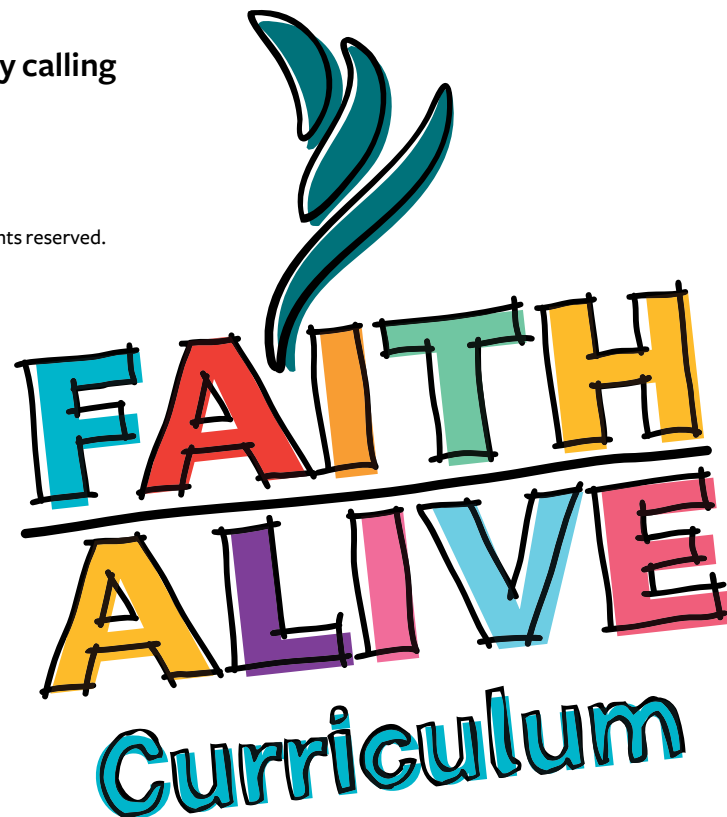


Sample

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Pull-Out Visuals
(remove center
staple) ▶



What Else You'll Need

Children's Resources . . ▶
CD ▶



Any questions or comments about this unit?
We'd love to hear from you:

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Walk With Me

Grades 2 and 3

Year 1, Unit 1: God Made Everything

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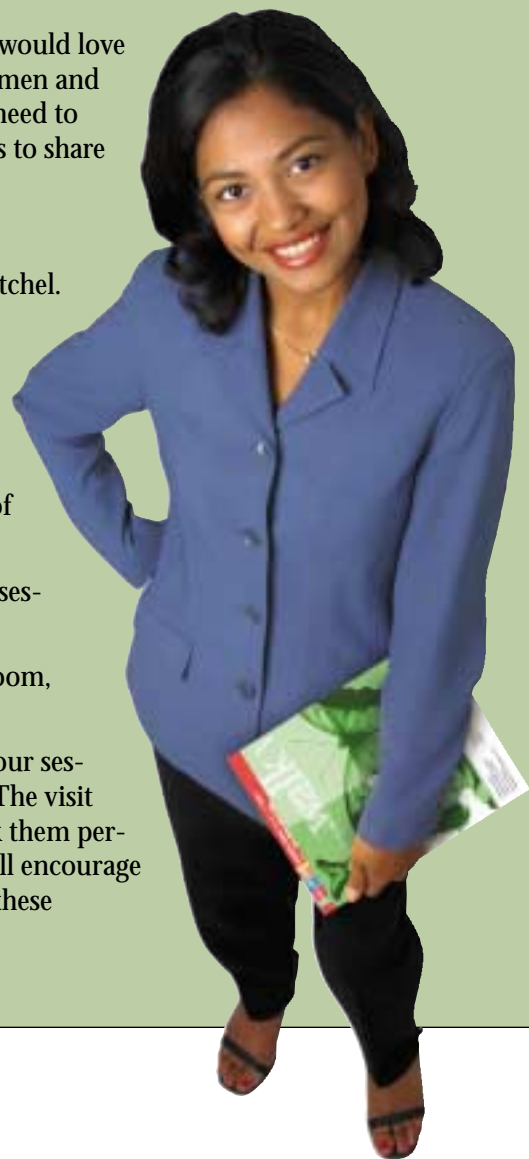
Ways to Get Others Involved

Many adults in your church who are not able to teach would love to use their gifts in other ways in your sessions. These men and women don't need to be teachers or leaders; they just need to love children and be willing to use their particular gifts to share your load.

Consider asking others to help with these tasks:

- Find and decorate a shopping bag for your Story Satchel.
- Set up and stock your creation table.
- Cut out and prepare the materials in your leader's resources, such as nametags and story visuals.
- Buy and prepare the special materials such as ribbons or crepe paper and smelly sacks that are part of the optional activities in this unit.
- Get the library books suggested for the pet activity, session 4.
- Prepare snacks, set up and clean up your meeting room, serve as a greeter.

Make a special point of inviting these people to visit your session, even if their work is mostly "behind the scenes." The visit will give you and the children an opportunity to thank them personally. The energy and spontaneity of the children will encourage the volunteers. Perhaps they'll even begin praying for these children personally.



Getting Started

Welcome to *Walk With Me*—a church school curriculum for preschool through grade 8. The sessions in this unit are designed with you and your students in mind. Sessions are

- biblical and Reformed
- kid-friendly
- easy-to-use

They will help you and your children to

- grow faith
- build community
- celebrate diversity
- have fun!

Biblical and Reformed describes the lens through which these sessions focus on both Scripture and life. This curriculum takes the Bible's teachings seriously and helps make the Reformed faith come alive. You'll find recurring themes in *Walk With Me* units that are rooted in the Bible and lived out in our everyday experiences as children of God.

Kid-friendly means these sessions are developed specifically for the age level you are teaching. It also means the sessions include activities that will appeal to the many different ways the kids in your group learn—through words, music, art, drama, and nature, and through personal reflection and interaction with others. (See p. 5 for a more detailed explanation of these different learning styles.)

Easy-to-use means we've thought about how important your time as a leader is and that we've tried to make these session plans easy to follow and easy to teach. The detailed description of the sessions on pages 6-7 will make it clear that leading *Walk With Me* sessions can be as easy as 1, 2, 3.

When we say *Walk With Me* **grows faith**, we mean these sessions aim to do a lot more than fill kids' heads with knowledge. They're designed to touch the hearts of both leaders and children and encourage them to live out their faith.

Our emphasis on **building community** means that we encourage you and the children to become a small group together—to care for each other, to hold each other accountable for learning and growing, to encourage one another, and to have fun together. In your group everyone should feel accepted, loved, and safe.

Walk With Me sessions **celebrate the diversity** of God's family and encourage all learners to do the same. Because our writers and consultants come from a variety of races and cultures, children are challenged to see truths and hear stories in ways that may be new to them—and through their learning to grow in a love and appreciation for all parts of God's family.

Have fun! We believe children learn best when your sessions together are fun and active. *Walk With Me* sessions include lots of games, drama, music, and other fun activities that will keep the kids you teach eager to come back for more.

We hope these values of the *Walk With Me* curriculum will take root in your teaching and help you lead and develop a group of children who walk with the Lord.

Walk With Me Resources on the Web

Check out our website, www.WalkWithMeOnline.org, for a variety of resources, including the following:

- philosophy and goals of the curriculum
- scope and sequence of the curriculum
- sample session plans
- a helpful list of age-level characteristics of the kids you teach
- tips for working with children who have learning disabilities, attention disorders, mental impairments, and physical disabilities
- samples of the many different types of children's resources *Walk With Me* offers

Tailoring Your Sessions to the Ways Children Learn

How do children learn? The answer to that question can be almost as varied as the children in your group. Some learn best through words. Others through music. Still others learn through nature or through movement.

Sessions in the *Walk With Me* curriculum try to respect the many ways children learn. *Walk With Me* sessions include a wide range of activities that speak to children with the following types of intelligence (based on Howard Gardner's theory of multiple intelligences). Within each session, the icons below highlight the learning styles represented by each activity. As you teach, you'll begin to get a sense for how children in your group learn best. Children who are



Word Smart

learn best through verbal activities (listening, reading, or speaking), including discussions, worksheets, writing, reading, storytelling, and word games.



Music Smart

learn best through sound, music, and rhythm—playing musical instruments, writing songs and raps, listening to recordings, singing, and so on.



Number Smart

learn best by exploring patterns and relationships through activities such as problem solving, logical puzzles or games, making charts and graphs, or putting things into sequence.



People Smart

learn best through doing things with others, cooperating and working in small or large groups, role-playing, conversations, brainstorming, and other interactive exercises.



Picture Smart

learn best by visualizing concepts. These kids enjoy viewing maps, slides, pictures, videos, and diagrams; making jigsaw puzzles; and expressing their ideas with shape, color, and design.



Self Smart

learn best by working independently through such things as writing in a journal, meditating, reading, and reflecting.



Body Smart

learn best by using their bodies, acting things out, using puppets, moving—anything hands-on.



Earth Smart

learn best through activities connected to living things and natural phenomena, through nature walks, examining plants and animals, nature experiments, and activities that focus on ecology.

—The ideas on these pages are based on material from the following resources: *Multiple Intelligences in the Classroom* by Thomas Armstrong, © 2000, and a chart prepared by Donald L. Griggs, Livermore, California.

A Look at the Session Plan

Walk With Me curriculum supplies leaders with a step-by-step guide for each session. These two pages will help you know what to look for and how to use a typical *Walk With Me* session:

- 1 The Bible passages your session will focus on are clearly listed on the first page of each session. You'll want to allow time for reading the passages as you prepare to teach.
- 2 Each unit includes Memory Fun—a Scripture passage that everyone may learn over the four-session period. Although we believe memory work is an important tool for helping young believers keep God's words in their hearts, we recognize that not all teachers will have time to include memory work in their sessions. So suggestions for helping children learn these passages are usually optional.
- 3 Here you'll find the key teaching or theme of the session.
- 4 This session planner outlines the session for you, both main steps and options. By checking the boxes before the steps you plan to use, you can create a session plan that fits the needs of your group.

1 Scripture
Genesis 1:1-5

2 Memory Fun
Genesis 1:1, 3-6

3 Focus
God created our world beautiful and good.

5 WORDSEARCH
Think About It
"In the beginning God ... " Right off the bat, the biblical story starts with God. It calls us to stop and marvel at God's mighty and majestic work. The sheer goodness, beauty, and excellence of what God made boggles our minds. As you tell the story, be sure to model that wonder. Encourage the children to praise their Creator fitly perfectly with the tone and purpose of this passage.

Session Planner

Activity	Time
Creation Acquainted	20 minutes
Telling the Story: Skies and Seas, Plants and Trees	20 minutes
Option: Shortest Story	20 minutes
Option: Picture Creation	20 minutes
Worship	20 minutes

Picture Creation

Time	Materials
10 minutes	Children's magazines, Crayons, markers, pencils, Scissors, glue, and tape

Children who are picture smart will enjoy this option to step 4. Pass out the children's magazines and let them choose the pictures. Then direct the group's attention to the pictures. Read the caption and verses together. Tell the children that the pictures for the first days of creation or they may trace around the pictures they may place the pictures under the paper, and rub over the top of the paper that has had the pictures under it. Do point out that there isn't room on the paper to use each one of the pictures, so they will have to make choices.

Other Walk With Me Leader Resources

Music

At the back of each leader's guide you'll find the music and words of the songs that are suggested and often used in the sessions. These songs are also on the CDs that accompany this curriculum (available separately).

Reproducible Pages

Sometimes you'll need patterns, activities, or worksheets to enhance your session. You'll find these at the back of each leader's guide.

Leader's Resources

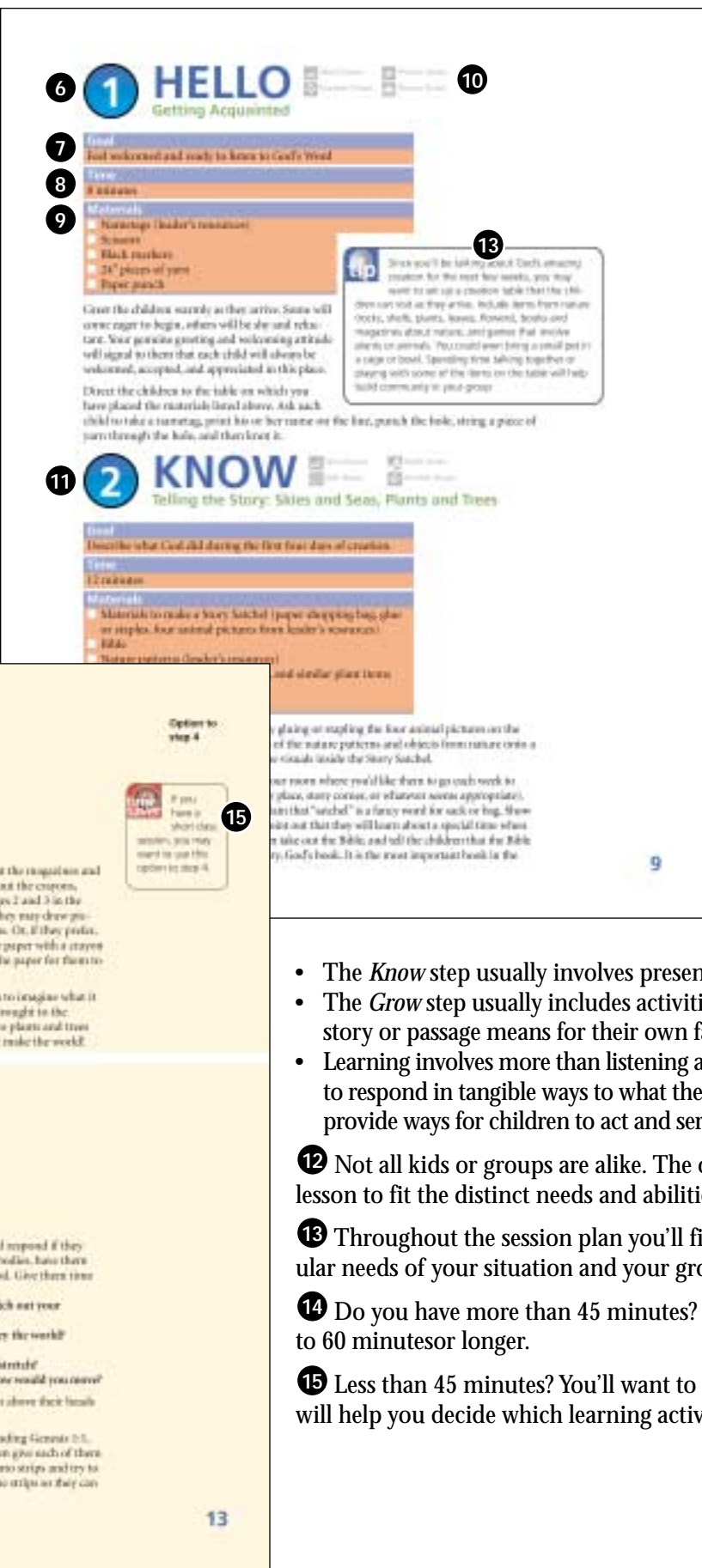
As you opened this leader's guide, you probably noticed the colorful resources that were stapled into it. These pictures, charts, posters, and other visuals are designed to help you lead the sessions. Each page is clearly labeled with the session number it was created for.

OVERTIME
Worship

Time	Materials
10 minutes	Copies of Memory Fun CD or NRSN, reproducible (pages 11-14), Envelopes

Invite the children to praise God by identifying things in the world that are like the things God created. Have the children stand with their hands up and sing in praise to God.

Introduce the Memory Fun for this unit by opening your Bible and reading it to the children. Ask the children to repeat the words with you. Then a copy of the Memory Fun (see pp. 55-56). Have them cut the verses (1) put the strips into the correct order. Give each child an envelope for the Memory Fun home with them.



5 This section is for you, the leader. It's meant to help you

- understand the background of the Scripture you're teaching (Think About It).
- look for new ways to grow spiritually (Pray About It).
- think about ways in which this Scripture connects with the lives of the children you're teaching (Tell About It).

6 Each session is divided into four steps. The Hello step gives you suggestions for fun, interactive things to do as your students arrive, activities that will hook their attention and make them want to learn more.

7 Each step includes a goal that will focus your teaching on what the children should learn.

8 Each step or option includes an estimate of how much time it will take.

9 You'll find a list of materials needed for each step and each optional activity in the session.

10 These symbols will tell you which kinds of learners will benefit most from an activity (see descriptions on p. 5).

11 The Know, Grow, and Show steps will help you plan your session and measure whether you've succeeded in leading and teaching your students successfully.

- The *Know* step usually involves presenting the story or Scripture to the children.
- The *Grow* step usually includes activities that help learners recognize what the Bible story or passage means for their own faith and life.
- Learning involves more than listening and understanding. We want to encourage everyone to respond in tangible ways to what they've learned. The *Show* step includes activities that provide ways for children to act and serve.

12 Not all kids or groups are alike. The options in these sessions help you customize your lesson to fit the distinct needs and abilities of the children you teach.

13 Throughout the session plan you'll find tips that will make it easier to meet the particular needs of your situation and your group.

14 Do you have more than 45 minutes? Overtime ideas will help you expand your session to 60 minutes or longer.

15 Less than 45 minutes? You'll want to look for the clock symbols in most sessions that will help you decide which learning activities you can cut or shorten.



1 Creation: Skies and Seas, Plants and Trees

Scripture

Genesis 1:1-19

Memory Fun

Genesis 1:1, 31a

Focus

God created our world beautiful and good.

WORDSearch

Think About It

"In the beginning God . . ." Right off the bat the biblical story starts with God. It calls us to stop and marvel at God's mighty and majestic work. The sheer goodness, beauty, and excellence of what God made boggles our minds. As you tell the story, be sure to model that wonder. Encouraging the children to praise their Creator fits perfectly with the tone and purpose of this passage.

Pray About It

This would be an excellent time to shelter yourself, even for just a moment, from the tyranny of your busy schedule. Go ahead and toss this guide aside for a while (we know we can trust you to pick it up again later!). Take a quick stroll down the block or in your backyard. Don't just think about God's good creation, go look at it! Too dark to see the plants or the trees? Look up! The ancients believed those stars were just peek holes in the sky that let us glimpse a bit of God's glory streaming down from heaven. They were right. Be sure to talk to God about what you see. This will be the most important part of preparing for your lesson.

ground and the seas, good places where animals and humans can live. Notice, in each case, how the Creator takes what is chaotic and mixed-up (night, the waters, and the sea) and separates it,

Session Planner

Hello *Feel welcomed and ready to listen to God's Word.*

■ Getting Acquainted 8 minutes

Know *Describe what God did during the first four days of creation.*

■ Telling the Story: Skies and Seas, Plants and Trees 12 minutes

■ Option: Shortcut Story 5 minutes

Grow *Be amazed at God's power in creating the world.*

■ Review and Praise 10 minutes

Show *Identify created things and praise God.*

■ Creation Treasure Hunt 15 minutes

■ Option: Picture Creation 10 minutes

Overtime

■ Worship 10 minutes

■ The Aromas and Tastes of Creation 10 minutes

"In the beginning God created the heavens and the earth." That's the bottom line. Genesis gives us a covenantal view of creation. It starts with a God who deeply cares about and delights in and is connected to what has been made. Because it's so precious to our Creator, we also need to treasure it (and take good care of it).

Help your class marvel at God's power. God creates just by speaking. Challenge your students to make something out of absolutely nothing. Unimaginable, isn't it? God is truly great!

First God creates light. How that's possible before there are heavenly bodies Genesis doesn't say. Next God creates a space dividing the waters above (that come through holes in the sky when it rains) from the waters below (that are found in the sea and the springs that bubble up from the ground). Then God creates the dry

Tell About It

Don't get involved in a lengthy explanation of the creation versus evolution debate. That's too difficult for second- and third-graders, and it's really beside the point here. Help them marvel at the wonder of creation and the still greater wonder of the Creator. Then remind them how much this great Creator loves them. After all, God made them too.

putting each thing in its rightful place. Then, because God continues to be in charge of it, the Creator gives it a name.

The fourth creative act is a bit different. God allows the land to bring forth plants—each separate variety continuing to reproduce itself. God does not permit chaos. Roses produce roses, not coffee beans. Like your bedroom the way Mom wants it: a place for everything and everything in its place.

For a full understanding of God's creating, we must wait until we come to the creation of human beings and the day of rest. So for now, let your class delight in the marvels of God's beautiful world. Then turn heavenward to bring God the glory. That's why God made our world in the first place!

1 HELLO

Getting Acquainted



Word Smart



Number Smart



Picture Smart



People Smart

Goal

Feel welcomed and ready to listen to God's Word

Time

8 minutes

Materials

- Nametags (leader's resources)
- Black markers
- 24" pieces of yarn
- Paper punch

Greet the children warmly as they arrive. Some will come eager to begin, others will be shy and reluctant. Your genuine greeting and welcoming attitude will signal to them that each child will always be welcomed, accepted, and appreciated in this place.



This is also a wonderful time to introduce volunteers to your group—people who assist you by purchasing and preparing materials, bringing and serving the snacks, telling the stories, or whatever. Tell the children a little bit about each person and encourage the children to thank them by shaking their hands or standing in a circle around them and giving them a round of applause.



Since you'll be talking about God's amazing creation for the next few weeks, you may want to set up a creation table that the children can visit as they arrive. Include items from nature (rocks, shells, plants, leaves, flowers), books and magazines about nature, and games that involve plants or animals. You could even bring a small pet in a cage or bowl. Spending time talking together or playing with some of the items on the table will help build community in your group.

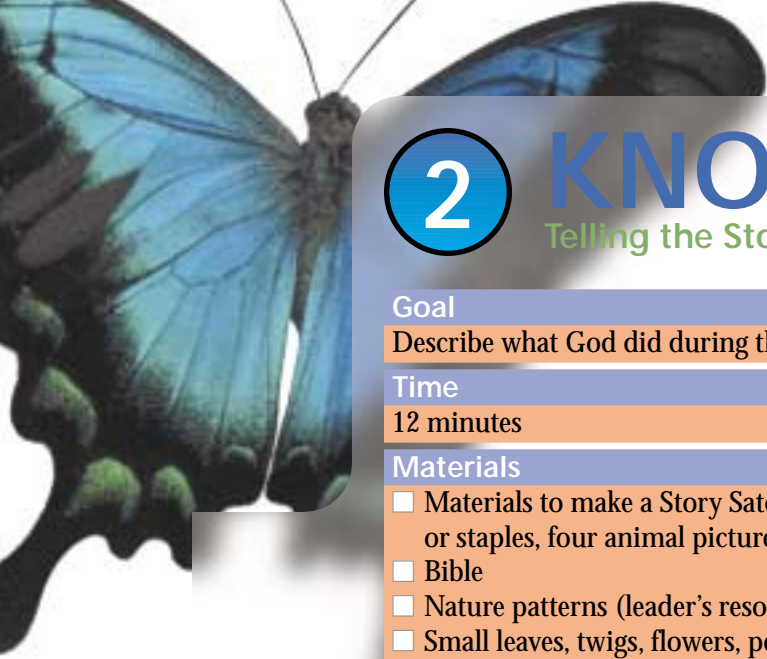
Direct the children to the table on which you have placed the materials listed above. Ask each child to take a nametag, print his or her name on the line, punch the hole, string a piece of yarn through the hole, and then knot it.

As the children

work, talk to them about their favorite things to do and also about things they don't like to do, making a point of mentioning each child by name. Be sure to share your own likes and dislikes as well. As you chat, point out that the nametags have the shape and picture of the world, which is what you will be learning about for the next few weeks.

When the children are wearing their nametags, ask them to form a circle and tell them you'll continue getting to know each other with this "mixer" activity. Begin by saying (for example) that you see someone in the circle who has blue eyes and a Superman T-shirt. Who can name that person? Give children time to respond, then welcome that child. Continue until you have described and introduced each child. Or, if the children feel comfortable, let each describe another child.





KNOW

AA Word Smart

Self Smart

Earth Smart

Number Smart

Telling the Story: Skies and Seas, Plants and Trees

Goal

Describe what God did during the first four days of creation.

Time

12 minutes

Materials

- Materials to make a Story Satchel (paper shopping bag, glue or staples, four animal pictures from leader's resources)
- Bible
- Nature patterns (leader's resources)
- Small leaves, twigs, flowers, petals, and similar plant items from nature
- Paper clips and stir sticks



Ahead of time, make a Story Satchel by gluing or stapling the four animal pictures on the sides of a paper grocery bag. Clip each of the nature patterns and objects from nature onto a stir stick. Then place your Bible and the visuals inside the Story Satchel.

Introduce the children to the place in your room where you'd like them to go each week to hear the story (you can call it your story place, story corner, or whatever seems appropriate). Show them your Story Satchel and explain that "satchel" is a fancy word for sack or bag. Show them the animals on the outside and point out that they will learn about a special time when God actually made all the animals. Then take out the Bible, and tell the children that the Bible is in your satchel because it is God's story, God's book. It is the most important book in the whole world! Show them the first page of Genesis and say that today's story is about the beginning of the whole world, and that's where God's book begins.

Before starting the story, ask the children to think about this question: **If you were going to make some of the wonderful things in the world—things like skyscrapers, swimming pools, and big trucks—what would you need? How could you do it?** Give them a few minutes to suggest some of the materials they would need.



Children become comfortable with new surroundings in many ways. One is by having familiar routines and places for various activities. The Story Satchel will always indicate that the story is coming. The Bible will always be in the satchel. Children will enjoy having a special place for the story.

Tell the children that you have some surprises in your satchel. Ask each child to reach in and take one item out of the satchel. Ask them what they would use to make *these* special creations. What might they use to make a star? The moon? A twig? Encourage them to talk with a partner about this question.

After a few minutes, ask the children to share their thoughts. Agree that it is a hard question to answer—in fact, it's much easier to figure out what you need to make a big, complicated building than it is to imagine how you might make a leaf or a flower.

Ask the children to lay their visuals on the floor in front of them or on their laps, and distribute the rest of the visuals in the satchel. Explain to the children that you are going to tell them how God actually *did* make all these things. Encourage them to listen very carefully because you will need their help to tell the story. When you mention the moon, for example, the person with the moon should hold it up for everyone to see. When the children understand the instructions, begin the story.

The story follows:

Can you imagine what *nothing* is like? Close your eyes and try to take everything out of your mind until there is nothing at all left. That's how it was when God decided to make the world. No colors. No light or even dark. There was *nothing*!

Then God stepped up to make the world. God didn't bring a toolbox. God didn't bring a basketful of stuff. In fact, God brought nothing. God spoke.

God said, "Let there be light." Imagine that—all God did was speak! And immediately the light came forward out of that mishmash. And then God separated the darkness from the light. God called the light *day*; the darkness, God called *night*. And that was the end of the first day.

Then God stepped up to the world and spoke again. God called for the watery matters to separate, creating a grand blue space way up above. That's where the rain would come from someday. And God looked at the great blue space and called it *sky*. And that was the end of the second day.

God came to the world on the third day and spoke again. God ordered the watery material below to form huge lakes and ponds and the dry ground to separate from the waters. God named the dry ground *land* and the water *seas*.

Then God told the land to produce plants and trees and bushes that would have fruit and seeds of all kinds. And when God spoke, the dry ground did just exactly what God ordered it to do. It sprang up green! Tall, willowy trees appeared—some with leaves, some with needles like Christmas trees. Fruit and nuts grew on bushes and trees. Some plants were bright green and some were a dark shade of blackish green.

God looked over the creation—the ground and sea and trees and bushes—and it was good. There was order to the world. There was color. Oh yes, it was good! That was the end of the third day.

On the fourth day, God came to the world and spoke again. God brought nothing but words. God called for lights in the sky so that there would be day lights and night lights. And as God spoke, that giant ball of fire, the sun, paraded across the daytime sky. The moon appeared and lit up the night while the stars popped out and dazzled the dark night sky.

God looked again at the creation. It was good. Yes, it was so good! And then the fourth day ended.

Shortcut Story



Picture Smart



Music Smart

Time

5 minutes

Materials

- Children's magazine, pages 2-3 (completed according to directions in the optional Show step)

Using the completed pages 2 and 3 of the children's magazine as your visual aid, point out the number of the day and then read the corresponding verses for each day of creation. Discuss with the children the amazing fact that God created it all with the power of words!

To involve the children in the story, either have them read the verses with you or invite them to join in a refrain after you read each verse. Try something like this: **God made you and God made me/God made everything we see.** Practice the refrain with the children several times before beginning to read the verses. Invite them to clap along to the rhythm, if you wish.

Option to
step 2



If you have a short class session and children who are visual learners, you may want to use this option to step 2.



GROW

Review and Praise

 Music Smart

 Body Smart

Goal

Be amazed at God's power in creating the world.

Time

10 minutes

Materials

- Nature patterns and objects (see step 2)
- Creation songs (pp. 41-50; CD, tracks 1-4)
- CD player

Gather the nature patterns and objects from the children and hold them up one at a time. Ask the children to recall their ideas for making these things. Each time, ask the children to say again what God used to make them. As you do this after each item, the contrast will provide a cumulative effect of praise and awe. God used *nothing*. God simply spoke, and it was so. God's power and greatness are amazing!

Introduce one or more of the creation songs on your CD. "Creation Song" (p. 41; track 1) is a delightful call-and-response song that will be easy for the children to learn. After you shout a question or answer (in a loud speaking voice), the children echo it (singing).

"Six Days Was All It Took" (p. 43; track 2) is not only lively and fun, but it will also help your children remember what happened on each of the days of creation. Get kids actively involved in this song. They could put up the correct number of fingers whenever a number is sung or shouted and they could use motions or signs for the items created. Have fun as you praise together!



If you feel uncomfortable singing to the children or teaching them to sing, consider inviting someone who might enjoy singing with them from time to time. This would be a great way to involve the musicians—adults or teens—in your congregation.

"The Lord Is Great" (p. 47; track 3) is another wonderful song of praise to the Creator. Try clapping on beat 1 and snapping fingers on beat 3. Consider adding tambourine, triangle, woodblock, or other rhythm instruments. Bells could be played on G and D.

"Let Everybody Praise the Lord" (p. 48; track 4) is a wonderful song to move to! Sing the refrain with or without the stanzas. The chorus is very high-energy and fun! Show kids how to put arms overhead with hands together and then sweep them down to the sides on "Praise the Lord." Encourage kids to skip around the room and shout on the "Praise the Lord."

After singing together, ask each child to say a silent prayer of thanks to God for this wonderful world.

4

SHOW

Creation Treasure Hunt



Body Smart



Earth Smart

Goal

Identify created things and praise God.

Time

15 minutes

Materials

- ☐ Paper sacks or baggies
- ☐ Treasure Hunt list (reproducible page 54)
- ☐ Table on which to display items
- ☐ Family letter (reproducible page 51)

Weather permitting, take the group outside on a treasure hunt for items that God has made. You'll want to recruit extra helpers to ensure the safety of your group. Give each child a bag to collect things and a copy of the scavenger list. Pair the children so that they can help each other. It's important that you tell them your rules and expectations before you set out: for example, always walk in pairs, cross streets only in groups with the help of an adult, respect neighbors' property. Tell them they should be looking for items on the scavenger list, but if they find something interesting that is not on the list, they should be sure to include it to show the group later.



If your church is in an inner-city area, you may have to search for evidence of God's creation within a confined space (a fenced-in area or a small patch of grass, for instance). You may want to emphasize the senses of smell, touch, and hearing.

After the walk, bring your items back to your meeting room and create a nature display table (if you already set up a creation table for the Hello step, invite the children to add their items to this display). Have children show and talk about what they've found. Be sure to spend time wondering about and pointing out the marvelous features of the found items.

Don't forget to send a copy of the family letter home with each child today (see p. 51). (If you plan to have the children memorize the unit memory fun, see the last paragraph of Overtime Worship.)

Picture Creation



Picture Smart

Time

10 minutes

Materials

- ☐ Children's magazines
- ☐ Crayons, markers, pencils
- ☐ Nature patterns and objects from step 2. Invite the children to help you remove the clips and stir sticks so they are ready to use.

Pass out the magazines and have the children write their names on the front. In the meantime, set out the crayons, markers, pencils, and patterns. Then direct the group's attention to pages 2 and 3 in the magazine. Read the caption and verses together. Tell the children that they may draw pictures for the four days of creation or they may trace around the patterns. Or, if they prefer, they may place the patterns *under* the paper, and rub *over the top* of the paper with a crayon that has had the paper torn off. Do point out that there isn't room on the paper for them to use each one of the patterns, so they will have to make choices.

As the children work, talk about the wonder of God's world. Ask them to imagine what it might have been like to be there watching. Talk about the order God brought to the world—seasons follow in order, the sun rises every day, seeds grow into plants and trees and fruit, and rain cleans the earth and waters plants. Only God could make the world!

Option to
step 4



If you have a short class session and children who are picture smart, you may want to use this option to step 4.

OVERTIME

Worship  Body Smart

Time

10 minutes

Materials

- ☐ Copies of Memory Fun (NIV or NRSV, reproducible pages 52-53)
- ☐ Scissors
- ☐ Envelopes

Invite the children to praise God by silently acting out how they would respond if they were the sun God called forth and put up in the sky. Using only their bodies, have them show how they would have risen up and then praised their Creator God. Give them time to respond, then go on to another object, using questions like these:

- If you were a tree called forth by God, how would you rise up, stretch out your branches, and praise the Creator?
- If you were the milky-white moon, how would you shine and survey the world?
- If you were the sparkling stars, how would you dazzle?
- If you were daisies blowing in the wind, how would you bend and stretch?
- If you were puffy marshmallow clouds or heavy, dark rain clouds, how would you move?

When you have finished, have the children stand with their hands high above their heads and wave in praise to God.



Think carefully about how you will include children with physical disabilities in activities that involve creative movement or dance. There are several such activities in this unit. The key is to focus on the *abilities*, not the disabilities, these children have. A child may not be able to stand on tiptoe, but she may be able to stretch out her arms or her neck, for instance, or smile and blink her eyes. Sometimes children with disabilities also enjoy being assisted with a hand-over-hand technique, where the leader or volunteer lays his hand over the child's hand and the two hands move as one. As much as possible, make it your aim in activities to involve all children in some way.

Introduce the Memory Fun for this unit by opening your Bible and reading Genesis 1:1, 31a to the children. Ask the children to repeat the words with you. Then give each of them a copy of the Memory Fun (see pp. 52-53). Have them cut the verses into strips and try to put the strips into the correct order. Give each child an envelope for the strips so they can take the Memory Fun home with them.

The Aromas and Tastes of Creation



Number Smart



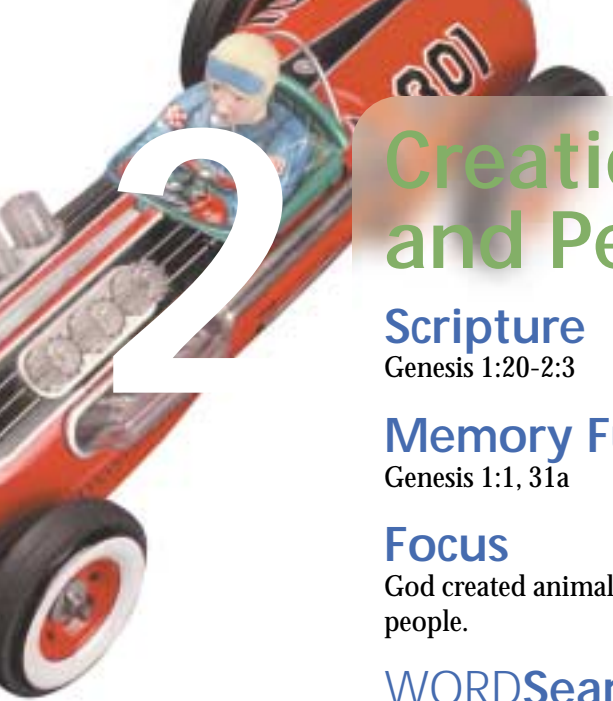
Body Smart

Time

10 minutes

Materials

- ❑ 5" squares of cotton fabric
- ❑ Rubber bands or twine
- ❑ Assorted aromatic substances (for example, orange peel, cinnamon, chunk of banana, coffee, onion; and/or cotton balls dipped in food flavorings such as vanilla and lemon)
- ❑ Long piece of string
- ❑ Clothes pegs or safety pins
- ❑ Marker, paper, pencils
- ❑ Highly flavored snack such as vanilla wafers, banana chunks, orange segments, cinnamon candies



2

Creation: Animals and People

Scripture

Genesis 1:20-2:3

Memory Fun

Genesis 1:1, 31a

Focus

God created animals and people.

WORDSearch

Think About It

The last three days of the first week present God's final three great creative acts (making fish and birds, land animals, and humans) and God's establishing the day of rest.

Pray About It

Take a moment to reflect on how special you are to God. Focus on how deeply your Creator cares for you and about you. You're not just any old critter; you're in God's image. You're of higher worth than all the other creatures. You even outrank the angels! They're only God's servants; you are God's child. God dearly wants to talk to you about . . . whatever! Do you spend enough quality time conversing with your heavenly Father? Is this a good time?

"us" here to be a reference to the Trinity. But probably God is just using the royal "us." Important persons making really significant pronouncements often use the word *us* when they mean *me*. Here the word underscores how important the decision to make people was to God.

Our passage emphasizes that we are created in God's image and likeness (v. 26). That doesn't mean that we look like God. It means that we relate to God in a special way. We know God, communicate with God, and respond to God in a way that's special and different from the animals. We can listen to God, talk to God,

Session Planner

Hello *Delight in the many animals God created.*

☐ Animal Charades 10 minutes

Know *Tell how God created people and made them special.*

☐ Feel God's Delight in Us 10 minutes

☐ Option: Shortcut Story 5 minutes

Grow *Sense how special we are to God.*

☐ Blue-Ribbon Winners 15 minutes

☐ Option: Picture Days 5-7 10 minutes

Show *Praise God for the world and our place in it.*

☐ Circles of Praise 10 minutes

Overtime

☐ Worship: Community of Prayer 10 minutes

☐ Animal Detectives 15 minutes

Notice that in the fifth and sixth days God gives a blessing for the first time (Gen. 1:22, 28). That's because living creatures have the breath of life that comes directly from God (2:7). The blessing gives them power to "be fruitful and increase in number" (1:22, 28).

Each living creature is produced "according to its kind" (1:21, 24). Here we see the same kind of ordering we discovered earlier, this time with the added dimension of water, sky, and land teeming with living creatures. And God's joyous approval sounds once more (1:21, 25).

The creation of human beings breaks the pattern. God no longer says, "Let there be . . ." but "Let us make man in our image, in our likeness . . ." (1:26). This is a separate divine decision. Some take

Tell About It

What impressions about this story should you leave with your class? First, that creation is a delight to God (Prov. 8:30-31; Ps. 65). God finds it all very good. So should we. Second, help your students to marvel at the way our Creator has made us, at the way God values each one of us, and at the important responsibility God entrusts to us in caring for this good creation.

and take care of God's world. Pigs can't. Cows can't. Not even chimps can "rule over" (v. 26) all the other creatures the way we humans can.

Be careful to help your children realize that ruling over the world doesn't give us the right to treat it as we please. The Hebrew term used here refers to the sort of control that a shepherd has over the sheep. It's the way in which parents expect a babysitter to be in charge of their child.

After God pronounces everything "very good" (1:31), we are told that "on the seventh day he rested from all his work" (2:2). This doesn't mean that God was tired and needed a nap. It means that God had nothing further to add to what was already made. The creation was complete. God could now celebrate and delight in it.



HELLO

Animal Charades



Picture Smart



Body Smart



Music Smart

Goal

Delight in the many animals God created.

Time

10 minutes

Materials

- ☐ Nametags from session 1
- ☐ Newsprint
- ☐ Markers
- ☐ Creation songs (pp. 41-50; CD, tracks 1-4)
- ☐ CD player

As the children arrive, play the creation songs you learned together in session 1 as background music. Invite the children to put on their nametags and then to spend some time at the newsprint you've laid on the table or hung on the walls ahead of time. Explain that you'd like them to either draw pictures of or write the names of as many animals as they can think of to make a wall (or table) of animals.

When most of the children have arrived and added something to your display, ask each of them to choose an animal—without letting others know their choice. Then give as many volunteers as possible the chance to "act out" their animal for the group, using motions, sounds, and so on. As the children guess each other's animals, praise them for being good animal detectives!



If possible, add more books and games about animals and people to your creation table today. If there are children who've come for the first time, ask other children to help them complete a nametag.



KNOW

Feel God's Delight in Us

AA Word Smart

Music Smart

Earth Smart

Goal

Tell how God created people and made them special.

Time

10 minutes

Materials

- Story Satchel
- Bible
- Nature patterns (leader's resources, session 1)
- "Creation Song" (p. 43; CD, track 1)

Gather the children into a story circle, then take your Bible out of your Story Satchel and open it to today's story. Tell the children that the story comes from Genesis, the first book of the Bible. It tells about the very beginning of the world.



You'll notice that there are no visual aids for this story. Use your body to express the power of the Holy Spirit that enlivens your own faith as you tell it. Let that faith flow from your eyes as you communicate your wonder and awe. Create word images that stimulate the children's imaginations. Let the flow of your voice move from strong to soft, from rapid to slow, to show the children that you too are in awe of the way God created such a magnificent world.

Then ask each child to reach into the satchel and take out one item, show it to the group, and tell everyone what God used to make it. As each one responds, confirm that Almighty God created all these wonderful things out of nothing. God spoke, and it was so!

Gather the visuals and return them to the satchel. Then tell the children that today's story is even more exciting—if that's possible. What God is going to do to finish the creation is awesome!

The story follows:

Though God's world was beautiful, it was a very quiet place. The sounds of wind in the trees and the sounds of water on the beaches filled the air, but other than that, the world was silent. On the fifth day, God was going to change all that.

God said, "Let the waters be filled with living creatures, and let the birds fly high above, throughout the sky." And God created feathers to carry the birds so high and fins to make fish fly through the water. Think of the color and the noise that exploded that day! Birds chirping and cawing as they tried their wings in the great winds of the blue, blue sky. Fish diving and splashing and swimming, exploring their new home.

Then God did something new, something God had not done before. God spoke again and blessed the fish and birds. Yes! God told the fish and the birds to live well and to have young birds and fishes and fill up the skies and seas. And God looked at the wonder of the world and saw that it was very good. And that was end of the fifth day.

On the sixth day, God spoke again and told the *earth* to bring forth animals! Wild animals. Giant animals. Animals that crawl, animals that hop, animals that waddle. Animals with thick, bristly fur; animals with saggy, baggy skin; and animals that are soft and furry and would fit into your hand. And when God gave that command, the animals appeared! Imagine a big parade as the animals appeared and wandered off to explore this wonderful world and to discover who their neighbors were. Imagine the lion meeting the alligator and the birds watching as these new creatures appeared. Every moment was a celebration!

(Pause and whisper as you continue.) But as wonderful as the world was, God wasn't done yet. Now God was ready to do the most important work, to create a creature God would dearly love. God was going to make a creature very different—oh, yes—*very different* from all the others! Listen.

(Continue in your normal voice.) God said, “Let us make people in our own image, like us, and have them rule over and care for all the creatures of the world.” So God created the first person, a man named Adam. And God created a wife for Adam. Her name was Eve. Adam and Eve were like God. They were made in God's image. They could think and remember and talk to God and to each other. They loved and obeyed God. God blessed them and told them to enjoy each other and to have children—to build a family and home together.

God also gave Adam and Eve a very special job. God told them to take care of the world—to rule over it like a wise king or queen. To be a caring gardener to the plants and trees. To be a tender shepherd to the animals. God wanted Adam and Eve to remember that they were caring for *God's* world and that they should do it as carefully as God would do it. Then God's creation was finished. God looked at the whole creation, and it was *very good*. With that, the sixth day ended.

And on the seventh day, God rested. No, God didn't go to sleep. God wasn't tired. God's work of creation was finished, so God stopped working. God rested. God enjoyed looking at the perfect world.

In response to this wonderful story, ask the children to join you in singing “Creation Song” (CD, track 1), which you introduced in session 1. Remind them that you will shout each phrase or sentence first, and they should echo by singing the words. When you are finished, thank our powerful God for this beautiful world by clapping your hands.

Shortcut Story

AA Word Smart

Music Smart

Time

5 minutes

Materials

- Children's magazine, pages 4-5 (completed according to directions in the optional Grow step)



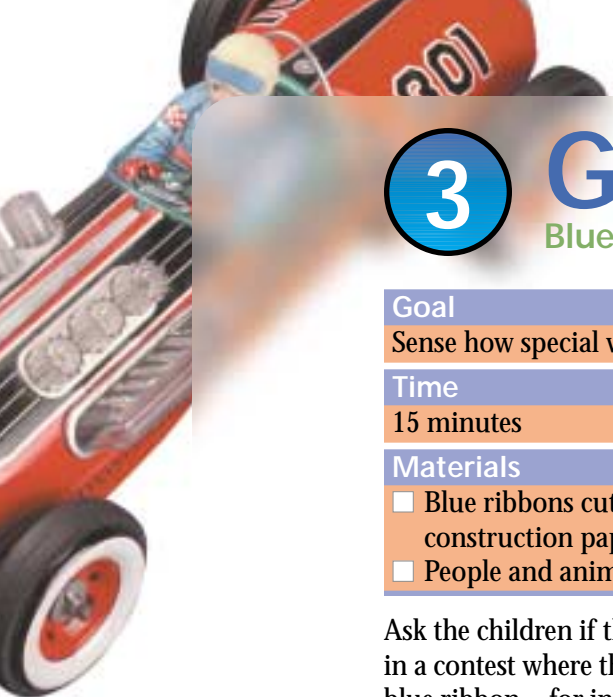
Option to step 2

Using the completed pages 4 and 5 of the student magazine as your visual aid, point out the numbers of the days, then read the corresponding verses for each. If you introduced the refrain last week and invited children to participate, remind them of the refrain today: **God made you and God made me/God made everything we see**. Practice it together a few times before you begin reading the verses. You may want to first read the new verses, then review by reading all the verses on pages 2-5.

Afterward, talk with the children about how very special people are and how they are different from the rest of creation (see the story above).



If your class time is quite limited, you may want to use this option in place of step 2.



GROW

Blue-Ribbon Winners

Number Smart

Picture Smart

People Smart

Goal

Sense how special we are to God.

Time

15 minutes

Materials

- Blue ribbons cut into 12" lengths and a stapler *or* blue construction paper strips cut into 8" lengths and glue
- People and animal patterns (leader's resources)

Ask the children if they have ever been in a contest where the winner gets a blue ribbon—for instance, at a field day or in a 4-H contest. Invite the children to share their experiences. Tell the children that blue ribbons usually tell which is the winner, the finest, the best. Now ask, **If God were to pin a blue ribbon on one part of the creation, which part would it be?**



One by one, show the children the visuals of the fish and birds and animals and people, saving the people for last. Ask the children to stand and cheer if what you hold up is the most special creature in God's eyes. Most children will readily recognize people as the winners, but if some choose something else, affirm that all creation was very good. Then suggest you'll think together about what makes people special.



The story of the creation of people is a wonderful opportunity to help children celebrate the diversity of God's family. Consider bringing pictures of people from all parts of the world for the children to look at and talk about. Remind them that each of these people—big and small, old and young, male and female, thin and fat, brown, tan, or white—is made in God's image and is loved by God. Each of them is a blue-ribbon creation!

Divide your group into boys and girls. Each group should decide what makes people special. Using specific instructions narrows the focus and keeps children on task: **Tell me three ways that Adam is different from an animal like a bear. I'll give you two minutes to talk** (for the boys; ask the girls to discuss Eve).

After the discussion, gather the children together and have them share their answers. You might want to write down some of them on a chalkboard or newsprint.

Tell the children that Adam and Eve were not the only special people. Each person God creates is a blue-ribbon creation. Explain to the group that you will put blue ribbons on your nametags to remind you that of all the creatures

God made, people are the most treasured. (If using ribbon, fold it in half and staple it to the back side of the nametags. If using paper strips, use glue instead of staples.)



As the children work, talk with them individually, pointing out how special they are to you and to God. Point out the things you enjoy and appreciate about each one.

Picture Days 5-7



Body Smart



People Smart

Option to
step 3

Time

10 minutes

Materials

- ☐ Children's magazine, pages 4-5
- ☐ People and animal patterns (leader's resources)
- ☐ Crayons, markers

Children will decorate pages 4 and 5 in their magazine by tracing around the patterns and coloring in the shapes, similar to the optional activity they completed on pages 2 and 3. Or they may draw pictures or place the patterns *under* the paper to make a rubbing. Tell children there isn't room to use every pattern; they will have to choose which bird, animal, and person to use. Note that there is no visual for the seventh day.

As children are working, talk with them about how much God loves them. You'll want to make sure that the youngsters in your group leave today knowing that of all creation, God treasures people the most. God treasures each child in your group.



If you used the option to step 3 in session 1, you may want to do so again in this session.



SHOW

Circles of Praise



Body Smart



Music Smart

Goal

Praise God for the world and our place in it.

Time

10 minutes

Materials

- ☐ Songs: "Creation Song" (p. 41; CD, track 1); "Let Everybody Praise the Lord" (p. 48; CD, track 4)
- ☐ CD player
- ☐ Streamers (ribbons, crepe-paper strips, or strips of tissue paper that have been cut to 36" [92 cm] lengths and are 1"-2" [2.5 cm-5 cm wide])

If possible, choose streamer colors that reflect creation—black and white for the first day, light blue for the second day, brown and dark blue for the third day, shades of green and bright colors for flowers and trees, and so on. Give children each a streamer, asking them to think of and tell about something in creation that their streamer reminds them of.

Take children into an area where there is space to praise God with their bodies. Show them how to hold the streamers high above their heads and move their arms in a wide circular motion, high and then low, forward and backward, up and down. The streamers will create large circles. Point out to the children that as they move in rhythm with the music, they are creating great circles of praise to God and reflecting the wonderful colors God gave us in creation.

Play "Creation Song" and "Let Everyone Praise the Lord."

If you haven't introduced these songs in an earlier session, ask the children to listen first. Then play one or both of the songs through a few times while children stand and use their streamers to create circles of praise to God.

Encourage the children to take the streamers home and lead their families in praise to the Maker of our world—and us! Close with a simple prayer of thanksgiving, naming each child and thanking God for creating each one.



Using the ribbons to praise God is a great way to add the dimension of dance in a natural way. No instructions are needed—kids are created with the ability and desire to move to music. The ribbons encourage children to experience the graceful, natural flow of dance as they see their ribbons dance before the Lord.

Animal Detectives



Word Smart



People Smart



Earth Smart

Time

15 minutes

Materials

- ❑ A small pet animal (or more than one) such as a turtle, gerbil, mouse, canary, goldfish, rabbit (caged or in an aquarium)
- ❑ Children's books about the animal or animals—at least one for every two or three children
- ❑ Notecards, markers

Let the children enjoy looking at and talking about the pet animal(s) you have brought. (To avoid problems with allergies or nips from frightened pets, keep animals caged.) Many children will want to share stories about their own experiences with pets. Then divide them into groups of two or three. If possible, pair a good reader with one who has more difficulty with words.

Each group's assignment is to find out something about the animal that they didn't know before. They can do this in several different ways: by using their senses of sight, hearing, and smell as they spend time watching the animal; by looking through the books that you who has such a pet.



Libraries are great sources of pet care books. Be sure they are written at a primary level, or that they offer many illustrations with simple explanations.

When they discover something interesting, they can write it on a notecard. Let them know they will have five minutes to complete the assignment.

When the time is up, encourage the children to share what they've found with the whole group. Help them realize how wonderfully God has created each animal to fit into its natural environment. For example, in studying the gerbil, a child might find out that wild gerbils live in the desert; another might discover that gerbils are able to get all the water they need out of the food they eat. You can link these two facts by saying that God gave gerbils this special ability because there's very little water in the desert where they live.

Enjoy learning about animals and praising God for their marvelous adaptations.

3

Taking Care of God's Creation

Scripture

Genesis 2:4-25

Memory Fun

Genesis 1:1, 31a

Focus

God's world is ours to enjoy and care for.

WORDSearch

Think About It

This story begins with the image of God forming Adam from the dust of the ground. Like a potter, the Lord lovingly sculpts a human form out of dust, then breathes into it the breath of life. This intimate picture shows how deeply God loves and values us.

Pray About It

God intended us to find meaning and reward in our daily work—whether that's farming or homemaking. Is your work a burden? Are you between jobs right now? Are you a student wondering what God's call might be for you? Whatever your job situation right now, raise it with your Creator. In all honesty share your praises and petitions. Then listen carefully for God's direction.

tion of paradise the man has a job. Work is a privilege. Although your children are too young to care about all that, their attitudes to work are shaped early on. So be sure to voice your excitement at God's invitation to us to work alongside God in caring for creation. Point out that Adam truly enjoyed being the caretaker of God's garden. Encourage them to care for the world also.

The next scene surprises us. For the first time God finds something "not good" in the new creation (Gen. 2:18). Unlike all the other crea-

Session Planner

Hello *Praise God for our beautiful world.*

■ Praising God with Color and Song 10 minutes

Know *Tell how God wanted Adam and Eve to take care of the world.*

■ Life in the Garden 15 minutes

■ Option: Discovering God's Garden 10 minutes

Grow *Realize that we have a responsibility to care for God's world.*

■ What Would You Do? 10 minutes

Show *Make a plan for a specific way we can care for God's world in the coming week.*

■ What Will I Do? 10 minutes

■ Option: Creation Collage/Posters 20 minutes

Overtime

■ A Web of Caretakers 10 minutes

■ Group Project 15 minutes (or more)

In the next image, God, the planter and owner of this beautiful, fruitful garden, assigns the man the task of caring for it. Adam is allowed to eat from any tree in the garden except one. This image shows God's extraordinary grace and kindness—like a toy store owner who lets her child play with every toy in the store except for one particular, overly fragile one. God, we see, is more than generous.

God's gracious assignment implies that work itself is good. Your class may already have picked up the TGIF mentality that work is a pain—an unavoidable evil that we endure to make money. But that is *not* biblical teaching. Even in the perfec-

Tell About It

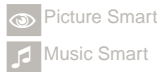
Give your class a sense of how good things were in the beginning. That will enable them to empathize with the great loss Adam and Eve suffered as a result of their disobedience. It will also allow them to affirm their own life and to eagerly anticipate the restoration that our Savior has promised to bring. So go ahead, haul out those rose-colored glasses and paint this session's Bible story in really vivid, joyful colors.

tures, the man has “no suitable helper” (v. 20). So God creates the first woman. *Helper* here doesn’t mean that Adam may boss Eve around. The word means *partner* or *colleague*. The term is even used of God who is “helper” of the fatherless (Ps. 10:14). That rules out any idea of inferiority. God created Adam and Eve to be a team. Adam joyfully recognizes that deep bond between them. He calls Eve “bone of my bones and flesh of my flesh” (Gen. 2:23). Adam’s joy and creation itself are now complete.

The overall picture is wonderfully positive. Eden is a place created both for God’s own enjoyment and for humans to work and live. There is no pain or hurt here, no guilt or shame. Just a free and pleasant life lived together in the presence of God.

1 HELLO

Praising God with Color and Song



Goal
Praise God for our beautiful world.
Time
10 minutes
Materials
<input type="checkbox"/> Creation songs (pp. 41-50; CD, tracks 1-4) <input type="checkbox"/> CD player <input type="checkbox"/> Drawing paper <input type="checkbox"/> Markers in many colors <input type="checkbox"/> Streamers (from session 2, optional)

To help set the stage for today’s joyful session, play the creation songs from the CD as the children arrive. Greet the children as they enter; then invite them to put on their nametags and join you at the table. Ask each child to choose a marker and to draw something God made with that color. (For example, a child who picks red might draw a rose or a sunset or a cardinal.) As the children work, encourage them to hum or sing along with the songs that are playing in the background.



If you’ve set up a creation table for this unit, encourage children to spend time at it as they arrive. Try to add a few new items each week to keep their interest and give them new things to explore.

When the children are finished, brainstorm some ideas about how they might share their work with others. For instance, they could staple their papers together into a booklet and give it to the preschool class to enjoy, or take the pictures home to share with a relative, or use them to decorate your wall.

If the children enjoy singing, invite them to suggest other creation songs they know (for example, “He’s Got the Whole World in His Hands”) and sing them together too. Spend some time praising our Creator for the beautiful world around us!

Close this time of praise with prayer, thanking God for creation and naming each of the things the children drew.



KNOW

Life in the Garden

AA Word Smart

Body Smart

Goal

Tell how God wanted Adam and Eve to take care of the world.

Time

15 minutes

Materials

- Story Satchel
- Sign: “Tree of Good and Evil”
- Fruit (optional)



Whenever you show the Bible, you have the opportunity to teach children about it. Kids this age are familiar with chapters in their own reading books, so they can also learn about how the Bible is made up of many parts, or books, each with a name and numbered chapters. Tell them that the word *Genesis* means “beginnings” or “how things started.” So this first book of the Bible tells us about how God began our world.

Today you’ll be finding out more about the wonderful way God made the world—and especially the way God made people. Take your Bible from your Story Satchel and open it to Genesis 2. Explain that chapter 2 gives us details we didn’t know about in chapter 1, and that together you’ll discover more about our wonderful Creator.

Explain that as you tell today’s story, you’d like the children to act it out, providing

sounds and motions where needed. Ask for volunteers for the following roles:

- Adam and Eve (encourage them to sit on the floor and each fold themselves up into a ball)
- Fruit trees (you may want to bring fruit along for them to hold) and one to be the tree of good and evil (identify this tree with a sign)
- Animals (encourage them to choose a specific animal or two!)

Tell the story using the printed version below as a guide. As you tell it, pause at appropriate points as the children act out the story.

The story follows:

God had made a beautiful world. But something was missing! God wanted someone to care for creation—someone made in God’s own image. So God knelt down and formed a man from the dust of the earth. That’s right—God made the man out of dirt and dust and clay. And then God breathed the breath of life into the man. The man uncurled himself and sat up. He stretched. He looked around. He smiled at the blue sky and the beautiful earth. He chuckled because it was so good to be alive.

God brought the man to a beautiful garden, a place called Eden. In the garden were trees. Beautiful trees that swayed and moved their branches in the wind. Big pieces of brightly colored fruit were growing on their branches. The man walked among the beautiful trees and reached up to pick pieces of the yummy fruit. There were apple trees and pear trees, orange trees and lemon trees, banana trees and peach trees (**mention the fruits you have brought**).



Make sure all the children have a role. If your class is small, encourage the same children who are trees to also be animals. Before the story begins, you may want to talk to each group and give them some tips about their parts. Encourage everyone to use their imagination! Have fun with the story. You’ll find that kids will remember a story better if they are involved in it in some way.

In the middle of the garden was a special tree called the tree of the knowledge of good and evil. “You can eat the fruit from any of the trees in the garden except this special tree,” God told Adam. “If you eat the fruit from the tree of the knowledge of good and evil, you will surely die.” Then God told Adam to take care of the beautiful garden.

Adam took care of each tree and each flower. He gave them water and picked up leaves and branches that fell. He was happy working in God’s garden.

God also had another job for Adam. God brought all the birds and fish and animals to Adam. “Give them names,” God said.

The animals paraded by Adam, one by one—big and tall, small and scrappy, animals with beaks and claws, and animals with soft fur or fluffy feathers. Each of them needed a name. **(The “animals” should walk in front of Adam, showing by their sounds or walks or flutters what kind of animals they are. Adam should decide which animal each child is representing and call the animal’s name.)**

So Adam took care of the garden. He took care of the animals too. But even though he was surrounded by friendly animals and beautiful trees and plants, Adam was sometimes lonely. “It isn’t good for the man to be alone,” God said. “I will make a helper who is just right for him.”

One night while Adam was sleeping **(Adam should lie down near the “rolled-up” Eve)**, God took one of Adam’s ribs and made a woman out of it. Her name was Eve. She unfolded her body and sat up. She stretched and looked around at the beautiful garden. She looked at the beautiful sky and the trees and plants, and she smiled. She looked at Adam and she smiled again.

When Adam woke up, he saw Eve. He smiled too. He jumped up and grabbed her hands. They danced around the garden. They were happy! God’s creation was beautiful. And now it was complete.



If the children really enjoy the animal parade, you may want to give others the chance to be Adam and name the animals that the children are representing. Allow “Eve” to join the animal parade, but have her return to her rolled position when the parade is finished.

Discovering God’s Garden

AA Word Smart

Music Smart

Time

10 minutes

Materials

- ☐ Animal names and pictures (from session 2)
- ☐ Song: “Creation Song” (p. 41; CD, track 1)
- ☐ CD player
- ☐ Bible (a child-friendly version such as the NIV)
- ☐ Question cards (cut apart and glued to notecards, reproducible page 55)

Draw the children’s attention to the pictures and words they wrote on your “animal wall” last session. As you point to each word or animal, have the children say the animal’s name. Sing “Creation Song” together, enjoying the many names of God’s creatures.

Then take your Bible from your Story Satchel. Tell the group that today you’ll be finding out more about what happened soon after God created the world.

Have each child reach into the Story Satchel, where you’ve placed the question cards. If you have more than six children, have pairs of children share a card. Ask the children to find the number on the card and read the question to themselves if they are able.

Ask them to raise their hands if they need help with words. Ask the child or pair of children with the first card to stand up and read the question aloud. Read the related

Option to
step 2



This option to step 2 will work well for groups who enjoy reading and answering questions.

Explain to the children that Adam and Eve weren't the only ones God wants to take care of creation. Ask if they can guess who else God wants to care for the world. Right! God wants *all of us* to take care of creation. Read Psalm 8:6-9 to the group. To help the children understand our job as caretakers, read the following statements and have the group decide whether the children in the examples are making God happy or sad.

Divide your room into two sides, happy and sad (you may want to identify the sides with happy and sad faces written on cards). After you read each scene, kids should answer the question by standing on the side they choose. (If there are differences of opinion in the group, talk about the situation together. Was the boy or girl taking care of God's world? Why do you think so? Why not? Allow for some different interpretations!) Invite the children to think of some more examples too.

- Mark and Abdul like to ride their bikes to the creek near their homes and fish. Sometimes, when no one is looking, they leave their candy wrappers under a bridge.
- Sara and Rowana started a new club called Litter Quitters. Members of the club hang up "Be a Litter Quitter" signs and spend their recess picking up trash from the playground.
- Jake takes his dog for a walk twice a day.
- Mom asked Shana to clean out the cans and put them in the recycle bin. Shana didn't feel like cleaning them so she stuck them in the trash instead.
- Chris mows the lawn for his mom and dad each week, even when he doesn't feel like it.
- Maria saved her babysitting money for two months. She used the money to buy flowers to plant outside her apartment building.
- Jonah kicked Mrs. Rodriguez's cat when she wasn't looking.
- Latoya told her dad he didn't have to drive her to school anymore. "I'll ride my bike to save fuel," she said.
- Mrs. Sanders's class spent a Saturday planting new trees in the school courtyard.



If your time is limited, you can leave out some of the examples.

After you've had some fun answering the questions, hand out the Creation Caretaker badges and invite children to tape them to their nametags. Challenge each of them to live up to their job.



4 SHOW What I Will Do



Word Smart



People Smart



Self Smart

Goal

Make a plan for a specific way we can care for God's world in the coming week.

Time

10 minutes

Materials

- Children's magazine, pages 10-11
- Chalkboard/chalk or newsprint/marker
- Gummed stars
- Notecards
- Markers, pencils



Since God has charged each one of us to take care of the world, discuss what things we personally could do that would make us partners with the Creator in keeping the world beautiful. Be prepared to stimulate discussion by suggesting several areas of possible involvement.



- If you live near large bodies of water, keeping the water clean is a big issue.
- In forested regions, taking care of wildlife might be a hot topic.
- In cities, air quality or energy use might be the main focus.

Wherever you live, environmentally sensitive waste management and recycling opportunities are always important issues.

As the children make suggestions, list them on newsprint or chalkboard. Encourage them to mention things they could do on their own during the week, and be prepared to get them started by throwing out a couple of ideas of your own (care for a pet, do yard work, recycle, walk instead of ride, and so on).

Distribute the children's magazine and ask children to turn to pages 10 and 11. Read through the directions together and then ask the children to spend a few minutes thinking about which ideas from your list (or other ideas they may have) they'll choose to write about and picture on these pages. Encourage them to stick a star by the one they promise to do in the week to come.

Divide kids into groups of two or three and ask each group to share with their partners what they will do during the coming week. Since they won't be taking the magazine home today, hand out notecards and ask the children to write or draw a reminder of what they plan to do to take home with them today.



Be sure to select some way you will care for God's world this week and share it with the children. Our example speaks so much louder than our words!

After a few minutes, call the groups back together and ask them to join you in a circle of prayer. Ask God to bless these plans and thank God for our beautiful world.

Option to
step 4

Creation Collage/Posters



Picture Smart

 Self Smart

Time

20 minutes

Materials

- ☐ Large sheets of white paper
- ☐ Glue
- ☐ Markers
- ☐ Variety of paper—construction paper, colorful magazine ads, gift tissue, newspaper, foils—in lots of colors

After the discussion described in the Show step above, encourage kids to choose one or two things they can do during the coming week to take care of God’s creation. Then invite each of them to create a collage to show how he or she can help care for creation. Show them how to rip the different kinds of paper into pieces and glue them together to create a collage. The papers’ rough edges and different colors will help create texture and interest. Have them add a title or slogan to their collage, such as “Don’t Waste Water” or “Put Litter in Its Place.”

As the children work, encourage them to make concrete plans to do something special. Be sure to share your own plans as well. Be open to the children's enthusiasm and desire to do something special; they may suggest having a special penny collection for a



cause, or working together to clean up litter around the church. These are God-sent opportunities to help your children practice what they believe, and they can have a major impact on their lives. Try to follow up their ideas.

When the children are finished, ask them to stand together in a prayer circle. Ask God to bless their plans to care for God's world and thank God for creating this beautiful world and giving us the opportunity to help care for it.



If you have an adult class that meets at the same time your class meets, arrange a time when your class can take their collages to share with the adult class, showing their nametags and badges and telling the adults how they are going to help care for God's world. You might ask the adult class to join them in caring for God's world in these same ways! Or hang the posters in a prominent place in the church, perhaps the fellowship hall where people congregate for coffee. Another option is to share them with your bulletin editor and ask whether one might serve as a bulletin cover.



OVERTIME

A Web of Caretakers



 Word Smart



Picture Smart



Body Smart



People Smart



Earth Smart

Time

10 minutes

Materials

- Large ball of twine or yarn

Ask the children to stand together, making a circle. Tell the children that God's people together form a community. Affirm that one person cannot do all the things that need to be done to care for God's big world. But together we can do a lot.

Give one child the ball of twine. Ask him to hang tightly to the end of the twine and then throw it to a child across the circle. That child holds on to the string and throws it to another. As they throw it back and forth to others in the circle, each time hanging on to their part of the string, they'll be weaving a giant web. Each time they throw or pass the twine to another child in the circle, they should suggest something they can do to care for creation.

When you have a web that connects each child to another child in the web, point out that in God's world, we are all connected. Polluting water or littering affects people, animals, soil, and water. But being connected also makes us stronger, because we can work together doing God's work in this world. We are a community of caretakers. Close this activity by thanking God for this community of children who love God and will help take care of the world.

Group Project



Body Smart



People Smart



Earth Smart

Time

15 minutes (or more)

Materials

- ☐
- Items for the project you've chosen

If at all possible, plan an activity that you and the children can do together to make God's world a better place. If it's a beautiful day, go outside and do something together today.

Here are some ideas to get you started:

- Hand out bags and pick up litter in your church parking lot or neighborhood.
- Do garden work or yard cleanup for an aging church member or a single parent.
- Help the church custodian with raking or other duties.
- Plant some flowers or small trees for someone who would appreciate them.

4

Sin Spoils God's World

Scripture

Genesis 3

Memory Fun

Genesis 1:1, 31a

Focus

God's perfect creation was spoiled when Adam and Eve disobeyed.

WORDSearch

Think About It

In today's story everything that was good and glorious turns bad and miserable. But don't be tempted to skip this dismal story—your children need to know where sin and suffering come from. Besides, it's not all gloom and doom. You'll be leaving your kids with the good news that sin cannot separate us from God's love. There's lots of light in this present darkness.

Pray About It

The more we become aware of our sinfulness, the more we become aware of God's forgiving grace. That's because the same Spirit who moves us to seek a Savior helps us to find him as well. Speak honestly to your Savior about the burden of sin and guilt you carry. Be as honest and specific as you can. Experience God's forgiveness. Then forgive yourself as well.

Session Planner

Hello *Tell about a way we take care of God's creation.*

☐ How Did You Do? 10 minutes

☐ Option: Two Questions 10 minutes

Know *Tell how sin entered the world.*

☐ A Dramatic Reading 15 minutes

☐ Option: Sign Your Feelings 15 minutes

Grow *Realize how sin has changed our lives.*

☐ Find the Differences 10 minutes

Show *Ask God to forgive our sins and celebrate our forgiveness in Christ.*

☐ Forgiveness and Prayer 10 minutes

Overtime

☐ Worship: Praise Instruments 15 minutes

☐ Creation Parade Game 15 minutes

We don't need the Bible to convince us that something is fundamentally wrong with our world. We experience it in our own lives. We see it splashed all over the nightly news. Your children know it too. They see it when they watch their parents fight or break up. They feel it when their friends are mean. They experience it when a relative dies. Emphasize that these things are not God's fault.

The serpent convinces the man and woman to eat forbidden fruit. And sure enough, their eyes are opened as the serpent said. But the serpent had tricked them. What they see is their own nakedness and shame. They have gained new knowledge, but it's a bitter disappointment. Too late they realize that living outside of God's will is no good at all.

Through a series of questions, God helps Adam and Eve realize the seriousness of their crime. They try to excuse themselves by blaming someone else. The kids in your group will understand that ploy—they're masters at it! Tell them how disappointed God was with Adam and Eve and how frustrating it must have been to witness their cowardly attempt to duck responsibility.

Next God punishes them. Their lives will become difficult and painful. They are banished from the garden and are no longer able to enjoy fellowship with God. That's the worst of it. Their relationship with God is shattered. As a result their difficult lives end in death.

At this point, you'll want to encourage your students to take heart. This story isn't over.

Tell About It

Don't leave your students with the impression that our world is broken like shattered glass—with all the pieces so dangerous that they are completely unusable. It's more like a broken backpack—still usable, sort of. We wouldn't want to throw it out. Although it's spoiled, we can still enjoy God's world even as we look forward to the wonderful day when God will make it perfect again.

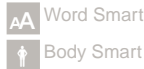
Here's the good part! God promises that a descendant of the woman will crush the tempter's power (Gen. 3:15). God will send someone into the world to take away our sins and make us right with God again. That's how much God loves us, in spite of all the wrong we do.

Because God's own Son came to this world, we don't have to do what Adam and Eve did when we disobey. We don't need to run and hide from God. We can confidently go to God and confess our sins. We can trust that God will forgive us and help us do better next time—for Jesus' sake.



HELLO

How Did You Do?



Word Smart



Body Smart



Self Smart

Goal

Tell about a way we take care of God's creation.

Time

10 minutes

Materials

■ Nametags



If you've been using the creation table, consider adding books about subjects like pollution, endangered species, and other things that have gone wrong with creation.

When the children arrive, ask them to pick up their nametags. As they do, make comments that remind them of last week's session: "You're a Creation Caretaker, aren't you, Megan?" "Did you have a good week as a Creation Caretaker, Eric?"

Ask the children to spend a few minutes thinking about what they promised to do during the week to help take care of God's creation. Invite those who are willing to pantomime what they did (using motions only—no words!). If the children seem a little hesitant or unsure of what to do, begin by miming one of your own actions for them—watering flowers, cutting the grass, or feeding a pet.

After each pantomime, ask the rest of the group to guess what the child did. Praise them for being good Creation Caretakers and good guessers!

Then take a minute to thank God for all the children in your class—and for their willingness to take care of God's world.



If you have less than 45 minutes, you may want to have each child simply tell what she did.

Two Questions



People Smart



Self Smart

Time

10 minutes

Materials

■ 3" squares of colored paper

Greet the children as they arrive and have them put on their nametags. Instead of doing the pantomime acting described in the main step above, ask each child to take two squares of paper and write his or her name on them. Explain that the object of this game is to find out more about each other. Everyone should end up with squares from two other children and none of his or her own. Here's how it works:

- Kids should mingle, asking each other questions that have something to do with what's been going on your group—for instance, what he did during the past week to care for God's world or what her favorite Bible story was.
- When a child is asked a question, she gives her questioner one of her name squares.
- When a child has given away both of his squares and has two others, he sits down.



Be watchful. If you see that some children have not been approached, guide children to talk to them!

Option to
step 1

When all the children are seated, spend a few minutes sharing what they learned about each other. Enjoy and celebrate how you and the children have participated in caring for God's creation.

2 KNOW

A Dramatic Reading

AA Word Smart

Number Smart

Body Smart

Self Smart

Goal

Tell how sin entered the world.

Time

15 minutes

Materials

- ☐ Story Satchel
- ☐ Bible (child-friendly version like NIV)
- ☐ Genesis 3:1-13 (reproducible page 56, optional)
- ☐ Question cards from session 3 (reproducible page 55)



Remember that an effective dramatic reading involves intentional body language and eye contact with listeners. Pause often between verses to look at your group, and use your eyes and face to express feelings. Also, be sure to vary your voice both in tone and volume to suit the intent of the words. Use your eyes and voice to denote deceit as you read the serpent's lies. Use your finger to point from Adam to Eve and from Eve to the serpent to highlight how the blame is passed from one to the next.

Today's story is powerfully and dramatically written in Scripture. Therefore, you will be reading the first part of it (Gen. 3:1-13) straight from a child-friendly version of the Bible. (If you do not have a child-friendly version at home, you will find the NIV version printed on page 56.)

Begin this step by distributing last week's question cards (optional Know step, session 3) to six children. The child with

question 1 should read the question and choose someone to answer it. Continue in the same way with all six cards. Emphasize especially the answer to question 4, reminding the children that God commanded Adam not to eat of the tree of the knowledge of good and evil or he would die. Explain that while last week's story was a happy one, today's story is very sad because something happened to destroy the joy and harmony in God's garden.

Invite the children join you in a circle on the floor so they are able to get up and move around. Tell them they'll have a chance to show how they feel about the story as you tell it. Sometimes they might be upset if they don't like what's happening, or sad when something bad happens, or embarrassed and ashamed for the people in the story.

Open your Bible and show the children that today's story is from chapter 3 of the book of Genesis.

Slowly read verses 1-13, inviting the children to get up and move around to show and express their feelings after key verses. Not all children will feel the same way about this story, so be sure to accept and affirm their varied expressions.

Then ask the children to show how they think *God* felt about everything that happened to this point.



Encouraging children to show feelings through movement may be a new experience for everyone. You might want to spend a few moments practicing how they could express feelings using their whole bodies to move, stretch, curl up, slump, cower. As a warm-up, you might say, "Your favorite uncle just showed up at your house with a brand-new bike for you. Show me how you feel." Do the same with negative feelings: "Your mom sent you to bed early because you disobeyed her. Show me how you feel." Once the children feel comfortable with this activity, move into today's story.

Reinforce their perceptions that God was brokenhearted. Adam and Eve were God's special friends; God walked and talked with them daily in the beautiful garden. But then they disobeyed God.

Say something like this: **God's beautiful plan for the world was spoiled. I wonder what God should do?** Invite the children to share their ideas of how God should respond to this disaster. Then spend a few moments telling what really happened as a result of this disobedience:

- **God cursed the serpent. From now on the serpent would crawl on its belly all the days of its life and would eat dust.**
- **God told Eve that when she had children it would be painful.**
- **God told Adam that he would have to work really hard. Thorns and hard ground would make growing food difficult.**
- **Instead of living forever, someday Adam and Eve would die and be buried in the ground.**
- **Adam and Eve could no longer live in the beautiful garden of Eden. To make sure that they could not come back, God put an angel guard at the gate and a flaming sword that swung back and forth in front of the gate.**

Tell the children that disobeying God was so terrible that God had to punish Adam and Eve. Even worse, the beautiful feeling between God and Adam and Eve was broken. Adam and Eve had sinned. They had disobeyed, and that broke their relationship with God. Invite the children to express how they feel about this story so far.

Then tell the children that God didn't want the serpent to have the last word. God did not want people to stay sad. So God said to the snake, "Someday, a child will come into this world to crush you." Invite the children to think about what child brought joy back into the whole world. That's the good news! Someday Jesus would be born!

End the story by asking the children to show you how they feel at the very end of the story.



Sometimes people use color to describe sin. They might say: "Sin is black. It changes our hearts from pure white to black and dirty." Make a conscious effort to avoid that pitfall. That way you'll avoid the possibility of introducing or reinforcing negative stereotypes to your children.

Sign Your Feelings

AA Word Smart

Body Smart

Self Smart

Time

15 minutes

Materials

■ Sign language cards (reproducible pages 57-58)

If you don't think the movement approach will work well with your group, you might tell the story as above, but have the children use sign language to express their feelings. Ahead of time, cut out the cards and post them on your wall. Introduce the following basic signs for these feelings by referring to the cards on the wall and showing children how to sign the words *scared*, *disappointed*, *proud*, *sad*, *embarrassed*, *ashamed*, and *hope*.

Practice these signs with the children until they feel comfortable with them. Tell them you will stop from time to time in the story so they can express themselves with these signs. If they've forgotten exactly how to sign these words, they can just act them out. Then proceed to tell the story in the same way as scripted above.

Option to
step 2

3

GROW

Find the Differences

Number Smart

People Smart

Picture Smart

Earth Smart

Goal

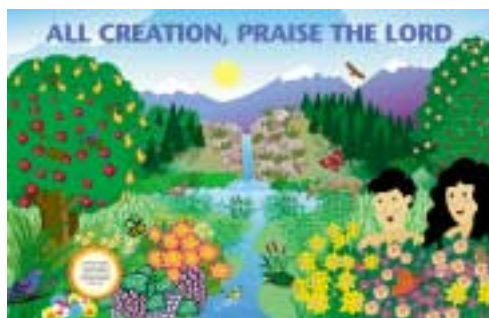
Realize how sin has changed our lives.

Time

10 minutes

Materials

- ☐ Children's magazine, pages 8-9, 12-13
- ☐ Stickers (dots or small stars, 15 per child)
- ☐ Markers



Distribute the magazines and have children form pairs. Ask one child in each pair to open the magazine to pages 8 and 9. Remind the children of how beautiful and perfect the world God created was. Now have the second child open the magazine to pages 12 and 13. These two pictures look alike, except that in this picture, the world has been spoiled. Point out to the children that sin spoiled the world not only for Adam and Eve, but for all the people who ever lived or who ever will live. Sin has changed us and our world. Invite the children to share some examples from their personal experience of ways sin has spoiled creation.



If a child mentions something really personal, such as that Dad and Mom fight a lot or hurt each other or them, gently acknowledge the child's contribution: "Yes, people do fight and hurt each other in this world. That's very sad, and when it happens, we need to tell someone about it." Be sure to draw this child aside when you have an opportunity to do so privately and encourage her to share more with you. Remember that young children sometimes experience a lot of pain. If you or any other responsible adult knows of abusive situations involving children, you are required by law to report it. If you feel you have learned something that may be serious enough to investigate further, discuss it with your pastor. For more information, see *Preventing Child Abuse* by Beth Swagman (available from Faith Alive Christian Resources, 1-800-333-8300 or www.FaithAliveResources.org).

Tell the children they should compare these two pictures very carefully and see how many differences they can find. When they notice a difference, they should put a sticker beside it.

After about five minutes, let the children take turns sharing what they've discovered with the whole group, each contributing one difference until all the differences have been pointed out. Praise them for their good observations.

Comment that the picture on pages 12 and 13 is a lot closer to today's world than the picture on pages 8 and 9. Then say something like, **I wonder if there's any hope for this world that's spoiled by sin?** Help the children realize that someday we will all be living in a new heaven and a new earth, and that Jesus is the way to that new heaven and earth. Encourage them to use a

marker to add a message of hope to the poster on pages 12 and 13, perhaps something like, "Jesus Came to Make All Things New" or "Jesus Is the Hope of the World."



If you're short of time, you could do this activity together as a group.



SHOW

Forgiveness and Prayer



Word Smart



Number Smart



Picture Smart



Earth Smart

Goal

Ask God to forgive our sins and celebrate our forgiveness in Christ.

Time

10 minutes

Materials

- Large clear glass container
- 1½ cups water
- Several shades of food coloring in plastic squeeze vials
- 1 cup of chlorine bleach in a really tight container such as a glass canning jar or screw-top soda bottle

Place the clear container on the table and pour in 1½ cups of water. Note how clean and pure it looks, just like the world before sin came. Now have each child add *one* drop of color.

When each child has added a drop of color, the water will turn dark and cloudy as the colors blend. Tell the children this is how sin changed God's pure and beautiful world.

Ask them to think back to the story and remember what God promised—that someday a child would be born who would come and crush the evil one, the serpent. That child is Jesus.

Now pour in about half of a cup of bleach and watch carefully. Slowly the water will change, getting clearer and clearer until it turns clean again. As the water clears, tell the children that Jesus came to clean up the sins of the world, including all of the sins you and the children commit each day. All we need to do is ask!



If too much color has been added, it takes much more bleach to clear the water. One-fourth cup of bleach will delete four drops of color. For a group of eight to ten, you'll need ½ to ¾ cup of bleach. Both food coloring and bleach can stain clothing, so handle these substances with care. Do not allow children to handle bleach, which is caustic. It's a good idea to have baby wipes or a wet cloth available for immediate clean-up if children stain their fingers with food coloring. You might wish to wear rubber gloves and an apron when working with bleach. Also be careful to prevent it from splashing on church carpets! Be sure to seal the bleach tightly and put it in a secure place immediately after using it.

Ask the children to stand together in a circle, hold each other's hands, and repeat the words of this prayer after you:

Dear God, **(Pause for children to repeat)**

Thank you for sending Jesus. **(Repeat)**

I'm sorry for disobeying you sometimes. **(Repeat)**

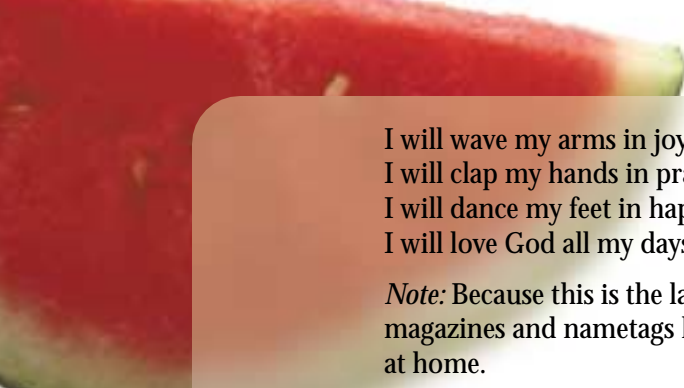
Please forgive me. **(Repeat)**

Thank you for taking away my sins. **(Repeat)**

I love you. **(Repeat)**

Amen. **(Repeat)**

Then ask them to join you in celebrating God's goodness to us in sending Jesus to take away our sins. After you say each phrase, pause to give the children time to do the motions:



I will wave my arms in joy
 I will clap my hands in praise
 I will dance my feet in happiness
 I will love God all my days

Note: Because this is the last page of the book, I have placed the nametags in the back of the book. Please take the nametags out of the back of the book and place them in the front of the book. Please also take the magazines out of the back of the book and place them in the front of the book.

overtime overtime overtime overtime overtime overtime overtime overtime overtime overtime

OVERTIME

Worship: Praise Instruments

Picture Smart

Body Smart

Music Smart

Time

15 minutes

Materials

- ☐ Creation songs (pp. 41-50; CD, tracks 1-4)
- ☐ CD player
- ☐ Bible
- ☐ Materials to make rhythm instruments (described below)

For today's worship time, you'll want to provide rhythm instruments for each child (see diagrams below to choose which would work best for your group). Make samples ahead of time so children will be able to see how the instruments are put together.

Castanets

For each set of castanets, you'll need

- 2 pieces of cardboard 1.5" (3.5 cm) wide and 5-6" (15 cm) long
- 4 large metal buttons with shank
- 4 twist ties
- Markers, stickers
- A hole puncher

Instructions:

- Fold cardboard strip in half.
- Punch holes in cardboard as indicated.

- Thread twist tie through button (see diagram) and poke ends of twist ties through holes in cardboard to fasten button tightly to cardboard.
- Decorate with markers and stickers.

38



Music Smart

15 minutes

Materials

- Creation

- CD player

- ☐ Bible

- Materials to make rhythm instruments (described below)

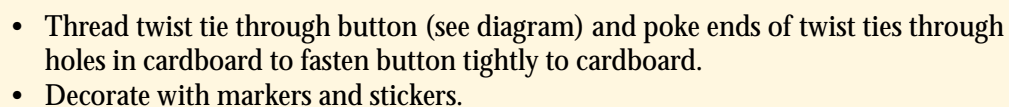
Castanets

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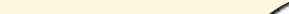
- Fold cardboard strip in half.

-



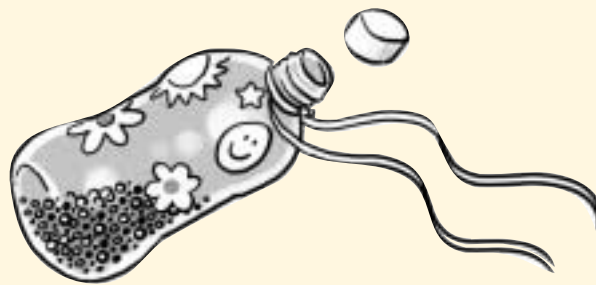
Shakers

For each shaker, you'll need

- A plastic bottle with a screw top (small soda bottles or dish detergent bottles work well)
 - An assortment of dried beans, rice, small pebbles, buttons, or beads
 - Funnel
 - Stickers, streamers
- 

Instructions:

- Half fill the bottle with beans, rice, pebbles, buttons, or beads. (A funnel will make this easier.)
- Decorate the bottle with stickers and/or streamers.



Tell the children that God delights in hearing our praises. Read Psalm 150. Tell the children that this is one of several passages where we read that people found great joy in praising God with a variety of instruments. They couldn't just go to the music store to buy instruments, so they usually made things out of materials they had at hand. You'll be doing the same thing today.

Show the children the instrument (or instruments) you've chosen to make. Then provide the materials they'll need and let them enjoy making their own instruments. Be prepared to offer help where it's needed.

When everyone has finished, use the instruments to accompany the singing of the four creation songs on the *Walk With Me* CD (tracks 1-4). Experiment with different rhythms and volumes. Make a joyful noise!

Creation Parade

Game



Word Smart



Number Smart



People Smart



Earth Smart

Time

15 minutes

Materials

- ☐ Game sheet (2 copies, reproducible page 59)
- ☐ Pencils
- ☐ Animal pictures (leader's resources)

Ahead of time, cut the six questions apart (top part of reproducible page 59) and stack in order (two sets). Also cut apart the pictures and keep in order, face down. Have a copy of the answer sheet (bottom half of game page) for each team.

Here's how the game works:

- Divide your group into two teams (number off or use odd-even birthdates to form teams).
- Each team sits on opposite sides of the room, while you sit in the middle.
- Give each team a copy of the answer sheet and a pencil and have them choose a scribe.
- Invite each team to send a representative to you. Explain to the groups that you will read the first clue out loud, then give each team representative her own copy of the question and send her back to the team to discuss the answer.
- Each team should choose two answers (first and second choice); the scribe records them in the columns on the answer sheet.
- When both teams are ready, invite the team representatives to show you their team's answers.

- Then announce the right answer. A team gets 5 points if their first choice is correct and 2 points if their second choice is correct. Show the group the picture of the animal from your leader's resource stack.
- Follow the same process for the other five animals. Encourage the teams to choose a different representative each time. Have fun!
- When the game is over, add up the points. You may want to have the losing team tidy up the room before going home while the others chat and visit. Or give the winning team first crack at a treat you've brought (but make sure you've brought enough for the losing team too!).

Answers:

1. Koala bear
2. Polar bear
3. Cow
4. Ostrich
5. Armadillo
6. Porcupine

Creation Song

A **D**

1 Who made day and who made night?

**optional acc. or footstomps*

(echo)
(Who made day and who made night?) Who made all the stars so bright?

(echo)
(Who made all the stars so bright?) Who made land and sea and sky?

(echo)
(Who made land and sea and sky?) Fish that swim and birds that fly?

(echo) *(spoken)*
(Fish that swim and birds that fly?) God made day! God made night! He

looked at it and said, "ALL RIGHT!"

Alternate verses:

- 2 Who made all the plants that grow,
leaves above and roots below?
Who made pine trees tall and green?
Who made corn and lima beans?
God made plants, tall and green!
God made corn and lima beans!
- 3 Who made bats and bumblebees?
Flamingoes with their knobby knees?
Leopard cubs and elephants?
Wolves that howl and dogs that pant?
God made bats! God made bees!
God made dogs and itchy flees!
- 4 Who made people dark and light?
Gave us earth and sky so bright?
Who wants us to treat it right?
Who loves us both day and night?
God loves us, dark and light!
God loves us both day and night!

- 5 Who made dinosaurs and whales?
Things with fins and things with tails?
Jellyfish and sharks and bears?
Things with teeth and things with hair?
God made sharks! God made bears!
Things that make you say, "Beware!"
- 6 Who made pigs and lightning bugs?
Mice and moose and slimy slugs?
Who made mold and squirming worms?
Viruses and tiny germs?
God made bugs! God made slugs!
Things that make you (*clap*) say, "UGH!"

Six Days Was All It Took

The musical score is written for piano and choir. The piano part consists of two staves (treble and bass clef) in 4/4 time, with a key signature of two flats (Bb and Eb). The tempo is marked *mf* (mezzo-forte). The score is divided into four systems, each with piano accompaniment and a corresponding vocal line for the choir.

System 1: The piano part begins with a series of eighth notes in the bass clef. The vocal line starts with a whole note chord (N.C.) and then moves to a half note chord (Eb).

System 2: The vocal line begins with a whole note chord (Bb) and then moves to a half note chord (N.C.). The lyrics are: "God made ev - 'ry - thing, like it says in his ho - ly book."

System 3: The vocal line begins with a whole note chord (F) and then moves to a half note chord (Fsus). The lyrics are: "He spoke and it was done; six days was all it took."

System 4: The vocal line begins with a whole note chord (Bb) and then moves to a half note chord (N.C.). The lyrics are: "Day one, he made the light. Day two, he made the sky."

Fsus F Eb Bb F

Day three, he moved the seas and made the land and trees so

Bb Bb N.C. Eb Bb

high. God made ev - 'ry - thing, like it says in his ho - ly book.

F Fsus F Fsus F Eb Bb F

He spoke and it was done; six days was all it took.

Bb Bb N.C. Eb Bb

Day four, he made the sun, the moon and stars so bright.

Day five, he made the fish that swim and all the birds that

Fsus F Eb Bb F

fly. God made ev - 'ry - thing, like it says in his ho - ly book.

Bb Bb N.C. Eb Bb

He spoke and it was done; six days was all it took.

F Fsus F Fsus F Eb Bb F

Second time to Coda

Day six, he made the an - i - mals and

Bb Bb N.C. Eb

B \flat Fsus F

things that crawl and creep. And then he made

E \flat B \flat F B \flat B \flat *D.S. al Coda*
N.C.

a man, some - one that's just like me. God made

D.S. al Coda

Φ Coda B \flat B \flat N.C. E \flat

He spoke and it was done; six

Φ Coda

B \flat F B \flat *Spoken:* And on the seventh day, God rested. B \flat

days was all it took.

The Lord Is Great

G D7 G D7 etc.

The Lord is great! Ev-'ry-bod-y sing. La, la, la, al-le-lu-ia! The

Lord made us! Ev-'ry-bod-y sing. La, la, la, al-le-lu-ia! God

made the beasts, the birds in the tree, the fish in the wa-ter, and God made me! The

Lord is great! Ev-'ry-bod-y sing. La, la, la, al-le-lu-ia! The

Lord is great! Ev-'ry-bod-y sing. La, la, la, al-le-lu-ia!

Let Everybody Praise the Lord

First System: Treble clef, 2/2 time. Chords: F, Bb/C, F. Lyrics: Let ev - ery - bod - y breath - in' praise the

Second System: Treble clef, 2/2 time. Chords: F, Bb/F, F. Lyrics: Lord. Let ev - ery - bod - y breath - in' praise the

Third System: Treble clef, 2/2 time. Chords: C7, F, F7/A. Lyrics: Lord. Join in cre - a - tion's choir, and

Fourth System: Treble clef, 2/2 time. Chords: Bb, F/C, C7. Lyrics: lift his prais - es higher. Praise the Lord, praise the Lord, praise the

Fifth System: Treble clef, 2/2 time. Chords: F, Bb/F, F, C. Lyrics: Lord. 1 A - rise with the roos - ter and

Chorus: Treble clef, 2/2 time. Chord: F. Lyrics: Let ev - ery - bod - y breath - in' praise the

(Cock-a - doo-dle - doo!)

F C

sing. Join the cows in a wor-ship of - fer -

(Moo!)

F B \flat

ing. Quack out prais - es with the

(Quack, quack, quack, quack)

(Quack, quack, quack, quack!)

F Dm7 G G7

duck. Give thanks with the chick - ens, cluck, cluck,

(Bok, bok, bok, bok!)

C7 2 F B \flat /F F

cluck! Let Lord. 2 Join the

C F (Neigh!)

hor - ses and dance be-fore the Lord. Stomp your

C F (Baa!)

feet with the sheep and praise him more. Bark your

B \flat (Woof, woof, woof, woof) F (Woof, woof, woof, woof!) Dm7

prais - es with the dog.

G G7 C7 (Snort, snort!) D.S. al Coda Φ

Oink out your thanks - giv - ing with the hogs! Let

Φ Coda

F/C C7 F F/A B \flat B \circ 7 B \flat /C (Praise the Lord!) F

Lord, praise the Lord, praise the Lord.

Dear Family:

Today your child began a new theme in church school: “God Made Everything.” The four lessons in this unit focus on the beautiful world God made and our responsibility for caring for that world. We’ll also spend one week hearing about the mess we made of God’s creation through disobedience and sin—and how God kept loving us anyway.

Your child is working through a magazine in class for these four weeks. You can expect to see it come home at the end of this unit. Please take time to look through the magazine with your child and to ask him or her to tell you some of the things we’ve learned together over the past weeks.

Please pray for us as we learn more about our powerful and loving Creator God.

Sincerely,

Dear Family:

Today your child began a new theme in church school: “God Made Everything.” The four lessons in this unit focus on the beautiful world God made and our responsibility for caring for that world. We’ll also spend one week hearing about the mess we made of God’s creation through disobedience and sin—and how God kept loving us anyway.

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Please pray for us as we learn more about our powerful and loving Creator God.

Sincerely,

Memory Fun

In the beginning

God created

the heavens and the earth.

God saw

all that he had made,

and it was

very good. Genesis 1:1, 31a (NIV)

Memory Fun

In the beginning . . .

God created

the heavens and the earth.

God saw

everything that he had made,

and indeed,

it was very good. Genesis 1:1, 31a (NRSV)

Creation Treasure Hunt

See how many of these things you can find! If you can take the item with you, put it in your bag. If you can't take it with you, describe the item on this page.



☐ something that smells sweet

☐ something that feels rough

☐ something green

☐ something that's not alive

☐ something that may change shape

☐ something smooth and hard

☐ something with legs

☐ a sound you hear

☐ something that is soft

Question Cards

1. How did God make Adam?

4. Could Adam eat anything he wanted?

2. Where did Adam live?

5. Did God make Eve in the same way as Adam?

3. Did Adam do any work?

6. What was life like for Adam and Eve?

Genesis 3:1-13

New International Reader's Version

¹The serpent was more clever than any of the wild animals that the LORD God had made. The serpent said to the woman, "Did God really say, 'You must not eat the fruit of any tree that is in the garden?'"

²The woman said to the serpent, "We can eat the fruit of the trees that are in the garden. ³But God did say, 'You must not eat the fruit of the tree that is in the middle of the garden. Do not even touch it. If you do, you will die.'"

(Pause and encourage children to express feelings.)

⁴"You can be sure that you won't die," the serpent said to the woman. ⁵"God knows that when you eat the fruit of that tree, you will know things you have never known before. You will be able to tell the difference between good and evil. You will be like God!"

(Pause and encourage children to express their feelings.)

⁶The woman saw that the fruit of the tree was good to eat. It was also pleasing to look at. And it would make a person wise. So she took some of the fruit and ate it. She also gave some to her husband, who was with her. And he ate it.

(Pause and encourage children to express their feelings.)

⁷Then both of them knew things they had never known before. They realized they were naked. So they sewed fig leaves together and made clothes for themselves.

(Pause and encourage children to express their feelings.)

⁸Then the man and his wife heard the LORD God walking in the garden. It was the coolest time of the day. They hid from the LORD God among the trees of the garden.

⁹But the LORD God called out to the man. "Where are you?" he asked.

(Pause and encourage children to express their feelings.)

¹⁰"I heard you in the garden," the man answered. "I was afraid. I was naked, so I hid."

¹¹The LORD God said, "Who told you that you were naked? Have you eaten the fruit of the tree I commanded you not to eat?"

¹²The man said, "It was the woman you put here with me. She gave me some fruit from the tree. And I ate it."

¹³Then the LORD God said to the woman, "What have you done?"

(Pause and encourage the children to express their feelings.)

The woman said, "The serpent tricked me. That's why I ate the fruit."

(Pause and encourage children to use signs to express their feelings.)

Sign Language Cards

Scared

Hold both "AND" hands in front of the chest, fingers pointing toward each other; then open both hands and move the right hand toward the left and the left hand toward the right, palms facing self.



Disappointed

Both middle fingers move down the chest side by side.



Proud

Place the "A" hand against the chest and move it slowly upward.



Sad

Hold both open hands in front of the face, fingers slightly apart and pointing up; then drop both hands a short distance and bend the head slightly.



Embarrassed

Hands move upward alternately in front of the face (palms in).



Hope

Touch the forehead with the index finger; then raise the open palms so they face each other, the right hand near the right forehead and the left hand at the left. Both hands bend to a right angle and unbend simultaneously.



Creation Parade Game

1. I am an animal that is found in Australia. God gave me a pouch where my baby lives for several months. I spend most of my time in trees and I especially like to eat eucalyptus leaves. Who am I?
2. I am a very large animal with claws. I live in icy, cold parts of the world. God made the color of my coat to match my surroundings. I do a lot of swimming. I eat meat. Who am I?
3. I am a female animal. People know me best for what I give them. You might find my gift on your breakfast table or on your bread. I live in most regions of the world. Who am I?
4. God made me the largest living bird. When I am full-grown, I am usually taller than a man. I do not fly, but I can run like lightning. I can kick really hard too, so don't stand too close! Who am I?
5. God gave me a very unusual body. Instead of fur or hide, I'm covered with a shell of bony plates. I can hide in my shell, but I am not known for living in the water. Think hard, now! Who am I?
6. Most people and animals stay away from me. You see, God gave me a nifty way of protecting myself. When a creature comes too close, I can poke something into its skin that will hurt a lot. And it will be almost impossible to pull it out. Who am I?

Answer Sheet

	First Choice	Second Choice
1.		
2.		
3.		
4.		
5.		
6.		

Page 60 is blank

Page 61 is blank

Page 62 is blank

Leader's Evaluation

We invite you to take a few minutes to tell us how *Walk With Me* is working for you. Please complete this form and return it to

WWM Evaluation
Grades 2-3
Year 1, Unit 1
Faith Alive Christian Resources
2850 Kalamazoo Ave. SE
Grand Rapids, MI 49560



Save time by e-mailing your comments to us at editors@WalkWithMeOnline.org.

Be sure to tell us that you are teaching grades 2-3, year 1, unit 1.

Things I found especially helpful/effective in these materials . . .

Things I changed or supplemented in this unit . . .

Joys/challenges I encountered while teaching this unit . . .

Name:

Church/Denomination:

Grade level I teach:

Grades 2 and 3

Year 1 - Old Testament

Unit 1: God Made Everything

Unit 2: God Keeps Promises

Unit 3: God Loves and Cares for Us

Unit 4: God Saves Us

Unit 5: God Wants Us to Trust and Obey

Unit 6: God Leads Us and Answers Our Prayers

Unit 7: God Gives Us Leaders

Unit 8: Serve God Only

Unit 9: Our Great God Cares for Us

Year 2 - New Testament

Unit 1: God's Promises Come True

Unit 2: Jesus Calls Us to Follow Him

Unit 3: Jesus Can Do Powerful Things

Unit 4: Jesus Can Make Us Well

Unit 5: Jesus Loves Me

Unit 6: Jesus Loved Us Enough to Die for Us

Unit 7: Jesus Our Lord Is Alive!

Unit 8: The Holy Spirit Is with God's People

Unit 9: The Holy Spirit Helps Us to Tell Others





Photo: Corbis



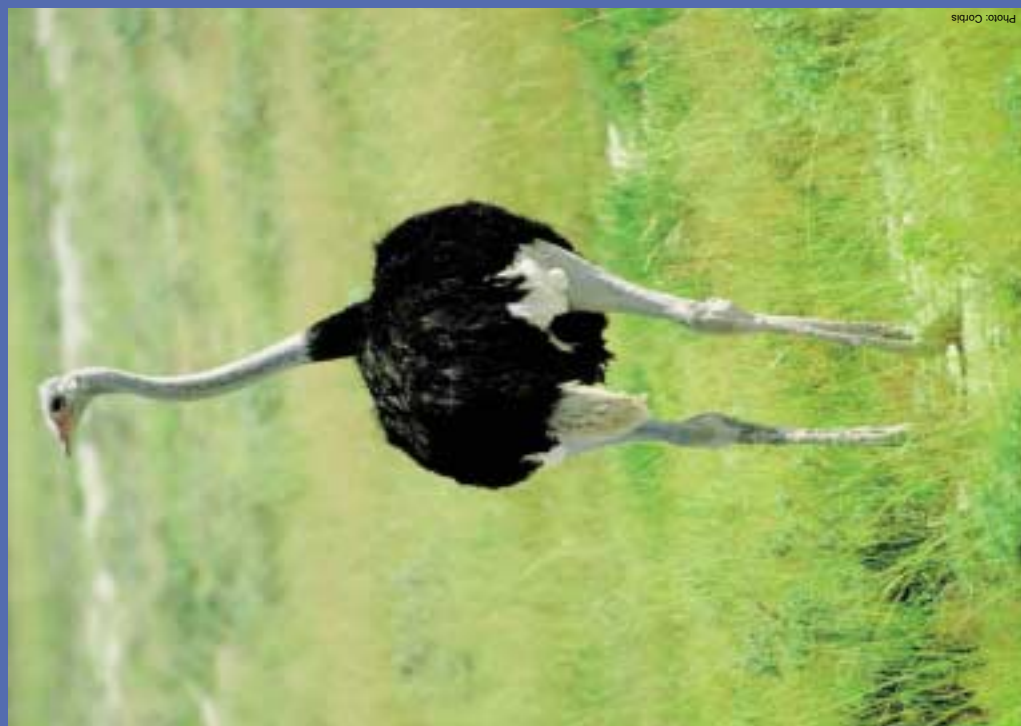
Photo: Corbis



Animal Pictures



Animal Pictures



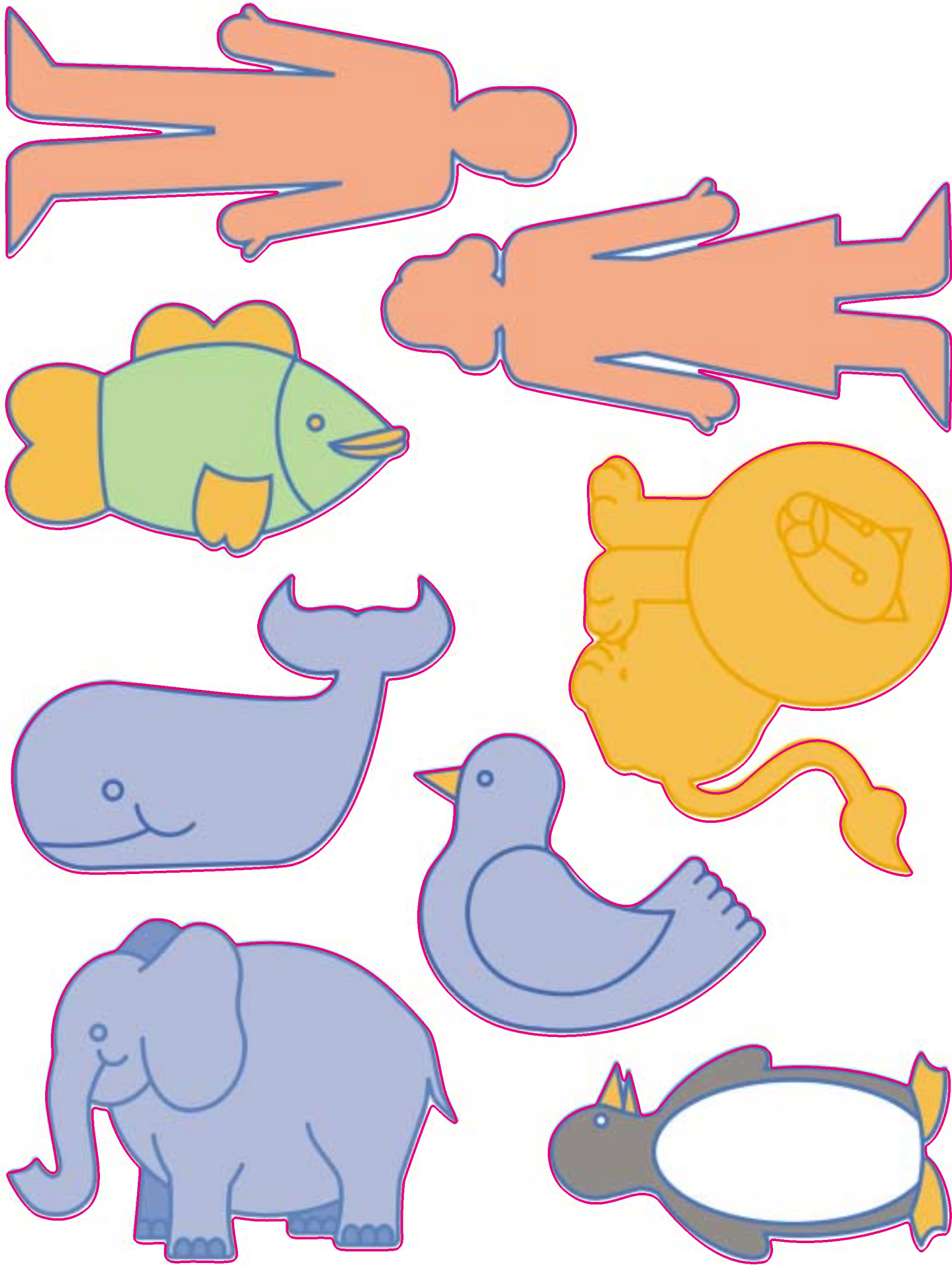
GRADES 2-3 **YEAR 1**
UNIT 1 SESSION 1



Nature Patterns



People and Animal Patterns



Creation Caretaker Badges



...walk with me...

m a g a z i n e



GOD MADE EVERYTHING

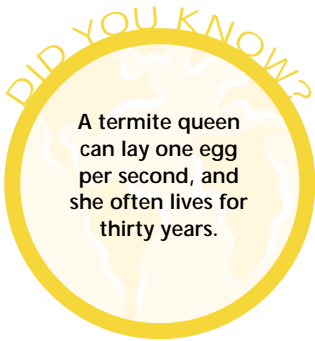
DID YOU KNOW?

It takes 8 minutes for the light of the sun to reach the earth. Light from the nearest star must travel for four years to reach the earth.

God Made It All

1

Daylight bright,
so yellow white.
Darkest dark,
God called it, night.



A termite queen
can lay one egg
per second, and
she often lives for
thirty years.

2

God put blue
way up on high.
It was good,
God called it sky.

I from Nothing!

3

Plants and flowers,
grass and trees—
thank you, God,
for all of these.



Seas and lakes
and rivers too,
pouring rain and
morning dew.

4

Giant sun
so round and bright,
giving us
a brilliant light.

Stars and moon
of yellow white,
lighting up
the darkest night.

God Finished

5

God made birds
to fly up high,
riding winds
across the sky.

Silvery fish
appeared to play.
Splashing! Diving!
What a day!

6

See the animal
parade,
skins and fur
of every shade.

es the World

Next God said,
“Let’s make a man
in our image
is the plan.”

After Adam
came to life,
God made Eve
as Adam’s wife.

They were special—
God loved them.
They would walk and
talk with him.



7

When God rested,
there it stood—
what a world!
So very good!

Yes! God’s world was
very good!

WORD STACK



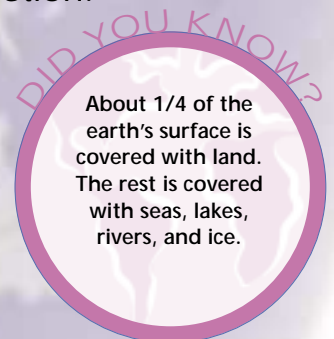
God made many things and gave them names. Read the clues and fill in the blanks with the correct word. Then write the circled letters on the lines below.

1. What God named the heavens. _____
2. What God named light. _____
3. What God named the man. _____
4. What God named dry ground. _____
5. What God named the waters. _____
6. What God named the darkness. _____

Write the circled letters here:

Now unscramble the letters to find the answer to this question:
What did God ask Adam to name?

Check your answers on page 14.



The Name Game

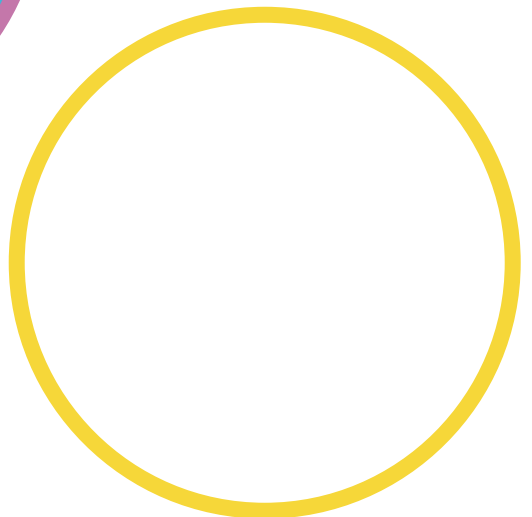
God gave Adam the job of naming all the animals and birds. Think of the joy Adam felt as they paraded before him. If you were helping Adam, what would you name these interesting creatures? Write your names for them on the lines. Draw a picture of a brand-new creature in the fifth circle and name it yourself.











DID YOU KNOW?

If there was a road all the way around the world, you would have to walk twenty-three miles every day for three years to travel all of it.

ALL CREATION, P



DID YOU KNOW?

A person can live two weeks without food, two days without water, and only a few minutes without air.

RAISE THE LORD!

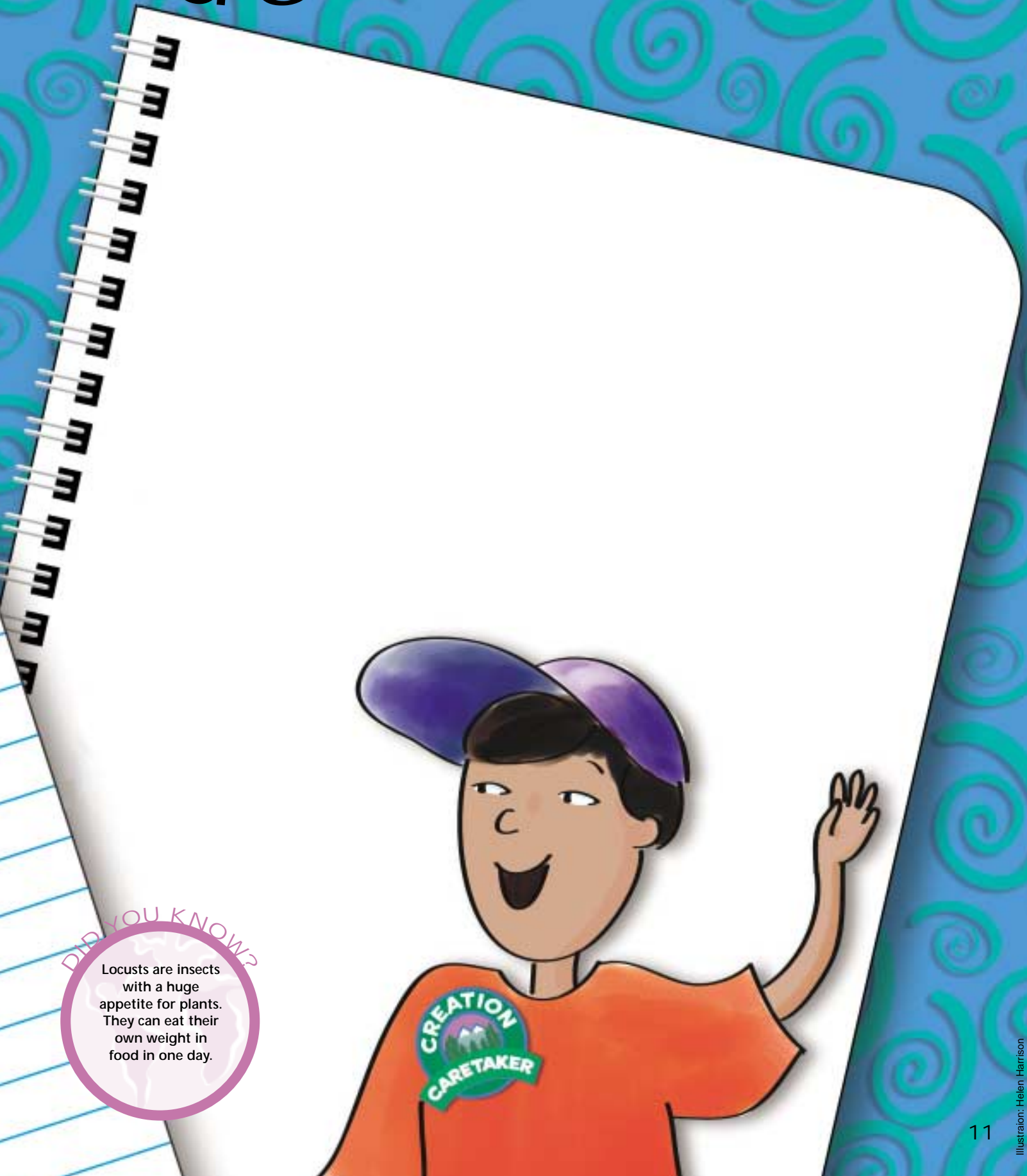


I Will Care for

You are an official Creation Caretaker! Write about three things you can do to care for God's Creation. Draw pictures to show you doing it. Then decide to do one thing this week. Put a big star beside the thing you choose to do.



God's World.



DID YOU KNOW?

Locusts are insects with a huge appetite for plants. They can eat their own weight in food in one day.

SIN SPOILS GO



WORLD'S CREATION

DID YOU KNOW?
A human heart beats about seventy times per minute. An elephant's heart beats twenty-seven times a minute. A canary's heart beats a thousand times a minute.



God's Plan to Save the World from Sin

0	1	2	3	5	5	5	5	5	3	2	1	0
0	1	2	3	5	4	4	4	5	3	2	1	0
3	5	5	5	5	4	4	4	5	5	5	5	3
3	5	4	4	4	4	4	4	4	4	4	5	3
3	5	4	4	4	4	4	4	4	4	4	5	3
3	5	4	4	4	4	4	4	4	4	4	5	3
3	5	5	5	5	4	4	4	5	5	5	5	3
0	1	2	3	5	4	4	4	5	3	2	1	0
0	1	2	3	5	4	4	4	5	3	2	1	0
0	1	2	3	5	4	4	4	5	3	2	1	0
0	1	2	3	5	4	4	4	5	3	2	1	0
0	1	2	3	5	4	4	4	5	3	2	1	0
0	1	2	3	5	4	4	4	5	3	2	1	0
0	1	2	3	5	4	4	4	5	3	2	1	0
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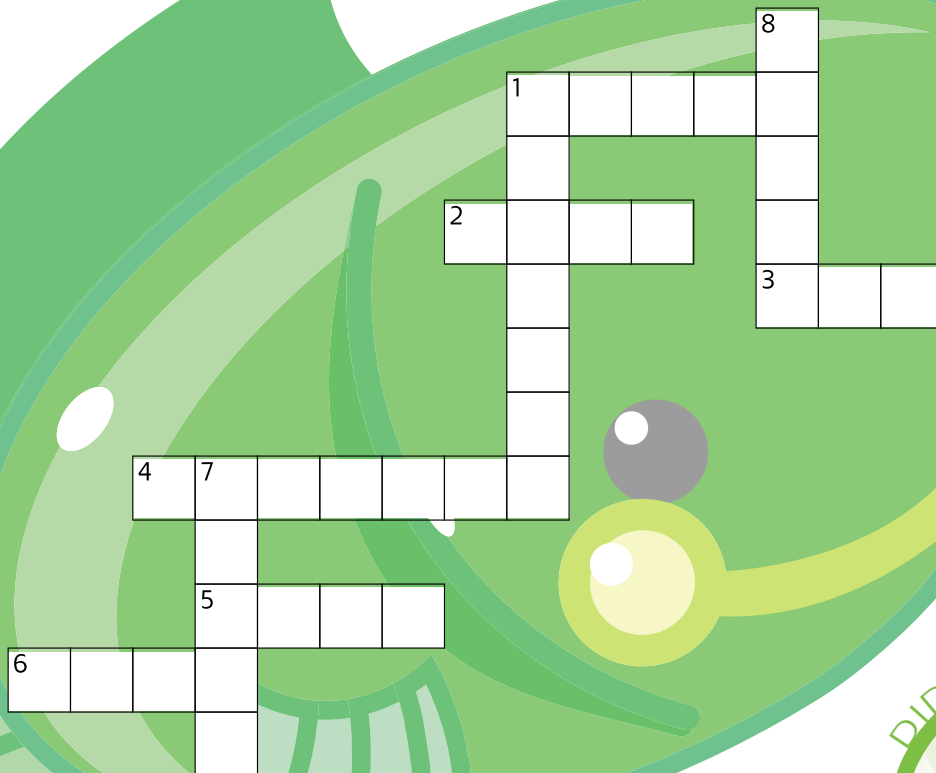
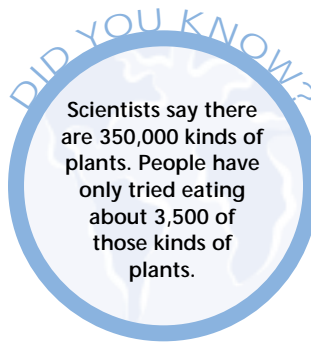
Use this guide to color in the squares and see God's plan!
 0 - black 1 - blue 2 - green 3 - yellow 4 - red 5 - orange

Answers to Word Stack, page 6: 1. Sky 2. Day 3. Adam 4. Land 5. Seas 6. Night; What Adam named: Animals

Crossword Puzzle

Across

1. Some plants make this for us to eat.
2. The big night light.
3. Name for the heavens.
4. Creatures that live on the land.
5. What God said about the world.
6. They swim.



Down

1. Plants that are colorful and often smell good.
7. When the sun goes down.
8. They shine with the moon.

Check your answers on page 6.



Creation Song

A *D*

1 Who made day and who made night?

**optional acc. or footstomps*

(echo)
(Who made day and who made night?) Who made all the stars so bright?

(echo)
(Who made all the stars so bright?) Who made land and sea and sky?

(echo)
(Who made land and sea and sky?) Fish that swim and birds that fly?

(echo) *(spoken)*
(Fish that swim and birds that fly?) God made day! God made night! He

1, 2, 3 *Final ending* *D*
looked at it and said, "ALL RIGHT!"

2 Who made bats and bumblebees?
Flamingoes with their knobby knees?
Leopard cubs and elephants?
Wolves that howl and dogs that pant?
God made bats! God made bees!
God made dogs and itchy flees!

3 Who made people dark and light?
Gave us earth and sky so bright?
Who wants us to treat it right?
Who loves us both day and night?
God loves us, dark and light!
God loves us both day and night!

Words: Lynnette Pennings
Music: Traditional
Words, "Kids on the Rock!" © 1994, Gospel Light (Ventura, CA). Used by permission.

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..walk with me..

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