

YOUTH EDUCATIONAL ADVENTURES

My Father's World

YE3E · Teacher Edition

Juniors · Year 2: Creation

Christian Educational Ministries — a faithful digital edition of the printed program

I'll Make a World

MEMORY VERSE

"Let them praise the name of the Lord, for He commanded and they were created." - Psalm 148:5 (NIV)

OBJECTIVES

At the end of this lesson, students will be able to:

1. Recite what was created on each day of creation week.
2. Compare the awesomeness of God's ability to man's limited power.
3. Gain an appreciation for the creation of God and for the Creator.

TOPICS & THEMES

Creation

God's Omnipotence

God's Plan

MATERIALS NEEDED

Bible, YEA student and teacher's books, pencils, animal and plant pictures, glue, scissors, poster board, clear contact paper, blackboard and chalk, seeds, markers, crayons, zip lock storage bags, songbook, cassette tape/CD and player, memory verse and attendance charts, stickers

PREPARATION

It is truly mind boggling to consider what God did during creation week! Whether you believe the account as written or that each day represents a thousand years, you cannot escape the awesomeness of our Creator. Spend some time reading Genesis 1:1-25 and be prepared to answer questions like: How was there light on Day One when the sun, moon, and stars were not created until Day Four? Was there gravity before Day One - otherwise what held the earth where it was, although it was formless and void? What does it mean that the Spirit of God was hovering over the waters? How big is the universe? How old is the universe? How did it all start? Was it all like one big black hole in space that collapsed on itself and then exploded into all directions at God's command? As you're pondering some answers to these almost unanswerable questions, know that it is very acceptable to students for adults to say "I don't know" when there truly is no way of knowing.

Find some calendar or magazine pictures of animals and plants to bring to class. Using one of birds, sea animals, plants, and land animals make medium-sized jigsaw puzzles. That is, glue the pictures onto poster board, laminate or cover with clear contact paper for preservation, then cut them up into jigsaw pieces. Put each puzzle into a separate zip lock bag. You'll use these puzzles to help teach the lesson.

Since the junior class spans three years, some of the memory verses may be too long for younger or slower children. Use your discretion and shorten memory verses for children who may have difficulty in memorizing longer verses. For the larger memory work assignment for this book, have the students memorize what happened on each day of creation and recite it at the end of Lesson 10. An example of what they can memorize is on the pattern page.

HOW TO TEACH THIS LESSON

Harry Potter - discuss with the students the popularity of the series. Why do people find it so interesting? What's the attraction? Contrast his powers and adventures with the powers of God, fiction versus reality.

Day One - What did God create first? (light) Ask: When did God create the sun, the moon, and the stars? (Day Four) Revelation 21:23 says the New Jerusalem "does not need the sun or the moon to shine on it, for the glory of God gives it light." Discuss with the students the possibility that just as God will be our light in the New Jerusalem, He was the light over the earth in the beginning. Then, ask a student to read Genesis 1:5-6. Ask: which comes first, day or night? (night- it says evening and morning were the first day.)

Day Two - What did God create on Day Two? (the sky or atmosphere) What is in our atmosphere? (oxygen, layers of air and ozone)

Day Three - What did God created on Day Three? (land, seed-bearing plants and trees) If possible, bring in some different seeds. Ask the students to name seeds as quickly as they can think of them. Write them on the board as they name them. If you have lots of time, let the students make a seed collection from the seeds you bring in.

Day Four - What did God create on Day Four? (sun, moon, stars) Discuss that according to the Bible, the earth existed before the sun. School will try to teach the students that the sun came first and then the planets. Ask: what are the three reasons God gave for creating the sun, moon, and stars? (to separate night from day, signs to mark seasons, days, and years, and to give light on the earth)

Day Five - What did God create on Day Five? (winged birds and water animals) The NIV commentary states that the winged bird denotes anything that flies, including insects. As stated in the Preparation section, have some easy homemade jigsaw puzzles of birds and water animals.

Have the students put them together - quickly. Point out that the students struggled a little with just putting a picture of the animals together. God thought through everything that they would need in order to survive. Talk about some of the amazing things in the animal kingdom. Lead directly into the next day.

Day Six - What did God create on Day Six? (land animals) Continue the discussion about abilities, unique characteristics, and traits of animals. Make a list of all the birds, animals, etc. on the blackboard as the students enumerate them.

Creation vs. man's invention - How difficult was it for people to invent a computer or a car or space shuttle? How much more difficult would it be to create life? God created every living thing - and with such humor, love, and tenderness. Psalm 148 - Ask for a volunteer to read all of Psalm 148 out loud. Bring the lesson back to discussing the present craze for Harry Potter. It may be entertaining, but it doesn't begin to compare with our Great Creator. Let's give Him the praise.

REVIEW QUESTIONS

1. What did God create on Day One? Day Two? Day Three? Day Four? Day Five? and Day Six?
2. What's the difference between God's creation and man's inventions?
3. What should our response be towards our Creator God?

TEACHER-DIRECTED ACTIVITY

The students are going to make creation puzzles to help them remember what God created each day. They will also have a reminder of how all of creation fits wonderfully together.

Have each student cut a piece of poster board into seven large jigsaw pieces. Have them number each piece, one through seven. Then decorate around the numbers - only on the front side. Then take piece number one. On the back, draw and explain what God created on Day One. Take piece number two. On the back, draw and explain what God created on Day Two. Do the same for Days Three, Four, Five, and Six. Leave some room on piece number six for next week's lesson. The students will be able to continue working on pieces 1-6 next week. Keep piece number seven for lesson three. Give each student a zip lock bag in which to keep their puzzle.

SONG

"My God Is So Big" is on page 14 of Kids Classics Collection.

CLOSING PRAYER

Guide the students to praising our Creator God for the awesome creation!

Seven Days of Creation Memory Work

One day, our great God decided to create a world for you and me. The ocean covered the earth and it was dark and had no shape. God said, "let there be light," and there was light. This was Day One.

God made a huge space between the waters. He separated the water that was under the space from the water that was above it. God called the huge space sky. This was Day Two.

God said "Let the water under the sky be gathered into one place. Let dry ground appear." It happened exactly that way. God called the dry ground "land." The water was called "oceans" Then God said, "Let the land produce seed bearing plants and trees." The land did produce plants and trees with seeds. Some were fruit trees. Each kind of tree and plant had its own kind of seed. This was Day Three.

God placed the sun, moon and stars in the sky. He separated the day from the night and He marked off seasons, days and years. This was Day Four.

God created fish, great creatures and every living thing that fills the ocean. He created every kind of living bird and put them in the sky for them to fly. God blessed them and said "have little ones and increase your numbers. This was Day Five.

God said, "Let the land produce all kinds of living creatures – livestock, creatures that move around the ground, and wild animals. Then He created human beings in His own likeness. He made a man and a woman and told them to have children and populate the world. This was Day Six.

God saw that everything that He had made was very good.

By the Seventh day God had finished the work He had been doing, so He rested. God blessed the Seventh Day and made it holy. This was Day Seven.

I'm Lonely Still

MEMORY VERSE

"When I consider your heavens, the work of your fingers, the moon and the stars, which you have set in place, what is man that you are mindful of him, the son of man that you care for him? You made him a little lower than the heavenly beings and crowned him with glory and honor." - Psalm 8:3-5 (NIV)

OBJECTIVES

At the end of this lesson, students will be able to:

1. Identify God the Father and Jesus Christ as Co-Creators of the universe.
2. State that mankind was created on Day Six.
3. Relate that God gave man dominion over the earth, plants and animals.
4. Explain that man was made in the image of God.
5. Differentiate between Adam and Eve's creation.
6. Explain why God created Eve.

TOPICS & THEMES

Adam and Eve

Creation

Creator

Dominion Mandate

Garden of Eden

God's Family

God's Law

God's Plan

Helpmate

Marriage

Tree of Knowledge of Good/Evil

MATERIALS NEEDED

Bible, YEA students and teacher's books, Creation Concentration game, pencils, markers, crayons, jigsaw puzzle pieces from Lesson One, songbook, cassette tape/CD and player,

attendance and memory verse charts, stickers

PREPARATION

Prior to class, make a Creation Concentration game using at least 14 cards and as many as 36 blank index cards. Leave one side blank. You may want to decorate one side with animal stickers. If you do, make sure each card is decorated exactly the same - like a deck of cards.) On the other side, write the events of creation and the days of creation. For instance, "Day One" and "Light" would be the two cards which match. Here's a list of suggested pairs: (The items for each day can be combined onto one card if you want a smaller deck.) Day One - Light; Day Two - Sky; Day Three - Land; Day Three - Seed-bearing trees and plants; Day Four - Sun; Day Four - Moon; Day Four - Stars; Day Five - Birds; Day Five - Sea creatures; Day Six - Wild animals; Day Six - Livestock; Day Six - Creatures that move along the ground; Day Six - Adam; Day Six - Eve; Day Six - Adam named the animals; Day Six - "Let us create man in our image"; Day Six - "Rule over the fish of the sea and the birds of the air and over every living creature that moves on the ground." Psalm 8:3-5: "I think about the heavens. I think about what your fingers have created. I think about the moon and stars that you have set in place. What is a human being that you think about him? What is a son of man that you take care of him? You made him a little lower than the heavenly beings. You've placed on him a crown of glory and honor." You'll use this concentration game for the activity during class.

HOW TO TEACH THIS LESSON

Events of creation - review what was made each day. Then ask: What else is there in our world that we haven't talked about God creating? (mankind) Discuss how "man" means more than just men.

Creating a helper - God said it was not good for man to be alone. So what did He do? (He looked for a suitable helper, then He created Eve) Ask: How was creating Eve different from the way God created Adam?

Created in the image of God - Ask the students what that means. Discuss how God was creating a family for Himself.

Creator - Ask: Who created the world? Both God the Father and Jesus Christ. How do we know that both were involved? Read Genesis 1:26. (Note also: Hebrews 1:2, John 1:3.)

Dominion over the creation - What special things did God give man to do? (Care for the Garden of Eden, name the animals, rule over creation) Have a student read Genesis 1:28-30 and Genesis 2:19-20. Ask: How does that apply to today?

Our response - Ask: You have thought about how great God is and the wonderful things He has created. How do you feel knowing that God created mankind to be part of His family? What

should we do to express our thanksgiving to Him? This is a good time to have students recite their memory verses.

REVIEW QUESTIONS

1. Who created the universe?
2. Why does it say "Let us create man in our image?"
3. On what day was mankind created?
4. Who did God put in charge of all the animals?
5. What was the first thing Adam did with the animals? (name them!)
6. What does it mean "made in the image of God?"
7. How was Adam created?
8. What was different about the way God created Eve?
9. Why did God create Eve?

TEACHER-DIRECTED ACTIVITY

Creation Concentration: (See preparation for how to make cards.) Lay the cards out on a table or the floor with the blank or decorated side up. The students should take turns trying to find a match. If a match is found, the student may try to find another match. If a match is not found, the card must be laid back down in the same place, and the next student takes a turn. The student who ends up with the most cards, when all the cards have been matched, wins. If time allows, shuffle the cards and play again.

Encourage the students to finish their jigsaw puzzle piece, number six, from last week's lesson, as well as any additional pieces that they did not finish decorating last week. The students will complete their puzzle pieces next week.

SONG

"He's Got the Whole World in His Hands" is on page 54 of Kids Classics Collection.

CLOSING PRAYER

Lead the students in a prayer thanking God for creating man in His own image.

I'm Ready to Rest

MEMORY VERSE

"Come to me, all you who are weary and burdened, and I will give you rest. Take my yoke upon you and learn from me, for I am gentle and humble in heart, and you will find rest for your souls. For my yoke is easy and my burden is light." - Matthew 11:28-29 (NIV)

OBJECTIVES

At the end of this lesson, students will be able to:

1. Relate what God did the seventh day of creation.
2. State what God expects us to do on the Sabbath.
3. Explain why God wants us to keep the Sabbath holy.
4. Describe what keeping the Sabbath holy means.
5. Parallel physical rest to spiritual rest in Christ.

TOPICS & THEMES

Creator

Holy

Obedience

Rest

Sabbath

Ten Commandments

Sabbath

Worship God

MATERIALS NEEDED

Bible, YEA student and teacher's books, Creation Concentration game, pencils, markers, crayons, jigsaw puzzle pieces from Lessons One and Two, party hats and streamers, balloons, attendance and memory verse charts, stickers, songbook, cassette tape/CD and player

PREPARATION

For this week's activity add some more cards to the Creation Concentration game, i.e. 7th Day - Sabbath; 7th Day - Rest in Christ; 7th Day - Do not work. By this third week of playing, the

students will really have reinforced the events of creation week, and will have added some knowledge about why the Sabbath is important.

Read Exodus 31:12-17 prior to class to give yourself background in case the students probe further about the importance of the Sabbath. You may even wish to write this verse on the blackboard before the students come into class.

Briefly decorate the classroom, as if for a party, to set up the visual connection of the Sabbath being an anniversary or memorial and a celebration.

HOW TO TEACH THIS LESSON

Party hats - Give each student a party hat as they enter the classroom.

Memorial - Discuss with the students what they do for their birthday. Discuss how a birthday is an anniversary of an event - their birth. Similarly, the Sabbath is the weekly anniversary of the day God rested from His creation work.

Holy - Ask: What does the word holy mean? (Set apart.) Why did God bless the seventh day? (Because He rested on it.) What does He expect us to do because He blessed it and made it holy? (Do no work.) How do we know that He wants us to rest as He did? (The fourth commandment.)

Rest - Discuss the seemingly innate desire to push, to get, to go and not to rest. Talk about the necessity built within the human body to rest. Discuss using animals seven days a week, i.e. the mules in the mines.

Church - Ask: Why do we go to church on the Sabbath? Discuss the importance of worshiping God on the Sabbath.

Matthew 11:28-29 - Ask the students to recite their memory verse. Ask: How does this relate to keeping the Sabbath? Discuss how God gives us physical things to do, such as keeping the Sabbath. By doing these things we learn spiritual lessons. We learn to give all our cares and concerns to Him. Discuss some of the ways going to church helps us to learn of Jesus. These things include talking about God with others and hearing the Bible read aloud. We learn through hearing the Bible explained in sermons, sermonettes, Bible studies and Sabbath School classes.

REVIEW QUESTIONS

1. What did God do the seventh day?
2. What does God tell all people to do on the seventh day?
3. Why does God want us to keep the Sabbath holy?
4. What does it mean to keep the Sabbath holy?

5. What does it mean to rest in Christ?

TEACHER-DIRECTED ACTIVITY

Reminder of how to play Creation Concentration: Lay the cards out on a table or the floor with the blank or decorated side up. The students take turns trying to find a match. If a match is found, the student may try to find another match. If a match is not found, the card must be laid back down in the same place, and the next student takes a turn. The student who ends up with the most cards, when all the cards have been matched, wins. If time allows, shuffle the cards and play again. Encourage the students to finish their jigsaw puzzle piece, number seven, from this week's lesson. When the jigsaws are completed, allow the students to put each other's puzzles together.

SONG

"God is So Good" is on page 87 of Kids Classics Collection.

CLOSING PRAYER

Lead the students to thank God for the Sabbath, for teaching us to rest from our work and to rest in Him. Thank Him also for being our Awesome Creator.

In the Garden

MEMORY VERSE

"I'm offering you the choice of life or death. You can choose either blessings or curses." -
Deuteronomy 30:19b (NIrV)

OBJECTIVES

At the end of this lesson, students will be able to:

1. Retell the story of the fall of Adam and Eve eating the fruit.
2. Relate the command given to man.
3. Explain the relationship between action and consequence.
4. Distinguish between positive and negative consequences.
5. Relate that the only way to eternal life is through Jesus Christ.
6. Recite their memory verse.

TOPICS & THEMES

Blessings/Cursings

Choices

Consequences of Sin

Eternal life

Jesus, Savior

Obedience

Satan

Sin

Tree of the Knowledge of Good/Evil

Tree of Life

Truth

Trusting God

Wise/Wisdom

MATERIALS NEEDED

Bible, YEA students and teacher's books, pens, pencils, markers, crayons, typing paper, tape, fun- sized candy bars, name tags, blackboard, chalk, optional: trees for the Garden of Eden play,

attendance and memory verse charts, stickers or stars, songbook, cassette tape/CD, player

PREPARATION

Set up the classroom so that the students will have a series of choices to make when they come into the room, i.e. lots of colors of markers for making name tags, lots of different fun-sized candy bars in a bowl, different arrangement of seating, written directions on the board to either come recite their memory verse, choose a candy bar, or to make a name tag, etc. You may choose to reward those who come to recite their memory verse first with an extra first star or an extra candy bar. If time and space allows, create some student-sized trees to take to class so that you can act out the events of Genesis 3 in class. Trees can be made from cardboard, draped with masses of green poster paper leaves. Note: the play acting can be done without the props, but the students' imagination and motivation will be greatly enhanced with the addition of the visuals! Be sure to read the student's lesson prior to class.

HOW TO TEACH THIS LESSON

Choices - Discuss the choices the students had to make as they came into class. Discuss the many choices they make each day.

Consequences - Discuss the positive and negative consequences that occur as a natural result of actions.

Genesis 3 - Review the events recorded here.

Play acting - Allow the students to choose parts. Act out the events of Genesis 3. At opportune points, do a "freeze frame." That is, you call out "freeze frame." The action then stops and you discuss what's going on or give directions for what's going to happen next. Then call "action" again when you want to resume. The students will love "freezing" in place. In this fashion, discuss the choices made and the consequences. Begin with God's command not to eat from the tree of the knowledge of good and evil. Work through the deception of the serpent, Eve and Adam's disobedience, the blaming, the curses, and the banishment from the Garden.

Serpent - Ask: Was the serpent really just a snake? Discuss that this word comes from a word meaning enchanting whisperer. This was Satan, not a snake.

Today - Discuss the personal application of Adam and Eve's actions, i.e. cursed ground, painful childbirth, enmity with serpents. Then ask: Will we ever have an opportunity for eternal life or to see the Tree of Life?

Revelation 22:1-2 - Visually describe the scene related in these verses. Discuss the leaves that are for the healing of the nations.

Choices - Remind the students that God does the calling (John 6:44). Once we know what God expects us to do, we have a choice: are we going to obey God or not. There is a limited window of opportunity to be obedient to God's instructions. We can't live our lives as we want and then decide to choose God at the end. It doesn't work that way.

REVIEW QUESTIONS

1. Who can summarize what happened in Genesis 3?
2. What command did God give Adam and Eve about the Garden of Eden?
3. What is a consequence? How do you get consequences?
4. What's the difference between negative and positive consequences?
5. What's an example of a positive and a negative consequence?
6. How could Adam and Eve have gained eternal life in the Garden of Eden?
7. How do we gain eternal life today?
8. Who can describe the scene related in Revelation 22:1-2?

TEACHER-DIRECTED ACTIVITY

Uncomic Strip: The students should have completed the activity in their book before class. If they didn't, allow time to do so. Once the four initial squares are completed, give them blank paper to finish the story: square five - the consequences of Adam and Eve's disobedience; square six - the sacrifice of Jesus Christ to provide the way to eternal life; square seven - a depiction of Revelation 22: 1-2. Display the finished uncomic strips in the classroom or on the church bulletin board.

Here are the directions for the activity in the student book: In the four squares provided, create an uncomic cartoon strip of the choices Adam and Eve made. For instance, the first square could be God commanding them not to eat from the tree of the knowledge of good and evil. The second square could be the serpent deceiving Eve into eating from the tree. The third square could be Eve offering the fruit to Adam. The fourth square could be Adam blaming Eve and Eve blaming the serpent.

SONG

"I Have Decided to Follow Jesus" is on page 23 of Kids Classics Collection.

CLOSING PRAYER

Lead the students to thank God forgiving us the opportunity to make our own choices. Thank Him for helping us to seek Him with our whole heart and to choose Him. He's given us the hope

of eternal life through our Savior Jesus Christ.

God Was Sorry

MEMORY VERSE

"The LORD saw how bad the sins of all the people had become on the earth. All of the thoughts in their hearts were always directed only toward what was evil. The LORD was very sad that he made human beings on the earth. His heart was filled with pain." - Genesis 6:5-6 (NIrV Kid's Devotional Bible)

OBJECTIVES

At the end of this lesson, students will be able to:

1. Relate the story of Cain and Abel.
2. Explain the downward spiral of mankind ten generations from Adam.
3. Relate God's sorrow at the condition of mankind and His intention to destroy all living creatures.
4. State that consequences can be passed from one generation to the next.
5. Express the importance of having a relationship with God the Father and Jesus Christ.

TOPICS & THEMES

Anger

Attitude

Cain/Abel

Consequences of Sin

Enoch

God's Judgment

Murder

Obedience

Sin

MATERIALS NEEDED

Bible, YEA students and teacher's books, blank monthly calendar, pens, pencils, markers, crayons, blackboard, chalk, attendance and memory verse charts, stickers, songbook, cassette tape/CD, player

PREPARATION

This is a really sobering lesson to teach to the students. It is important that they realize the natural human mind is hostile towards God. This is the beginning of their understanding of the wretchedness of the human condition and the need for Jesus Christ. You may wish to be ready with the following scriptures for your discussion in class: Romans 7:18, Romans 8:7-8, Isaiah 64:6, Psalm 14:1, Isaiah 53:6.

Although some have wondered whether God decreed 120 years as man's life span or whether God decreed annihilation in 120 years. (See Genesis 6:3.) It appears that the latter is most logical since Genesis 11:10-26 chronicles life spans much longer than 120 years after the Flood. It's also interesting to note that Methuselah was the oldest person ever recorded. He died the year of the Flood. We have no way of knowing if he died before, or because of, the Flood.

HOW TO TEACH THIS LESSON

Jenna and her puppy - Discuss what kind of behavior would be so bad that a person would have to get rid of a dog. Differentiate between intolerable behavior and inconvenience. Also emphasize how an owner may genuinely love the dog, but realizes the dog must go, i.e. that old tear-jerker "Old Yeller."

Cain and Abel - Have one of the students retell the story. If necessary, refer to Genesis 4:1-16.

Lamech - Tell the students how decadent people had become in just ten generations from Adam. Read Genesis 4:23-24 and discuss the arrogant and violent attitude that was now the norm for that society.

Enoch - Emphasize to the students that Enoch was someone special. If everyone had been seeking the Lord, the author of Genesis wouldn't have made a point of mentioning Enoch's relationship. It serves to highlight the evilness of that society. Discuss with the students what it means to "walk with God."

Methuselah - Mention in passing that he was the oldest living person ever recorded.

God was grieved - Have a student read Genesis 6:1-7. Discuss the wickedness that would have caused God to decide to destroy all living creatures, not just mankind.

God is merciful - Discuss the fact that even though God was grieved at the wickedness and resolved to destroy the earth, He was willing to give people the opportunity to repent and turn back to Him. He gave them 120 years, according to Genesis 6:3.

2 Timothy 3: I-4 - Have a student read this list of sins prophesied to be widespread in the end times. Discuss any unfamiliar terms and ask the students if they know of examples of these behaviors occurring today. You really need not go into detail though.

Personal Walk with Jesus Christ - Bring the discussion back to what the students need to be doing. Explain the importance of walking with God, as Enoch did. In the midst of the evilness al

around us, they need to stand out as one who knows that a relationship with God is far more precious than anything this world has to offer.

Pursuing a relationship - Ask: How do you get a closer relationship with anyone? Talking with them, spending time with them, doing things to please them, etc. Then ask: How do you get a close relationship with God the Father and Jesus Christ? Answers may include: reading your Bible, praying every day, going to church, following the Ten Commandments, listening to your mom and dad, etc.

REVIEW QUESTIONS

1. Who were Cain and Abel?
2. Why is their story recorded in the Bible?
3. What happened to mankind after Adam and Eve sinned and Cain murdered Abel?
4. How did God feel about the condition of mankind?
5. What did God intend to do because all of the people except Enoch were wicked?
6. Will behaviors again become so bad that God will be tempted to destroy the world again?
7. We know the end is coming. What's the most important thing you can do?

TEACHER-DIRECTED ACTIVITY

Plan On It!

Tell the students that often you need a plan to reach a goal. Give them a blank calendar. Let them fill in the dates. Then in each square, write some activity that will draw them closer to Jesus Christ, i.e. May 1st - read two psalms; May 2nd - Start a prayer journal (to write to God what I've been reading about or about special concerns). Have them brainstorm different things to do each day. Challenge them to stick with their plan. Let them know that you'll have additional calendars available for them when they need them next month. Emphasize to them that their life depends on it.

SONG

"I Have Decided to Follow Jesus" and "I am a C-H-R-I-S-T-I-A-N" are on pages 23 and 52 of Kids Classics Collection.

CLOSING PRAYER

Lead the students to thank God for creating us and for being so patient with all of us despite how bad some people are. Encourage them to ask for a closer relationship with the Father and Jesus.

Noah's Ark

MEMORY VERSE

"And we know that in all things God works for the good of those who love him, who have been called according to his purpose." - Romans 8:28 (NIV)

OBJECTIVES

At the end of this lesson, students will be able to:

1. State God's intention to destroy all living land-based creatures with a great flood.
2. Explain why God told Noah of His intentions.
3. Explain that Noah had a special relationship with God.
4. Describe the dimensions of the ark.
5. Relate the numbers of animals and birds that Noah took on the ark.
6. Explain that God is in control even when we don't understand how things will work out in our lives.

TOPICS & THEMES

Ark

Flood

God's Judgment

Noah

Obedience

Relationship With God

Trusting God

MATERIALS NEEDED

Bible, student and teacher's books, pens, pencils, markers, crayons, blackboard, chalk, animal books and pictures, grapes, two bowls, corrugated board or board for ark base, poster paper, attendance and memory verse charts, stickers, songbook, cassette tape/CD and player

PREPARATION

Find many animal pictures to take to class. National Wildlife is a great magazine source, as are old calendar pictures. Spend some time at your local library finding animal books to take to

class. Remember, these will be relatively simple books for this age group. National Geographic's Animal Encyclopedia is a great, age-appropriate source. Display the different animal pictures and animal books around the room before the children come in. This will help them understand the magnitude of Noah's task of taking the different kinds of animals onto the ark, as well as feeding and caring for them during the flood. Plan to bring the pictures and books for next week's lesson too.

The student's activity asks them to list as many kinds of animals as they can think of. They are only listing kinds: that is, bears instead of grizzly bears, black bears, Kodiak bears, polar bears. You may also want to do this activity prior to class. They will appreciate the effort you made to help them come up with different kinds. The list is limited to land-based animals, including birds and probably insects, but no whales, fish, octopuses, etc.

HOW TO TEACH THIS LESSON

A Grape Object Lesson- Bring a bunch of grapes to class with you. As the students are reciting their memory verse, separate the good grapes from the ones that are getting rotten. Allow the students to help, if they wish. When you are finished, discuss why you sorted out the good from the bad. Ask the students what they would do with the bad ones. Link this to God's decision to destroy the earth with water because "every inclination of the thoughts of (man's) heart was only evil all the time" (Genesis 6:5).

Noah found grace - The NIV says "Noah was a righteous man, blameless among the people of his time, and he walked with God" (Genesis 6:9). Just prior to that we see that Noah found grace in the eyes of the Lord. If Noah was completely without sin, there would have been no need for God's grace. Therefore, Genesis 6:9 tells us that Noah found his righteousness in God, that he'd repented of his sins, and that he followed the law of God. It's important that the students understand this distinction because otherwise they may believe that Jesus and Noah were the only men who never sinned. We know that's not true. Only Christ was without sin.

God's saving grace - Because Noah loved God, God decided to save Noah, his family, and the land-based animals. Discuss with the students how God's plan for Noah's physical salvation was going to take a lot of work on the part of Noah. Discuss the dimensions of the ark, the number of animals, the huge amounts of food, the care the animals would require. Also discuss the ridicule Noah and his family would have engendered from the wicked people around them as they were building this ark. Explain that following God's will is not always easy, but it is right and they will be rewarded in the end.

An arkful of animals - Ask the students to share their lists of animals. Discuss taking two of every kind of unclean animal, seven of every kind of clean animal, and seven of every kind of bird.

Note that this is two pairs and seven pairs. Noah was to take seven of every kind - male and female. Male and female make the requirement an even number.

Romans 8:28 - Ask the students to explain what their memory verse means. Too many people recite: All things work to the good - and stop there. The entire verse clarifies that situations work to the good for those who first love God, and then, who are called according to His purpose. Discuss how the flood was a calamity that God worked to the good for Noah and his family, because they loved God and they were called according to His purpose.

Preview next week's lesson - Ask the students to give thought this next week to how important it is to love God (displayed by the actions and choices that they make) and to be called according to His purpose.

REVIEW QUESTIONS

1. What did God decide to do because of the wickedness of the people in Noah's time?
2. Why did God tell Noah?
3. What kind of a person was Noah? What do we know about him?
4. How big was the ark?
5. What special features did the ark have?
6. What did God tell Noah about taking animals onto the ark? How many? What kinds?
7. What can we learn about doing exactly what God says from the story of Noah and the ark?

TEACHER-DIRECTED ACTIVITY

The children are going to design a model of the three levels of Noah's ark. You'll need three large pieces of poster paper. Each piece will represent one of the three levels Noah was told to build in the ark. Have the students work together to design rooms for the animals and for the food. Suggest that they invent a system (i.e. a waterfall system) for using the rainwater to water the animals. Encourage them to discuss the problems of putting certain animals together. Then draw (or write the names of the animals) in the various rooms. Don't forget to plan a way for Noah to get up and down from all levels. You'll continue this project next week.

SONG

Rise and Shine (Arky, Arky) is on page 28 of Kids Classics Collection.

CLOSING PRAYER

Guide the students to look to Christ as their Savior in all areas of their lives and recognize God's will and His love for them.

Water, Water Everywhere

MEMORY VERSE

"Trust in the LORD with al 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 (NIV)

OBJECTIVES

At the end of this lesson, students will be able to:

1. Relate the time line of events in the Flood.
2. Understand the concept of trusting God in the midst of calamity.
3. Explain that sometimes bad things happen to Christians.

TOPICS & THEMES

Death

Dove

Faith

Flood

God's Judgment

Mount Ararat

Noah

Olive

Trusting God

MATERIALS NEEDED

Bible, YEA student and teacher's books, pens, pencils, markers, crayons, blackboard, chalk, animal books and pictures, poster paper, attendance and memory verse charts, stickers, songbook, cassette tape/CD, player

PREPARATION

Remember to bring the animal picture books from last week and the ark floor plan that the students started in the last lesson. Do some research on historic floods and be prepared to discuss the heights of the world's highest mountains. Try to give the students some idea of the awesomeness of this destruction. There are many documented events throughout history where God's hand was evident in the outcome, i.e.

major World War I battles and the settlement of the US. Also think of several well-known biblical examples of God's deliverance, i.e. David vs. Goliath, Joshua and the Battle of Jericho, Gideon, Shadrach, Meshach, and Abednego and the fiery furnace, Esther, Moses and the parting of the Red Sea, etc. Be prepared to discuss with the students how God can save His people from calamities, according to His will. Also be prepared to give examples of bad things happening to God's people; Daniel, Shadrach, Meshach, and Abednego in captivity, etc.

HOW TO TEACH THIS LESSON

Rain, rain go away - Discuss being stuck day after day in the house because of rain or foul weather. Contrast that with rain for forty days and forty nights.

Time line of events - Draw a diagram of the events on the board: entering the ark and the beginning of the flood on the seventeenth day of the second month. The next graphics would be: 1) it rained for forty days and forty nights, 2) it flooded for 150 days, 3) the ark came to rest on Mount Ararat on the seventeenth day of the seventh month, 4) a raven was sent out forty days later, 5) a dove was sent out and found no land, 6) the dove was sent out again and came back with olive leaf seven days later, 7) the dove was sent out seven days later, but didn't return. 8) the land was dry on first day of first month, Noah removed the covering from the ark, 9) the earth was completely dry on the twenty-seventh day of the second month. Then God said they could come out.

Waiting for God - Discuss Noah's action of not coming out of the ark on the first day of the first month - 10 months after he'd first gone in. Genesis relates that Noah saw the earth was dry. Ask: Are there times in your life when you don't want to wait for God - when you think you know how to do it fine on your own? Give the example of Abraham and Sarah not wanting to wait for God to give them a son.

Bad things happen to good people - We believe that God takes care of His people, so why do bad things sometimes happen to the people of God? Give the example of Jesus Christ suffering. Reference James 1:2-4. Explain that God knows what it's going to take to help us become people who He can use. Sometimes we have to suffer to grow in our Christian life. When we have the faith to trust God in every situation, we begin to realize He's working everything to our good (Romans 8:28). Discuss some of the biblical examples of calamities where God was with His people and delivered them. Some examples are that it was not a good thing to go into slavery in Egypt, nor to be facing a wall of water on one side and Egyptian soldiers on the other. But Moses said, "Stand firm and you will see the deliverance the LORD will bring you today" (Exodus 14:13).

Trust God - No matter what happens we have to trust God. Our attitude must be like that of Shadrach, Meshach, and Abednego: "If we are thrown into the blazing furnace, the God we serve

is able to save us from it, and he will rescue us from your hand, O king. But even if he does not, we want you to know, O king, that we will not serve your gods or worship the image of gold you have set up" (Daniel 3:17-18). We need to be that firm in our convictions of serving and trusting God.

REVIEW QUESTIONS

1. When did Noah enter the ark? (On the seventeenth day of the second month.)
2. How long did it rain? (For forty days and forty nights.)
3. How long did water cover the entire earth? (For 150 days or five months.)
4. How deep was the water in the shallowest spot? (twenty feet!)
5. What happened after 150 days, on the seventeenth day of the seventh month? (The ark came to rest on Mount Ararat.)
6. What was happening until the first day of the tenth month? (The waters were receding.)
7. What could be seen on the first day of the tenth month? (The tops of mountains.)
8. After forty days, what did Noah do? (He sent out a raven.)
9. What did Noah send out after the raven? (He sent out a dove.)
10. What did the dove find the first time out? (Nothing.)
11. How many days did Noah wait until he sent out the dove again? (He waited seven days.)
12. What did the dove bring back this time? (The dove brought back an olive leaf.)
13. What happened the third time Noah sent out the dove? (The dove didn't return.)
14. What had happened by the first day of the first month, ten months of being in the ark? (The earth was dry and Noah removed the covering from the ark.)
15. When did Noah, his family, and the animals leave the ark? (They left the ark on the twenty-seventh day of the second month.)
16. Why did Noah wait for almost two months after he saw the earth was dry?
17. Why is it important to wait and trust God for direction?
18. Why do bad things sometimes happen to God's people?
19. What should our attitude be when bad things do happen to us?

TEACHER-DIRECTED ACTIVITY

This is a continuation of last week's activity: Have the students continue to work together to design rooms for the animals and for the food. Encourage them to be as creative as possible in

their design and organization of the rooms. Put this project on display to share with your church.

SONG

"Rise and Shine" (Arky, Arky) is on page 28 of Kids Classics Collection.

CLOSING PRAYER

Guide the students to trust God no matter what happens, counting it all joy because they recognize God's control and His love for them.

Rainbows and Promises

MEMORY VERSE

"I said, 'O You are my servant;' I have chosen you and have not rejected you. So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand." - Isaiah 41:9-10 (NIV)

OBJECTIVES

At the end of this lesson, students will be able to:

1. Relate why God set the rainbow in the sky.
2. Explain that God promised never to destroy the earth with a flood again.
3. Explain that Peter tells us the earth will be destroyed by fire.
4. Explain why bad things sometimes happen to God's people.
5. Recite their memory verse.
6. Differentiate between God's promises and God's expectations in Psalm 91.

TOPICS & THEMES

Consequences of Sin

Covenant

Flood

God's Judgment

Noah

Obedience

Promises, Oaths

Relationship With God

Sacrifice and Offerings to God

Sin

Trusting God

MATERIALS NEEDED

Bible, YEA student and teacher's books, pens, pencils, blackboard, chalk, glue, scissors, 12x18 sheets of construction paper, rainbow making materials: crumpled crepe paper, gum balls, jelly beans, stickers, ribbons, watercolors, colored glue, glitter, tempera paint, construction paper,

markers, crayons, colored pencils, buttons, strips of cloth, etc., attendance and memory verse charts, stars or stickers, songbook, cassette/CD, music player

PREPARATION

Spend some time collecting different medium for the students to use in constructing their rainbow. Use your imagination and see what wonderful things you can think of to create a magnificent rainbow. Here are some suggestions: crumpled crepe paper, gum balls, jelly beans, stickers, ribbons, watercolors, colored glue, glitter, tempera paint, construction paper, markers, crayons, colored pencils, buttons, strips of cloth, etc. Collect whatever you can in rainbow colors - red, orange, yellow, green, blue, indigo, purple. Spend some time mentally thinking through the question of why God allows bad things to happen to His people: fiery crashes, cancer, devastating losses, etc. Prepare for the class discussion by thinking through biblical examples of how God turned a bad situation into good for His people: Joseph being sold as a slave to traders going to Egypt, Daniel being taken into captivity and told not to pray to God, Paul's thorn in the flesh, etc.

HOW TO TEACH THIS LESSON

Rainbows- Ask the students the last time they saw a rainbow. What did it makes them think of? Did they think of Noah? Why or why not?

Covenant - Ask: What is a covenant? Ask: Why did God make a covenant with Noah, his descendants and all of the creatures who had been on the ark? What was the covenant? Who was going to be reminded of the covenant by the rainbow? (Both God and mankind)

Destruction of the earth - Ask: Although God promised never to destroy the earth again with water, does that mean He won't destroy it some other way? (No. 2 Peter 3:7, 10 tell us that the present earth is reserved for fire, for the destruction of ungodly men.)

God's salvation of His people - Remind the students that although the destruction of the earth sounds pretty scary, it would have sounded scary to Noah too. Yet God rescued Him because Noah walked with God. Ask them to recite their memory verse at this point. Then remind them of Psalm 91. God will rescue His people. But then ask: Does this mean that nothing bad will ever happen to God's people? Bad Things happen to good people. Ask the students to share some of the trials, prayer requests, illnesses, tragedies they know of from people in the church. Ask them why they think God is allowing people to suffer in this way. Remind them of Romans 8:28. Remind them that Noah's salvation from the flood wasn't easy either. There may have been times when he was extremely tired of caring for animals all cooped up in the ark. Remind them that God is working from eternity to eternity - that is, He's interested in getting us into His Kingdom. Sometimes we have to go through bad things in order for us to grow closer to Him.

God's people - Finish the discussion by asking the students who is protected and rescued by God. Those who love Him, who believe and acknowledge Him, who walk with Him, who keep His commandments.

REVIEW QUESTIONS

1. Why did God set the rainbow in the clouds?
2. What was God's covenant with Noah?
3. What does Peter say about the destruction of the earth?
4. Who does God rescue?
5. Why do bad things sometimes happen to God's people?
6. What are some of the promises God makes in Isaiah 41:9-10 and Psalm 91?
7. What does He expect from you?

TEACHER-DIRECTED ACTIVITY

On 12x18 inch construction paper, the students will make their own rainbows, using whatever medium they choose: crumpled crepe paper, gum balls, jelly beans, stickers, ribbons, watercolors, colored glue, glitter, tempera paint, construction paper, markers, crayons, colored pencils, etc. Collect whatever you can for them in rainbow colors: red, orange, yellow, green, blue, indigo, purple. Then have them choose one of the following verses to write in the corner of their paper:

Romans 8:28

Romans 8:37-39

Isaiah 41:9-10

James 1:2-3

Philippians 4:4-7

Philippians 4:13

1 John 3: 1

John 16:33

Psalm 27:1

Isaiah 40:30-31

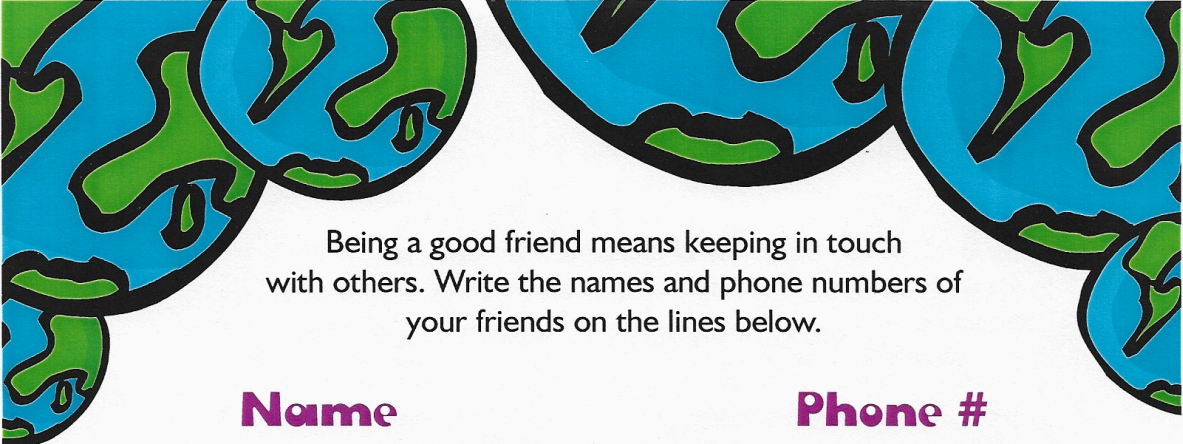
Proverbs 3:5-6

SONG

"Rise and Shine (Arky, Arky)" is on page 28 of Kids Classics Collection.

CLOSING PRAYER

Guide the students to ask God to help them learn to walk with Him, according to His ways and His will.

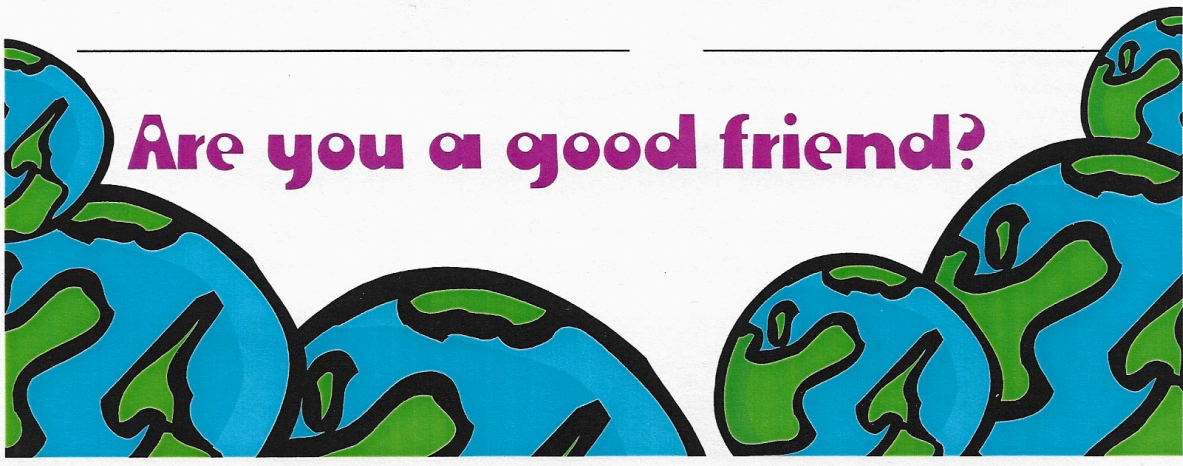


Being a good friend means keeping in touch with others. Write the names and phone numbers of your friends on the lines below.

Name

Phone #

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Are you a good friend?

A Mighty Construction Project

MEMORY VERSE

"Don't live any longer the way this world lives. Let your way of thinking be completely changed. Then you will be able to test and approve what God wants for you. And you will agree that what he wants is right. His plan is good and pleasing and perfect." - Romans 12:2 (NIrV)

OBJECTIVES

At the end of this lesson, students will be able to:

1. Relate where different languages came from.
2. Retell what the people planned to do in Genesis 11:1-9
3. Explain why God confused the languages.
4. Explain what it means not to live like this world lives.
5. Explain what thinking like God thinks means.
6. State that God's building a new creation in them.

TOPICS & THEMES

Holy Conduct

Obedience

Prayer

Relationship With God

Seeking God

Tower of Babel

MATERIALS NEEDED

Bibles, YEA students and teacher's books, pens, pencils, blackboard, chalk, permanent markers, balloons, assorted sizes of boxes covered with white butcher paper or brown wrapping paper, attendance and memory verse charts, stickers, songbook, cassette tape/CD, player

PREPARATION

The Biblical account of the Tower of Babel doesn't explain what was so awful about the people building the city and the tower. Commentaries surmise that the people were proud, that it was a

symbol of their rebellion against God. Perhaps they would have evolved the technology to destroy the earth much more rapidly. Perhaps they would have become so decadent and evil that God would have started over again with a new set of people. But all of that is conjecture. Although it's okay to share with the students what our guesses are, it's also important to let them know that we don't know for sure why God was against the building of the tower.

Find several medium boxes of different sizes. Cover them with white butcher or brown wrapping paper. The students will use them during the activity in class. Plan to use most of the lesson time on the activity - it could take a while!

HOW TO TEACH THIS LESSON

A Different Language - If you know another language, talk to the students in that language as you begin the discussion. Ask: How did you feel when you didn't understand what I was saying? What if I talked in this language the entire class? Then how would you feel?

The Tower of Babel - Have a student read or relate the Genesis 11:1-9 account. Discuss all people working together to build the city and tower. Discuss the reaction of God. Note that this is again the plural Elohim. Ask: Why would God react this way? Emphasize the difference between what the account states and what is conjecture.

God's Direction - Proverbs 3:5-6. Discuss the importance of relying on God for guidance and direction, not taking it upon ourselves to decide what's best.

God's will - Ask: Did the people ask for God's will when deciding to build the tower? How do you know? How important is it to ask for God's will?

Romans 12:2 - Have the students recite their memory verse. Then dissect it. Discuss not conforming to this world. Refresh their memory about 2 Timothy 3:2-4 (discussed in Lesson 5). Then discuss the renewing of your mind in Christ Jesus, through baptism and the indwelling of the Holy Spirit. This is a good time to remind them that although the Bible does not set an age limit for baptism, 1 Corinthians 7:14 certainly applies to them. That is, the Holy Spirit is working with them now- until they reach the age where they are making the majority of their own decisions.

A mighty construction project - Remind the students that the new creature in Christ is a process, a lifelong process. God is finishing the creation He began in the Garden of Eden, the one that stopped when Adam sinned. When we are baptized, God again is able to continue the process of creating us in His image. Therefore, the mighty construction project is the one God is completing within us!

REVIEW QUESTIONS

1. What did the people after the Great Flood decide to do on the plain of Shinar?
2. What was God's reaction when He saw what the people were planning to do?
3. What did God decide to do to stop the construction?
4. What does it mean to conform to this world?
5. What does it mean to be transformed by the renewing of your mind in Jesus Christ? How does that happen? Is it something you can do?
6. Where is the mighty construction project today?
7. What does it mean to be a new creation in Christ? How does that happen?

TEACHER-DIRECTED ACTIVITY

1 Corinthians 3:9-16 tells us that we are God's building and God's temple. Paul encourages us to build carefully on the foundation of Jesus Christ, building with good materials for they will be revealed for what they are when Christ returns.

Have the students brainstorm two lists: wrong actions and thoughts (2 Timothy 3:2-4 is a good reference) and the actions and thoughts that are pleasing to God (Galatians 5:22-23, 1 Corinthians 13:4-8, Exodus 20:1-17 are good references). Write both lists on the blackboard as the students brainstorm. Then let the students write each wrong characteristic on a balloon with permanent marker. Let the students write the good characteristics on the building blocks (boxes) you brought in. Then divide the students into two groups. Have one group try to build with the balloons. Have the other group build with the boxes.

Ask them what happens when they build with ungodly characteristics vs. godly characteristics. How does this apply to their life?

SONG

"Jesus Wants Me For A Sunbeam" is on page 21 of Kids Classics Collection.

CLOSING PRAYER

Guide the students to ask God's help in not conforming to this world, but seeking His will and those actions pleasing to Him.

Seven Days of Creation Memory Work

One day, our great God decided to create a world for you and me. The ocean covered the earth and it was dark and had no shape. God said, "let there be light," and there was light. This was Day One.

God made a huge space between the waters. He separated the water that was under the space from the water that was above it. God called the huge space sky. This was Day Two.

God said "Let the water under the sky be gathered into one place. Let dry ground appear." It happened exactly that way. God called the dry ground "land." The water was called "oceans" Then God said, "Let the land produce seed bearing plants and trees." The land did produce plants and trees with seeds. Some were fruit trees. Each kind of tree and plant had its own kind of seed. This was Day Three.

God placed the sun, moon and stars in the sky. He separated the day from the night and He marked off seasons, days and years. This was Day Four.

God created fish, great creatures and every living thing that fills the ocean. He created every kind of living bird and put them in the sky for them to fly. God blessed them and said "have little ones and increase your numbers. This was Day Five.

God said, "Let the land produce all kinds of living creatures – livestock, creatures that move around the ground, and wild animals. Then He created human beings in His own likeness. He made a man and a woman and told them to have children and populate the world. This was Day Six.

God saw that everything that He had made was very good.

By the Seventh day God had finished the work He had been doing, so He rested. God blessed the Seventh Day and made it holy. This was Day Seven.

A Friend of God

MEMORY VERSE

"My command is this: Love each other as I have loved you. Greater love has no one than this, that he lay down his life for his friends. You are my friends if you do what I command."
- John 15:12-14 (NIV)

OBJECTIVES

At the end of this lesson, students will be able to:

1. Relate what God told Abraham to do.
2. Tell what Jesus said His friends would do.
3. Explain why Abraham lived in a tent the rest of his life.
4. Explain that one of the pictures of the Feast of Tabernacles is the temporariness of this life.
5. Contrast this world with the heavenly country Abraham longed for.
6. Tell that God will build a city for those people who long for His Kingdom.

TOPICS & THEMES

Abraham

Feast of Tabernacles

Friend

God's Kingdom

Golden Rule

Holy Days, Feast of Tabernacles

Obedience

Seeking God

Tabernacling

Temporary

Tents

Trusting God

MATERIALS NEEDED

Bibles, YEA students and teacher's books, pens, pencils, blackboard, chalk, pillows and/or tent, attendance and memory verse charts, stickers, awards, songbook, cassette tape/CD, player

PREPARATION

Think of ways to really set the scene for the students. One suggestion: if you normally sit at a table for Sabbath School, arrange some pillows Sabbath class in the tent! If feasible, this will facilitate the discussion and reinforce one of the lessons of Tabernacles. Plan to spend some time sharing the ten week projects the students are to have finished by this lesson!

HOW TO TEACH THIS LESSON

Friendship - Start with having the students recite the "Seven Days of Creation" memory work. The students should have learned it by the end of these ten lessons. Discuss the idea that what goes around comes around. That is, God is not mocked; you reap what you sow. Therefore, whatever actions they desire to be done unto them, they must be willing to do to others.

A friend of God - Ask the students how the above discussion relates to being a friend of God. Ask: If your friends didn't like your actions, how long would they still be your friend? Talk about John 15:12-17. This is a good time to check their memory verse.

Abraham - Ask the students what God commanded Abraham to do. Discuss how difficult this would be, especially in a time when there were no telephones, postal service, Internet, etc. Abraham didn't have any contact with his family once he left as God commanded.

Tenting and tabernacling - Discuss the fact that Abraham lived in a tent for the rest of his life - a century of living in a tent! Tie this to what the Feast of Tabernacles pictures: this life is temporary. Ask the students to explain why Abraham chose to live in a temporary dwelling. Ask one of the students to read Hebrews 11:8-10, 13-16 from a youth translation. Talk about the heavenly country and the city God is preparing for those who love Him.

God ashamed? - Ask: What would cause God to be ashamed of someone? What if you called yourself a friend of God but you love the world? Discuss James 4:4. What if you don't follow God's ways? What if you don't long for God's Kingdom?

Book Closure- Ask the students what they've learned about the world, about people in general, and about how evil people are. Then ask them to share what they've learned about walking with God, trusting Him, seeking His will, and following His ways. You may wish to make two lists on the blackboard.) Emphasize to them that those people who have a good relationship with God are His friends. Discuss the benefits of being a friend of God. Tell them that it's not always easy, but it certainly is worth it in the end.

REVIEW QUESTIONS

1. What did God tell Abraham to do?
2. What did Jesus say his friends would do?

3. Why did Abraham live the rest of his life in a tent?
4. What is one of the things we should learn from the Feast of Tabernacles?
5. What are some of the differences between this world and the heavenly country Abraham longed for?
6. Who is building that heavenly country and city?
7. What does Hebrews say about how God feels towards those who long for the heavenly country?

TEACHER-DIRECTED ACTIVITY

A Friendship Role Play. Divide the class into groups of two or three students each. Have each group create a little skit about how friends act towards each other. If they have difficulty getting started, give them some ideas: i.e. choosing which movie to watch, keeping secrets, listening and encouraging, giving help when needed, etc.

SONG

"Father Abraham" and "O Be Careful Little Eyes" are on pages 31 and 39, respectively, of Kids Classics Collection.

CLOSING PRAYER

Lead the students to ask God for His help in truly being His friend, choosing His ways and not the ways of the world.

Seven Days of Creation Memory Work

One day, our great God decided to create a world for you and me. The ocean covered the earth and it was dark and had no shape. God said, "let there be light," and there was light. This was Day One.

God made a huge space between the waters. He separated the water that was under the space from the water that was above it. God called the huge space sky. This was Day Two.

God said "Let the water under the sky be gathered into one place. Let dry ground appear." It happened exactly that way. God called the dry ground "land." The water was called "oceans" Then God said, "Let the land produce seed bearing plants and trees." The land did produce plants and trees with seeds. Some were fruit trees. Each kind of tree and plant had its own kind of seed. This was Day Three.

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God said, "Let the land produce all kinds of living creatures – livestock, creatures that move around the ground, and wild animals. Then He created human beings in His own likeness. He made a man and a woman and told them to have children and populate the world. This was Day Six.

God saw that everything that He had made was very good.

By the Seventh day God had finished the work He had been doing, so He rested. God blessed the Seventh Day and made it holy. This was Day Seven.