

Garden of Eden

Scripture

Genesis 2:4-3:24

Memory Verse

“There is therefore now no condemnation for those who are in Christ Jesus.”
– Romans 8:1

Bible Background

This story ranks up there with Christmas as a story that people are sure they know, but actually have many misconceptions about. The concept of “original sin,” an important theological concept, rises from this text, although in actuality the word “sin” occurs nowhere in the first three chapters of Genesis.

Original sin

Matthew Fox in his book “original blessing” points out that blessing, or goodness, preceded sin. The first chapter repeats over and over that God created the world and called it “good.” The ordering of the scriptural texts is an affirmation that God’s creation is in its essence good, but has been corrupted by sin. That is very different from orthodox Christianity’s claim that all humans (or all of creation) is at its root sinful and corrupt. What do you believe? And how does that effect your understanding of Christ’s death and resurrection?

A different order of creation

If you noticed that events seem to be unfolding differently in Genesis 2 than they did in Genesis 1, you are an astute observer of the texts. For this reason, Ch. 1 is often referred to as the first creation story and Genesis 2-3 as the second creation story. When the scriptures were compiled there were probably two creation traditions – possibly one from each kingdom: Judah and Israel. Here is a summary of the order of events:

Genesis 1

Pre-existing waters
Light
Waters below from waters above
Land separated from water, Plants
Sun, Moon and Stars
Sea Creatures and Birds
Land animals, humans

Genesis 2

Pre-existing water, land
God makes Ha’adam (“man”)
Garden/Plants
Land animals and birds
“Woman”

Biblical “literalists” who argue Genesis 1 as the scientific explanation of creation, are in fact not literalists because they have chosen to ignore an opposing order for creation given within the scriptural texts.

Lost in Translation?

This is one of the scriptural texts where translation makes all the difference. Most translations have given us an Adam and Eve, the second made from the rib of the former, thus making her somewhat inferior to the original creation. There is also the tendency to blame Eve – she ate the fruit first and gave it to the naïve and unsuspecting Adam.

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Therefore, woman is seen as the starter of all trouble. Phyllis Trible in “God and the Rhetoric of Sexuality,” refutes the idea that the woman is inferior or wholly to blame by close scrutiny of these texts, including the original Hebrew.

The story looks a little different in the original Hebrew. For one thing, we have to give up thinking of Adam as a proper name. Phyllis Trible in “God and the Rhetoric of Sexuality”, makes the argument that the word translated “man” is ha-adam (the “adam”) which sounds and looks like the word adamah – “earth.” Thus this creature could be called the “earth creature” at this point in the story. Only after the rib¹ is removed and a second figure formed are the Hebrew words for “man” (ish) and “woman” (ishah) used. Trible’s conclusion is that the first human was sort of an androgynous being, neither male nor female. The male and female forms both come from this original (adam) body. The fact that they were once one body is the reason that in 2:24 they cling to one another to become one flesh, for that is how they began. The woman is given the name “Eve” in 3:20 which means “life.” “Adam” is not a proper name, but rather should be read as a general noun, especially when preceded by the article “the” as it is until Genesis 5.

Trible also makes the point that Eve is not the instigator – the serpent is – and that in the eyes of God all three – serpent, woman, man – are equally guilty and are all punished. (Genesis 3:14-19) God does not separate the woman for greater punishment -- in fact if you count the number of curses given, she received less chastisement than either of the other two. Yet in much of Christian history, the woman is put down as the sole originator of sin (See 2 Corinthians 11:3) and this story is given as a reason to exclude women from ordination (1 Timothy 2:8-15).

How we read this story has much far-reaching consequences than simply what happened in the story. It is how we understand our relationship to one another, to our creation, and to God. What do you believe? What do you want to teach the children?

Is this story true? What does the UCC teach?

That’s a question that comes up in the Fisherman’s Net lesson, and may appear for others as well.

It’s tricky to answer because one of the hallmarks of the UCC is that we believe in the “priesthood of all believers,” which means we encourage each individual to make decisions for themselves. ***There is no single UCC teaching of the truth of this scripture or any other scripture.*** Within the UCC (and within this congregation!) there are people who hold extremely different beliefs. Tread carefully.

The beliefs of *most* UCC theologians are reflected below:

- 1) ***We examine the Bible closely and our approach to the Bible tends to be wholistic rather than proof-text.*** That means that when we look at Genesis 2-3, we still remember Genesis 1, which has a completely different order of creation.

¹ Ancient knowledge of anatomy was uncertain at best, and the names for parts of the body are not always to be taken literally. For instance, “feet” can refer to any part of the body below the waist, and was sometimes used as slang for reproductive organs (See Ruth 3:7, Isaiah 6:2, for probable examples). In similar fashion a “rib” could mean any or all internal organs, not only what we consider a rib.
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- We recognize that we cannot claim both stories as factual, because they contradict each other. We look at a story like the Fall in terms of God's total relationship with humanity, and constant efforts to claim and reclaim a beloved people -- including the giving of the law, the preaching of the prophets, and most importantly the birth, life, death and resurrection of Jesus.
- 2) *We are historical-critical.* That means we want to put the story in its correct historical context and figure out what it meant then as a way of helping us understand what it means now. In the case of this case, Biblical scholars believe that Genesis 1 and Genesis 2&3 were two different accounts of how the world came into being, one emanating from the southern kingdom, Judah, and the other from the northern kingdom, Israel. Genesis 1 is probably a copy of a Babylonian creation story that was picked up by the Hebrew people during the Babylonian exile, but the Hebrew scholars added to the story – putting YHWH as the God at the center of creation, calling each part of creation “good” and resting on the 7th day. We look at what the Hebrews added to the story and focus on what they were trying to declare about God.
 - 3) *We differentiate between truth and fact.* Few in the UCC believe that Genesis 1 or 2 are a factual-scientific accounting of the creation of the world. But we would assert that there are important truths to these stories: God is the center of creation, God brings order out of chaos, creation is good, God cares for human well-being, humans have a relationship with God that is different than God's relationship with other animals, God has given humans special responsibilities. *We strive to live by these Biblical truths, without setting down every word as fact.*

Before you attempt to discuss this with the children you need to examine within yourself what you believe and ask yourself if you can accept as faithful, people who hold different beliefs?

Teaching this Story to Kids

Adult Theology vs. Kid Theology – This is a complicated little story with a lot of BIG consequences to our Judeo-Christian faith heritage. Adults have spent a lot of time trying to understand and dissect it and often want to present all that they've learned as a “gift” to the children. Resist the temptation. For children to have an adult understanding of Adam and Eve, the garden, the fall, and ultimately, redemption in Christ, they first need to know the story. That's the purpose here: to present the story, help them remember the details, so that LATER, when they have an adult ability to think and reason they can start putting the theological pieces together themselves.

Metaphors – The fruit represents choices for right and wrong; the garden is a metaphor for the good things God gives us; naming of the animals is indicative of human's special responsibilities in creation; rib reminds us of our connectedness; nakedness is representative of shame. These are just a few of the metaphors in the story. The ability to interpret metaphors is limited in grade school children. (There is a reason why poetry is not taught in depth until later grades.) Don't expect them to be able to pull out the metaphors from the story, but once you explain them, most children can get it.

Lesson Summary

- Creation Station* - Children will form “Ha-Adam” out of clay; create animals from leftover supplies and explain why their animal would be a good companion and why it would fall short; break apart the middle of “Ha-Adam” and form a man and a woman.
- Fisherman’s Net* - Children will explore the Adam and Eve story from Awesome Bible stories which is an overview of the entire story.
- Loaves and Fishes Café* – Children will make apple dumplings. They will pick out good things (caramel, chocolate chips, raisins) to represent the good things God gave in creation, stuff them in an apple, representing the forbidden fruit, and “cover up” their sin with pie crust.
- Mountaintop Movies* - Children will watch video clips from several popular movies that show the characters disobeying instructions and the trouble that this causes. These clips will be related to the Garden of Eden story and events of the children’s own lives.
- Moved by the Spirit* - Children will use body sox, scarves, ribbons and other objects to create a wordless enactment of the story set to music.
- Temple Courtyard* - Children will play games that reflect main points of the story: God forming Adam, Adam naming the animals, temptation of the serpent, hiding their sin from God.

Bibliography

Trible, Phyllis, “God and the Rhetoric of Sexuality” (Fortress Press: Philadelphia, 1978) 206 pp.

Garden of Eden – Opening Time

Song/s

We will be listening, rather than singing this rotation. There are two songs by the band “Cheer Up Charlie” that we will be using.

Track 03 “More” is a love song by God to humanity.

Track 04 “We Cry Out” is a song of human realization that we have sinned and need God’s grace.

In both cases, we will invite the children to listen and figure out who the speaker is, and who the song is being sung to.

Memory Verse/s

“There is therefore now
no condemnation
for those who are
in Christ Jesus.”
– Romans 8:1

Discussion/Questions

Week 1 Introduce “More” as a “love song” (say nothing else).
Ask the children to listen for a word or phrase that proves that this is a love song. Ask them to listen to the radio this week for love songs and come back next week with some examples of songs, lyrics.

Read memory verse several times through. Don’t try and explain the meaning this week, just work on getting pronunciation.

Week 2 Ask the children for any examples of love songs they heard this week. Any lyrics they remember?
Listen again to “More.” Who is singing this song? To whom?” If they don’t get it on their own, pick out the phrase “I have made you.” It is a song that God might sing to us. Play just a few measures again so they can hear how this is God’s love song to us.

Read the memory verse again. Can anyone recite it from memory? Don’t work on the meaning of the words this week, just work on getting the words memorized.

Week 3 Have the song “More” playing as the children gather, but don’t spend a lot of time discussing it. If there are children who are new this week, simply mention that this song is a love song by God to people.

By today, a decent number of children will have heard the story of the Garden of Eden a few times. Ask them to retell the story to you in their own words.

What happens to the man and the woman at the end of the story? (They are thrown out of the Garden, punished, they will die.)

Put up the memory verse. Ask “What word in this memory verse explains what happened to the man and the woman at the end of the story. “Condemnation.”

Week 4 Begin this week with the memory verse. Look up the definition of condemnation. Read the memory verse. What is it saying to us about condemnation?

Play the song “We Cry Out.” Tell the children to imagine this as the voice of the man and the woman in the garden at the end of the story. What are they saying? To whom are they speaking?

Week 5 Hand out copies of the memory verse. Encourage children to memorize it this week and try for a prize next week. What did Paul mean when he said “In Christ Jesus?” How does someone get “in Christ Jesus?”

Ask children to think of a time that they felt really bad for something that they did. Listen to the words of “We Cry Out.” What words or phrases feel like something you would sing to God?

Week 6 Give small prizes to anyone who can say the memory verse. You may want to pull names and give chances rather than every child getting a prize. Have the children retell the story. Imagine that at the end of the story, God and the man and the woman sing songs to each other. First, God sings “More” (listen to all or part of it) Then the people sing “We Cry Out” (listen to all or part of it.)

Prayer

Have times of silence and invite the children to think of things that... (alternate by praying one each week)

...they have done to hurt God.

... they have done to hurt another person.

... they have done which hurt themselves

... they have failed to do, which has hurt God.

... they have failed to do, which has hurt another person.

... they have failed to do, which has hurt themselves.

Close with these words “We believe, O God, that there is therefore now no condemnation for those who are in Christ Jesus. Thank you for forgiving us all our sin. Amen.”

Garden of Eden – Creation Station

At a Glance

Children will form “Ha-Adam” out of clay; create animals from leftover supplies and explain why their animal would be a good companion and why it would fall short; break apart the middle of “Ha-Adam” and form a man and a woman.

Outcome Objectives

- 1) Children can find Genesis 2 in their Bibles
- 2) Children can recite the basic order of events for Genesis 2:4-25.
- 3) Children understand that God made humans to be companions for one another.

Supplies Needed

Clay
Miscellaneous supplies from the art supply cabinet
Glue sticks or low-temp glue guns
Paper easel and markers
Bibles

Advance Preparation

This lesson delves into Biblical scholarship and Hebrew, so you will want to read your Bible background notes and perhaps talk to a pastor ahead of time to make sure you understand this part of the scripture.

Opening Activity

Have the words HA’ADAM and ADAMAH on the paper easel as the children arrive. Invite them to try pronouncing the words to see how similar they sound. Explain their meaning in Hebrew (see Bible Background notes) and emphasize that God did not create a guy with the name “Adam” but created “The Adam” which was a play on words with “earth/dirt.” The reason for this play on words was because HA’ADAM was made out of ADAMAH – and the children are going to make their own HA’ADAM out of ADAMAH.

[NOTE: Older children can read the footnotes in their Bibles. This is an important skill for Biblical literacy. Footnote b (Gen 2:7) tells of Adam and Adamah. Later, footnotes d and e (Gen 2:23) show the first time the Hebrew words for woman and man are used.]

Give each child a large chunk of clay and invite them to close their eyes and create a human being, someone in the image of God, while you slowly read aloud to them Genesis 2:4-9, 15-17. You may choose to read the passage more than once.

How did it feel to shape your person?

How would it feel to you if you could breathe in your person and bring it to life?

How do you imagine God felt toward Ha’Adam?

Set your figures aside. Cover them with plastic wrap if you have a clay that might dry out.

Main Lesson – Part 1

With the children, read the next section of the story: Genesis 2:18-20.

Make a list on the paper easel of some animals that God might have tried out to be Ha'Adam's companion. In one column write things that would have made that animal a good companion. In another column write things that would have made that animal a bad companion (or not good enough).

Show the children the craft supplies you have assembled. Give them a set time to create an animal that they think would make a great companion for Ha'Adam. Their animal can be a combination of existing animals or something they make up. Set a time limit of ten minutes (more or less depending on the time you have remaining) and have an egg timer available so that they can pace themselves.

When they are finished, and have cleaned up, invite them to describe their animal and what makes their animal a good companion. How might their animal be a bad companion (or not good enough)?

Main Lesson – Part 2

Explain that while all of these animals – both those made by God and those made by the children – are great, they were still not a perfect companion.

Read together Genesis 2:21-23.

Explain that “rib” probably didn't mean just what we would call a rib. It probably was a way of saying that God took out Ha'Adam's guts.

Encourage the children to take a large chunk of Ha'Adam's middle.

Then ask them to reform Ha'Adam, and make another person out of the “guts.”

Explain that at this point the story stops talking about “Ha-Adam.” Now the words are “Ish” and “Ishshah” the Hebrew words for “man” and “woman.”

Life Application

Do you think Ish and Ishshah are good companions for each other?

Why or why not?

What do you imagine they liked to do together?

Do you think they ever had fights?

What happened to Ha'Adam?

How are relationships between people different from relationships between a person and a dog or cat?

What can we do for each other as companions?

Why do you think God wants us to have companions?

Can God be our companion?

Why did God want Ha'Adam to have another companion?

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Journaling

Write a “Wanted: Perfect Companion” ad for the classified section of the Eden Gazette.

To take home

Children will take home their animals.

Ha’Adam should be returned to the bucket to be used another day.

Adjustments for age levels and abilities

Younger students will probably learn this just as well, or better than older students. The story presented in this manner will be hardest for those children who have already learned a more traditional “Adam and Eve” version of the story. Pointing out the Hebrew words in the footnotes and helping them remember that our English Bible is a translation will help.

If you have extra time...

Play a name game. “Ha’Adam” comes from the word “Adamah.” What English words do your names sound like? Do you know the meaning of your name? Do these words describe who you are?

If time runs short...

This lesson has four parts rather than the normal three, and three art projects, so you will have to pace yourself to make sure that you get everything in without cutting out discussion. The biggest problem will be children who desire perfection – a few more minutes to shape their clay figure, a few more minutes to finish their animal. Allow that to be a teaching moment (at both points in the story, God’s creations weren’t perfect) and insist on moving on with the lesson.

Be creative

Have fun pulling old supplies from the cabinets! However, remember that the more choices you have, the harder it will be for the children to start and finish their projects.

Garden of Eden – Fisherman’s.Net

At a Glance

Children will explore the Adam and Eve story from Awesome Bible stories which is an overview of the entire story.

Outcome Objectives

- 1) Children can find Genesis 3 in their Bibles
- 2) Children can recall the events found in Genesis 3.
- 3) Children begin to explore what they believe about the truth of the story.
- 4) Children understand there is a theological connection between this story and the death and resurrection of Jesus – even if they can’t fully articulate what it is.

Software Summary

Awesome Bible Stories Vol. 1 contains 6 stories: Creation, Adam and Eve, Jacob and Esau, Esther, Parable of the Talents, and Zacchaeus. To navigate from the opening screen you will have to rotate one place to the story of Adam and Eve.

Note that the green button takes you back to the Adam and Eve page. The orange button takes you back to the main menu. For the most part, *children will be using the green button.*

Supplies Needed

Awesome Bible Stories Volume 1
Guide Sheet, pen – one per student
Bible background notes (for teacher!)

Advance Preparation

You will want to go through the program at least once in its entirety. Filling out your own guide sheet will help you lead discussion with the class. Be sure to read the Bible background notes carefully and decide what you believe for “is this story true?” and how you can discuss this with children who hold different beliefs.

Opening Activity

Help the children find Genesis 3 in their Bibles. [Note that even younger children should get used to finding the page in the Bible, even if they can’t read it, yet.] If this is not the first week, ask them if they can summarize Genesis 2, where the first man and woman are created. Explain that this part of the story tells of what happened to them next.

Keep a bookmark in Genesis 3. Remind the children that the computer animation is a retelling of the story, and encourage the children to go back and look at their Bibles to see what the scripture text says.

Main Lesson

Have children go through the program and fill in the attached guide sheet as they go. Listening to the story more than once is expected and encouraged.

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Life Application

Go through some of the questions raised in the guide sheet.

You will want to look at the Bible background notes for “Is this story true?” and be prepared to answer the question in your own words and in your own opinion. Be open to differences of opinion – **that’s** the biggest hallmark of what we believe!

Ask the children to list some things they learned. Is there anything that they thought they knew and had to “unlearn?” (apples, snakes, etc.)

Ask some of these questions:

"What tempts you the most?"

"How do you hide your sins from God?"

"What do you do to be a better child of God?"

"What can we do for each other as companions to help each other obey God?"

PLAY GABBY, using one of the suggestions on the sheet, or coming up with another suggestion that arises from group discussion.

Journaling

Allow “Play Gabby” to be your journaling time.

To take home

Guide sheets

Adjustments for age levels and abilities

Younger children can have the discussion questions read to them by the computer, but they may not understand all the questions raised. Spend more time on replaying the story and playing the Gabby game at the end. Even pre-schoolers can write a Play Gabby story with some mouse help because they can hear the computer read the words as they go.

If you have extra time...

You can pick one of the discussion questions and give children for time with journaling.

If time runs short...

Play Gabby reinforces events in the story.

Discussion questions reinforce what the story means.

Depending on the age of each group you may want to emphasize one and skip the other.

Be creative

For preschool Play and Learn children’s Bible covers this story. For older children so does Bibleland.com and adult programs like Illumina Bible. If you are familiar with those programs and feel there is a benefit to what you want to teach, feel free to add them to your lesson plan. Life of Christ CDs about Jesus’ death and resurrection also make points that connect to the fall.

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Awesome Bible Stories
Adam and Eve

Story

- 1) Listen to the story 2-3 times until you are sure you remember all of it.
- 2) Write a summary below.
- 3) Listen to the story one more time to see if you missed anything.
- 4) Fill in anything you missed.

Adam's Name

What does it mean?

Eve's Name

What does it mean?

Snakes and Apples

What does the Bible say of snakes?

Of apples?

Is this story true?

Discuss as a class the beliefs of the United Church of Christ.
Write below what you believe.

Original Sin

What does the phrase “original sin” mean?

Gardens and Trees

How does the life, death and resurrection of Jesus heal this problem?

This story and you

What do you do that helps you obey and listen to God and stay out of trouble?

Play Gabby

Try one of the following activities:

- 1) Pretend you are Adam, God or Eve and tell the story from their point of view.
- 2) Select words to tell part of the story. Work with your neighbor so that they tell part 1 and you tell part 2. Play them aloud in sequence so you can tell the whole thing.
- 3) Write a reminder message to yourself to use the next time you feel tempted to disobey.

Garden of Eden – Loaves and Fishes Cafe

At a Glance

Children will make apple dumplings. They will pick out good things (caramel, chocolate chips, raisins) to represent the good things God gave in creation, stuff them in an apple, representing the forbidden fruit, and “cover up” their sin with pie crust.

Outcome Objectives

- 1) Children can recall the sequence of events in the Garden of Eden story.
- 2) Children can find the books of Genesis and Romans in their Bibles.
- 3) Children understand that Jesus’ death on the cross “cleaned up” for sin.

Supplies Needed

Recipe ingredients: Refrigerator biscuits
Apples, cored
Cinnamon sugar
Goodies for stuffing (marshmallows, chips, brown sugar, etc.)
Butter

Supplies: bowls and spoons for goodies
Piece of wax paper for each child to work on.
Baking sheets
Foil for lining baking sheets and for wrapping completed turnovers.

Discussion page and pencils for each student
Bibles

Advance Preparation

Pre-heat the oven to 375 degrees.
Core the apples
Set out the stuffing supplies in bowls with spoons
Divide biscuits into pairs of two (Important: the children will pull these two apart)

Opening Activity

You will want to get cooking right away as these will take most of class time to bake. We will be discussing the connection to the story as we go and as the dumplings bake.

Main Lesson

As you tell the children each step of the recipe, ask them to think about what part of the Garden of Eden story this reminds them of. The recipe and instructions are attached.

REMEMBER THAT IN THIS LESSON CLEAN UP IS PART OF THE MAIN POINT!

Life Application

Read through the instructions again using the Discussion Sheet provided.

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#1-#6

(Have children decide which part of the story each step reminds them of. There can sometimes be more than one answer.)

Give them a scripture reference to write in the margin for each instruction. If you have time, you can look each of these up. If not, at least try and look up one or two, including the last one so that you know children can find Genesis and Romans in their Bibles.

#7 & #8

As you take the apples out of the oven, have the children look at the dumpling from the top.

What happened to all the goodies you stuffed inside?

What shape do the four corners of the crust make? (should look like an X or a cross)

Journaling

Apple dumplings remind us of the Garden of Eden, Sin, and the Redemption of Jesus. Can you think of another food that might remind you of this story? Write your recipe in your journal (or younger children, draw a picture of this food.)

To take home

Discussion sheet

Dumplings

Adjustments for age levels and abilities

For pre-readers make copies of the instruction sheet with the Bible verse written in below each instruction. Encourage the children to read the instructions and the Bible together with their parents this afternoon when they eat their dumplings.

If you have extra time...

See if the children can retell the recipe (and story) from memory.

Work on memory verse.

If time runs short...

Dumplings can be wrapped up and passed out after church, however you will still want to take one out and look at it so that you get the point of the bubbling over sin/goodies and the cross.

Be creative

You can make your own recipe for the dough instead of using refrigerator biscuits.

Microwaving cored apples will start them cooking and may lessen the time needed for baking.

Stuffing is limited only by your imagination, but marshmallows are the best for bubbling over, so encourage their use.

Easy Apple Dumplings

(Makes: 5 dumplings)

1 package refrigerator biscuits (2 biscuits will cover each apple)
5 small apples, cored
Cinnamon sugar
Stuffing: Raisins, marshmallows, caramels, chocolate chips, brown sugar etc.
Butter or margarine – About 1 T per apple.

Have the children follow your directions exactly. As you go, ask them to imagine which part of the Garden of Eden story each step represents.

- 1) Pull apart your dough to make two biscuits. Lay them side by side and smush and shape them to make one large square about 6 inches on a side.
- 2) Sprinkle cinnamon sugar all over your biscuit.
- 3) Place an apple in the exact center of the square.
- 4) Stuff the core of the apple with goodies until it is packed full. Top off with butter.
- 5) Fold up the corners of the square and pinch the edges together until the apple is covered.
- 6) Place on a baking sheet.
- 7) Bake in a pre-heated 375 degree oven for 30 minutes (teacher's note: until golden brown and some of the stuffing has bubbled over the top.)
- 8) Clean up.

After completing these 8 steps, reread the instructions as a class. Note: you can't really understand step 7 until they see the bubbled over dumplings come out of the oven.

- 1) Pull apart your dough to make two biscuits. Lay them side by side and smush and shape them to make one large square about 6 inches on a side.

Pull apart: Genesis 2:21; Smush and shape Genesis 2:7

- 2) Sprinkle cinnamon sugar all over your biscuit.

Goodness of creation Genesis 2:9

- 3) Place an apple in the exact center of the square

Tree of knowledge of good and evil Genesis 2:9, 15-17

- 4) Stuff the core of the apple with goodies until it is packed full. Top off with butter.

All the candy and sweets = temptation Genesis 3:1-6

- 9) Fold up the corners of the square and pinch the edges together until the apple is covered.

Cover-up/hide from God: Genesis 7-9

- 5) Place on a baking sheet.

Cast out of Eden: Genesis 2:22-23

- 6) Bake in a pre-heated 375 degree oven for 30 minutes The goodies will have bubbled up and made a mess of things. You will also notice an X or cross in the top.

Messiness of sin → Punishment Genesis 3:14-19; Romans 6:23a sin=death

- 7) Clean up.

Jesus undoes the messiness of sin: Romans 8:1

Discussion sheet

Think over each direction in the recipe. What part of the story does it remind you of? Your teacher can help you write in a scripture reference for each instruction.

- 1) Pull apart your dough to make two biscuits. Lay them side by side and smush and shape them to make one large square about 6 inches on a side.

- 2) Sprinkle cinnamon sugar all over your biscuit.

- 3) Place an apple in the exact center of the square.

- 4) Stuff the core of the apple with goodies until it is packed full. Top off with butter.

- 5) Fold up the corners of the square and pinch the edges together until the apple is covered

- 6) Place on a baking sheet.

- 7) Bake in a pre-heated 375 degree oven for 30 minutes. What does it look like when it comes out of the oven?

- 8) Clean up.

Garden of Eden – Mountaintop Movies

At a Glance

Children will watch video clips from several popular movies that show the characters disobeying instructions and the trouble that this causes. These clips will be related to the Garden of Eden story and events of the children's own lives.

Outcome Objectives

- 1) Children can identify temptations to disobey faced by the characters.
- 2) Children can identify which characters obey and which disobeyed, and the consequences for disobedience in the stories.
- 3) Children can identify disobedience and consequences in the story of the Garden of Eden.
- 4) Children can name times they have disobeyed an authority and ended up with trouble.
- 5) Children understand that for Christians, disobedience is not the end of the story.

Movie Summary

These are suggested clips of characters who fail to heed warnings and the result of their actions. These are just a few ideas. * indicates the church or pastors have copies.

- | | | |
|--------------------------|---------|--|
| *Finding Nemo | Clip #1 | Nemo disobeys his father and takes a dare by going to a boat located far from the reef. |
| | Clip #2 | Merlin and Dori don't follow directions and end up getting stung by jellyfish, which almost causes Dori to die. |
| *The Lion King | | Simba disobeys his father and goes into the elephant's graveyard – with tragic results. |
| *Pinnochio | Clip #1 | Pinnochio's decision to skip school causes him to end up in a cage at a puppet show. |
| | Clip #2 | Pinnochio's decision to skip school and play pool is causing him to turn into a donkey. |
| *Snow White | | Snow White doesn't heed the dwarves warning and the wicked queen gives her a poison apple. |
| *Charlotte's Web | | Templeton doesn't attend a meeting set by Charlotte, and in return Charlotte arranges so that Templeton is almost caught by the cat. |
| *Do the Bright Thing | | McGee works the master controls in Nick's head as he tries to decide to make a dangerous jump with his bicycle. |
| *VT Josh & the Big Wall | | After being plummeted by grape slushies, some of the vegetables rebel and want to break down the walls of Jericho their way instead of God's way. |
| *VT Rack, Shack, & Benny | | The vegetables are given permission to eat as many chocolate bunnies as they want, but remember what their parents taught them – even though their parents aren't there. |

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Supplies Needed

Your choice of videos/DVDs
Journal pages for each child, and pens or pencils to make notes.
Bibles or story Bibles
Popcorn making supplies
Paper easel and markers

Advance Preparation

Pick 3 or 4 movie clips, 3-5 minutes each. If the suggested clip covers more than 5 minutes in the movie, either:

- ❖ begin with a summary of what the character was told not to do, and show the consequences
- ❖ show the scene where the character is told what to do/not do, and explain the consequences.
- ❖ Show the scene up to the point of temptation and stop without knowing the outcome.

For well-known stories, the children will probably be able to do the explaining for you.

Opening Activity

Ask your shepherd to pass out popcorn after you've explained your expectations.

Give each child their journal and blank pages to make notes on for each movie clip. {If you want, you can make up a handout with the title of each movie clip you will show with space for writing below }

Explain that they are to write down in a sentence or two what is happening in the clip. Pre-readers can be asked to draw a picture from the movie scene.

You will probably need to stop 2-3 minutes between clips. Don't stop for more than that – encourage children to just make notes to help them remember. Spelling and complete sentences aren't necessary.

Main Lesson

At the end of all clips ask the children what all these clips have in common. (They were all faced with a decision to obey or disobey. Depending on the clips chosen, they may all have disobeyed, or you might have a mixture)

Ask the children to think of a time where they were told to do something or not do something and they disobeyed. What happened?

What does it mean if I say “actions have consequences.”?

Do you think that is true?

Make two columns on your paper easel labeled “Actions” and “Consequences.”

With the children fill in the columns using examples from movies and their lives.

Read together Genesis 3:1-13 (14-24). (You may want to summarize punishments in 3:14-24 rather than reading the whole passage).

Add to your list of actions and consequences:

What did the serpent do wrong? The woman? The man?

What were the consequences of their actions?

Life Application

Move the discussion into the New Testament.

Is getting in trouble the end of the story in the movies?

Does disobeying your parents (or teacher or other) mean they don't love you anymore?

Is punishment the end of the story for Adam and Eve?

Discuss together the meaning of Jesus life and death as destroying sin and death.

Why is it important to remember that punishment isn't God's final word?

Work on your memory verse until the end of class.

Journaling

What does it mean to say "Jesus frees me from my sin?"

To take home

Stories of Temptation

Adjustments for age levels and abilities

Pre-readers should draw pictures rather than right, and you should do the same on the paper easel. Also Ralph Milton's "The Family Story Bible" handles the story of Adam and Eve for younger children, rather than reading the Bible. However, it is still a good idea to hand out Bibles and help children find Genesis 3 – it increases Biblical literacy, even if they don't understand it all, yet.

If you have extra time...

Plan to have an additional clip to view if time permits, or watch another segment of the movie just for fun.

If time runs short...

Consider only showing two movie clips before discussion and Bible study. Add extra clips at the end of the class to reinforce what you just discussed. Be sure to tie each new clip to the Actions/Consequences discussion, and to the Garden of Eden.

Be creative

The clips listed are just ideas to get you started. Any G rated movie, (or higher rated movie where the clip doesn't contain anything objectionable – run it by the pastors) that has a character facing the decision to obey or disobey is usable for this lesson. Well-known movies are best.

Garden of Eden – Moved by the Spirit

At a Glance

Children will use body sox, scarves, ribbons and other objects to create a wordless enactment of the story set to music.

Outcome Objectives

- 1) Children can sequence the events taking place in Genesis 2 – 3.
- 2) Children create visual representations of the story using movement.
- 3) Children invoke the mood of each part of the story using movement.

Supplies Needed

Paper easel and markers, tape to tape sheets to the wall.

2 CD-Tape players

CDs and tapes of various music

Body socks, ribbons, scarves, and any other props you think might be helpful.

Advance Preparation

Pre-select music. Select two types of music – one floaty and ethereal for parts 1-6, one ominous sounding for parts 7-12. Movie soundtracks are great places to look. Have each cued in one of the CD or tape players and put on pause.

Collect objects you will need for the “dance. “

Opening Activity

Discuss the events of Genesis 2 – 3 to include the following:

- 1) In the beginning, a river (2:4b-6)
- 2) God created a man and breathed into him (2:7)
- 3) God planted a garden (2:8-9)
- 4) God tells the man to tend the garden, and what he can and can't eat (2:15-17)
- 5) God tries to make a partner, animals (2:18-20)
- 6) God makes a woman out of the man's own body (2:21-24)
- 7) The serpent tempts the woman (3:1-5)
- 8) The woman eats and gives some to her husband (3:6)
- 9) They hide from God (3: 7-8)
- 10) God finds them, asks them what happens, and punishes them (3:9-20)
- 11) God gives them new clothes (3:21)
- 12) God casts them out of the garden (3:22-24)

Write these twelve events on the paper easel and tape sheets up where all can see.

Main Lesson

Bring out the body socks, ribbons, and scarves. You may want to give students a few minutes to look at and try out these materials, particularly if they haven't used them before.

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Practice ways to use these props to illustrate each part of the story. Examples might be:

- ❖ Use blue scarves for the river
- ❖ Have God throw green, yellow and red scarves or ribbons to make the garden.
- ❖ Permanently place trees – tree of life, tree of knowledge of good and evil.
- ❖ place two students in one sock for the original man, and both emerge from it when the separate man and woman are created.
- ❖ Have man and woman dance with ribbons to show they are happy with each other.
- ❖ Dress the serpent in a black body sock or other black cloth to indicate evil.
- ❖ Use the scarves or ribbons used to make the garden to cover Adam and Eve (fig leaves)

Make notes on your paper easel pages to prompt each action and if needed assign student's names.

Repeat the actions set to music. Depending upon your group, you may want to prompt them for each new action, or read the story in the Bible as they act it out. Some groups may be able to run straight through with no verbal prompting.

If time permits, allow them to act out the story again.

Life Application

Discuss with the children what they experienced through the activity.

How was the first half of the story different from the second half? The beginning from the end?

How do you think each person felt in the first half? Second half? End?

How do you imagine God felt in each part?

What other props, music, movement, could they use to explain the story?

Move the story forward into the New Testament.

Was the punishment of the man and woman the end of the story?

Read the memory verse.

What does this have to do with the man and woman's punishment?

If you were to add a new Testament section to your play, what kind of music would you choose? What kind of movement? What kind of props?

Journaling

Ask children to write the events from the story from the point of view of one of the characters – man, woman, serpent, animal not chosen, forbidden fruit, tree, God.

To take home

Garden of Eden wordsearch

Adjustments for age levels and abilities

This is dance – but don't call it that – especially in groups with older boys! Keep saying words like action and movement.

For younger groups give them ribbons or scarves or socks and simply invite them to dance to the music while thinking about that part of the story. There are much fewer dance inhibitions in the young set so you may not need to be as structured.

If you have extra time...

The next chapter. How would you finish your drama acting out the New Testament answer to this Genesis problem? How would you act out Revelation's declaration of a new heaven and new earth?

If time runs short...

Emphasize the second half of the story in the second run through.

Be creative

If you have the time and the technology you can really get creative developing a background soundtrack for your production. Just make sure that you don't make each section too long. (Of course, do not violate copyright laws or the 8th commandment.)

Garden of Eden – Temple Courtyard

At a Glance

Children will play games that reflect main points of the story: God forming Adam, Adam naming the animals, temptation of the serpent, hiding their sin from God.

Outcome Objectives

1. Children will be able to name key details of the Garden and Eden Curriculum
2. Children can find Genesis 2 and 3 in their Bibles
3. Older children begin to interpret their own actions as they connect to the story.

Supplies Needed

Bibles or story Bibles
Paper
Pens
Digital Camera

Pictures of animals
Small piece of fruit (Note: dried fruit would be less messy) for game and extra to take home as a snack.

Advance Preparation

Collect the items needed for the games

Know the story from Genesis 2 & 3 well and be prepared to summarize it for the children.

Opening Activity

Ask the children to retell the parts of the Garden of Eden story that they know. In earlier rotations they may not know anything, or only know half the story – Adam created, or the temptation.

Main Lesson and Life Application

Play the four games.

After each game, stop, discuss what they learned.

Read the suggested verses of scripture.

Journaling

Ask the children to recall the four games played today.

What part of the Adam and Eve story did each game remind them of?

Note: If you don't think you'll have time for journaling, you can use this as a wrap-up reflection discussion.

To take home

Piece of fruit
Snutzengoggle drawings

Adjustments for age levels and abilities

Play Snutzengoggle non-competitively for younger children. If your K-1-2 group is heavy on the K's you might want to let the teacher give the clues and have the children guess. Snutzengoggle is also the hardest game to be "it" for shy children.

For the younger groups you will need to remind the head of the snake to come off and become "it." Remember, the idea is NOT to make one long snake.

For the younger groups, don't let the child playing God turn around until all the hands are in place – it will take them a little longer to get in position.

If you have extra time...

Play their favorite game again.

Ask them to think of a game for parts of the story not talked about: taking a rib out of Adam, being cast out of the garden, etc. If their ideas are good, consider adding them to future lessons – or at least make a note so it can be written into the next lesson plans.

If time runs short...

Pace yourself. Allow enough time for children to get the point of each game. Unless your group is very small, *each child will not have a chance to be "it" for each game.*

If it comes down to the wire, "Pass the Fruit" is more important than "Snake Tag." Why? They relate to overlapping parts of the story AND Snake Tag is kind of energetic for our limited space!

Be creative

If you can think of other games that will accomplish the same point, bring it to our attention. (Especially snake tag replacement, which may be a bit too energetic for our limited space!)

Human Clay

Supplies: Digital Camera (optional)

One person is the designer, the others are lumps of clay. The designer moves the lumps of clay into the shape s/he desires. S/he must move the clay, s/he can't say to the clay, put your hands up. When the "sculpture" is complete, take a picture with the digital camera.

NOTE: If you feel it is necessary, give children guidelines about what is appropriate and inappropriate touch before you begin.

Questions after the Game

What part of the story does this game remind you of?

How did you like your sculpture?

How do you imagine God liked the "Ha-Adam" when it was completed?

Scripture: Genesis 2:7 (8-9)

Snutzengoggle

Supplies: Paper and pencil for each child
Pictures of animals

One child is chosen to be "it."

It chooses a card and says "You will be called a Snutzengoggle."

The rest of the class says "What's a Snutzengoggle?"

"It" then starts to describe the animal on the card, one clue at a time, while the others draw according to the description.

It gets one point for every clue s/he gives without the others being able to guess the animal.

The first person to guess the animal gets 5 points.

If no one guesses the animal by the time ten clues are given, the one with the drawing most like the picture gets 5 points.

Questions after the game

What part of the story does this game remind you of?

Who gave you your name?

What is your relationship with the person/people who gave you your name?

Older children: What is the significance that a human being gave a name to each of the animals?

Scripture: Genesis 2:18-20 (21-23)

Snake Tag

(from rotation.org Writing Team's Lesson Plan for Adam and Eve)

Supplies: None

Start out with three to four in a group. Try to get as many groups as possible and leave a person as "it." Have the members of each group attach together by holding onto the waist of the person in front of them to form a snake. The person in front is the head and the person in back is the "tail." To start, the person that is "it" must catch the tail of one of the snakes and attach to it. If he is successful, the head must come off and he is now "it." You are to twist and turn your snake to keep from losing your head. **NOTE: Read the game rules carefully. THE GOAL IS NOT TO MAKE ONE GIANT SNAKE!**

Questions after the Game

What part of the story does this game remind you of?

Was it easier to be the head, the tail, or "it"? Why?

Older children: Do you ever feel that there are temptations you can't seem to get away from?

Scripture: Genesis 3:1-6

Pass the fruit

Supplies: piece of small fruit (dry fruit works well)

Sit facing one another in a circle

Select one child to play the role of God ("it")

Get a piece of fruit that is small enough to hide in the hand, such as a grape.

The person who is playing the role of God says "you can eat anything from the garden except the fruit of that tree" (points to tree and then turns his/her back to the group)

While God's back is turned, the children pass the fruit around the circle.

The child playing the role of God says "Adam and Eve, where are you?" then turns around.

When the child playing God begins speaking the child with the fruit is to hid it in his or her hand palms down. All the children are to hold out their hands in a similar fashion.

The child playing God then looks into each child's face to decide who is "guilty."

If s/he guesses correctly, that child becomes "it." If not, s/he plays the role of God again.

(If after three tries s/he still hasn't guessed, give another child a chance.)

NOTE: You may need to change pieces of fruit as they get handled. If you have a very small group, the guessing can be not only of who has the fruit, but which hand it is in.

Questions after the Game

What part of the story does this game remind you of?

Why did Adam and Eve try to hide from God?

Do you think you can hide from God?

Older children: Do you think people try to hide from God? In what ways?

Scripture: Genesis 3:7-10 (11-13)

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Shepherd Notes

Weekly Responsibilities

Your role is to nurture the group, by providing continuity from week to week. Remember that the teachers have different students every week and don't get to know them all very well. That's where you come in. Some suggestions include:

- ❖ Greet children from your group as they arrive to opening time – try to remember specific things about each one of them, and ask them about their week.
- ❖ Take attendance (stamp passports if they are being used)
- ❖ Get complete information on any visitors and give that information to the church office for a mailing. Introduce visiting children (and their parents) to teachers, students, and other church members.
- ❖ Make a note of any children who have missed more than one week and either send them a note yourself, or make a note for the church office to contact them.

In addition you are responsible for:

- ❖ Keeping track of each student's journal and placing journal pages in their journals. (If being used)
- ❖ Reminding teachers to leave time for journaling.
- ❖ Running errands, i.e. to get more glue or make extra copies.
- ❖ Discipline problems that involve a child leaving the classroom.
- ❖ Escorting children to and from the bathroom.

Specific Responsibilities this rotation

<i>Creation Station -</i>	As the children make their animals, encourage them not to take too long as this is only part of the lesson. Help with finding supplies and with cleaning up as the lesson progresses.
<i>Fisherman's Net -</i>	Most of the lessons is read aloud, but pre-readers will need some help understanding the tougher concepts. The teacher will probably ask you to sit between two students, or with one group of students, as they go through the program.
<i>Loaves and Fishes Café -</i>	Usually we tell you to help with cleanup, but in this case, clean up NEEDS to be the kids responsibility or they will miss the main point. Encourage them to clean up.
<i>Mountaintop Movies - Moved by the Spirit -</i>	Help pass out popcorn and oversee popcorn cleanup. Offer to read the story aloud as the children move (if the teacher desires) or help with handing out and organizing body socks and ribbons.
<i>Temple Courtyard -</i>	Play the games with the children if the group is small. Discuss with the teacher each of the four games before class and how you can best help with each activity.