your classroom by hanging hundreds of stars large and small from the ceiling. Among these many stars there should be a star for each child with his/her name on it. If they believe in Jesus, if they have the faith of Abraham, then they are among his children, like stars in the sky.

## **REVIEW QUESTIONS**

1. Why did Abram not accept the king of Sodom's reward?
2. Afterwards, what did God say about what Abram had done?
3. Abram spoke to God about something that was troubling him. What was it? How did God reassure Abram? What did God say?
4. Why did the LORD take Abram outside his tent at night?
5. What did God promise Abram? How did Abram respond?
6. How is any person made righteous in the sight of God?
7. What was the very great reward that God had for Abram?

**PRAYER**

LORD, I pray that each child here might have the same faith as Abram, that each one might also believe in You. Thank You, God, for crediting our faith as righteousness, for not holding our sins against us. LORD, thank You for Your most precious gift to us—Jesus, “The Bright Morning Star,” who enables us to shine like stars in the universe, as we hold forth the Word of Life! Thank You that, although we may miss many of the rewards in this life, You have given us the greatest reward of all, which is Your Son, Jesus Christ, in whom we have eternal life. May we praise Your Holy Name forever and ever.

**PSALMS TO SING**

127A . . . and 5AB (1, 5); 8AB; 18C; 20B (1–3); 31DG; 32AC; 34BD; 37A; 62C; 71C; 128AB.

**FIELD TRIP**

Take the children out on a clear night to view the Milky Way and all the other stars. Try to count them! Remind the children of God’s promise to Abram.

*(This student lesson starts on page 211.)*

# Know For Certain

Genesis 15:7–21

## VISUAL AIDS

A picture of vultures circling in the heat of the day would illustrate the setting for this lesson. Also, a metal box with a lock containing legal documents (such as property deeds) would be a very useful visual aid. Remind the children that what Abram kept locked in his heart, which was God's Word, was more valuable than any deed to the promised land.

## MEMORY WORK

"Praise the LORD . . . He remembers His covenant forever." (Psalm 111:1, 5)

## CRAFT

The children could make decorated folders or envelopes for their important papers. Of course, they won't have legal documents to place in them, but they may have important letters or pictures or reports that they wish to keep in a safe place.

## REVIEW QUESTIONS

1. What question did Abram ask God?
2. What did God tell Abram to do?
3. How long did Abram have to wait for God's answer?
4. When Abram fell into a deep sleep, what did He see?
5. What did God tell Abram was going to happen in the future?
6. God made a covenant promise to Abram. What was it?
7. God has made a covenant promise to us. What is it?

**PRAYER**

LORD, thank You for Your promises, in which we can hope and trust—especially Your promise of eternal life in Jesus Christ. Thank You for the New Covenant in the precious blood of Your Son, by which we can “know for certain” that there is everlasting life for all who believe.

**PSALMS TO SING**

111B . . . and 25C; 32D (5); 37B (6–8); 47A; 50A; 62B (1, 2); 89E; 97AC; 105A; 111A; 130AB.

**FIELD TRIP**

Can you take the children somewhere to see a blazing fire and billowing smoke? “Our God is a consuming fire” (Hebrews 12:29). God often presents Himself to men in fire and smoke, as He did that night when He came to Abram in a vision.

*(This student lesson starts on page 215.)*

# God Hears! God Sees!

Genesis 16

## VISUAL AIDS

X-ray pictures of bones and ultrasound photos of unborn babies (both boys and girls) would be useful for this class. Modern technology allows us to see inside the human body, but God alone can see into the future.

## MEMORY WORK

“Trust in the LORD with all your heart and lean not on your own understanding; in all your ways acknowledge Him, and He will make your paths straight.” (Proverbs 3:5, 6)

## CRAFT

You can all work together to make two collage-type posters. In magazines find pictures of old women, whose faces are wrinkled and whose bodies are withered. For the other poster find pictures of smooth-skinned, straight-backed, young women—especially ones who are expecting a baby or holding a baby. You can also clip from newspapers and magazines some appropriate words for each poster. To which group did Sarah belong? To which group did Hagar belong? (This craft prepares the way for the miracle described in Genesis 21:1–7—the birth of Isaac.)

## REVIEW QUESTIONS

1. Sarah had a plan to get a baby for herself and Abram. What was the plan? Was it a good plan? Why or why not?
2. How old was Abram when he got married to his second wife?

3. After Hagar became pregnant, did Abram have a happy family? Why not? Who was having difficulties with whom? Why?
4. Why did Hagar run away from home? Was that a good solution to the problem?
5. Who found Hagar in the desert? What did He tell her to do? 6. What did the LORD tell Hagar about her unborn baby?
7. Why was Hagar supposed to call her baby Ishmael? What does that mean?
8. Was there a happy ending to this story? What was it?
9. Do you think Ishmael was the child that God promised to Abram?

### **PRAYER**

LORD, we thank You for always hearing us and seeing us, even when we are hiding from everyone else. Thank You, God, for helping us when we are in terrible situations. LORD, thank You that our hope in You is never disappointed. Help each one of us to always turn to You in our distress. Help us to turn to You before we bring trouble and travail into our lives.

### **PSALMS TO SING**

139A . . . and 5AB (1, 5); 27C; 28A (1, 2, 6, 7, 8); 31E; 32BD; 34ACD; 86A; 102A (1); 116A; 119T; 121ABC; 130A; 139B.

### **FIELD TRIP**

Perhaps you can arrange for your class to minister to two groups of women. Young women who are pregnant often need help, as do old women who are lonely and needy.

*(This student lesson starts on page 220.)*

# The Covenant Confirmed

Genesis 17

## VISUAL AIDS

For this lesson you need pictures of old men with wrinkled faces and weary eyes and snowy beards, for Abraham was almost 100 years old when God appeared to him again. Also, a world map would be useful for this lesson, when you are discussing the greatness of the world's nations. Make sure to point out the little land of Israel in contrast to the vast land of Russia. You could also bring some legal documents or diplomas to show the children the seals affixed to them. Circumcision was the sign and seal of God's covenant.

## MEMORY WORK

“Against all hope, Abraham in hope believed . . . He did not waver through unbelief regarding the promise of God, but was strengthened in his faith and gave glory to God, being fully persuaded that God had power to do what He had promised.”

(Romans 4:18, 20)

## CRAFT

For this lesson, type out Genesis 17 and xerox enough copies for all the children in your class to have their own page. Have them read it and highlight the word *covenant*, which is found fourteen times in this passage. Now you need a craft to reinforce the idea of “a sign and a seal.” Have the children write their signatures on their piece of work and then add their thumb prints in sealing wax. Their work is now authenticated by a sign and a seal—their signature and their finger-print.

## REVIEW QUESTIONS

1. What are the four new names to consider? What do they mean? Why did God give those names?
2. In the covenant with Abraham, what did God promise?
3. In the covenant with Abraham, what did God require?
4. What was the sign of the covenant? What did it mean? To whom was this sign supposed to be given?
5. Was Sarah included in the covenant? How do we know?
6. When was Abraham made righteous? Was it before or after he was circumcised? What did God count as righteousness?
7. How is a person purified from sin?
8. Abraham would soon have two sons. With which one would God establish His covenant?
9. How old was Abraham when he was circumcised? How old was Ishmael? How many days passed before Abraham did what God commanded?
10. Circumcision was the sign of the Old Covenant. What is the sign of the New Covenant?
11. God promised Abraham and Sarah that kings would come from them. Who were some of those kings? Which son of theirs was known as the King of kings?
12. How did this Son of Abraham purify God's people from sin?

## PRAYER

LORD, we thank You for Your great covenant promise, which You first spoke to Abraham, so very long ago: "I will be their God." LORD, we thank You and praise You for being our God, for "blessed are the people who have the LORD to be their God" (Psalm 144:15). We thank You and praise You for making us Your people and for saving us from our sins through Jesus Christ. We thank You for the great peace and joy which we have in Him. We exult in You, O LORD, for You have fulfilled all Your covenant promises to Abraham and to us . . . in Jesus.

## PSALMS TO SING

71C . . . and 25C; 32D (5); 67AB; 92C (5); 100ABC; 105A; 111AB;

## FIELD TRIP

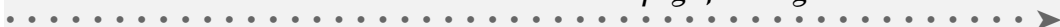
There are two ceremonies by which children are entered into the covenant. Perhaps your class can witness a baby's baptism in a church, whereby he/she re-

ceives the sign of the New Covenant. Male babies eight-days old, who are in Jewish families, receive circumcision, the sign of the Old Covenant. To witness this “cutting of the covenant,” even if it were possible, might not be advisable, for it remains a sign of blood and tears.

*Note: This lesson deals with a sensitive topic: circumcision. If your class does not know what circumcision is, you may wish to deal with it linguistically first: circum = around (e.g. circumference & circumvent) and scission = cutting (e.g. scissors & incision). Circumcision is, therefore, a “cutting around.” Then you may wish to deal with the topic medically by explaining what doctors sometimes do in the hospital to new-born baby boys. On the part of his body, which makes a baby boy a boy, there is an extra piece of skin, (called the foreskin,) which the doctor removes . . . sometimes. Not all baby boys have their foreskins removed. It used to be that only Jewish boys were circumcised, because it was a religious ceremony for them. When Jewish boys were eight days old they received the sign of the Old Covenant: circumcision!*

*(This student lesson starts on page 225.)*

*Please turn the page for the guide to lesson 44*



# Three Visitors

Genesis 18

## VISUAL AIDS

Lush green river valleys have always attracted people. Farmers are excited by their bounty; painters are inspired by their beauty. Alas! There are no pictures of that area, which the Bible claims was like the “Garden of God.” What Abraham saw that day, can never be seen again. One day later, it was destroyed and that whole area vanished forever. It became a sterile wasteland of smoking sulphur, salt and sand. Today it is still a wasteland. Show your class photographs of the area around the Dead Sea. Contrast those pictures with ones showing lush, green river valleys.

## MEMORY WORK

1. “Nothing is impossible with God.” (Luke 1:37)
2. “Will not the Judge of all the earth do right?” (Genesis 18:25)

## CRAFT

In this lesson we have angelic beings appearing in the form of human beings. Perhaps the small humans in your class would like to masquerade as angels! Masks are always fun to make. I have no idea how an angel’s face looks, since I have never seen one, so your imagination is as free as mine in this area. Paper plates (sprinkled with sparkles) or foil pie plates would make an easy base for the mask.

## REVIEW QUESTIONS

1. Who were the three visitors? How did Abraham treat them? What did he do for them?

2. Why had these three visitors from heaven come to earth? What was their mission?
3. The LORD said, "Sarah will have a son." How did ninety-year-old Sarah respond to this promise?
4. Did Sarah finally have faith in the Word of God?
5. Why were the angels going to Sodom?
6. Abraham began pleading with God to spare Sodom. Why was Abraham so concerned about that wicked city?
7. The LORD promised not to destroy the city of Sodom, if He found how many righteous people in it?

### **PRAYER**

LORD, we thank You that nothing, not even the sin of unbelief, could stop Your great plan of salvation! LORD, we believe Your Word. Please help us when we lack faith. LORD, thank You for preserving the righteous and destroying the wicked. LORD, we thank You that Your mercy and justice fill the earth. We rejoice in You, the Righteous Judge of all the earth.

### **PSALMS TO SING**

113A . . . and 1AB; 7A (3–5); 7B; 9AB; 36B; 37E; 50A; 71C; 94AB; 96B (4, 6); 98AB.

### **FIELD TRIP**

Have a picnic under the shade of some trees. Pack a lunch of freshly baked bread, slices of veal or beef, cheese curds and milk drinks. Recall the meal that Abraham served his heavenly visitors . . . and keep an eye open for angels!

*(This student lesson starts on page 235.)*

# A Day of Destruction, A Day of Salvation

Genesis 19

## VISUAL AIDS

You may not wish to show the children the pictures of present-day Sodomites, as they display themselves and their sin in their “Gay Pride Parades.” (However, such photographs are available.) There are also pictures of destroyed cities from World War II, such as Hiroshima. Although there were survivors from these disasters, the children will get a sense of the awful and total destruction that can befall a city. Also of interest for this lesson, would be some of the excellent photographs of the Dead Sea area in modern Israel—the wasteland, which testifies to the catastrophe which God brought upon the cities of that plain, although once it was like the “Garden of the LORD.”

## MEMORY WORK

1. “The LORD knows how to rescue godly men from trials and to hold the unrighteous for the day of judgement . . .” (II Peter 2:9)
2. “Hallelujah! Salvation and power and glory belong to our God, for true and just are His judgements.” (Revelation 19:1, 2)

## CRAFT

The children could make a picture called *destruction*: First paint bright flames of fire. When the paint is dry, add charcoal swirls of black smoke. Then put streaks of glue over the whole picture, shaking salt onto it before the glue dries. To this chaos of raging flames and billowing smoke and swirling salt, you might want to add the horror of grey faces or words from newspaper clippings—ripped and burned around the edges, as if these are scraps of debris from that day of destruction.

## REVIEW QUESTIONS

1. How many righteous people did the two angels find in Sodom?
2. How did Lot try to protect the two strangers in Sodom?
3. How did these strangers, who were angels, protect Lot?
4. What happened to Lot's wife? Why?
5. What did God do to Sodom, Gomorrah, and the whole plain?
6. Why were these people without excuse?
7. Sodom and Gomorrah are a warning for the whole world! What is God's warning to everyone?
8. What is the great and dreadful Day of the LORD? When is it? How can we escape it?
9. What happened to Lot? How did he end his days on this earth?

## PRAYER

We give thanks to You, O God, that Your judgements are true and just. We rejoice, that salvation and glory and power belong to our God. LORD, thank You for rescuing the godly from trials, for saving Your people from sin and death. We praise You, LORD, for Your mercy to us. God, grant to us Your help and strength to be a holy people, living before You—a God who is Holy, Holy, Holy. Our God, we know You are a consuming fire; grant us the proper fear and love before You. We pray for these children, that they might have faith, that they might never turn back in unbelief—and thus, by God's grace, that they might be spared and saved from that great and dreadful Day of the LORD.

## PSALMS TO SING

11; 97C; 140B . . . and 1AB; 2; 9A; 18BH; 21B; 28AB; 37ABEF; 50A; 68A (1, 2); 69D; 73C; 83B; 94AB; 98AB; 104E.

## FIELD TRIP

I suppose you could attend a “Gay Pride Parade”—but I wouldn't view such a detestable display of sin, much less expose children to it. Instead, perhaps there is a place of destruction near you, such as a bombed-out block or a burned-out house. Perhaps there is a place where nothing grows, a waste area. There are pockets of destruction all over the earth. Perhaps you can find one, even a little one, to be the sober reminder of what happened to Sodom and Gomorrah.

*(This student lesson starts on page 242.)*

# The Serpent Strikes, But Fails

Genesis 20 & 21:1–7, 22–34

## AUDIO AIDS

For this lesson you will need to collect some laughter. You can make a recording of all the different kinds you find—giggles and chortles and guffaws. Perhaps you can include the laughter of your class on the recording, both the individuals and the group. Let the children listen to the laughter and remind them that when Isaac was born, Sarah said: “God has brought me Laughter, and everyone who hears about this will laugh with me.”

## MEMORY WORK

“Our mouths were filled with laughter, our tongues with songs of joy . . . The LORD has done great things for us, and we are filled with joy.” (Psalm 126:2, 3)

## CRAFT

Make a collage. Have the children collect pictures of laughing, smiling faces and happy, joyful words.

## REVIEW QUESTIONS

1. Why did Abraham move? Where did Abraham move?
2. Why did Abraham say that Sarah was his sister?
3. What promise of God did Satan attack?
4. For awhile it seemed that the child God promised to Abraham and Sarah could not be born. Why?
5. Who was Abimelech? Was he a good king? Did he fear God?
6. How did God speak to Abimelech? What did God say? Did the king listen?

7. There were several things that happened to give this story a happy ending. What were they? What was the happiest event?
8. Did God keep His promise to Abraham and Sarah?
9. Can we also trust God, to keep His promises to us?

### **PRAYER**

LORD, we rejoice that Your Word prevails, against the schemes of demons and the sins of men. We rejoice, that all the promises of God are fulfilled in Jesus Christ our Lord. Please help us to always fear God, rather than men. Deliver us from the Evil One. Be with us, O God, as we take our stand, by faith, against all the schemes of the devil.

### **PSALMS TO SING**

126AB . . . and 66C (1, 3,5); 67AB; 100ABC; 104E; 106A; 113A; 138AB; 145A.

### **FIELD TRIP**

Go on a little expedition and look for laughter. Hint: Where you find the blessing of children, there you will find the blessing of laughter.

*(This student lesson starts on page 253.)*

# The Lord Gives and the Lord Takes Away

**Genesis 21:1–21**

## **VISUAL AIDS**

Pictures of parties, especially birthday parties, would be useful for this lesson.

## **MEMORY WORK**

“The LORD gave and the LORD has taken away; blessed be the name of the LORD.”  
(Job 1:21) NAS

## **CRAFT**

Help celebrate someone's birthday, especially a younger child's birthday. Perhaps your class could make birthday cards and/or birthday hats. Plan a simple party for some little person. Don't forget to sing and shout: “Happy Birthday!”

## **REVIEW QUESTIONS**

1. Isaac was not born in the ordinary way. How was he born?
2. What did Ishmael do to his little brother, Isaac?
3. Why was Abraham greatly distressed?
4. How did God settle the matter? What did God say to do?
5. Why were Hagar and Ishmael crying in the desert? Who heard them? How did God help them?
6. Were the prophecies about Ishmael fulfilled? Did he become a “wild” man? Did he become a nation of people? Who were they?

## **PRAYER**

LORD, it comforts us to know that You hear and see everything. Deliver us from our enemies, from those who hate us and mock us, from those who ridicule us

and persecute us. Help us, God, to be a people marked by kindness and gentleness towards one another.

### **PSALMS TO SING**

71A . . . 34D; 70C; 107A; 123; 131; 145C.

### **FIELD TRIP**

Attend a small child's birthday party to bring him/her gifts, laughter, good wishes, smiling faces and congratulations!

*(This student lesson starts on page 257.)*

# The Lord Will Provide

Genesis 22

## VISUAL AIDS

Genesis 22:17 is the first time God promises Abraham “descendants as numerous . . . as the sand on the seashore.” Bring a jar of sand and try to count the individual grains of sand. Imagine how many grains of sand are on a seashore! Maps and photos showing the mountains of Moriah would also be useful for this lesson.

## MEMORY WORK

1. “God Himself will provide the lamb . . .” (Genesis 22:8)
2. “Behold the Lamb of God, Who takes away the sin of the world.” (John 1:29)

## CRAFT

Your class can make Bible bookmarks from pretty flowered paper glued on cardboard and cut in the shape of a cross. On the cross beam add their verse of memory work: *God himself will provide the lamb.*

## REVIEW QUESTIONS

1. How did God test Abraham? Why did God test Abraham?
2. Abraham was going to sacrifice his son, as God commanded, but he said to his servants, “We will come back to you.” What did Abraham believe God was going to do?
3. What did Abraham carry up the mountain? What did Isaac carry?
4. What did Isaac ask on the way? What was Abraham’s answer?
5. How did God rescue Isaac?
6. Tell two ways that God provided a lamb as a substitute?

7. Two thousand years later, what was built on Mount Moriah?
8. Who was the Lamb of God, who takes away the sin of the world?
9. God swore an oath to Abraham. Why? By whom did He swear?
10. What did God promise? Had He made this promise before that day? When?
11. What were the results of Abraham's obedience?
12. How was Abraham a prophet? How did he "speak" about Jesus?

## **PRAYER**

LORD, thank You for providing all our needs, especially our greatest need—the Lamb for the sacrifice! Heavenly Father, thank You for loving us and for sending Your Son as a substitute, to die on the cross to pay for our sins.

## **PSALMS TO SING**

118C . . . and 22C; 34DE; 40E; 61; 66B; 106A; 111A; 150A.

## **FIELD TRIP**

Visit a farm (or zoo) that has rams, with long curly horns—the kind of horns that could get caught in a bush.

*(This student lesson starts on page 262.)*

# A Loved One Lost, A Loved One Gained

Genesis 23 & 24

## VISUAL AIDS

Photographs of camel caravans and veiled women, would be useful for this lesson. Look in National Geographic and books about the Middle East.

## MEMORY WORK

“Charm is deceitful and beauty is vain, but a woman who fears the LORD, she shall be praised.” (Proverbs 31:30) NAS

## CRAFT

Have your class make a camel caravan. If each child makes one camel, you will have a caravan to display on your classroom wall. (Make sure all the heads are facing the same direction.) Camels can be drawn on white paper, painted, and then cut. They could also be made from brown construction paper. The children can load the camels by pasting onto them whatever cargo they choose—little boxes wrapped in gold or silver paper, little cloth bags filled with stuffing, bales of fabric tied with string, etc. Don't forget to have each child draw a self-portrait, to ride on top of his/her camel!

## REVIEW QUESTIONS

1. How old was Sarah when she died? How long did Isaac have his mother?
2. What was the first piece of property that Abraham owned in the promised land?
3. Abraham wanted a godly wife for his son. How could he find one? What was his plan? Who would help him?
4. Did God lead Abraham's servant? Where did God lead him?

5. How did Isaac and Rebekah meet each other? Did Isaac like the woman God chose for him? What does the Bible say?
6. The LORD had a very great plan and purpose for Rebekah's life. What was it?
7. How is this lesson a double love story?

### **PRAYER**

LORD, we thank You for the stories of our lives. We thank You for surely leading us and loving us. Heavenly Father, we pray for these children, that at the right time You will provide the right person to be their marriage partners.

### **PSALMS TO SING**

45C . . . and 13; 32D (5); 52A (7, 8); 57B (5, 9,10); 106A; 108A; 117A.

### **FIELD TRIP**

Most of us can not go to a place to see a camel caravan walking along the desert sands. However, maybe there is a zoo, where at least you can view a live specimen and perhaps even ride on one!

*(This student lesson starts on page 270.)*

# God Blesses Isaac

Genesis 25:1–26 & 26

## VISUAL AIDS

Do you have ultrasound pictures of any of your children before they were born? Do you have a friend with twins, who has their ultrasound photo before they were born? Such pictures would be an excellent visual aid for this lesson.

## MEMORY WORK

1. “Blessed are those who hear the Word of God and obey it.” (Luke 11:28)
2. “The LORD bless you and keep you; the LORD make His face shine upon you and be gracious to you; the LORD turn His face toward you and give you peace.” (Numbers 6:24–26)
3. “The LORD remembers us and will bless us . . . He will bless those who fear the LORD.” (Psalm 115:12, 13)

## CRAFT

You have probably seen those old-fashioned, cross-stitch samplers that say: God Bless This House. The children could make such a sampler, making bright X's with yarn or pen on cardboard.

## REVIEW QUESTIONS

1. Abraham remarried. What was his new wife's name? How many more sons did Abraham have? Who was the son of promise, through whom his children were counted?
2. How was Abraham's faith tested? How was Isaac's faith tested?
3. How many years passed before Rebekah became pregnant?
4. At first Rebekah was delighted; then she became alarmed. Why?

5. Whom did Rebekah ask what was happening? What did God say?
6. What were the names of the twins? Why?
7. How long did Abraham live in the Promised Land?
8. What trouble did Isaac face in Canaan? How did God help him?
9. Where did God speak to Isaac? What did He say?

## **PRAYER**

LORD, we thank You for all Your blessings to us!

## **PSALMS TO SING**

67AB; 134AB . . . and 1AB; 3 (5); 5AB (1, 5); 21AC; 33B (6); 34AC; 40ABE; 41BC; 65A; 72D; 84AB; 89I; 106AG; 112AB; 115D; 116A; 119A; 128AB; 146AB.

## **FIELD TRIP**

You can take the children to watch a well being dug. It is a lot of work, even with machines. Remind them of what happened to Isaac. Time after time his servants would dig a well—and the Philistines would steal it from him!

*(This student lesson starts on page 280.)*

# God Chooses Jacob; Jacob Chooses God

Genesis 25:19–34

## VISUAL AIDS

For this lesson pictures of identical twins (and triplets, quadruplets, quintuplets, etc.) would be interesting for the children to see and to contrast with the twins, Jacob and Esau, who were not identical. You could also bring some red lentils for your children to see.

## MEMORY WORK

1. “Let us hold firmly to the faith we profess.” (Hebrews 4:14)
2. “Let us hold unswervingly to the hope we profess, for He who promised is faithful.” (Hebrews 10:23)

## CRAFT

Your children could make a lentil mosaic. You will need cardboard, glue, and different kinds of many-coloured lentils. If you have access to a kitchen, you could also supervise a cooking project. Each child could make a small loaf of bread and all together the class could make a big lentil stew. (Put tomato sauce in it to give it a bright red colour, and lots of vegetables and spices for taste.)

## REVIEW QUESTIONS

1. Were Jacob and Esau identical twins? How were they different?
2. What was the most significant difference between these twins?
3. When did God choose Jacob?
4. Did God choose Jacob because he was good or because he had faith? Is anyone saved because of their own righteousness? How then are people saved?
5. Did Esau live by faith? Did Esau hope in God's promises?

6. How did Jacob show that he believed the Word of God?
7. What did Esau do that showed he was a godless man?

### **PRAYER**

LORD, we thank You for Your grace to us and choice of us and love for us. We humbly ask for Your help that we might always cling fast to Your precious promises. Help us to seek first Your kingdom and Your righteousness. May we never be foolish and godless like Esau, trading heavenly treasures for earthly pleasures. O LORD, lead us not into temptation, but deliver us from evil this day . . . and all the days of our lives.

### **PSALMS TO SING**

135AB (1); 65A (2) . . . and 4AB; 14C; 33B (6); 47A; 53; 95B (5, 6); 105A; 119WX; 146AB.

### **FIELD TRIP**

Do you know some identical twins? I know some elderly ladies, (over ninety years old) who still look exactly alike and who still enjoy confusing people. I know other younger sets of twins too. Invite these people to your class for a visit and ask them to dress in their “twin” clothes—just for fun.

*(This student lesson starts on page 286.)*

# First the Birthright, Then the Blessing

**Genesis 26:34–27:40**

## **VISUAL AIDS**

Photos of blind people, walking with white canes or guide dogs, would be useful to stimulate discussion for this class. Does your church have a braille Bible? Bring it (or some other samples of braille writing) for your children to examine. Borrow a blind person's watch to show your students.

## **MEMORY WORK**

"The word of the LORD stands forever." (I Peter 1:25)

## **CRAFT**

Your children can make pictures for a blind person by gluing bits of yarn and scraps of cloth onto cardboard. Since this is a picture to feel rather than to see, the children will have to think about making their artwork interesting by using different textures, instead of different colours.

## **GAME**

Blindfold your children and have them identify different things by using:

1. just their ears (e.g., the sound of a zipper or car keys)
2. just their nose (e.g., the smell of crayons or spices)
3. just their tongue (e.g., the taste of fruit or cheese)
4. just their hands (e.g., the feel of a clothespin or pinecone)

## **REVIEW QUESTIONS**

1. What did Esau do with his birthright?
2. What else did Esau do that troubled and angered his parents?

3. What did Isaac decide to do before he died? Why? Was he right or wrong in what he planned to do?
4. What did Rebekah decide to do? Why? Was she right or wrong in what she planned to do?
5. What were four things that Jacob did to deceive his father?
6. What blessings did Isaac give to Jacob?
7. When Esau knelt before his father weeping and pleading, why did Isaac not change his mind and give him the blessing?
8. What “blessing” was given to Esau by his father?
9. How was the blessing to Jacob finally and eternally fulfilled? What Son of Jacob rules this very day, as the King of kings and LORD of lords?

### **PRAYER**

LORD, we are thankful that it is not our plans, but Your great plan, that prevails. We praise You, O God, that Your Word stands firm. We rejoice that Your blessings to us, in Jesus Christ, are forever sure.

### **PSALMS TO SING**

115D . . . and 67AB; 119F; 119I (1); 134AB.

### **FIELD TRIP**

Take your class to visit a blind person. Bring the special pictures that the children made. You could also bring other things that a blind person would enjoy: a bouquet of fragrant flowers, a song your class has learned, a tasty treat you have made together. Your blind friend will have many interesting things to show and share with your children also.

*(This student lesson starts on page 292.)*

# Jacob Blessed and Blessed Again!

**Genesis 27:41–28:22**

## **VISUAL AIDS**

The dust of the earth—it is everywhere! Show your children a shaft of sunlight shining through a window—and how it illuminates the dust of the earth, which is even in the air.

## **MEMORY WORK**

“Be strong and courageous. Do not be afraid or terrified . . . for the LORD your God goes with you; He will never leave you nor forsake you.” (Deuteronomy 31:6)

## **CRAFT**

The children could each draw a picture of Jacob's dream or you could all work together on a classroom display. Make a large, floor-to-ceiling, cardboard ladder on one of the walls. Then have the children draw and colour (from top to bottom on pieces of white art paper) one angel, their own guardian angel. They can also decorate their angels with sparkles and sequins. Cut out the angels (making sure each child's name is somewhere on it) and place this heavenly host all along the ladder. You might want to put a large stone at the bottom of the ladder, where the children can rest their heads, while they look up the ladder.

## **REVIEW QUESTIONS**

1. Did Esau repent of his unbelief? How do we know?
2. What was Rebekah's plan to save Jacob's life?
3. What did Isaac command Jacob to do? How did he bless him?

4. Where did Jacob spend the first night of his journey?
5. What did Jacob dream? What did he see? What did he hear?
6. What did God promise Jacob when He spoke to him in the dream?
7. Why was Jacob afraid when he awoke from his dream?
8. What did Jacob do to remember the spot where God visited him?
9. God made promises to Jacob and Jacob made promises to God. What were they?
10. Why do you think Jacob would return to the promised land?

### **PRAYER**

LORD, we thank You for Your promise that You will never leave us, nor forsake us.

### **PSALMS TO SING**

3; 27C; 55A . . . and 4AB; 7A; 11; 31AE; 46ABC; 52B; 54AB; 56; 57AB; 59AB; 62A; 73C; 86B; 91AB; 118C; 142; 143C; 146.

### **FIELD TRIP**

Take your children to a safe place where they can lie down in the night with a stone for a pillow and the sky for a ceiling, where they can hear the wind moaning in the trees and see shadows moving in the dark. Let each child experience the loneliness and scariness of Jacob's situation. Remind the children that God is with them too.

*(This student lesson starts on page 301.)*

# Deceiver Is Deceived

**Genesis 29:1–30**

## **VISUAL AIDS**

Show some photographs of refugees to the children. Discuss how these people have had to leave their homes and flee for their lives, bringing little or nothing with them. Jacob was a refugee in a foreign land. All he brought with him was his shepherd's crook. You could also bring a shepherd's crook to show your children Jacob's only possession, his only visible, tangible possession. All he had was a staff in his hand, but in his heart he possessed a great treasure—the promises of God!

## **MEMORY WORK**

“The LORD disciplines those He loves, and He punishes the child in whom He delights.” (Hebrews 12:6)

## **CRAFT**

Jacob had a staff for his journey. When people in Japan hike up Mount Fuji they buy special walking sticks, which are branded with a sign at each level of the journey. These sticks are also adorned with bright ribbons and tinkling bells. Perhaps your children could each make one of these sticks. Visit your local lumber store and pick up some 1x1 sticks of the appropriate length. Each child's name can be burned into the wood. Then the children can decorate their own staffs as they please.

## **REVIEW QUESTIONS**

1. What is a fugitive? Was Jacob a fugitive?

2. What did Jacob take with him on his journey? What did he hold in his hand? What did he hold in his heart?
3. Name one river that Jacob had to cross.
4. Whom did Jacob hope to find in this foreign land? How did he find them?
5. With whom did Jacob fall in love?
6. How did Jacob's uncle trick him? Why did Laban do this?
7. Do you think Jacob learned a very important lesson when he was deceived? What do you think he learned about treating people?

### **PRAYER**

LORD, thank You for being with us wherever we go. Thank You for always being fair and just, even when people cheat us and harm us. LORD, we thank You for not giving us what we deserve, for not giving us what we have earned by our sins—which is death and hell. Thank You, LORD, for lovingly and graciously giving us eternal life in Jesus Christ. Help us never to cheat other people, but to always be fair with them. Help us to obey Your Law: “Do unto others, as you would have them do unto you.”

### **PSALMS TO SING**

119P . . . 36A; 37A; 62AB; 101; 119M; 120 (1); 140AB; 141A.

### **FIELD TRIP**

I'm sure the children would like to go for a long hike over rugged terrain, using the walking sticks they made.

*(This student lesson starts on page 309.)*

# The Stars Begin to Shine

**Genesis 29:31–30:24**

## **VISUAL AIDS**

Show your class some pictures of happy mothers with several children. Then show a picture of a sad woman, a childless woman, who is all alone.

## **MEMORY WORK**

“Behold, children are a gift of the LORD; the fruit of the womb is a reward.”  
(Psalm 127:3)

## **CRAFT**

Have each child draw a picture of his/her family. Perhaps these family portraits could be signed by the artists, framed and then wrapped up as presents to give to the mothers.

## **REVIEW QUESTIONS**

1. Why did the LORD open Leah's womb, so that she could have many children?
2. What were the names of Jacob's first three sons?
3. What was the name of Jacob's fourth son? What did his name mean? What special place did Judah have in God's plan for the world?
4. Jacob loved his wife Rachel, but she was very unhappy. Why?
5. How did Rachel get two little boys for herself? What were their names? Were they really her children? Leah got two more sons in the same way. What were their names?
6. Then Leah gave birth to two more sons. What were their names?
7. Finally a daughter was born for Jacob. What was her name?

8. Then God remembered Rachel. He heard her prayers and opened her womb. She gave birth to a son in Jacob's old age. What was the name of Jacob's eleventh son?
9. Why are these children like stars in the sky? Which son of Abraham, Isaac and Jacob is called the "Bright Morning Star"?

### **PRAYER**

LORD, thank You for the gift of children. Thank You, LORD, for always hearing and answering our prayers. Please give us the grace to wait for Your proper time and Your good answer to our prayers. May we rejoice always in Your great LOVE for us.

### **PSALMS TO SING**

147A (1–4, 7) . . . and 8AB; 22H; 34BD; 113AB; 127A; 128AB; 144D (7, 8); 148.

### **FIELD TRIP**

It's time to view the stars again. Late in the evening watch the stars come out one by one. Perhaps you can name them in the order of Jacob's children. Note how some stars are brighter than others. What Biblical names could you give these bright stars? Then perhaps you could arise before dawn and find the bright morning star, which has been honoured above all the stars with the name of Jesus. Christ Himself said, "I am . . . the Bright Morning Star" (Revelation 22:16).

*(This student lesson starts on page 313.)*

# Time to Go Home

Genesis 30:25–31:55

## VISUAL AIDS

You will need photographs of all kinds of animals with their look-alike offspring. Show the children plain, spotted, patched, speckled and striped animals with their young ones of identical shadings and markings.

## MEMORY WORK

Jesus said “. . . Do not worry, saying, ‘What shall we eat?’ or ‘What shall we drink?’ or ‘What shall we wear?’ For the pagans run after all these things, and your heavenly Father knows that you need them. But *seek first His kingdom and His righteousness*, and all these things will be given to you as well. Therefore, do not worry . . .” (Matthew 6:31–34)

## CRAFT

Have the children produce sheep and goats for Jacob's flocks. Hand each child a few from Laban's flock—that is, fairly large, white, sheep-or-goat shapes already cut and ready to paint. Remind the children that Jacob's animals must be dark, spotted or speckled. Use old tooth brushes to spatter on the spots or bits of sponge to splotch on the speckles. You should have a large, lovely flock to display on a green background on your classroom wall. The children can also make small bright flowers to add to this pastoral scene.

## REVIEW QUESTIONS

1. Why did Jacob want to go home? Why did Laban want him to stay?
2. What were the wages that Jacob proposed for his hard work?
3. How did Laban try to cheat Jacob out of those wages?

4. No matter what Laban did, Jacob still prospered. Why? Who was helping Jacob?
5. Why did Jacob leave suddenly, without even telling Laban?
6. What crime did Laban suspect and accuse Jacob? Who really stole his silver and gold idols?
7. Why was there almost a war between Jacob and Laban? Who stopped it? How?
8. What was the sign of the peace treaty (or covenant) between Jacob and Laban? What did they each promise not to do?
9. What promise did God make to Jacob at the beginning of his journey? Did God keep His promise?

### **PRAYER**

LORD, thank You for being our Help and our Shield. Thank You for guarding us, when people are trying to harm us; thank You for giving to us, when people are trying to cheat us; thank You for blessing us, when people all around may be cursing us. LORD, we thank You and praise You for your LOVE!

### **PSALMS TO SING**

35A . . . and 3; 4AB; 5AB; 7AB; 18ADGJ; 20AB; 23ABCD; 27ABDE; 28AB; 30AB; 31ABCDEFG; 33C; 34AC; 37A; 43; 59AB; 121ABC; 140A; 142; 143BC; 144AD.

### **FIELD TRIP**

Visit a zoo or a farm where you can see animals with their offspring. Especially try to find a place that has spotted goats with cute, little, spotted, bottle-fed kids. Your “kids” will love them and rejoice in what God gave Jacob!

*(This student lesson starts on page 317.)*

# Jacob Returns to the Promised Land

Genesis 32 & 33

## VISUAL AIDS

Pictures or x-rays showing ball-and-socket joints, especially the hip joint, would be helpful for this lesson.

## MEMORY WORK

“The Angel of the LORD encamps around those who fear Him, and He delivers them.” (Psalm 34:7)

## CRAFT

Your children could make a model of Mahanaim. Set up the tents of Jacob, (using folded squares of coloured paper), small plants for trees, piles of tiny twigs for campfires, etc. Then encircle this camp with a host of angels, (which the children can simply draw, cut and tape upright or make from white cones and balls, decorated with gold wings, halos, sequins, etc.) Another craft idea for this lesson would be to make gift bags, (having each child decorate a plain white paper bag,) or gift boxes with matching gift tags. These can be made simply by folding and gluing pretty wrapping paper to cover the tops and bottoms of small cardboard boxes. Using cardboard and the same paper, make some tags. A bow can be added to the top of each child's box.

## REVIEW QUESTIONS

1. Who met Jacob on his way to the promised land?
2. What did Jacob name that place? Why? What did the name mean?
3. Who else was coming to meet Jacob?

4. Jacob was in great distress. Why? What did he do to deal with these difficulties? What did he pray? What was his plan?
5. What very strange thing happened in the middle of the night? Who wrestled with Jacob? What did He do to him? What did He give to him? Why wouldn't Jacob let go of the Man? What was Jacob's new name? What did it mean?
6. How did God answer Jacob's prayer and rescue him from his brother Esau?
7. Jacob went on his way . . . limping. Why?

### **PRAYER**

LORD, thank You for watching over us and for commanding Your angels to guard us in all our ways. We thank You for Your daily protection and provision. We ask that even this day You would mercifully deliver us from evil and supply all our needs. LORD, we thank You for the new name that You have waiting for us! (See Revelation 2:17.)

### **PSALMS TO SING**

34AC; 41B . . . and 17C; 25D; 27BE; 35A; 46ABC; 72D; 85A; 91A; 103D; 106G; 121ABC; 124AB; 140A; 143ABC; 148.

### **FIELD TRIP**

Is there a hill, which overlooks a campground? As you view the tents below, remind the children of Mahanaim, Two Camps. The children can look into the clouds too, but, alas, they will not see God's host of angels. Imagine, though, how exciting it was for Jacob to see them surrounding his tents!

*(This student lesson starts on page 325.)*

# Jacob's Refuge

Genesis 34 & 35

## VISUAL AIDS

Jacob set up a stone pillar at the place where God talked to him, but people everywhere through the ages have used stone pillars as markers. Most of them did not glorify God, but you could show the children photographs of these famous memorials, such as Stonehenge in England. Jacob also set up a stone to mark Rachel's tomb. The children could also be shown pictures of graveyards and tombstones, where "pillars" mark the place where loved ones lie.

## MEMORY WORK

"God is our refuge and strength, an ever-present help in trouble. Therefore, we will not fear . . ." (Psalm 46:1)

## CRAFT

Find smooth round stones that the children can paint and use to mark some special spot where a pet is buried or a treasure is hidden or a prayer was made. They could also use these stones as paper-weights.

## REVIEW QUESTIONS

1. Where did Jacob buy some land? What did Jacob build on it?
2. What was Jacob offered by the king of Shechem? Why was this a temptation from Satan?
3. What did Jacob's sons do to the people of Shechem? Was Jacob pleased? Why not?
4. What did God tell Jacob to do? Why was this difficult?

5. How did Jacob's family get ready to worship the LORD? What happened to the gold and silver idols that his sons stole?
6. What did Jacob do at Bethel?
7. What did God say to Jacob there?
8. Jacob's life was filled with sorrow. What griefs did he face?
9. What (or Who) was Jacob's refuge in all his difficulties?

## **PRAYER**

LORD, we thank You for being our help, refuge and strength in all our troubles. Help us not to be afraid, but to trust in You and Your LOVE for us.

## **PSALMS TO SING**

37F (25, 26); 46ABC . . . and 17B (1–3); 28A; 31E; 34DE; 43; 57A (1–3); 59B (12, 13); 71A; 73C; 91A (1); 142.

## **FIELD TRIP**

Is there somewhere you can visit that has interesting stone markers? Is there a Stonehenge-type place that the children could see? Large stones with a plaque are often used as memorials. In Japan, I once saw a large, moss-covered stone on a mountainside, upon which was carved in oriental characters a poem by Basho, their most famous poet. The stone marked the spot where he wrote the poem. That was a very interesting stone to me! However, if no such marker stones are nearby, you can always visit a cemetery and point out all the tombstones that mark people's graves.

*(This student lesson starts on page 332.)*

# Joseph Loved and Hated

Genesis 37

## **VISUAL AIDS**

Do you have a brightly coloured, richly ornamented robe that you could bring to show your class? Perhaps you could find pictures of royal robes worn by kings and queens to contrast with pictures of plain robes worn by peasants and shepherds. You could bring samples of material: cheap, brown, rough fabrics and rich, bright, smooth fabrics.

## **MEMORY WORK**

“Many are the plans in men’s hearts, but it is the LORD’s purpose that prevails.”  
(Proverbs 19:21)

## **CRAFT**

Sew some small, plain, brown, burlap bags—enough for each child in your class. Transform them into brightly coloured, richly ornamented bags by weaving bright yarns into the fabric and sewing sequins or trinkets onto it. (Each child will need his own large needle and you should insert a piece of cardboard into his bag to keep him from sewing the two sides together.) Keep one bag unadorned to remind the children how their bags looked before they began working on them. If you prefer a group project, you could sew a simple tunic from a burlap sack—and then everyone could have the fun of turning it into a brightly coloured, richly ornamented robe.

## **REVIEW QUESTIONS**

1. What were the twin sins in Jacob’s family?
2. What did Joseph do that made his brothers angry?

3. What did Joseph have that made his brothers angry?
4. What did Joseph dream that made his brothers angry?
5. Which brother tried to rescue Joseph from the others?
6. What terrible thing did nine of the brothers do to Joseph?
7. How much money did they get for selling their brother as a slave?
8. How did the brothers hide their sin?
9. Was all this part of God's plan?
10. How do we know that Jacob loved Joseph? How do we know that God loved Joseph?

### **PRAYER**

LORD, thank You for loving us, especially when others are hating us. Thank You, LORD, for always hearing our prayers and always answering them. Thank You for causing all things to work for the good of those who love You. Help us, O LORD, to remember Your LOVE through all our days.

### **PSALMS TO SING**

88A . . . and 5AB; 33B; 35B; 37D (13); 40ABE; 57B; 69C; 70ABC; 71A; 119K; 140A; 143BC.

### **FIELD TRIP**

Do you know where there is an old well or a deep hole or a dark pit? Take the children there, to see the kind of place where Joseph's brothers threw him. Remind the children that God is with us everywhere, even if we are cast into the deepest, darkest place in all the world.

*(This student lesson starts on page 340.)*

# The Lord Was With Joseph

Genesis 39

## VISUAL AIDS

Photographs of Egypt (showing pyramids, sphinxes, camel caravans, etc.) would be useful for this lesson. Also, pictures of the treasures excavated from the tombs of ancient Egyptian kings, would help to arouse interest in this foreign land, the land where Joseph was sold as a slave.

## MEMORY WORK

“Who shall separate us from the love of Christ? Shall trouble or hardship or persecution or famine or nakedness or danger or sword? No, in all these things we are more than conquerors through Him who loved us! For I am convinced that neither death nor life, neither angels nor demons, neither present nor future, nor any powers, neither height nor depth, nor anything else in all creation, will be able to separate us from the love of God that is in Christ Jesus our Lord.” (Romans 8:35, 37–39)

## CRAFT

Cut out post-card-size pieces of white cardboard (one or two for each child in your class) and have the children make “postcards” of scenes from Egypt. Their cards could show pyramids in the desert, crocodiles by the Nile River, camels by some palm trees, etc. The children could also write a message on the back of their postcard. If they had been sold as a slave and sent to Egypt, what would they write to their family at home?

## REVIEW QUESTIONS

1. What had Joseph's brothers robbed from him? What precious things did Joseph still have?
2. Joseph's brothers had separated him from his family, but can any person or any power in all creation separate us from the LOVE of God in Christ Jesus our Lord?
3. Joseph was a slave in Egypt. Was his life blessed there? Why?
4. What wicked thing was Joseph commanded to do? Did he obey?
5. What must Joseph not forget or forsake in his new life in this strange land?
6. How did Joseph's coat/cloak get him into trouble again?
7. How did God rescue Joseph from that house of sin and death? Was it part of God's good plan for Joseph?

## PRAYER

LORD, thank You for loving us, with a LOVE that can never be taken from us. Please deliver us from all the traps and snares of sin that the Evil One sets for us. Deliver us from all temptation and give us the strength, wisdom and endurance that Joseph had—enabling him by the power of God to flee from sin! LORD, help us to remember Your Law and Your LOVE forever.

## PSALMS TO SING

119B . . . and 119AEGHIJLMNPQRST.

## FIELD TRIP

Is there a museum in your community with an exhibit on ancient Egypt? Take your children to see it.

*(This student lesson starts on page 346.)*

# Dreams Come True

**Genesis 39:20–40:23**

## **VISUAL AIDS**

Pictures of prisoners, bound with ropes or chains, and pictures of old-fashioned prisons, with barred windows and barbed wire, are what you need for this lesson. Also, show the children pictures of stocks and irons, rings and shackles, and other ways of confining prisoners. Bring some heavy chains to show the children, the kind used to chain up large animals. It says about Joseph, in Psalm 105:18, that they “bruised his feet with shackles and his neck was put in irons.”

## **MEMORY WORK**

“The LORD is good to those whose hope is in Him, to the one who seeks Him; it is good to wait quietly for the salvation of the LORD.” (Lamentations 3:25, 26)

## **CRAFT**

If you have access to a kitchen, a good craft for this lesson would be to knead dough to bake breads and squeeze grapes to make juice. You will need small foil pans (one for each child) and some little goblets. If time or space does not permit this activity, you could make paper chains. Have strips of coloured paper ready for each child to make his own “necklace” to take home or you could link them all together, when each child has finished his own section, to form one large chain. If you pick colours appropriate for the season, you can use it to decorate your classroom.

## **REVIEW QUESTIONS**

1. Why would Joseph be tempted to despair?
2. What must Joseph remember in prison? What must he do?

3. How did the LORD show kindness to Joseph in prison?
4. Two important officials of Pharaoh were thrown into prison with Joseph. Who were they? What was their work? Why were they in prison?
5. These two men had dreams, but they were sad because no one could interpret them. What did Joseph say about that?
6. What was the cupbearer's dream? What did Joseph say it meant?
7. What was the baker's dream? What did Joseph say it meant?
8. Were Joseph's interpretations right? What happened?
9. Joseph asked his friend for help when he was with Pharaoh again? Did he? On whom must Joseph depend for help?

### **PRAYER**

LORD, thank You that we can always depend upon You for help. You have promised never to leave us, never to forget us, never to disappoint us. Our hope and trust are in You, O LORD. Help us to wait patiently for Your answers to our prayers. We praise You, O LORD, for You are our God, a God of deliverances!

### **PSALMS TO SING**

142; 146AB . . . and 17A; 25ABCD; 27CF; 35D; 37ABC; 42ABC; 43; 44C; 68A; 69E; 77A; 79B; 86AB; 119K; 119X; 138AB.

### **FIELD TRIP**

Is there a prison the children can view? Even a small jail house, with bars on the window, would be interesting to visit. Remind the children of Joseph, a good man, who was unjustly imprisoned for many years.

*(This student lesson starts on page 351.)*

# From the Prison to the Palace

**Genesis 41:1–52**

## **VISUAL AIDS**

We store our crops in barns, silos and grain elevators. Pictures of these things, especially the huge grain elevators from the prairie provinces, would be useful for this class. Joseph must have ordered large storage places to be built in all the cities all over Egypt, but we don't know how they looked.

## **MEMORY WORK**

“The LORD, the God of Israel, declares . . . Those who honour Me I will honour.”  
(II Samuel 2:30)

## **CRAFT**

Have your children draw some dreams. They can use large sheets of white paper cut in the shape of the profile of a person's head, with an almond-shaped hole for the eye. (This unique art paper will make the project more interesting.) They can fill their heads with whatever dreams they want. The children could also make mosaics by gluing grain, seeds and corn onto cardboard.

## **REVIEW QUESTIONS**

1. How many years passed before Joseph's friend remembered him? Who did not forget Joseph, even for a moment?
2. How did God warn Pharaoh about the coming famine?
3. When Joseph stood before Pharaoh, what was the first thing he said to him?
4. Describe Pharaoh's two dreams. What did they mean?
5. Joseph had a plan. What was it? Did Pharaoh like the plan?

6. Pharaoh recognized that Joseph was a man in whom was the Spirit of God. How did Pharaoh honour Joseph? What were some of the things that Pharaoh gave to Joseph?
7. In one day, Joseph woke up as a prisoner and went to bed as a prince. Who caused this to happen? Do you know why?
8. What were the names of Joseph's sons? What did they mean?

### **PRAYER**

LORD, thank You for blessing us beyond what we ask or even imagine. LORD, thank You for remembering us, even if everyone else forgets us and forsakes us. Please help us as we live our lives, to give You honour and glory in everything.

### **PSALMS TO SING**

105C . . . and 18I; 30AB; 66C (1, 3,5); 77B; 89D; 113A; 116AC; 119F; 138B.

### **FIELD TRIP**

For this lesson a trip to some grain elevators would be interesting. Perhaps you can watch them being filled. You could also visit a barn with its loft filled with hay, its silo filled with corn and its rooms filled with grain. Imagine what Joseph did in Egypt! He stored up such huge quantities of food, that it was beyond measure.

*(This student lesson starts on page 357.)*

# The First Journey to Egypt

**Genesis 41:53–42:38**

## **VISUAL AIDS**

You will need photos of famine. Show the children the effects of drought on land and crops, livestock and people. There are many sad pictures of starving children holding out their empty bowls to receive a little food.

## **MEMORY WORK**

“O LORD, the Law from Your mouth is more precious to me than thousands of pieces of silver and gold.” (Psalm 119:72)

## **CRAFT**

Bring various coins for the children to make rubbings. Gold or silver pencils would be best, but lead pencils will do the job too. You could also make coin rubbings with gold and silver foil paper. Have the children cut out their coins and paste them on a piece of coloured construction paper, with their written in the centre of it.

## **REVIEW QUESTIONS**

1. Where did Abraham, Isaac and Jacob go to buy food during famines in the land of Canaan?
2. Why did Jacob not send Benjamin with his ten brothers?
3. Did Joseph recognize his brothers? Did they recognize him? Why not?
4. How did Joseph's dreams from his childhood come true?
5. Why did Joseph accuse his brothers of being spies and throw them into prison?
6. What shows you that the brothers still felt guilty about the sins they committed against Joseph years earlier? What did they say?

7. What had the governor of Egypt told them to do? What would happen to them if they didn't do it? What did Jacob say?

### **PRAYER**

LORD, we thank You, that even when everything seems to be against us, You are for us, causing all things to work together for the good of those who love You. LORD, we thank You for sparing us from famine and for giving us our daily bread. LORD, please keep us from harm and sin throughout our lives, and even through this day. Amen.

### **PSALMS TO SING**

32A . . . and 19B; 33C (9, 10); 71D; 105A; 119IQ.

### **FIELD TRIP**

I am fortunate living near the city of Ottawa, the capital of Canada. The national mint is located here, which is a perfect place to visit for this lesson. There the children will see bins of money, but the LORD's Law and God's Word are more precious than all of this wealth!

*(This student lesson starts on page 363.)*

# The Second Journey to Egypt

Genesis 43

## VISUAL AIDS

Bring two bags filled with “some of the best products of the land.” Begin with a bag of products from your own country. (If you live in Canada, you could use a bottle of maple syrup, maple sugar, a tin of salmon, wheat crackers, etc.) Then show the children what was in Jacob’s bag—honey, balm, spices, myrrh, pistachio nuts and almonds.

## MEMORY WORK

“O LORD . . . how sweet are Your words to my taste, sweeter than honey to my mouth!” (Psalm 119:103)

## CRAFT

If you have access to a kitchen, bake a batch of cookies (or baklava!) using the honey, nuts and spices. Here is a recipe for some easy honey-nut cookies that do not require baking:

Mix 1/2 cup honey, 1/2 cup peanut butter (or other nut butter), 1 cup powdered milk, 1/2 cup raisins, 1/4 cup sunflower seeds. Roll into balls. Then roll these balls in coconut or wheat germ.

## REVIEW QUESTIONS

1. Why would Jacob’s sons not return to Egypt without Benjamin?
2. Why did Jacob not want Benjamin to go with them?
3. Which brother promised to be personally responsible for him?
4. What gifts did Jacob send with his sons to Egypt? What else did he send with them?

5. Why were the brothers terrified when they were lead to the governor's house?  
What did they think would happen to them?
6. When they sat down to eat with the governor, what amazed them?
7. Why did the brothers consider their second journey to Egypt a great success?

### **PRAYER**

LORD, we thank You that we can entrust our lives and the lives of our loved ones to You. We thank You that even in difficult or dangerous times, we can trust You to guard us and guide us. Even this day, LORD, we ask You to deliver us from evil, from every harm and every sin.

### **PSALMS TO SING**

119M . . . and 19B; 25D; 31AD; 76AB.

### **FIELD TRIP**

Visit an apiary or, if the time and place are right, a maple bush and sugar shack.

*(This student lesson starts on page 370.)*

# Hidden Things Revealed

Genesis 44:1–45:15

## VISUAL AIDS

Your children may not know what a “goblet” is. If you can get a large, richly-ornamented, silver goblet to set before the children as you teach, it would be a very effective visual aid. Use pictures of royal goblets and kings’ cups too.

## MEMORY WORK

“And we know that God causes all things to work together for good to those who love God, to those who are called according to His purpose.” (Romans 8:28)

## CRAFT

Bring out the clay and let each child make his own cup fit for a king!

## REVIEW QUESTIONS

1. In whose sack was the governor’s goblet found?
2. How did it get there?
3. Which of the brothers stood up and spoke to the great governor of Egypt? What did he offer to do? Why?
4. How did the lord of the land respond? What did he do and say?
5. Why were the brothers *terrified* to learn the truth about who the governor really was? How do you know they were terrified?
6. What did Joseph say to reassure his brothers? What did he do?
7. Who really was the One who sent Joseph to Egypt? Why?

**PRAYER**

Heavenly Father, we thank You for being a loving and forgiving God. We pray that You would forgive our sins, as we forgive those who sin against us. LORD, we thank You for causing all things to work together for the good of those who love You. By Your grace, O LORD, may we ever love You.

**PSALMS TO SING**

130A . . . and 25CD; 32C; 51ABDE; 103A; 107C; 116C.

**FIELD TRIP**

A gallery of governors' goblets would be great, but I doubt if such an exhibit exists. Perhaps though you could arrange a visit to watch silver smiths at work and view a display of various silver artifacts.

*(This student lesson starts on page 375.)*

# Israel Goes to Egypt

**Genesis 45:16–46:27**

## **VISUAL AIDS**

You need photographs of people on the move—with carts, animals, cars, people, trucks, etc. loaded with the bags, bundles and boxes of a family's belongings. It is a big job to move even one family with only a few people and pets. Imagine what it was like moving Jacob's family with all those people and all their flocks and herds!

## **MEMORY WORK**

“With the LORD a day is like a thousand years, and a thousand years are like a day. The LORD is not slow in keeping His promise . . .” (II Peter 3:8, 9)

## **CRAFT**

Your children could make toy carts—either simple ones made from the bottom of small cardboard boxes with cardboard wheels glued to the sides or more complicated ones built with wood and moveable wheels. Show the children pictures of different kinds of carts such as two-wheeled, large-wheeled ox-carts or simple, four-wheeled farm carts or brightly-painted, gaily-decorated parade carts, etc. The children can paint their carts too and fill them with little gifts for someone or you can have a cart parade on display in your classroom.

## **REVIEW QUESTIONS**

1. What did Joseph give to each of his brothers? Why was that so interesting? What had they stolen from him?
2. What did Joseph give to his father Jacob?

3. Why did Jacob not believe the good news that he heard? What finally convinced him that Joseph was really alive?
4. Why might Jacob be afraid to go to Egypt?
5. What did Jacob do at Beersheba?
6. How did God speak to Jacob? What did God say to him?
7. Where was God going to fulfil His promise to make Israel into a great nation?
8. Who went with Jacob to Egypt? How many people were there? Who else promised to go with him?
9. Is the LORD slow in keeping His promises? Why does it often seem slow to us?

### **PRAYER**

LORD, we thank You for Your Word, which comforts us in our fears, and we thank You for Your promise: “Lo, I am with you always, even to the end of the age” (Matthew 28:20). LORD, help us to live by faith, not by fear, trusting in You all our days.

### **PSALMS TO SING**

73C . . . and 16A (6, 7); 23; 33C; 34AC; 46ABC; 48B (10); 71C; 139A.

### **FIELD TRIP**

Do you know a family who is moving? Perhaps you can take the children to help pack boxes, clean rooms or load trucks. If their “help” isn’t needed, perhaps you could just watch the big moving van being loaded with all the family’s possessions.

*(This student lesson starts on page 381.)*

# Jacob's Last Years

Genesis 46:28–49:33

## VISUAL AIDS

Do the children know what a sceptre is? Bring them some pictures of royal sceptres. You will also need a map showing Canaan as it was divided among the twelve tribes of Israel. Ask the children, "Where is the tribe of Joseph?" They will not find it. Point out that Joseph was given a double portion of the inheritance in his two sons Ephraim and Manasseh.

## MEMORY WORK

1. "The sceptre will not depart from Judah . . ." (Genesis 49:10)
2. The angel said . . . "You are to give him the name Jesus . . . and He will reign over the house of Jacob forever; His kingdom will never end." (Luke 1:33)

## CRAFT

The lion is often used as a symbol on a country's coat-of-arms, even in countries where there are no lions, such as Great Britain. Show the children some examples of these lion symbols—and then have them make their own shields. Give each child a shield-shaped piece of white, silver or gold cardboard, on which he/she can paint a bright red lion. The Scriptures speak of the LORD being our shield and He is "The lion of the tribe of Judah" (Revelation 5:5).

## REVIEW QUESTIONS

1. What happened to the Egyptians during the famine? What happened to the Israelites during that time?
2. Jacob was a very old man, hardly able to stand, but what did he do as he leaned on the top of his staff?

3. As the end of Jacob's life drew near, what did he do that showed he had faith in the promises of God?
4. Jacob gave his beloved Joseph a double blessing, and blessing upon blessing, but which of Jacob's sons did God choose?
5. In the last book of the Bible someone is called "The lion of the tribe of Judah." Who is it?
6. For what (or whom) was Jacob looking, as he lay dying? What words did he cry out, as he was blessing his sons?
7. Where did Jacob want to be buried? Why?

### **PRAYER**

O LORD, we thank You that in life and in death we can look to You for deliverance. We thank You for Your Word, spoken so long ago by Your servants, which You fulfilled in Jesus Christ. Thank You that our hope Jesus is never disappointed.

### **PSALMS TO SING**

80AB (1) . . . and 24A; 45B (6, 7); 47A; 48B; 60B (6); 68DE; 69E; 71C; 76AB; 78H; 97B; 105A; 108B; 114 (2).

### **FIELD TRIP**

For this lesson you could visit a museum, where royal treasures such as crowns and sceptres are exhibited. If that is not possible, perhaps there is a place where provincial flags or coats-of-arms are on display. Look for the lions!

*(This student lesson starts on page 386.)*

# Grief and Death With Faith and Hope

Genesis 50

## VISUAL AIDS

Photographs of skeletons, skulls and bones, funerals, tombs and graves—these are the kinds of powerful pictures that you need for this lesson.

## MEMORY WORK

1. “Even in death the righteous have hope.” (Proverbs 14:32)
2. “For it is by grace you have been saved, through faith—and this is not from yourselves; it is the gift of God.” (Ephesians 2:8)
3. “How shall we escape if we ignore such a great salvation?” (Hebrews 2:3)

## CRAFT

Your class could make sympathy cards. Children tend to like bright colours, so you might want to show them some examples of tasteful, white-on-white cards. A Scripture verse could be written on the inside of the card, such as their memory work: even in death the righteous have hope. Is there someone grieving to whom these offerings made by little hands could be a blessing? Send them, if it is appropriate. As a group project, your children could also make a wreath for someone's grave. If you feel really ambitious, grave-stone rubbings are a good idea too.

## REVIEW QUESTIONS

1. Where was Jacob buried?
2. What did Joseph say on his deathbed that showed he believed in the promises of God?

3. Joseph was placed in a coffin in Egypt, but he was not buried. Why not? How long did Joseph's bones have to wait for burial?
4. Many terrible things happened to Joseph in his life. Why? What was God's purpose in all these things?
5. How was Joseph a type of Christ? How did Joseph's life foreshadow the life of Jesus?
6. How is hearing the message of salvation of value to us? Our hearing must be combined with . . . what?
7. What must we not neglect to escape the wrath of God?
8. How does Genesis end? What are the last words of this book?
9. Are there any glimmers of happiness at the end of this book?

### **PRAYER**

LORD, we thank You for conquering death through Jesus Christ. Thank You for Your Grace in revealing to us Your great salvation. LORD, thank You for the gifts of faith, life and hope.

### **PSALMS TO SING**

116A . . . and 3 (5); 13; 30AB; 40F (8); 51AD; 70C; 96A (1); 98AB (1–3); 106A; 118C.

### **FIELD TRIP**

Don't underestimate the children's interest in death. You could watch a funeral procession by a graveyard, with its hearse and long line of cars. You could also point out funeral homes, crematoriums and the cold storage "sheds," where bodies await burial until the ground thaws in the spring. Remind them that we have the hope of eternal life in Christ Jesus.

*(This student lesson starts on page 395.)*