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...walk with me.. LEADER'S GUIDE GRADES 4-5 YEAR 1 UNIT 1 GOD'S BEAUTIFUL WORLD—SPOILED



What's Inside Understanding Your Kids 5 How to Use This Guide 6 Session Plans 8 Songs and Other Resources 41

Pull-Out Visuals (remove center staple) 4



What Else You'll Need Children's Resources .4

CD4



Any questions or comments about this unit? We'd love to hear from you: Faith Alive Christian Resources 1-800-333-8300 E-mail: editors@faithaliveresources.org RCA Children's Ministry Office 1-800-968-3943 E-mail: childrensministry@rca.org

Walk With Me curriculum has been developed by Faith Alive Christian Resources, a ministry of the Christian Reformed Church, in cooperation with the Children's Ministry Office of the Reformed Church in America.

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Walk With Me Grades 4 and 5 Year 1, Unit 1: God's Beautiful World—Spoiled

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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. For this unit, consider asking other members of your congregation to do some of the following:

- Invite someone to be your supply person throughout the year. Although you can certainly do this on your own, it's time-consuming, and asking for help will give someone else the opportunity to contribute to your children's ministry. You'll need to go through the four sessions ahead of time and let the person know which steps, options, and overtime ideas you plan to use. (See session planners on pages 8, 18, 26, and 34.)
- Not musical? Invite a musician from your congregation to join your group from time to time. He or she might lead the kids in singing, help them learn a rap, help them write their own songs, and so on.
- In session 4, the second Overtime suggestion urges you to invite an artist or craftsperson from your church to visit your group and talk about what it means to worship God while creating something.

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 volunteers will be encouraged by the energy and spontaneity of the children. 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. The sessions are designed to touch the hearts of both leaders and students and to 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 kids 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 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



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



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 in sequence.



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.



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



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



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.



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



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:

• 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 a Memory Challenge—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.



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.



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 that this Scripture connects with the lives of the children you teach (Tell About It).

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

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

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.

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

1 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 the children recognize what the Bible story or passage means for their own faith and life.
- Learning is 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.

2 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.

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

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

(b) 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.

s Good Creation

Scripture Genesis 1:1-2:3

Memory

Challenge Psalm 24:1-4a

Focus

God created everything, and it was very good.

WORDSearch

Think About It

"In the beginning God . . ." The Bible's account of how the world began starts with God. It's a call to faith. We just can't miss its invitation to bring

Session Planner	
Hello Understand that only God could create the world	1
out of nothing.	
Make a Flower, If You Can	10 minutes
Know Give examples that show the wonder and beauty	,
of God's creation.	
Creation Story: God's Good Call	10 minutes
Grow Experience awe and wonder at the grandeur and	1
goodness of God's world.	
Circle Walk	20 minutes
Option: Nature Artists	15 minutes
Show Praise God for the goodness and grandeur of each	h
day of creation.	
Say It Gladly!	10-15 minutes
Option: Creative Praise	15 minutes
Overtime	
Memory Challenge and Prayer	5 minutes
Guessing Game	5 minutes

glory to our great Creator. The overwhelming goodness, beauty, and excellence of what God has made will make us break out in praise.

Pray About It

Take a moment to reflect on the awesome universe God created. God created trillions upon trillions of stars. Each one of these stars is so far apart from all the others that we humans will never be able to reach even our sun's closest neighbor! Yet God has made us so intricately and with such complexity that even the world's greatest scientists have only the faintest beginning of understanding of how we're put together. When you draw near to your Creator with praise and adoration, you most intimately fulfill God's deepest purpose for creating all those stars and for creating you to gaze on them.

Our lesson rightly follows Romans 4:17 and Hebrews 11:3 in teaching that God created everything out of nothing *(ex nihilo)*. But Genesis spends much more time emphasizing how God ordered this world. It describes the earth before creation as "formless and empty" (Gen. 1:1). It's dark, chaotic, and dangerous, like a house hit by a hurricane. It needs to be tamed and made livable. Its pieces need to be sorted out and put in their right place.

Genesis does not give us a cut-and-dried scientific lecture on how God made everything. So don't spend too much time with your class sorting out all the details. Genesis is much more interested in telling us how much our world really matters to God. Our Creator has a

deep personal investment in our world, and an equal investment in human beings, the crown of creation. Genesis tells us how we are created in

God's image, after God's likeness. From the ground up we're designed to live in a special relationship of love and obedience to God. Our Creator makes us partners with God in taking care of the world. By managing it well we make the world even better than it is—a place that brings the Lord ever more glory.

Tell About It

What impressions about this entire story should you leave with your students? First, that creation is a delight to God (Prov. 8:30-31; Ps. 65). God finds it very good. So should we. Above all, share the excitement of being invited by our Creator to make the world an even better place.

Second, give them a deepened sense of God's greatness. Let the billion-starred galaxies and the delicate intricacy of the housefly walking on your classroom window invite you to praise God together. God will find that very, very good.

"On the seventh day God rested from all his work" (Gen. 2:2). Don't assume that God was tired and needed a nap. The day of rest is a divine sign that the work of creation is finished. It signifies that God will not interfere with this created order or add to it. God will continue the work of maintaining it and giving it life. But creation is complete. And, praise God, it's very, very good.



Understand that only God could create the world out of nothing. 10 minutes **Materials** Pairs of matching items from nature: similar flowers, weeds, leaves, branches, pine needles (or go all out and take two goldfish in separate bowls!) Bring enough so that each child receives one item to match with someone else's item. Nametags and markers (optional)

You may want to provide nametags for the children to complete as they arrive, especially if all or some of the children are new to the group.

Greet each child warmly and hand each an item from nature (see list above). Be sure that another child gets a matching item.

When all the kids have arrived and are seated, tell them to pair up with the person who has a similar flower or leaf or whatever they have (a child with a dandelion would find another child with a dandelion). Once the kids have paired off, ask them to talk about these questions for one minute:

- If you had to make this dandelion or pine needle or whatever you have, how would you do it? What materials would you use?
- Would it be possible for you to actually make a flower or a branch or a stone-even if you had the necessary materials?
- Who could do such a thing?

After a couple of minutes, ask the pairs to respond. Affirm any suggestions they offer (such as using dirt to make a flower or iron ore to make a rock). Then ask them to imagine how much more diffi-



Write the schedule of the morning's activities on the board or on newsprint. This will help you and the kids stay on task and on schedule. Give the activities interesting and fun titles. Use ours or feel free to make up your own.

cult it would be to make a flower out of ... absolutely nothing. Zero. Zip.

Affirm that only God Almighty could create a flower, a bird, a person, or a whole world out of nothing at all.

Have the group stand up and applaud our great and awesome God. Then open the session with a short prayer, praising God for being the awesome Creator of all things.



Goal

Give examples that show the wonder and beauty of God's creation.

Time

10 minutes

Materials

- Bible
- Large clear glass bowl or plastic cake cover full of water
- Flashlight or overhead projector
- Story: "God's Good Call" (CD, track 1; children's resources, poster, side 1)
- CD player
- □ Food coloring (blue, green, orange)







If your time is limited, try a shortcut approach to the story:

- Play the story on the CD and have the children follow along on side 1 of the poster.
- As you listen to the third paragraph (God's call for light), light a candle. Briefly pause the CD to have kids lightly shade the fourth paragraph with blue, the fifth with green, the sixth with red, the seventh with orange, and the eighth with purple.

Open your Bible to Genesis 1. Read verse 1 aloud. With a sense of awe explain that the very first chapter of the Bible in the book of Genesis tells us that there was a Creator who made all things out of nothing. That Creator was God.

Explain that we are going to be listeners. As listeners we'll be thinking about the world coming into being through God's voice. As listeners we'll use our imaginations, picturing the shape and form of things as sounds and colors burst forth across the earth.

Turn off the lights and set a bowl of water on an overhead projector or set the bowl of water on the table and use a flashlight to shine on the bowl.

Today's creation story, "God's Good Call," is told on the CD (track 1). As the children listen, do the following (hit the pause button on your CD player to give yourself enough time):

- At the phrase "Let there be light," turn on the overhead light or shine the flashlight.
- At the phrase "The blues of the sky," add a drop or two of blue food coloring to the bowl of water.
- At the phrase "out of green plants," add a drop or two of green food coloring at a distance from the blue coloring (you don't want the colors to blend into each other).
- At the phrase "orange-colored fish," add a drop or two of orange food coloring at a distance from the other colorings you added earlier.



Set aside the bowl of colored water after the story, but save it for next week. By that time it

should be murky, which is what you want it to be.



Goal

Experience awe and wonder at the grandeur and goodness of God's world.

Time

20 minutes

Materials

- Poster, session 1 (children's resources)
- Seven white paper clouds made from newsprint for creation, labeled "Day 1," "Day 2," and so on
- Masking tape
- Seven trays with crayons, chalk, or oil pastels in the following colors:
 - Day 1: black and white
 - Day 2: several shades of blue
 - Day 3: blues, greens, browns, reds, yellows
 - Day 4: yellows, reds, silver
- Day 5: blues, grays, browns, oranges, neon colors
- Day 6: all colors
- Day 7: golds and purples
- Newsprint with drawing of sunrise and the word *East* on it,
- large enough to cover top half of doorframe to your room

This "circle walk" activity is based on a Navajo tradition that will first help the children learn about creation and then praise God for what they've learned. According to this tradition, the children start in the east. Then they move in a circular pattern, spiraling inward with a clockwise motion. Once they reach the center of the spiral, they leave in a counterclockwise motion. Entering the spiral represents learning, and leaving the spiral represents giving back in some way. For this creation activity, entering represents learning the days of creation, and leaving represents giving back praise to God.

• If you haven't already done so, distribute the poster for session 1 from the student resources. (You should have one poster for each student and one for yourself.) Call attention to the painting "And It Was Good" by Christian Navajo artist Elmer Yazzie. Read the caption to the group. It explains the details of the painting.



• Tape seven clouds (that you have cut out of newsprint and labeled "Day 1," "Day 2," and so on) to the walls



To save time, tape the clouds to the wall before today's session.

around the room. Start on the right as you enter your room and tape them at a level where your students can comfortably draw while sitting on a chair. For each day supply the appropriate colors to represent what was created on that day (see materials list).

- Assign one cloud representing one day of creation to each child.
- Direct students to use the crayons in the tray to illustrate the day of creation they have been assigned. (You may want to remove the papers from the crayons to encourage using broad strokes rather than just the tips.) They may check Genesis 1 or the story on side 1 of the poster to review what God made on that day. Let them know they'll have about five minutes to do this.



• While the children are working, open your room door and cover the top half of the door opening with a large piece of newsprint with a sunrise and the word *East* on it. The writing and drawing should face toward the hall outside your room. It should be low enough so that the children will need to bend or kneel to go under it.



• When the children are finished illustrating the days of creation, exit the room with the entire group and stand outside the door. Explain that this activity is based on a tradition of the Navajo tribe. We will be doing this in a way that shows our respect for everything God has made. Offer an explanation along these lines:

We are about to enter the creation room.

We enter from the East because the sun rises in the east and that represents beginning. Inside the room, the clouds represent what our great God has made. To show our awe and humility, we will enter the room on our knees.

Once we're inside the room, we will stand up and walk the "circle of creation" together.

tip

Some children in your group may be interested in knowing a little more about the poster "And It Was Good." Share some of the following comments from artist Elmer Yazzie with them as they look at the poster with you. Or simply use them for your own reflection.

In the center of the poster are four corn plants with seven fruitful cobs. These plants represent God's desire for all of creation to experience complete fruitfulness according to God's plan. Each plant is rooted into the three center circles, indicating that this complete fruitfulness of creation takes place through the work of the Father, Son, and Holy Spirit.

Four rain clouds in three sections surround the corn plants. These clouds contain God's blessing for the elements of creation. Water is one valuable element necessary for life.

And finally, all seven days are built on the three layers of God's design: to control the elements of nature, to give all seed-bearing plants to humanity, and to give humanity the responsibility to care for the earth.

• Kneel and crawl under the "East" sunrise display. Once everyone is inside, walk around the room, naming the days and acts of creation. After the seventh cloud picture, spiral inward toward the center of the room, asking the group to stand quietly and remember all that God created. Remain there for a minute or so. (You will complete this activity in the next step.)



Nature Artists N Picture Smart P Earth Smart

lime

15 minutes

Materials

- Sheet of cardboard, about 8½ x 11, with a one-inch square cut out of the middle, one per student
- Drawing paper, one per child
- Markers, crayons

If you have a short class session, you may want to use this option to step 3.

Here's a substitute for the circle walk described above and continued in the next step. Give each child a piece of cardboard, drawing paper, and markers or crayons of various colors. Take the group outside and have them look at grass blades, flowers, tree bark, leaves, and so on through the cardboard opening. When they find something they think is especially interesting, they should sit down and sketch a full-sized picture of it, using the drawing paper and markers. They can use the cardboard as a reasonably firm surface to write on (or supply clipboards or magazines for this purpose).

Encourage kids to study their subject carefully like real artists, taking frequent looks at it as they create their sketches. If they wish, they may look at their own skin or the eye of a friend, but warn them not to look at the sun. (Providing plastic magnifying lenses for each child would be another great way for them to explore details around them.)

Back in your meeting room, kids can show their drawings and let the others guess what it is (if it isn't obvious).

Option to step 3



Goal

Praise God for the goodness and grandeur of each day of creation.

10-15 minutes

Materials

- Songs: "Creation Song" (pp. 41-42; CD, track 2);
- "In the Beginning" (pp. 43-44; CD, track 3)

CD player

Before the children spiral their way out of the circle, explain that when we entered the circle and walked through the days, we were learning about God's creation. As we leave the circle, we will give back praise to God for each day of creation.



Keep the prayers voluntary. Some children enjoy praying aloud, others are afraid to do so. It may help to give kids a sentence starter to complete: "Awesome God, we praise you for creating . . ." Or have the entire group say the same praise line aloud: "Awesome God, we praise you for creating . . . (people, plants, and so on) out of nothing." Tell the group how you will end the praise phrase before saying it together.

Lead the class back through the circle, walking counterclockwise and stopping first at Day 7. Ask who would like to say a word of praise to God for this day of rest. Pause for a short prayer of praise. Continue with each day in this same manner.

When the group reaches Day 1, listen to "Creation Song" on the CD (track 2) and then circle the room again, thinking of all that God has placed on the earth. Since the song uses the call-and-response technique, it will be easy for the children in your group to join in.

Encourage kids to use this song during the week, perhaps singing it as they take a nature walk later on in the day or during the week. If you have time, you may also want to introduce the lively song "In the Beginning" (track 3). It provides a fun and helpful way of remembering the days of creation and thanking God for each one of them. Consider adding these motions:

- God: point up
- heavens: arms raised toward sky
- earth: bring hands together over head, forming a circle



Shout out the days and numbers (Day 1...). As the children become familiar with the order of creation, they may wish to respond with what was created on each day.

Before children leave, invite them to take their posters home and display them. Point out the additional "Creation Riddles" on side 1 that the children can enjoy reading at home.

	f] Music Smart	ل Self Smart
Fime 15 minutes		
Materials Songs "Creation Song" (pp. 41-42; CD, t		
"In the Beginning" (pp. 43-44; CD, tracl CD player	k 3)	
Poster paper Markers, crayons		

If you chose the "Nature Artists" option in step 3, choose one of the following instead of the Show step described above.

- Display the outdoor nature art done by the kids. Invite each artist to write a short prayer of praise to God for that particular bit of God's creation. Say the prayers aloud (or collect them and read them to the group as you point to each drawing). Use "Creation Song" and "In the Beginning" as described in the regular Show step.
- Challenge kids to make their own creation poster using the "And It Was Good" poster as an inspiration. They may use the first verse of the Memory Challenge (Ps. 24:1) as a take-off point or come up with their own idea.
- Write a new stanza or add motions to "Creation Song."
- Sing other creation songs the children may be familiar with ("He's Got the Whole World").
- God is like . . . Explain that the writers of the psalms often described God by comparing God to something God created. For example, "The Lord is my rock" (Ps. 18:2). Ask children to think of something in nature that they could compare God to. Then allow each person to explain his or her comparison.



Give each child a copy of the Memory Challenge for this unit (Ps. 24:1-4a). Choose some fun ways to become familiar with this passage:

- Have kids invent motions to go with the verses.
- Say as an echo chant, with the leader reading a short phrase and giving it a strong beat ("The EARTH is the LORD'S, and EVERYthing IN it") and the children repeating the line with the same beat and emphasis. Add clapping too.
- Divide into two groups. Group 1 reads a line, then Group 2, and so on. Repeat, switching lines.

15

Option to step 4 Conclude with a prayer based on the psalm:

Lord, the earth is yours. You designed it. You formed it. Everything in it is yours. You filled it. You blessed it. And we are yours too. You know each one of us and you want us to know your love. Lord, make our hands clean and our hearts pure so that we may come to you. Amen.

	Body Smart	V Number Sma
Time 5 minutes		
Materials Small pieces of many varieties of fruit Blindfolds (optional) 		

Hold up an apple or an orange or a bunch of grapes. Comment that we've spent a lot of time thinking about what we see in God's creation. Besides observing, we can also smell and taste God's goodness to us. Explain that you've got a little game that will test their ability to identify fruit by its touch, taste, and smell.

Have the kids put on blindfolds (or just close their eyes). Give each a small piece of the same fruit. Have them taste it and say (aloud) what they think it is. Identify the sample, then repeat with other types of fruit. Clap after each correct guess as a sign of rejoicing in all of God's goodness.

Page 17 is blank

ne Fall

Genesis 3: John 12:46

Memory Challenge Psalm 24:1-4a

Focus

Adam and Eve disobeyed God and spoiled God's beautiful world.

WORDSearch

Think About It

The dismal story of the fall is unpleasant but nec-

|--|

Hello Begin thinking about the consequences of sin.	
□ Spoiled	5 minutes
Know Identify Adam and Eve's sin and its consequences.	
□ The Fall	10 minutes
Option: The Trial	10 minutes
Grow Recognize the serious consequences of sin in	
our lives.	
Old Sneaky-Eyes	15 minutes
Option: Good Fruit, Bad Fruit	20 minutes
Show Individually confess our sins and ask God to	
forgive us.	
Game: T.R.A.D.E.S.	15 minutes
Overtime	

minutes

minutes

Overtime	
Worship	5
Earth Skit	15-20

essary for us to tell. Unless your children know why our world is so full of sin and suffering, they might think that God is uncaring or that God is just plain powerless to do anything about it. Or they might blame an outside evil power like Satan. Sooner or later they need to realize that the problem of this ruined creation lies squarely on our own shoulders.

Pray About It

You can only assure your students of God's amazing, forgiving grace if you experience it for yourself. What do you need to place before God's throne of grace right now? Rest assured that God forgives you more eagerly and completely than you can ever forgive yourself. Your students know that this world is in deep trouble. They see images of crime, war, illness, persecution, and starvation flicker across our television screens. They experience the effects of sin in the hurt they feel when their parents fight, when friends shut them out, or when a relative dies. So be frank with them about why pain and suffering are part of our lives.

The first scene of this story introduces the serpent as the tempter. The snake flatly contradicts what God has said, implying that God only wants to keep human beings inferior and ignorant. It promises that by disobeying God, Eve will actually become "like God" (Gen. 3:5).

In the second scene Eve and then Adam eat from the forbidden tree. As the snake promised, their eyes are opened. But what they see is their own nakedness and shame. They have gained only the disappointing knowledge of the bitter consequences of what they have done.

The third scene is of a trial. The man and woman answer God's questions. Of course God already knows the answers, but the man and woman need to own up to what they have done. Both of them try to shift the blame to someone else. You can bet that the children understand that very well. Passing the buck comes natu-

Tell About It

Be sure not to leave your class "in the dark." Emphasize that God has given us two wonderful reasons to hope:

- Death does not come immediately. Most of us get to enjoy life for many years. And God is always eager to forgive us when we feel sorry for our sins, confess them, and try to do better.
- God kept the promise of Genesis 3:15 when the Lord Jesus defeated the power of sin on the cross.

What we have lost with Adam and Eve, we regain in Jesus. Praise God!

rally to each of us. Emphasize how Adam and Eve's sin and their cowardly coverup disappointed God.

The trial leads to judgment and punishment. Notice that God curses the serpent (unlike the man and the woman) directly. But God also punishes Adam and Eve. Some of the most meaningful aspects of their life together—childbearing for the woman and working the soil for the man—become very difficult and painful. Every day they are reminded of the consequences of their sin and their need to work things out with God. But the real tragedy of their sin is that they are banished from the garden and alienated from God. Their relationship with their Creator is broken.

Praise the Lord that our loving God refused to leave things there. Jesus reassures us: "I have come into the world as a light, so that no one who believes in me should stay in darkness" (John 12:46).



Materials

- Bowl of colored water from last week (or make fresh bowl with food coloring mixed together for murky effect)
- Flashlight or overhead projector
- Small plastic bag with a little dirt inside, one per child
- Nametags and markers (optional)
- Songs: "Creation Song" (pp. 41-42; CD, track 2); "In the Beginning" (pp. 43-44; CD, track 3) (optional)
- CD player (optional)

If you're writing the schedule of the morning activities on the board or on newsprint, use these titles or fun titles of your own:

- Spoiled
- The Fall
- Old Sneaky-Eyes
- Game: T.R.A.D.E.S.

Welcome the children as they arrive, paying special attention to any newcomers who weren't in class last week (you may want to provide

nametags). Consider playing "Creation Song" (track 2) and "In the Beginning" (track 3) to remind the children of last week's story and to help create an inviting atmosphere.

When all are present, bring out the bowl of mixed colored water from last week. (If you didn't save it, add blue, green, red, and yellow coloring to a bowl of water again. Stir until the mixture is murky.) Ask what happened to our colors from last week. Listen to the children's responses and agree that the colors gradually mixed and the dust settled on it.

If some of the children didn't attend last week's session, ask someone who was present to explain what you did with the clear bowl of water and the food coloring. Give each child a small plastic bag with dirt inside. Invite kids to come and empty their dirt into the murky water. Then set the bowl on the overhead and put on the light (or shine a bright flashlight at the bowl). Ask why the light does not shine through the way it did last week. Talk about how dirt and particles prevent the light from shining through.

Ask them to figure out the connection between the clean bowl of water with bright colors from last week and today's murky bowl of water. What are we trying to show about God's creation? Agree that God made everything beautiful, but that it was spoiled.

Identify Adam and Eve's sin and its consequences.

Time 10 minutes

Materials

Signs for Adam, Eve, Reader 1, Reader 2, Reader 3, Reader 4

IOW

- Masking tape
- Script: "The Fall" (one copy per child, see reproducible pp. 51-52)

Set up two facing rows of chairs. Have the girls sit on one side, the boys on the other. Tape signs that say Reader 1 and Reader 2 on the first two chairs of the girls' side. Tape signs that say Reader 3 and Reader 4 on the first two chairs of the boys' side. Put signs for Adam and Eve in front of the rows with Eve facing the girls' side and Adam facing the boys' side.

Word Smart



Distribute copies of "The Fall" and select the readers for scene 1. Explain that Adam and Eve do not speak but will follow the script and pantomime the actions required.



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Even if your class is very small, rotate the positions of Adam and Eve. This will avoid the potential awkwardness of having the same two kids being labeled " Adam and Eve" by the rest of the class. And if your class has only boys or only girls, well, you'll just have to tell the kids to use their imaginations!

When you get to scene 2, have "Adam" move to the last seat in the boys' row and "Eve" to the last seat in the girls' row. Also have the readers move back. If you don't have a large enough class for a complete change of readers, have everyone move on just one position. Do the same for scene 3.

As you begin, say something like this: The Bible tells us how God's world was spoiled. We are going to do a reader's theater based on Genesis 3.

Option to step 2

The Trial	ord Smart	Body Smart	
Time			
10 minutes			
Materials			
□ Bibles			
Signs for Adam, Ev	e, the sna	ke, the judge	
Gavel for the judge	(optiona	ıl)	

20

Instead of the reader's theater described above, ask for volunteers to take turns reading the story aloud from Genesis 3 (or read the chapter to them as they follow along). Select an Adam, Eve, snake, and judge, and give each a sign to wear. Set up a mock trial where Adam, Eve, and the snake must come before the judge and answer questions. The judge must try to find out who's to blame for the fall into sin.

Adam comes before the judge, who asks if he has eaten from the tree that God told them not to eat from. Adam blames Eve.

Then the judge questions Eve about what she has done. Eve blames the snake.

Finally the judge turns to the snake, asking what the snake said to Eve to trick her. The snake must answer that he lied to the woman, telling her that eating the fruit would be a good thing, making her wise. The judge now orders the punishments.

Read the snake's punishment from verses 14b-15, the woman's punishment in verse 16, and Adam's punishment in verses 17-19.



art J Self Smart

Goal

Recognize the serious consequences of sin in our lives.

- Time
- 15 minutes

Materials

Green tennis ball (or other ball) with "sneaky" eyes drawn on it

Have everyone sit in two rows facing each other. Show kids the tennis ball that you've named "Old Sneaky-Eyes." Toss the ball to the first person on the left side. Ask this person what lie the snake told Eve. Ask the catcher to mention one lie of Satan that we might believe.

Continue in this manner, tossing "Old Sneaky-Eyes" back and forth, and asking questions that relate to the Bible story and to us. Here are some examples of questions to ask:

- What sounded best to Eve about the fruit?
- Give an example of how something wrong can sound good to us.
- What did Adam and Eve hide from God?
- How do you feel when you've done something wrong?
- Who did Adam blame?
- Who did Eve blame?
- Give an example of blaming someone else for something you've done wrong.
- Who is to blame when you've done something wrong? You or Satan?
- What happened to Adam and Eve because they disobeyed God?
- Because Adam and Eve sinned, what happened to our world?
- Because Adam and Eve sinned, what happened to us?
- Give an example of how sin can mess up our lives.
- What helps you say no to doing something wrong?
- · How are our hearts like the dirty bowl of water?





Give your group plenty of time to locate the Bible passage. Be prepared to help by showing children where the book is found in the Bible and providing page numbers.

Conclude the string of questions by distributing Bibles and having everyone find John 12:46. Explain that Jesus is talking about himself in this verse. Ask the group to read it aloud with you: "I have come into the world as a light, so that no one who believes in me should stay in darkness."

Repeat it a time or two.

Comment along these lines: "We can't find our way out of the darkness of our sin unless we allow Jesus to be our light. When we believe in Jesus and believe that his death on the cross takes away our sins, Jesus gives us clean hearts that shine with his light. Remember what Jesus said: "No one who believes in me should stay in darkness."



With fifth graders you may want to take a moment to talk about how God shone a ray of hope even into the darkness of the garden after Adam and Eve sinned. Read Genesis 3:15 to the children as they follow along in their Bibles. Offer a brief explanation similar to that found in the skit the children read earlier. It may be helpful for you to read the verse from the NIrV: "I will put hatred between you and the woman. Your children and her children will be enemies. Her son will crush your head, and you will crush his heel."

Option to step 3

22

ption option option option option option option

Good Fruit, Bad Fruit N Picture Smart	People
Time	
20 minutes	
Materials	
Paper tablecloth roll (or two or three sheets of newsp taped together)	orint
Markers	

Bible (simplified version such as NIrV) with bookmarks at Romans 1:29-31 and Galatians 5:22-23

Instead of the discussion activity in the regular step, try this "good fruit, bad fruit" approach. Begin by unrolling the tablecloth paper on a table or on the floor (tape it down if necessary) and begin to draw a very large tree with trunk and branches. As you draw, say something like this: "The tree in the garden had delicious-looking fruit that opened Adam and Eve's eyes to good and evil. You could say that the fruit of that tree became bad fruit because of what Adam and Eve did to it and what that did to the whole human race. Much later, after Jesus came, the Bible talks about good fruit and bad fruit (Gal. 5:22-23). We are going to imagine our tree with pictures of good and evil rather than ordinary fruit such as apples or oranges.

Draw leaves and large circles on the left side of the tree.

Continue: The fruit on this side of our tree is going to be bad fruit. It stands for the bad choices we make in our lives. Let's list some of these things.

Ask someone to read Romans 1:29-31. Write some examples of "bad fruit" from these verses next to the left side of the tree (not on the fruit itself): fighting, cheating, hating, saying mean words, lying, hating God, rudeness, pride, bragging, disobeying parents, being untrusting, unloving, unkind.

Draw leaves and large circles on the right side of the tree. Say: The fruit on this side of our tree is going to be good fruit. It stands for the good choices we make when God's Spirit lives in our hearts. Let's list some of these things.



Ask someone to read Galatians 6:22-23. Write some examples of "good fruit" from these verses next to the right side of the tree (not on the fruit itself): love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

Distribute markers and ask kids to fill the fruit with pictures of things from both lists. Each person should draw two pictures—one from each side of the tree. Encourage them to draw actions that represent real choices they've made. For example, on the "bad fruit" side, they might draw a picture of hitting another kid. On the "good fruit" side, they might draw a picture of helping someone at school.

If you have over a dozen kids in your group, consider adapting this activity by having them draw their own trees rather than all working together on the same roll of paper. Remember,

though, that it's often more fun and involving for kids to do things together than to work independently. It also helps promote a sense of community.

Have kids explain what they've drawn. Summarize by saying something like this: We all make choices for good or wrong every day. Because Adam and Eve disobeyed God, sin entered our world. It's in our hearts-in fact, our hearts are dark, like the dirty bowl of water. Our hearts tell us to make bad choices, to choose the "bad fruit" we've shown on the left side of our tree. But Jesus came to be the light of our world. When Jesus comes into our lives, he shines his light into our hearts and onto every thing we do. Jesus gives us the Holy Spirit to help us make good choices. Then our lives are filled with good fruit, the fruit of the Spirit.



Materials

- Strips of brown paper or cardboard to make a cross
- □ Four cards per child for "T.R.A.D.E.S." game (leader's resources)
- Straight pins or tape
- Blank card similar in size to the game card, one per student

Put up strips of brown paper or cardboard to make a cross. Display the cross where everyone can see it and (later) tape or pin small cards to it.

Prepare to play the T.R.A.D.E.S. game. Punch out the cards from your leader's resources, giving each player four cards. Use only as many scenarios (Love, Joy, and so on) as you

have players (each sheet has ten scenarios). Try to choose positive and negative scenarios. If you have more than ten students, you will need to photocopy additional pages.



Shuffle the cards and give each player four cards at random. Take a moment to explain that T.R.A.D.E.S. is an acronym:

Trust in God Rely on Jesus Accept God's Spirit Deal out love, joy, peace Exchange your sins for God's grace Sow patience, faithfulness, self-control

(This information is also on the back of the cards). Instruct each player to look at his or her hand and then trade with others in the group until everyone has four of a kind (for example, four Love cards). To add some fun to the trading, give the group a specific time limit—like two minutes—to complete all the trading.

When everyone has four of a kind, have each player read his or her scenario. If the player's card tells of a "trusting in God" action, have everyone clap. If the card describes a selfish action, have the player pin or tape it to the cross. Explain briefly that when we give our disobedient ways back to God, we are forgiven because of what Christ did for us on the cross.



If you're running out of time, omit the T.R.A.D.E.S. game.

Instead, ask for examples of some of the negative categories on the cards (rudeness, disobedience, hatred, and so on). Then distribute small slips of paper or notecards and follow the directions given in the last paragraph of step 4. Give everyone a blank piece of paper similar to the game cards. Invite them to write something on the card for which they need to be forgiven. They may place their card on the cross (facing inward for privacy) or simply tear it up and throw it away. Again, reassure everyone that if we are truly sorry for our sins and ask Jesus to forgive us, God wipes our sins out of his book—they are "torn up and thrown away." For a wonderful assurance of forgiveness, read 1 John 1:9 to the class.



Please note that there is no children's poster for this session. But don't forget to send home the scripts the children used in step 2.



Time 5 minutes

Materials

Songs: "Creation Song" (pp. 41-42; CD, track 2); "In the Beginning" (pp. 43-44; CD, track 3); "The Lord Is Great" (p. 45; CD, track 4) CD player

To help the children recall the wonder of creation even though today's session focused on the way we spoiled it, sing a few creations songs together. Review the "Creation Song" and/or "In the Beginning" on the CD. Take a few minutes to introduce "The Lord Is Great."

Encourage the children to sing along with the CD or invite a musician to join your group for worship today and sing these songs with the children.

If you want to review the Memory Challenge for this unit, check out the ideas at the end of session 1.



A great way to get everyone involved in "The Lord Is Great" (even the kids who don't like to sing) is to add rhythm. Try clapping on beat 1 and snapping fingers on beat 3. This is a wonderful song for adding other instruments. Consider bells on G and D; also consider adding tambourine, triangle, woodblocks, or any other rhythm instruments.

Close with a prayer along these lines, asking the children to say, "Please forgive us," each time you pause.

Leader: Dear God, we have wanted things that belong to other people. (pause) Group: Please forgive us. Leader: We have fought with others. (pause) Group: Please forgive us. Leader: We have cheated. (pause) Children: Please forgive us. Leader: We have been rude. (pause) Children: Please forgive us. Leader: We have disobeyed our parents. (pause) Children: Please forgive us. Leader: We have bragged about ourselves. (pause) Children: Please forgive us. Leader: Jesus, you alone can change us and make us new. Give us clean hearts. Let us rejoice because you died for us and now live in heaven helping us. Amen.

Earth Sk	Body Smart	P Earth Smart	
Time 15-20 minutes			
Materials None needed			

Talk about our how our selfishness, greed, and ignorance are factors in polluting God's creation. Have the children break up into small groups. Ask each group to present a short skit demonstrating ways we carelessly treat our earth and its creatures. After each group presents their skit, talk about ways the action could be prevented. Invite individuals to pray, asking God to make us more willing to be caretakers of the earth, just as God planned in the beginning.

Cain and Abel

Scripture Genesis 4:1-16

Memory Challenge Psalm 24:1-4a

Focus

Sin separates us from God and from each other.

WORDSearch

Think About It

We were created to love God with all our heart, soul, and mind, and our neighbor as ourselves

Session Planner

Hello Think about the difference between selfish	
and unselfish choices.	
Making a Choice	5-10 minutes
Know Tell the story of Cain's sin and its consequences.	
Don't Blame the Veggies	10-15 minutes
Option: Illustrating the Story	10-15 minutes
Grow Sense the pain that sin brings to our	
relationships.	
Story: A Pocketknife at School	10-15 minutes
Option: Two Stories	10-15 minutes
Show Think about how to repair our broken and	
hurting relationships.	
Dr. How Word	15 minutes
Overtime	
Experiment	10 minutes
Welcome Walk	15 minutes

(Matt. 22:37). In the last session we saw how the first humans failed to love God. Now we see how they also failed to love their neighbor.

Pray About It

Do you harbor any grudges, perhaps even toward a child in your class? Talk to God about it. Take personally the wellaimed warning in this story. Ask the Holy Spirit for power to forgive so that you may experience healing of both your relationship and your own heart. Cain envies his brother because God favors Abel's offering and rejects Cain's. We're not told why—both bring the fruit of their labor as a sacrifice to God. (Don't try to provide a rationale for God's choice. Simply acknowledge the discomfort you and the children may feel—and enjoy all the more the good news of God's gracious provision for Cain later on in the story.) Whatever the reason, the Lord warns Cain that his anger and bitterness can lead him to sin if he doesn't master it. What should Cain do? He must control his own bad emotions and do right. Instead Cain nurses his anger against God and turns it against his brother. Then he lures Abel out into the field and murders him.

A trial follows. Cain is no repentant sinner. He flatly denies any knowledge of where Abel is and rejects any notion of being his brother's keeper. But God responds with the dramatic charge that Abel's blood cries out from the ground. Cain can't cover up murder. God sees and hears.

So God pronounces the sentence. The ground will no longer provide Cain with crops. He will live alone as a wanderer and an outcast. As Adam and Eve were banished from God's

garden, now Cain is banished from the company of his fellow human beings. Even worse, from God's own presence. From now on Cain and his wife must live alone.

In Bible times an outcast had no protection. Cain fears that "whoever finds me will kill me" (Gen. 4:14). But God graciously puts some kind of mark on Cain so that anyone seeing him will know that he has divine protection. Cain and his family leave and "live in the land of Nod" ("wandering"—v. 16).

Tell About It

How do we master our emotions? Explain to the children that admitting our own wrong feelings is an important first step. Encourage them to be honest about their envy and anger. Assure them that anger will subside if we don't purposely keep it alive. Use this story to encourage them to seek God's help. Then show them how. This story shows how quickly sinful people spiral into disaster. Alienated from God, Cain can't even live in peace with his own brother.

Be sure to point out that the story also shows us God's goodness. The Lord spares Cain's life and protects him from others. Even the terrible sin of murder does not shut Cain out from God's mercy. Assure your class that God will forgive our sins. Remind them that Jesus came into the world to overcome our separation from our heavenly Father and that God has given us the Holy Spirit to heal our broken relationships with each other.

The state of the s
Think about the difference between selfish and unselfish choices.
Time
5-10 minutes
Materials
■ Box or bag filled with an assortment of items such as:
a package of animal crackers; a deck of cards; a pad of paper;
a package of seeds; a dollar bill; a book; a Bible; a video game;
a can of food
Song: "The Lord Is Great" (p. 45; CD, track 4, optional)
CD player (optional)
Verseenen teter alse "The Lend Is Court" of the shill have
You may want to play "The Lord Is Great" as the children arrive.

After you've welcomed the children, allow them to choose one item from your box. Let the children work in pairs on this if they wish to do so. Have them think of a way this item could be used in a selfish way that would hurt their relationship with a brother or sister or friend. Then have them decide how the item could be used in an unselfish way that would help or benefit their relationship with a brother or sister or friend.



the morning activities on the board or on newsprint, use these titles or make up fun titles of your own:

- Making a Choice
- Don't Blame the Veggies
- A Pocketknife at School
- Dr. How Word

After a couple of minutes allow time for the children to share their ideas (and any edible items you may have included in the bag or box). Or encourage them to have fun dramatizing how their item would be used to hurt or help a relationship!

Lead into the story of Cain and Abel by commenting that the sin in our hearts often leads us to self-centered choices. Today's story reflects the sad result of such a choice.

Collect the items and return them to the box or bag.





Consider reading the story from an easy-reading version of the Bible such as the New International Reader's Version (NIrV). Read the account of Cain and Abel from Genesis 4:1-16. Ask the children to follow along in their Bibles as you read.

After the reading, give directions like this to your group:

I'm going to retell the story we just read from the Bible. When I pause, please say aloud the missing words or do the actions

that I describe. (Missing words and actions are printed in **bold** type in the story below.)

Have the children sit in a semicircle and designate a spot in the center for the altar. Then read the story as printed below.

Adam and Eve had two sons. Their names were ______ (Cain) and _____ (Abel). Abel's job was to take care of ______ (sheep, animals) and Cain's job was to grow food in the (earth, soil, ground).

As young boys Cain and Abel brought offerings to God with their parents. When they grew older, they brought their own offerings. One day Abel went out to his flock of sheep. He loved his sheep as if they were his children. The sheep grew fat and woolly under his care. But Abel also knew that his sheep were healthy and strong because of God's blessing.

It's OK to interrupt your story to give explicit directions like "Please return to the semicircle now." Imagine for a moment that you are Abel. Look over your flock. Which lamb will you bring to the Lord? Tenderly scoop this lamb in your arms. (Pause to allow children to do this.) Now bring it to the altar. (Pause.) Kneel and silently think about what you will say to God. (Pause for children to do these actions; when finished, they should return to the semicircle.)

God accepted Abel's offering. God saw what was in Abel's heart and God was ______ (pleased, happy, glad).

Cain noticed his brother return from the altar. Even though Abel had given his most precious lamb, his face shone with such joy and peace that Cain figured his brother must have received God's blessing through the sacrifice.

Now it was Cain's turn. He went out to his fields and orchards. Golden apricots and sweet figs grew on trees. Shiny green cucumbers and juicy melons grew plump on the ground. Only a wonderful farmer could have grown such magnificent produce.

Now imagine that you are Cain. Select your offerings from your fields and orchards. (Pause to allow children to do this.) Bring an armload of your fruits and vegetables to the altar. (Pause.) Maybe you should go back for one more load. Do what you think Cain did (Pause.) Now kneel before the altar. (Pause.) I wonder what Cain said to God?

But God did not accept Cain's offering. God saw what was in Cain's heart, and God was definitely *not* ______ (pleased, happy, glad).

This made Cain very, very _____ (angry). (Tell kids to express anger and disappointment.)

God said to Cain, "Why are you so ______ (angry)? Why does your face look so disappointed? I will accept your offering if you do what is right. If you do not do what is right, _____ (sin) is waiting at your door, waiting to grab you. Do not let sin be your master. Do what is right." I wonder if Cain's sin was the sin of pride, or self-ishness, or envy?

Later, Cain said to his brother, "Abel, let's go out to the ______ (field)." While they were in the field, Cain attacked his brother Abel and ______ (killed him).

Then God said to Cain, "Where is _____ (your brother Abel)?

Cain said, "I do not know. Am I my brother's _____ (keeper)?"

God said, "What have you done? Listen! Your brother's blood is crying out to me from _ (ground). From now on the ground will no longer produce crops for the you. You will have to (wander) back and forth through the land."

Cain said to the Lord, "My punishment is more than I can (kill me)." (bear/stand). Anyone who meets me will want to _____

"No," God said, "That won't happen. Anyone who hurts you will suffer seven times over." Then God put a _____ (mark) on Cain so that no one who found him (kill him). would

Imagine once more that you are Cain. You get up and walk slowly away from your parents, your home, your land. You walk slowly and sadly away from the presence of the Lord. (Pause to allow children to end the story with this action.)

Invite the kids to ask questions about the story. Some may wonder why God accepted Abel's offering but rejected Cain's. Simply say that God must have seen something in Cain's heart that wasn't right. Perhaps it was pride or selfishness or envy. Hebrews 11:4 implies that Cain lacked the faith Abel possessed. Ask some questions yourself, along these lines:



If you have less than 45 minutes read the story from the Bible and move directly to the questions below.

- Why did Cain murder his brother?
- Give an example of how anger and envy can get us into trouble.
- What bad things happened because of Cain's sin? Focus on how sin separated Cain from God and from others.
- How does sin separate us from God? From each other?
- How did God show mercy toward Cain? How does God show mercy toward us?

Illustrating the Story Picture Smart Word Smart 10-15 minutes

Materials

- Drawing paper (or paper tablecloth roll)
- Markers, colored pencils, crayons

As with the regular step, read the account of Cain and Abel from Genesis 4:1-16. Have the group follow along in their Bibles. (You may want to use a photocopy of an easy-reading version such as the NIrV.) Divide the story into sections and have one or two students illustrate each section.

- Section 1: verse 2b
- Section 2: verses 3-5
- Section 3: verse 6 ٠
- Section 4: verse 8
- Section 5: verses 9-13
- Section 6: verses 15-16

Have the artists label their drawings with a caption, then explain their drawing to the rest of the group. Invite questions on each drawing, and use some or all of the questions that follow the skit in step 2, above.

Option to step 2



If you have a small class, each person or group may have to illustrate more than one section.

option option option option

Instead of individual sheets of paper, you could use a 6'-8' section of tablecloth paper. Roll it out on a table or the floor (tape it down if necessary) and have kids work on their assigned section. It's more fun this way and the resulting mural will be the product of the entire group.





Sense the pain that sin brings to our relationships.

Time

10-15 minutes

Materials

- Story: "A Pocketknife at School" (CD, track 5)
- CD player
- □ Story: "A Pocketknife at School" (one copy per child, see reproducible pp. 53-54; optional)



If you think the children will listen better by following along on their own copy of the story, photocopy the story from the back of this leader guide and distribute.

Listen to the story "A Pocketknife at School" (CD, track 5). Introduce the story by explaining that, like the Cain and Abel story, it's an example of what can happen when sinful feelings of envy and hate enter our hearts.

After listening to the story, ask questions like these:

- Why did Shauna put the pocketknife on Maria's desk?
- What helped Shauna realize she had done something wrong?
- What punishment would you give to Shauna?

Two Stories Word Smart Self Smart Picture Smart Time 10-15 minutes Materials Story poster for session 3 (leader's resources)

If you prefer stories that take a look at relational problems from a broader cultural perspective, check out "The Long Walk" (a true story about the Navajo people's exile from their home in Arizona) and/or "Why Not Every Man?" (a true story about an African American's struggle against discrimination).

Option to step 3

ption option option

Show the poster containing the stories (one on each side), and introduce the stories by saying something like this:

Cain responded to God's question by asking another question. "Am I my brother's keeper?" He asked it with the attitude that God demanded too much, not out of concern for his brother. Throughout the history of the world, Cain's attitude has been repeated more times than can be counted.

After reading one or both of the stories with the children, ask questions such as these:

- If you were treated as the Navajos were or as Paul was, how would you feel?
- Why do people mistreat others in these—and many more—ways?
- Have you seen examples of people being treated unfairly at school or elsewhere because of the color of their skin or just because they are "different" in some way?
- What examples have you seen at school or elsewhere of people from different races and cultures treating each other with respect and fairness?
- What can we do to help people of different races and cultures live together in peace, as brothers and sisters in God's family?



Goal Think about how to repair our broken and hurting relationships. Time 15 minutes Materials Sign with string to hang around neck: "Dr. How Word"

Introduce this activity by showing kids the "Dr. How Word" sign and saying something like this: Dr. How Word is a radio talk show host who helps people get along with each other. Dr. How Word thinks about what God says in God's *Word* and then he or she tells people *how* to get along with each other. That's why we call him or her "Dr. How Word."

Begin by giving students a minute or two to think up a problem to ask Dr. How Word about. The problem should involve a relationship with another person or persons or with God. Give the kids an example or two to get them thinking:

- I disobeyed my parents. Now I can't spend the night at my friend's house. What can I do?
- A certain person in my class always says mean stuff about me. What should I do?
- I don't think God hears me when I pray. What good does it do to pray?
- I have a hard time listening in church. Do I still need to go?
- I lied to my best friend. Now I'm sorry. What should I do?
- Some of my friends use bad words. I don't want to copy them but the words stick in my mind. Can you help me?
- My younger sister gets better grades than I do. It makes me angry when she gets all the praise. Should I just sit back and do nothing?
- I want to be more popular. What can I do?
- My friends argue about everything. How can I make them stop?





You may want to volunteer to be Dr. How Word yourself for the first couple of questions. Then ask for volunteers from the group to take a question or two (if no one volunteers, be prepared to go the distance yourself).

Have Dr. How Word sit at one end of a table and the callers at the other end. You may want to put up a book for a divider. The caller makes the sound of a ring and Dr. How Word answers. "Hello, this is Dr. How Word. How may I help you today?" Callers introduce themselves and explain the problem.

Your closing prayer should be one that communi-

cates genuine concern for each other. You could do this by standing in a circle and having each person pray for the person on his or her right by saying a simple phrase such as, "God, I ask that you will bless and care for [name] this week."

Please note that there is no children's poster for this session. If you made copies of the Scripture for the children in step 2, consider sending those home today. You can also send home copies of the story "A Pocketknife in School" from step 3.



- **Materials**
- Large clear glass bowl full of clear water
- Pepper
- Small amount of liquid soap colored by red food coloring
- Red-colored sugar

Gather the children around you for another in your famous "glass bowl" series of experiments. This time start with a clean bowl of water. Sprinkle a heavy amount of pepper onto the surface of the water. Explain that the pepper represents the ground. Then pour a small amount of liquid soap colored with red food coloring into the water. Ask the kids if they can guess what the red stands for. If they need a hint, tell them it stands for something that was spilled on the ground in today's Bible story of Cain and Abel.



Invite those who are interested to stay after class and show them the experiment using pepper, clear soap, and

white sugar, explaining that the soap caused the lightweight pepper to be pushed aside, but the sugar brought it together again.

Inviting kids to join you after class for a fun demonstration may make it easier for them to come to you after class on other occasions to discuss personal questions or spiritual questions.

Explain that now you're going to show them something that demonstrates how Jesus fixes our sin problem once and for all.

Sprinkle red-colored sugar over the top of the bowl. (The sugar will cause the pepper to spread out again, covering the hole that was made by the soap. The sugar will also make a layer on top of the pepper.)

Say something like this: Jesus shed his blood to cover all our sins, including the sin of murder. The covering of our sins by Jesus' blood is called *atonement*. But Jesus' atonement is better than our experiment. It gives us clean hands and a pure heart.

Recite Psalm 24:1-4a in unison.

Then close with a prayer: Dear Jesus, Thank you for covering all our sins. Please stay close to us, always. Bless all our relationships, we pray. Amen.



Ν	e	come	Wa	lk	People Sma
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Time 15 minutes

Materials

Newsprint/markers or board/chalk

Take your group for a walk around the church and property to evaluate whether or not the church building makes people feel welcome. For example, is it easy for a handicapped person to get around? Are there safe and cheerful places for babies and small children? Are there greeters? If so, where do they stand? Could a visitor who was your age find your church school room? What would you do to welcome this person? Make a list of the good things and of those that could be improved. Decide what things group members can do and what can they suggest to their parents or to the church staff.

Tower of Babel

Scripture Genesis 11:1-9

Memory

Challenge Psalm 24:1-4a

Focus

The sin of pride separates us from God and from each other.

WORDSearch

Think About It

The Babel story delightfully sets the stage for the

Session Pla	nne
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Hello Get a sense of the frustration people experienced
at Babel.
Babel 5 minutes
Know Tell why God scattered the people.
The High-Fivers Are Not So High 10 minutes
Grow See how pride separates us from God.
Game: Escape the Z! 15 minutes
Option: Word Game 10 minutes
Show Humbly worship our great God.
Praise Work 20-30 minutes
Option: Clay Tiles 15 minutes
Overtime

Psalm and Song	5-10 minutes
Guest Artists	10-30 minutes

other remarkable language story in the Bible—when the disciples at Pentecost are enabled "to speak in other tongues" (Acts 2:4). What God took away at Babel—a common language—was restored when the Holy Spirit was poured out. At Babel, God confused and scattered the people. Why? Because otherwise "nothing they plan to do will be impossible

Pray About It

Hmmm. Might the sin of pride lurk not only in the hearts of Babel builders and classroom babblers? Can you make your class understand the language of faith solely through your own efforts and giftedness as a teacher? Or will you need help from a greater Interpreter? Whom will you ask? Who will get the credit? for them" (Gen. 11:6). At Pentecost, the Spirit gave the church such power and guidance that nothing they planned to do proved impossible for them (Matt. 17:20). The key difference between these two events is one of spirit. At Babel, a proud human spirit planned to build a city and tower and "make a name." At Pentecost, the Holy Spirit moved believers to form a church that would humbly serve and glorify God.

Your children are probably too young to catch this contrast. But they can learn much from this story about human pride and ambition and about how and why God stops and limits it. Have fun showing how God so effortlessly trumps the Babel builders' futile attempt to save themselves through their own efforts.

The people have settled down in a valley in Mesopotamia. Here they plan to build a huge tower, one of the ziggurats (temple towers) for which Mesopotamia was famous. These were square at the base with sloping, stepped sides, leading up to a shrine on the top. To the people of those days, accustomed as they were to one-story houses, these towers must have seemed enormous, reaching "to the heavens."

The story doesn't suggest that the building project itself was wrong or that it displeased God. The problem was the motive and purpose of the builders. They wanted to establish themselves as a

Tell About It

Talking with kids about pride is tough. That's because we rightly encourage them to take pride in their appearance, in their work, and in who they are. We praise them for their smallest accomplishments at school or at home. But we need to warn them that overconfidence, showing off, and bragging make us self-centered. And it makes other people not like us. Worse, pride eventually makes us think that we can do without God. Pride blinds us to our limits and to our dependence on God and on each other. So be sure to help children see where a good thing starts to go bad. people and gain a mighty reputation by their own efforts. Their pride reflects the same spirit that moved Adam and Eve to eat of the tree in the garden. They wanted to be like God. They wanted to serve and enhance themselves, not to serve and worship God.

By creating this babble at Babel, God frustrates their pride and ambition and scatters them over the earth. Now at least some of them will be able to recognize that their true identity and security rests in God, not in their own efforts. The apostle Paul takes us right to the bottom line, "Let him who boasts, boast in the Lord" (1 Cor. 1:31).



Goal Get a sense of the frustration people experienced at Babel. Time 5 minutes **Materials** Song: "The Lord Is Great" (p. 45; CD, track 4; optional) **CD** player (optional) Nonsense directions, written on newsprint or board (see below) Sheets of paper

Pens, markers

Prior to class, on a sheet of newsprint or on your board, write some nonsensical directions like these: Please use the paper provided to draw a blither with at least five etads in the first three zoms. You have three minutes.

When kids arrive, hand out the paper and pens and ask them to follow the instructions you've written on the board or on newsprint. If they ask you what in the world they're supposed to do, tell them it's perfectly clear to you but they should interpret it as best they can. Insist (pleasantly!) that they draw something they think reflects the direction.



If you're writing the schedule of the morning activities on the board or on newsprint, use these titles or create fun titles of your own:

- Babel
- The High-Fivers Are Not So High
- Game: Escape the Z!
- Praise Work

Share results (briefly). Explain that in today's Bible story, the people experienced something similar to what the kids just went through. They tried to communicate with each other but failed to make any sense! If the children are familiar with the Bible, let them guess what Bible story you're describing. If not, tell them the story is about the tower of Babel and what happened to the people who tried to build it.



Goal Tell why God scattered the people.
Time 10 minutes
Materials Bible Poster, session 4 (children's resources)


Open your Bible to the story of the tower of Babel in Genesis 11:1-9. Then point to the poster of the ziggurat (zig-u-rat) on side 2 of the poster. Explain that in Genesis 11:1-9 we read of a time after the flood when the people built a tower with the hope that it would unite them and make them famous. Ask if they know the name of this tower. (If they don't, tell them.)



Distribute a poster to each person and ask them to turn to the skit on side 1, "The High-

Fivers and the



Depending upon the size of your group and their preference for different roles, you may have some characters change places midway or allow some students to double up on a character. Tower of Babel." Explain that we are going to take a trip back to the land of Shinar to explore what might have happened at the tower of Babel. Allow kids to choose a part from the list on the poster (Narrator, Almo, Eba, Iklah, Obah, Uzal, Member of the chorus).

Read and enjoy the skit!





Call attention to the game "Escape the Z!" on side 2 of the poster and read aloud the game rules. Divide kids into groups of three to five each; give each group a set of cards that you've photocopied and cut apart. Though you may be using only two or three sets of game cards in class today, run off a set (before cutting them apart!) for each person to take home. That will allow them to play the game at home, if they wish. We've included some blank cards for kids to add their own situations, if time allows and if they wish to do so.

Distribute game markers to each group, make sure they have a place to lay their gameboard, and let the play begin. Set a definite time limit for ending the game. The person or persons at the lowest point on the ziggurat when the game is called are the winners.

Keep an eye on the clock during this step. Save enough time in the session (at least 15 minutes) to do the craft project suggested in the Show step (or, if kids are enjoying the game, extend it and

have an abbreviated worship time to close your session).

If you've used candies for markers, enjoy eating them after the game.

Summarize the game by asking the group what pride does to our relationship with God and with others.

Word Game > Word Smart

10 minutes

Option to step 3

- **Materials**
- Poster, session 4, side 2 (children's resources)
- **Bibles**
- Pens or pencils

Instead of playing Escape the Z!, draw attention to the poster of the ziggurat. Have the students think of words that are associated with pride (bragging, show-off, know-it-all, wise guy, ungrateful, puffed-up, selfish, conceited, vain). Write these words on every other step going up the ziggurat. You may also ask group members to read some of the following verses about pride: Deuteronomy 8:11-14; Psalm 10:4; Proverbs 16:5; Proverbs 16:18; Proverbs 13:10a; Daniel 4:28-32; James 3:14-15; 1 John 2:16-17.

Once you reach the top, ask the group to think of words that are a cure for pride (thankful, generous, forgiving, humble, self-controlled, compassionate, kind). This time write the words on the steps you left blank. You may want group members to read some of these verses about humility: Proverbs 8:13; Proverbs 11:2b; Proverbs 29:23b; Philippians 2:3; Colossians 3:12; 1 Peter 5:5; Micah 6:8; Zephaniah 2:3.

Summarize by asking the group what pride does to our relationship with God and with others.



Picture Smart



The word game option will take less time than Escape the Z! If some children have difficulty finding passages in the Bible, mark the verses with a bookmark prior to class or provide page numbers. You or an assistant can also help individuals locate the passages.



Humbly worship our great God.

20-30 minutes

Materials

- Items for the torn paper project: scissors, glue, markers, torn paper napkins, scraps of construction paper, white posterboard
- Poster: "Praising God with the Things We Make" (leader's resources)



Introduce this activity by saying something like this: The people of Shinar missed a great opportunity by not worshiping God through the great work that they did on the tower.

What if they had recognized that all they had in Shinar came from God? And what if they had worked to honor God rather than to honor themselves?

In this next activity, we're going to use our hands in a way that praises and honors God. We'll be making a torn paper project. I'd like us to follow the steps listed on the poster I'm going to put on display. (Display the instruction poster from the leader's resources).

Read the instructions aloud, making sure kids have a good idea of what they are to do.

Praising God with the Things We Make

- 1. Gather your materials.
- 2. Thank God for what you have.
- 3. Think about something you've learned about God (a song or a Bible verse might come to mind). Or think about something you want to praise God for. Or think of a Bible story that's especially meaningful to you.
- 4. Express your idea by making a torn paper poster. Use the materials provided by your leader.
- 5. Share what you've made with others. Explain what it means.
- 6. Offer or dedicate your work to God.
- 7. Ask yourself: Did I worship and honor God by what I made?

Using the pieces of torn paper napkins, scraps of construction paper for tearing, scissors, glue, and large sheets of poster paper, have everyone create a poster. Be available to provide help as needed.



Be sure to allow time for sharing the posters the kids create. Step 6 in the process—dedicating the work to God and thanking God—could be used to close the session, if done with the entire group during a time of silent prayer.



Should some of your group find it difficult to use an art form to express something abstract about God or to express praise to God, walk with them through step 3 of the instructions. Feel free to direct the process as much as you think is needed. For example, you could read a verse about straight paths from Proverbs 3:6: " And he will make your paths straight," and Luke 3:5: "The crooked roads shall become straight." Follow with the thought that God's ways are straight, and God wants to lead us from our crooked ways to his straight paths. Scissor cuts can be made for straight paths and tearing for crooked. Using these verses, one fourth-grade artist in the author's class created a poster of various torn objects with a straight line cross glued over the top. Encourage children to add captions to the finished posters.

Clay Tiles N Picture Smart

Option to step 4

Time 15 minutes

Materials

- □ Flour clay in plastic bags (see recipe below)
- 4" x 4" (10 cm x 10 cm) cardboard squares
- Wax paper
- Blunt knives
- 6" (15 cm) ribbons or rings from drink cans (for hanging the tile)
- "Praising God with the Things We Make" poster (leader's resources

time

have a short class session, you may want to use this option to step 4.

lf you

To make your own clay, you'll need

- 2 cups of salt
- 2 cups of flour
- 2 heaping teaspoons of powdered alum
- 1 cup of water

Add water gradually to the rest of the ingredients and work until a clay-like material is reached. Take about one-fifth of the clay and set aside. Add tempera or food coloring to the larger lump to make it a sand-like color. Then divide it into about eight pieces. Divide the smaller lump into about five pieces and color with blue, green, red, yellow, and a mixed color (it's a good idea to wear rubber gloves while doing this!). Put each piece in a small sealed plastic bag. To make the tile, each student needs a lump of the sand-colored clay; the class can share the other colors. (If your class is larger than eight, double the recipe or prepare according to the number of students).

Give each student a piece of clay on a sheet of wax paper.

Invite the children to respond to the seven steps described on the "Praising God with the Things We Make" poster by making clay tiles rather than tornpaper posters. Have children stretch out the sandcolored clay with their fingertips and flatten with the heel of their hand until it is the size of a 4" x 4" (10 cm x 10 cm) square. They can use a square of cardboard as a pattern for making the edges straight. Trim with a knife. Leftover clay can be rolled into a rope and used as a border around the tile. Next, using the colored clay, form a design or objects to complete the picture on the tile.



What kind of design can kids make, following the seven-step process? One fourth-grade boy in the author's class made a palm tree with a bin it. Us liked palm trees he said, and he raman

snake in it. He liked palm trees, he said, and he remembered the story of the snake tricking Adam and Eve. A fourth-grade girl made an open Bible on her tile. She'd been praying for a new Bible for her birthday, a Bible that would be easier to read than her "King Jimmy" one. You may want to share these examples with the group to help them think of their own ideas.

When the tiles are finished, kids can poke a hole in the top, if they wish. Later, when the tile is dry, they can loop a ribbon through the hole and hang the tile. Another option is to provide a

ring from the top of a drink can to attach on the back of the wet clay.

Send the tiles home on a sheet of wax paper. The front will dry in about 6-8 hours. Explain that they must turn it over and let the back dry. It should be ready to hang the next day.





Time 5-10 minutes

Materials

Song: "Come, All You People" (p. 46; CD, track 6) CD player

If the children have been learning Psalm 24:1-4a, praise them for this accomplishment and let them choose a favorite way to review the psalm (see suggestions in earlier sessions).

You may also want to sing "Come, All You People" (track 6) as your closing prayer. Introduce the song by saying that ever since Babel, people have spoken many languages. After the Holy Spirit came at Pentecost, God gave the message of Jesus to many people of

many languages. The Holy Spirit unites us in spite of our many different languages.

Listen to "'Come, All You People," first in Zimbabwean, then in English. The words are simple enough to remember after hearing once or twice.

Sing it together as your closing prayer.

Guest Artists N Picture Smart





Don't stand still! Sway with the beat, moving your weight from the left to the right foot every measure, but don't

jump or bounce. If your kids love to move, invite them to raise arms overhead, moving their arms with bent elbows toward the body in a slow, inviting gesture every downbeat.

Time
10-30 minutes
Materials
Whatever the artist brings along!

If there are any artists or craftspeople in your church or Christian community, ask them to come into your classroom and speak about what it means to worship God while creating something. Be sure they bring along samples of their craft or, better yet, give the group a demonstration.

Creation Song





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 squirmy worms? Viruses and tiny germs? God made bugs! God made slugs! Things that make you (clap) say, "UGH!"

In the Beginning









Words: St. 1, Alexander Gondo, trans. I-to Loh; st. 2-3, *With One Voice* (1995) Music: Alexander Gondo; arr. John L. Bell St. 1 and tune © 1986. World Council of Churches: st. 2-3 © 1995. from *With Or*

St. 1 and tune © 1986, World Council of Churches; st. 2-3 © 1995, from *With One Voice*/Augsburg Fortress; arr. © 1994 WGRG the Iona Community (Scotland), admin. GIA Publications, Inc. Used by permission.

Dear Family:

Today your child began a new theme in church school called "God's Beautiful World—Spoiled." The four sessions in this unit focus on God's creation of the world, our fall into sin, the tragic story of Cain and Abel, and the tower of Babel.

Through a variety of dramas, stories, games and other hands-on activities we will be exploring what God's Word teaches us through these stories from Genesis. We'll find out what these stories mean for our lives today and how we need to respond to them.

Please pray for us as we learn from these stories from God's Word together.

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Please pray for us as we learn from these stories from God's Word together.

Sincerely,

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The Fall Reader's Theater (based on Genesis 3)

Characters

- Adam Eve
- Reader 1
 Reader 2
 Reader 3
 Reader 4

Arrange Adam and Eve in front of the group, pantomiming actions. Readers sit on the sides, with Readers 1 and 2 across from Readers 3 and 4.

Scene 1: The Way It Was Supposed to Be

[Adam pantomimes pulling weeds, digging in the earth, and wiping the sweat from his brow. Eve pantomimes grinding grain between two stones.]

Reader 1: Adam works hard and long under the hot sun.

Reader 3: The weeds are stealing the goodness from his soil. He must pull out the weeds so his plants won't die.

Reader 2: Was this the plan when God created the earth?

Reader 4: No. God gave the man a perfect garden where weeds did not grow in the grain.

Reader 1: What about the woman? Did she always have to work so hard?

Reader 3: No. God made her to be Adam's special helper, walking side by side with him.

Reader 2: The work God had given to the man and the woman pleased them. Their food delighted them. Everything was good.

Reader 4: Until the man and woman thought they wanted more.

Scene 2: The Wrong Source of Wisdom

[Adam and Eve put down their work. They sit with their heads in their hands as if weeping.]

Reader 1: A serpent also lived in the perfect garden. This serpent was crafty, clever, and quick-thinking. He said to the woman, "Did God really say, 'You must not eat from any tree in the garden'?"

Reader 3: The serpent gave the woman a chance to show how smart she was. "We may eat fruit from the trees in the garden," she said. "But God did say, 'You must not eat from the tree that is in the middle of the garden.' And God said, 'You must not touch it or you will die.'"

Reader 2: Now the serpent had a chance to explain it his way, perhaps hoping the woman would trust him more than God. "You will not die," he said. "God knows that when you eat the fruit your eyes will be opened. Then you will be like God. You will know good and evil."

Reader 4: The woman looked at the fruit. Why shouldn't her eyes be opened to see what God could see? God had told them not to eat from the tree because knowing evil would make them die. God had said everything was made good just for them. But perhaps that was because God didn't want to share some things with them.

Reader 1: The fruit looked so good, so beautiful. Its fragrance made her mouth water.

Reader 3: Besides, it would make her wise. Why shouldn't she be as wise as God?

Reader 2: So she took a piece of the fruit and ate.

Reader 4: She also gave some to her husband, who was with her.

Reader 1: Now the man and woman had what the serpent promised—a new understanding. But it wasn't good. They were ashamed of themselves and of their bodies. They sewed fig leaves together and made clothes for themselves.

[Adam and Eve cover their faces with fingers spread apart, moving their fingers as if they were leaves.]

Reader 3: Then they heard the sound of the Lord God walking in the garden. The sound of God was like a cool and pleasant breeze. Usually the man and the woman eagerly went to God. They always had so many good things to talk about.

Reader 1: But this time the man and his wife hid behind the trees. What would they tell God?

Reader 3: The Lord God called to the man, "Where are you?"

Reader 2: The man said, "I heard the sound of you in the garden. I was afraid because I was naked. So I hid myself."

Reader 4: God said, "Who told you that you were naked?"

Reader 2: "Have you eaten from the tree of which I commanded you not to eat?"

Reader 4: The man said, "The woman gave me the fruit from the tree. So I ate it."

Reader 2: Then God spoke to the woman. "What have you done?"

Reader 4: The woman said, "The serpent tricked me. That is why I ate it."

Scene 3: Punishment

[Adam and Eve stand again, going back to pantomiming their work. They swat flies as they work.]

Reader 1: The Lord God cursed the serpent, causing him to crawl on his belly.

Reader 3: The Lord God also told the serpent that the children of the woman would crush the serpent's head and the serpent would strike their heel. That was God's way of saying that there would always be a struggle between good and evil in the world. But one day a descendent of the woman would come and defeat the evil one, once and for all. That promise was fulfilled when Jesus came.

Reader 2: To the woman God said, "I will give you pain when you give birth to children."

[Eve groans, then folds her arms as if holding a baby.]

Reader 4: The child comes with pain but also with blessing and promise.

Reader 2: God has not removed the blessing of new life to fill the earth.

Reader 1: To Adam God said, "Because you listened to your wife and ate from the tree which I commanded you not to eat, the ground is cursed because of you. It will produce thorns and thistles." [Adam moves faster, as if working harder and harder.]

Reader 3: "You will sweat and work hard to produce your food."

Reader 1: "And when you die you will return to the ground."

Reader 3: "You were made from dust. When you die you will return to dust."

Reader 2: Adam named his wife Eve because she would become the mother of all the living.

Reader 4: To make clothes for Adam and Eve, God took the life of an animal.

Reader 2: The Lord God made garments of skin for Adam and Eve.

Reader 1: Then the Lord God sent them out of the perfect garden.

A Pocketknife at School

Shauna gripped the small pocketknife in her fist. She had planned to be the first one in the classroom, but two boys arrived before she did. They were cleaning the gerbil cage and laughing at the antics of the small creatures. When she was sure they weren't looking, she dropped the knife on Maria's desk.

The morning bell rang and the classroom buzzed with noisy students. Shauna sat in her seat and hid behind her math book.

"Hey, look," called out John Paul. "Maria has a knife!"

Shauna put her head down to keep from smiling. This was going better than she had imagined. Finally the perfect Maria would get into trouble. At home Shauna's mother was always asking why Shauna couldn't be more like Maria. And at school Miss Jackson was always displaying Maria's work as the example to follow.

A group formed around Maria's desk. Then Miss Jackson came over. She picked up the knife and escorted Maria out to the hall.

* * * * * * *

In a few minutes, Miss Jackson returned without Maria. She called the class to order and gave an assignment. No one dared do anything except begin. By recess time, Maria had not yet returned to the classroom.

Shauna listened to the conversations of her classmates.

"I can't believe Maria would break the rules like that."

"Maybe she didn't know the rules included pocketknives."

"It probably belongs to her brother."

"He's a real jerk. Maybe Maria is like that too."

Shauna squirmed. This was turning out worse for Maria than she'd planned. But Shauna figured it wasn't her fault if Maria's brother had already given her a bad reputation.

At lunchtime Maria returned to the classroom. She didn't say anything. Neither did Miss Jackson.

Two other students were called down to the principal's office in the afternoon. They too returned without saying anything. An hour later, just before dismissal, Miss Jackson stopped at Shauna's desk and asked her to report to the principal.

"What does she want?" Shauna asked.

"She's speaking to everyone who arrived early this morning."

Shauna replied loudly, "This is more fun than a fire drill."

A couple of people laughed.

The laughter helped her get out of the classroom, but once she walked down the hall, she didn't feel so confident.

The secretary ushered Shauna into the principal's office.

Shauna's mom sat in a chair across from Mrs. Foster's desk.

Shauna dropped into another chair, feeling as if the room had spun out of control.

Mrs. Foster held up the knife. "Your mom says that this knife came from your house. What do you have to say?"

Shauna slumped down into her seat.

"I'm suspending you for two weeks. By that time I want some answers. And then we'll decide if you'll be allowed back into school or not."

Shauna didn't dare look at Mom.

Mom didn't speak until they got home. "Do you know how disappointed I am in you?" she said. "I've worked hard so I could afford to send you to a better school. Unless you come up with a reasonable explanation, you'll return to your old school."

Mom didn't have to explain that in the old school there was more fighting going on than learning. It was a scary place. Shauna went to her room and stayed there.

$\star\star\star\star\star\star\star\star$

In the morning Mom dropped Shauna off at Grandma's house. Grandma didn't say anything about the incident. Instead she sat down at the piano and asked Shauna to sing along. They sang all of Grandma's favorites: "Jesus Loves Me," "What a Friend We Have in Jesus," and every other song Grandma knew about Jesus and God's children.

Every once in a while, Shauna studied Grandma's face to see if Grandma was upset. But her face never showed anything but love.

By the end of the afternoon, Shauna decided that Grandma could see how ridiculous the accusations were. "Accidentally leaving a knife on Maria's desk shouldn't have made everybody get so upset, right, Grandma?"

"It was wrong," Grandma said. "You almost caused an innocent person to get into serious trouble."

"But I know that you love me. And you won't send me back to my old school."

"It's not my decision," Grandma said.

"Nothing bad happened to Maria," Shauna shouted. "Why is everyone against me?" She ran out to the porch. Why couldn't someone be on her side? She picked up a pebble and threw it on the sidewalk. It must have hurt Mom to admit that the knife belonged to her daughter. And Maria. Was she scared, thinking she'd be blamed for having a knife in school?

Shauna went back into the house. "Grandma, how can you sing when you know I've been bad?"

Grandma pulled Shauna close. "Thinking of Jesus and remembering he is the one that can fix our broken ways is my only joy."

Shauna let herself go limp in Grandma's arms. She felt terrible. "Forgive me, Jesus," she whispered.

Then Shauna lifted her head. "Grandma, I need to go to school. I need to tell the principal, Miss Jackson, the truth. And Maria too."

"I'll go with you," Grandma said.

They walked silently for the first few blocks.

"Grandma," Shauna said, "I know I have to do this, but it's going to be so embarrassing saying that I did it on purpose so that everyone would think less of Maria. And because I wanted the praise that she gets."

"I know," Grandma said. "But I'll be there with you."

"What will happen to me?" Shauna asked.

"I don't know," Grandma said. "Schools have to have rules. If your school wasn't tough about certain rules, it would become as unsafe as your old school."

"I'm scared," Shauna said. "Can we sing?"

Escape the Z!

My neighbor paid me \$5 to rake her leaves. I had to give up bike riding with my friends to do this miserable job, so I don't see why I should give up any of my money for the church offering. Proud thought: All that I earn is mine . <i>Move up 2 steps</i> .	What if my birthday party isn't the best one? I'll beg Mom to spend more money on food, games, and prizes. Proud thought: I deserve to have the best and have everyone honor me . <i>Move up 2 steps.</i>
I'm embarrassed to tell my friend at school that I'm a Christian. She may think I'm weird or something. Proud thought: What others think of me is more important than what Jesus has done for me. <i>Move up 2 steps.</i>	Jodie thinks she is so great. She always shows off that she puts a dollar in the Sunday school offering plate. Proud thought: Other people are more proud than I am . <i>Move up 1 step.</i>
I get good grades and I'm kind of cute, so everyone at school likes me and wants to my friend. Why I should I talk to the losers nobody likes? Proud thought: I'm too good for some people. <i>Move up 2 steps.</i>	We just moved into a new house. It has a swimming pool and a basketball court. Everyone will think I am pretty special. Proud thought: The things I own make me important. <i>Move up 2 steps.</i>
The teacher gave me an A on the big science project. I'm telling other kids about it. I bet no one else has gotten an A. Proud thought: I am the best. <i>Move up 1 step.</i>	I gave the most cans for the food drive so I did more than my part. I don't need to stay around to help put the food into bags. Proud thought: I don't have to be a servant when I've already given my share. <i>Move up 1 step.</i>
No one ever gives me a chance. No one even waits for me when they go to the lunchroom. No one asks me to join their team. Proud thought: I deserve more than I get. <i>Move up 1 step.</i>	Becky stole a candy bar from the store. I'm sure that's why she's grounded for a week. I would never do such a thing. Proud thought: When I tell about what others have done wrong, it makes me look good. <i>Move up 1 step.</i>

L

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Every Sunday my mother drags me to the nursing home to visit Grandma. She doesn't understand that I have to practice my soccer skills every day if I want to play for the team. Proud thought: My time is mine. <i>Move up 2 steps.</i>	I know I do stuff that's wrong. Jesus sees what is in my heart, yet he still loves me and forgives me. Humble thought: I need Jesus' forgiveness. <i>Move down 2 steps.</i>
I studied for my test, but I'm afraid I'll get nervous and choose the wrong answer. I asked Mom to pray for me. Just knowing God listens and cares helps. Humble thought: I need to depend on God . <i>Move down I step</i> .	We had a potluck dinner at church. There were lots of good things to eat, and the pastor made sure I had a place to sit. It was fun. Humble thought: I'm thankful for people who care about others. <i>Move down 1 step.</i>
Thanking God first thing in the morning changes my day. This morning I thanked God for the rain, for my umbrella, and for a good sandwich in my lunch. Humble thought: All that I have comes from God . <i>Move down 2 steps</i> .	When my grandma's friend went to the hospital, our church school class made her a card. She wrote us back and said our card was her favorite. It made me happy. Humble thought: Cheering up others brings true joy. <i>Move down 2 steps.</i>
I lied to my mom about having homework. When I went out to play, I knew Jesus saw my lie. I put the ball away and did my homework. Humble thought: On my own I can't always do what's right. I must go to Jesus for forgiveness. <i>Move down 1 step</i> .	When I wasn't feeling good at school, I called Mom. She had to leave her job at the office and take time to pick me up. I thanked her when she came. Humble thought: Saying "thanks" shows we care about others. Move down 1 step.
My teacher put my artwork on the bulletin board. It made me feel special. Then I remembered I didn't say anything to James when his math work was displayed. I hope it isn't too late. Humble thought: God has given each one of us abilities. <i>Move down 2 steps.</i>	When Kevin beat me in the final round of the spelling bee, I was disappointed but I smiled and congratulated him. Humble thought: It's good to recognize the achievements of others. <i>Move down 2 steps</i> .

I

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I hit a softball through my neighbor's garage window. At first I ran away and didn't say anything. But after talking with Dad, I knew I had done the wrong thing. So I went over and apologized and agreed to pay for a new win- dow. Humble thought: God uses others to show us the right thing to do. <i>Move down 1 step.</i>	
Some of the kids at school think it's cool to talk dirty. The other day I told a couple of kids I wished they wouldn't do that. Humble thought: Sometimes it takes courage to speak out. <i>Move down 2 steps.</i>	
Escape the Z! You may return to Start and the home of humility.	
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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 4-5 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 4-5, 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:



www.WalkWithMeOnline.org

Grades 4 and 5

Year 1 – Old Testament

Unit 1: God's Beautiful World—Spoiled Unit 2: God Makes a Covenant with Us Unit 3: God Saves Us and Tells Us How to Live Unit 4: God's in Charge—No Matter What Unit 5: God Speaks to Us Unit 5: God Takes Care of Us Unit 6: God Takes Care of Us Unit 7: God Is Faithful and Just Unit 8: God Wants Us to Obey Unit 9: God Protects Us and Keeps Promises

Year 2 – New Testament

Unit 1: Jesus Begins His Work Unit 2: Jesus Teaches About God's Kingdom Unit 3: Jesus Teaches Us How to Live Unit 4: Jesus Is the Son of God Unit 5: Jesus Died and Rose Again Unit 6: The Church Is God's People Unit 7: God Wants His Church to Grow Unit 8: The Holy Spirit Helps God's People Unit 9: Spreading the Good News







Game: T.R.A.D.E.S.

Punch out game cards. Follow instructions in step 4 of session 2.

S = Sow patience, faithfulness, self-control



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The Long Walk

n 1863 white settlers in the southwestern part of the United States joined forces with the Ute Indians against the Navajo people. Kit Carson encouraged the Ute to raid the Navajos, taking their horses and other animals. Both the white settlers and the Ute had greedy eyes for the possessions of the Navajo. The Navajo people fled to a remote canyon, but by January of 1864 they had

the possessions of the Navajc The Navajo people fled to canyon, but by January of 18 run out of food. When Kit Carson heard this, he sent his soldiers into the canyon to destroy the homes and to destroy the homes and remaining livestock of the Navajos. They had no choice but to surrender. By March of 1864, five thousand Navajos were held as prisoners and forced to march out of the land they called home. Armed soldiers led them

a 350-mile walk. The white soldiers did not respect or even try to understand the Navajo people. Navajo food consisted of corn, beans, and lamb. Now they were given white flour and coffee beans. Not knowing what to do with this strange food many became sick. And many died. By late summer the Navajos arrived at Fort Sumner in Oklahoma. Once again, Walk with Me, Grades 4-5, Year 1, Unit 1, www.WalkWithMed Faith Alive Christian Resources published by CRC Put Constrained Second Bagds, Michael Resources Christian And Bagds, Michael Resources Christian Ch

everything was strange. There were no trees to build their hogans or to use for firewood.

What was it like? Imagine being far from home, with no one around who cared or who would listen to you. You wouldn't have any of your favorite foods to eat or your own clothes to wear. In fact, you wouldn't have any of your own things. And you wouldn't be allowed to call home. That's how it was for the

Navajos. After four long and painful years, the Navajos finally convinced the American authorities to sign a treaty that allowed the Navajos to return to their land. When people do not consider what is important to other people, when they forget God's command to love God and love others, they can

wnen trey forget God s command to love God and love others, they can do terrible things. Things that cause enormous damage to bodies, minds, and souls. how you can learn what is ther people, especially peo-

Think about how you can learn what is important to other people, especially people whose culture, race, and skin color may be different from your own. Think about how you can treat others in ways that honor God's command.

Navajo captives under guard, Fort Sumner, New Mexico.

Navajo captives husking com, Fort Sumner, New Mexico.

WHY NOT EVERY MAN?



choking, brown cloud of dust rose as the runner slid safely into third base. The runner brushed the dirt off his pants. The field looked like a dried-up mud hole. Why did the boys play on this field when there was a grassy ballpark not far away? Because they weren't allowed to. These were African-American boys living in the United States in the early 1900s.

Ballparks were off-limits for people of color. But that wasn't all. People of color were not allowed in certain schools, they could not drink from certain water fountains and were not permitted inside certain public buildings. And they were not allowed to play in certain places.

That's why a boy named Paul Robeson could not play with the white boys on the grassy field. But Paul did not allow this to stop him. As he grew up, he excelled in sports, academics, and music. But even though his talents admitted him into many areas of the "white world," he was never fully accepted. Even

though he was a star player on his college football team, some of his team members beat him up, hoping he would quit. Although it took two weeks to recover from the bruises Paul returned to the field and proved that he could not be scared off.

Paul graduated from college with the highest academic award. At his graduation he told the mostly white crowd that character should be the standard of excellence and that whites and blacks should clasp friendly hands in the awareness that we are brothers and that God is the father of us all.

Paul went on to become an actor and singer with a beautiful, deep voice. His musical fame spread and he traveled the world singing. In the Soviet Union, Paul saw that black people and white people could eat in the same restaurants. So when he returned to America, Paul praised the Soviet Union. That upset many people. Some of them accused Paul of being a Communist.

What Paul wanted more than anything was for hatred to end. He wanted all people to enjoy freedom and to show brotherly love to each other. Many of his songs were the spirituals he learned in his church. These songs spoke of hurt but also of hope. He sang, "Didn't my Lord deliver Daniel? Then why not every man?

-ENACT FE

· Aguara Poll TAN · AMEND TAST PLEASES

EPUBLICAN PARTS ATFORM

HOUTING

When Paul Robeson died in 1976, some progress had been made in the battle against discrimination. But even today, much work remains to be done if Paul's dream of blacks and whites living together as brothers and sisters is aoina to come true.





- ។。Gather your materials.
- Thank God for what you have.



3. Think about something you've learned about God (a song or a Bible verse might come to mind). Or think about something you want to praise God for. Or think about a Bible story that's especially meaningful to you.



- Express your idea by making a torn paper poster. Use the materials provided by your leader.
- 5. Share what you've made with others.
 Explain what it means.





Offer or dedicate
your work to God.

% Ask yourself: Did I worship and honor God by what I made?

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Based on Genesis 1:1-2:3

n the beginning God called everything to its place. It was a good call. It gave us air to breathe and food to eat. It gave us our friends and family. Imagine, for a moment, the creation of the world. Imagine with the colors, shapes, smells, and sounds God has given you.

In the large space of nothing there were no shapes or forms. The earth wasn't round or square; it was nothing. There was nothing to touch. Water swirled in the darkness with no borders. Then God's Spirit moved over the waters.

God called, "Let there be light," and there was light. The light pierced the darkness. God was delighted. The light was good. It was visible and it deserved a name. "This light is day," God said. "And the darkness is night." It was the first day.

God called again. "Let there be a wide stretch between the waters." Water collected above the stretch and below it. The water stored above the stretch, God called the sky. The blues of the sky above and the blues of the water below reflected shades of blue under the day and evening of the second day.

God called again. "Let the water under the sky be gathered to one place, and let dry ground appear." It happened just as God said. God named the dry ground land. The gathered water he named the seas. God saw the seas that sparkled under the light and the land that stood firm. It was good. The rich land was so packed with goodness that it could produce plants and trees under God's call. Out of green plants God concocted pods, roots, leaves, beans, and all that held seeds for more. Circuscolored fruit grew in between green leaves of trees. The fruit packaged seeds for more of their kind. Sweet, delicious, and nutritious. And God saw that it was good. The evening and the morning of the food-bearing land and seas in their containers became the third day.

God called again. "Let the light become unique lights for the day and for the night." The bright light of the sun announced its rising and setting with red brilliance. The moon glowed and the stars twinkled under the night sky. God designed the lights to mark the seasons, days, and years. God saw that the light was good. It marked the fourth day.

God called again. This time God created living and moving creatures. God filled the seas with seals and eels and little orange-colored fish. Then the Creator called for winged creatures with caws, chirps, and songs to soar through the sky. All of these creatures God blessed with the gift of producing more life. Playful, joyful sounds burst forth on the evening and morning of the fifth day.

God called again. This time God filled the dry land with creatures. Tame animals to stroll across the land and wild animals to leap and creep in their secret places. They joined the sight and sounds of the land. And God saw that it was good.

But there was one more creature God planned for the earth. This creature was not called from the land. God had something extraordinary in mind. God said, "Let us make man in our image, in our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth and over all the creatures that move along the ground." At last there lived on earth a creature that could speak with words just like the Creator. He could put things in order just like the Creator. He could name things just like the Creator.

On the seventh day God rested, enjoying all the wonders. Praise God. Our God is without beginning but has given us our beginning and blessed us with goodness.

"AND IT WAS GOOD"



n this painting Christian Navajo artist Elmer Yazzie gives his view of the creation. The design is based on Navajo traditions. The artist intends for us to "read" the painting as a spiral. Entering the spiral represents learning. Leaving the spiral represents giving something back.

The design begins at the top, with the open mouth of God. Then it moves clockwise, beginning with the first day of creation and remembering what God created on that day. It continues through all the days of creation. As you reach the last day, notice God's hands giving people the responsibility to care for God's creation.

At the center, reverse your course and exit the spiral counterclockwise. You will arrive at Day 7 first, then Day 6, and so on. Pause at each day to praise God for the things God did on that day.

You have now completed the circle, learning about God's creation as you entered the spiral and giving back praise for that creation as you left it.



The High-Fivers and the Tower of Babel

Based on Genesis 11:1-9



Narrator: Here we are in the land of Shinar Almo: Ah, Shinar. The place of my dreams. Eba: Oh yeah. Mine too.

Iklah: Green fields.

Obah: Sparkling rivers.

Uzal: And no rocks in the soil

Chorus: There's no place like Shinar. A, E, I, O, U. [They slap a high five.]

Almo: Yep, we're the high-fivers.

Eba: We stand together.

Iklah: Together we can do anything. Narrator: It's true. That fivesome represents all the people on earth who descended from the sons of Noah after the flood. They schemed together to make themselves stronger and more powerful. They liked that sense of power. Of course, it helped that all people on the

earth could speak the same language. Almo: Who said we could never live in a land without stones for building our houses?

Eba: Right. Here we are making bricks out of mud. [The five kneel and pantomime forming bricks.] Iklah: We can make each one the same size and shape.

Obah: Beats searching for stones.

Uza: And the more bricks we make, the more we can build. We can go on forever.

Almo: There's no stopping us now. Let's build a tower to reach the sky.

Eba: Then we will be gods, watching over everything and everyone.

Iklah: No one will have to go anywhere. We will have it all right here.

Obah: When we reach the top we'll call to the sky for our blessing.

Uzal: And we'll call to the rivers below for our water.

Chorus: There's no place like Shinar. A, E, I, O, U. [They slap a high five.]

Almo: Everyone will want to live within sight of our tower.

Eba: We'll make a name for ourselves.

Iklah: We'll never be forgotten. Kids in Sunday school classes all over the world will be reading about us.

Obah: And don't forget—our tower of power will keep the people from scattering over the earth. We'll bring all people together. They'll love us!

Chorus: There's no place like Shinar. A, E, I, O,U. [They slap a high five.]

Narrator: The fivesome taught everyone how to make bricks. They gathered mud

and water, shaped the bricks, and set them out to dry. They had brick-making contests to see who could make the most bricks in one day. They had brick relays, passing dried bricks from the fields to stacks along the roadsides. They made bricks until there was not an inch of ground left to store another brick.



kneel and pantomime forming bricks.]

Almo: Let the building begin.

Narrator: All the people gathered around to hear the great plan. Each person received an assignment. For days and months they worked on the first level. It towered over their heads. Each level had steps upon steps. And after each level brought the tower closer to the sky, the people celebrated.

Chorus: There's no place like Shinar. A, E, I, O, U. [They slap a high five.]

Narrator: How long did they work on their tower? Probably more than a year. Their goal was at least seven levels high.

Almo: We've nearly reached the sky.

Eba: When I climb the steps, I tremble, thinking we've never been more powerful.

Iklah: My head goes dizzy to reach such heights.

Obah: It's a rush, all right.

Uzal: The power of a tower. The tower of power.

Narrator: Then something happened: God came down to look at the tower. God saw that the people did what they said they would do. Since the people could all understand each other, they only needed each other to make their plans come true. So God decided to confuse their language so they could not understand each other.

Almo: Babble. Babble.

Eba: Jebe, Jebe.

Iklah: Nime. Nime.

Obah: Gobble. Gobble.

Uzal: Cluck. Cluck.

Chorus: Blah, blah, blah, blah, blah, A, F, I, O, U. [They use hands to motion at each other. Finally they throw up their hands in hopelessness. Each leaves the center of the room to go off alone.]

Narrator: So because they could no longer understand each other, they stopped building the tower. And God scattered them all over the earth.



TOWER TRIVIA

- The building of the tower of Babel probably took place not long after the flood.
- The remains of large towers—called ziggurats—can be found at the sites of many ancient cities in Mesopotamia. Babel was likely the first of all such towers.
- The names given to ziggurats such as Babel often meant "staircase to heaven."
- God stopped the plans of the people, but one thing they planned came true. They made a name for themselves. From near and far, from early times until now, people have heard of their tower—the Tower of Babel. And whenever someone isn't making sense, we say they are babbling.
- Do you think the names of the high-fivers in our skit (Almo, Eba, Iklah, Obah, and Uzal) are entirely fictional? Nope. We borrowed some of them from Genesis 10:26-29. How many can you find there? You may count close matches or abbreviations.
- How many words can you pronounce without the vowels A, E, I, O, U? Add two vowels to these letters to discover the answer: NN.
- What five-letter word describes what was wrong with the people? Hint: rhymes with *hide*.
- What five-letter word is the cure for our pride? Hint: rhymes with face.

Chorus: There's no place like Narrator: How long did they

Game Cards



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Game Rules

To play "Escape the Z!" you'll need three to five players. The object of the game is to stay as low as possible on the ziggurat. To play, follow these rules:

- 1. Shuffle the game cards.
- 2. Players take turns (moving in clockwise direction) drawing cards.
- 3. Player must read the card aloud and follow the directions on the card. If the card contains a proud thought, player moves marker UP the steps of the ziggurat. If the card contains a humble thought, player moves DOWN the steps of the ziggurat. If player can't make all the up or down steps directed by the card, he or she goes up or down as far as possible.

in

- 4. Players who draw an Escape card can move their marker all the back to the START position
- 5. Players who get to the top of the tower (the peak of pride) miss a turn
- 6. If you've worked your way through all the cards, you may shuffle them and start over
- 7. Game is over when leader calls time. Winner is the person who holds the lowest position on the ziggurat (ties are OK).

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