

Little kids can know God through creation

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(With additional ideas
from the original text)

PLEASE NOTE!

The visuals for this series can be purchased from most CEF offices and online shops.
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Why teach young children?

Whether you are a new teacher or one who is well seasoned, you have chosen to invest your time in one of the most fruitful ministries: teaching young children! Why teach young children? According to specialists, the first five or six years of a child's life are his most sensitive, receptive and crucial period of development. These years, in which he develops his will to learn, his creativity and his ability to perform, affect all of his subsequent learning. If intellectual development is half over by age five, then teaching the Bible to young children has the potential of laying some very important spiritual and intellectual foundations.

What young children are like

Players



Physically, young children's large muscles are developing. These growing muscles can actually cause discomfort if they sit still for too long. They need time to play and plenty of space to move around in. They need variety and activity in every learning situation. Let them role-play Bible stories and play-act situations and applications to allow movement and reinforce the lesson. In this series you will find dramatic activities, action rhymes and movement woven into the Bible lessons, songs and memory verse teaching to help you meet this need.

Mentally, young children are questioning, observing and learning all the time. They enjoy learning and do so through all five senses. It is important to use a variety of methods and materials that appeal to their senses and maximise learning. Young children are also literal-minded and need simple, clear terminology - words that mean what they say. This does not mean you should never use more challenging words. It is important to expose them to Bible words they may not learn anywhere else, such as "*sin*", "*Saviour*" and "*worship*". This series makes use of carefully chosen words and explanations, as well as a variety of sensory experiences.



Curious

Self-centred



Socially, young children see the world as revolving around themselves and their needs. They are limited to their own viewpoint. Avoid competition but reward them for individual effort. The welcome ideas, review games, creative and enrichment activities in this series give young children opportunities to succeed without competition.

Emotionally, young children are easily hurt and their feelings are often "on the surface". Provide security and a sense of love and belonging. Seek to build self-esteem with positive comments about their character and ways they are growing and learning to do more. Young children are trusting, so be accurate and truthful. Build trust by keeping your word and being consistent. The teaching objectives, main teachings and applications in this series direct them to their ultimate source of security and love - a personal relationship with Jesus Christ.



Vulnerable

Credulous



Spiritually, young children eagerly accept Bible truth and are capable of learning basic doctrine in broad, simple terms. Some may also be ready to receive Christ as Saviour. Be sure to teach through repetition and give opportunities for response. Always keep in mind that their relationship with you, their teacher, will influence their relationship with God. Prayerfully commit your teaching ministry to the Lord and let His love for the children flow through you. This series provides a solid foundation of basic Gospel truths, relevant examples of sin and biblical applications repeated in words, actions and songs.

How to use this series

This volume is one in a series produced by *Child Evangelism Fellowship*® for use with young children. It is our conviction that little kids *can* know God!

This book contains all the information you will need to teach your class.

The complete lesson text is included in this book. Try not to read from the book but keep eye contact with the children. A lesson that is taught, not read, is more believable and interesting for the children. More experienced teachers may want to display the visuals on an easel at eye level to the children and teach from an open Bible. This allows the teacher's hands to be free for the variety of activities woven into the lessons.

Each lesson includes many opportunities for active involvement through dramatic activities, action rhymes and songs. Be sure to evaluate the needs of your group and choose the ideas that will work best and fit within your class time.

Scriptures are quoted from the New King James Version of the Bible. If desired, you may easily substitute another translation. The verse explanations and memory verse symbols are adaptable for any translation or language.

You will find the following symbols throughout these materials. Each indicates an activity.

Activity symbols



Song



Dramatic activity



Action rhyme

Tips on teaching young children

Be prepared and organised

- ♦ Study your lesson and class schedule thoroughly.
- ♦ Plan your time well.
- ♦ Prepare a written programme and follow it.
- ♦ Organise your materials.
- ♦ Be flexible to meet the needs of your class.
- ♦ Be prepared for interruptions - and surprises!

Plan a pre-session time

Planning a pre-session, of course, assumes you will be in the classroom and ready before the first child arrives! This not only helps you be better prepared to teach, it also provides a sense of security for the children. Have nametags available. These may be created with coloured card or fun foam and attached with a safety pin or double-sided tape. Also provide pictures to colour, storybooks to look at and recorded stories or music to listen to. These activities could be organised into "interest centres" around the room. Activities you choose should reinforce the lesson aim for the day, or provide a review of previous lesson aims. The suggestions in the welcome segment are designed to be used in pre-session time. These ideas are effective yet simple and require little preparation. It is good always to have a planned activity but sometimes the best pre-session activity is just to sit, and talk with the children as they arrive.

Have a routine

It is important to establish a routine and state expectations for each area of the room and each teaching segment. The children will feel secure when they know what to expect. A suggested class schedule is given at the beginning of each lesson to use as a guide. Try to follow the schedule you decide on, but be sensitive to how children respond to each activity and adapt accordingly. Routines that provide security and interest may include regular opening and closing songs; carpet squares to sit on; areas of the room designated for certain activities (eg story area, song area, craft area); rhymes or action rhymes to signal certain activities.

Involve the children

- ♦ **Helping** - Let children hold songs or other visuals, and hand out materials.
- ♦ **Role-plays** - Children enjoy acting out events of the lesson.
- ♦ **Prayer** - Have the children pray aloud in class for specific requests.
- ♦ **Action songs and rhymes** - Sing songs with actions and include action rhymes.
- ♦ **Questions** - Ask questions while you teach as well as in a review time. Allow children time to ask their own questions.

Engage the senses

Because young children learn through their senses, an effective teaching session will include experiences with all five: seeing, hearing, smelling, tasting, touching. When planning your lesson and class hour, put yourself in the story. What would have touched your senses if you were one of the characters? What would you have seen or heard? What might you have smelled or tasted? Are there objects or textures you would have touched? Asking yourself these questions will help you think creatively about what to bring to class for the children to experience. Here are a few examples:

- ♦ **Seeing** - Talk about the visuals you use and ask children questions about what they see.
- ♦ **Hearing** - Use your voice creatively to depict characters in your lesson. Let the children use their voices to imitate sounds or repeat dialogue. Include songs to reinforce the lesson.

- ♦ **Smelling** - Use lesson-related items that have an aroma (eg foods, spices, perfumes, incense). Also let the children pretend to smell aromas that would have been present (eg food cooking, flowers, animals).
- ♦ **Tasting** - Let the children taste foods mentioned or implied in the lesson and sample foods from different cultures.
- ♦ **Touching** - Provide safe lesson-related objects the children can touch. Include different shapes and textures and nature items. Also let the children help you hold flashcards, song visuals and memory verse symbols.

Use a variety of visuals

Use pictures and objects of various shapes, sizes and colours. The verse and song visuals can be presented in several different ways:

- ♦ Mount them on craft sticks.
- ♦ Add magnets to the back to use on a baking tray.
- ♦ Use clothes pegs and clip them to a string.
- ♦ Slide them in a pocket chart.
- ♦ Add flocked paper, paper towel scraps or sandpaper to the back for use on a flannelboard.

Teach with music

Music provides opportunities for movement and captures the interest of distracted listeners. It is not necessary to teach the songs word by word to the children. Just sing them. Children will learn the songs simply by listening. Even if you are not musically inclined, try to include plenty of songs. Young children often learn songs more quickly than any other part of the teaching.

Review often

Reinforce your lesson in a variety of ways. Use review games, songs, role-plays, crafts and object lessons. You can also let the children retell the lesson using your visuals.

Be friendly

Smile often. Speak to the children at their eye level. Be personal and try to always use the children's names. Show interest in each child as an individual. Be patient and be generous with praise and encouragement.

Discipline consistently

Be loving yet firm in your discipline and realistic in your expectations. Remember that young children need lots of movement and opportunity for response. When discipline problems do occur, be careful to discipline the behaviour, not the child (ie, the problem is not the child himself but his inappropriate behaviour). Keep in mind that being well prepared and providing plenty of interaction will eliminate most problems.

- ♦ Have well-defined rules and be consistent in upholding them. Review the rules verbally and possibly with a visual reminder at the start of every class. Designate how many children can be at each centre or activity.
- ♦ Give positive guidance by telling what a child should do, not just what he should not do. Say, "Do this," instead of, "Don't do that."
- ♦ When a child misbehaves, ask if he needs time to think about appropriate behaviour. If thinking time is needed, have him sit alone for one minute per year of age. When the time is up, ask if he is ready to behave appropriately. If so, he may rejoin the activity.
- ♦ Plan to have a helper sit close to a child who consistently causes a disturbance in class. Often a touch on the arm will help refocus the child.

Teaching 2s and 3s

Two- and three-year-olds are very teachable. Some even refer to these years as the "age of discovery." Because there is a wide range of maturity levels within this age group, you need to be sensitive to each child on his individual level.

Class schedule

Include an activity after every two or three minutes of teaching time.

Bible lesson

Use lots of repetition. This age group thrives on hearing the same lesson many times (at least two to four times) before going to a new one!

Songs

Choose two or three songs to use throughout the series. Sing each song several times during the class time. When using a visual for a song, have a different child hold the visual each time you sing it. Keep singing the same song until all who want to hold the visual have had a turn.

Memory verse

Repetition is the key to teaching a memory verse to these little ones. Say one short phrase at a time and have the children repeat it after you. With a small group of children have one child at a time repeat the verse. You may want to use stickers to encourage or reward them. Continue to work on the same verse during the series until the children have it memorised.

Why lead young children to Christ?

Can a young child be saved? The Lord Jesus said, “Unless you are converted and become as little children, you will by no means enter the kingdom of heaven” (Matthew 18:3). Jesus gave His promise of salvation to “whoever believes” (John 3:16) without any other limitation. He spoke of little ones who believe in Him and the danger of offending them (Matthew 18:6).

Shirley Wisner, who for many years served as a teacher trainer and a columnist for *Evangelizing Today's Child*® magazine, based the accountability of a child on James 4:17 - “Therefore, to him who knows to do good and does not do it, to him it is sin.” Mrs Wisner stated, “Any normal child knows right from wrong long before he is five. He learns early that there are certain things he is not to do because they are wrong and that if he does them he will be punished. This same child can easily be taught that God calls such wrongdoing sin and that there is a remedy for sin.”

Statistics show that eighty-five percent of those who make decisions for Christ do so between the ages of four and fourteen. Josh McDowell, a renowned speaker and author, spoke about this statistic and said, “It’s probably going to be ninety-five percent within five years.” He also predicted the age span would likely decrease to four and

eight. It is clear that we need to reach children early and there is an advantage in doing so. Many Christian leaders were saved as preschool children. For example, Corrie ten Boom was saved at age five, Dr James Dobson at age three and Amy Carmichael at age three.

Most children who are converted at a very early (ie preschool) age have had the privilege of a Christian upbringing.

It is important that our first goal is to evangelise the children. As Dr Howard Hendricks stated, “To expect a child to live the Christian life when he does not possess it is to mock him. Until the Holy Spirit takes up residence in a person’s heart he cannot live [a life] pleasing to God.”

In Mark 16:15 the Lord Jesus commands us to preach the Gospel to “every creature.” This includes children. David Livingstone, famous Scottish missionary and explorer, said, “Our business is to teach children about sin and the Saviour, without even a hint about a certain age to accept Christ. The Holy Spirit will, in due time, convict them of sin.” God is able to draw a child to Himself. If you doubt the child’s ability to communicate with God, do not doubt God’s ability to communicate with the child!

Young children and salvation

As we work with preschoolers we endeavour to build Bible truths into their understanding, “block by block”. Each teaching session will aim to lead them to understand a Bible truth or to deepen their understanding of a truth they have already learned. In this way they will be taught the basics of the Gospel and much more. As you teach, depend on the Holy Spirit to give them spiritual understanding and to draw them to Christ. Be mindful, however, that preschoolers really want to please their teacher so we must avoid professions made on that basis.

If a child has questions, answer them on the child’s level; if he is not satisfied with the answer he will ask again, or he may have another question. Let the child set the pace and be very careful not to put pressure on a child to make a profession of faith. If a child is very clear about the Gospel and clearly wants to trust the Lord, you may find “Key questions for counselling” (see back cover) useful.

Play dough, clay, instruments and costumes

Below are some staple items for fun and learning. For a creative activity children can use play dough or clay to form lesson-related objects as you review the lesson. Rhythm instruments are great for providing active participation in a rhythm band or praise parade. Costumes allow children the fun of “dressing up” as they role-play various parts of the lesson.

Play dough

1 cup plain (all-purpose) flour
 ½ cup salt
 2 tablespoons cream of tartar
 2 tablespoons vegetable oil
 1 cup water with food colouring added

Optional: food colouring; vanilla, cinnamon, or other fragrance; glitter.

Put all the ingredients into a large saucepan, and stir over a medium heat until the dough forms into a ball. Allow to cool, and then knead until smooth.

Store in an airtight container (a zipped plastic bag with the air pressed out is good).

Craft clay

200 g cornflour
 2¼ litre water
 400 g baking soda

Mix all the ingredients together in a medium saucepan. Cook and stir over medium heat until thickened to a dough-like consistency. Turn the mixture onto a flat surface lightly dusted with cornflour and knead. Cover with a damp cloth or keep in a plastic bag. The clay may be used for crafts or “models”, which can be painted when dry.

Rhythm instruments

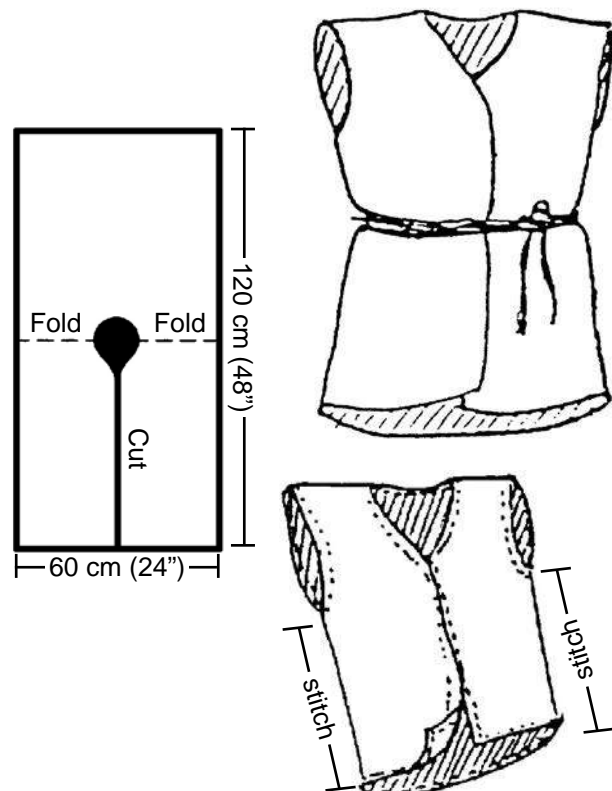
Make simple rhythm instruments from household items and decorate them with stickers, coloured tape, glitter, markers, crayons or other materials. (Do this before class or as a creative activity with the children.) Be sure to securely glue or tape the lids on instruments containing rice or beans.

- ♦ Small plastic boxes (each with a lid) filled with a few beans or rice for shakers.
- ♦ Small boxes open on one side with rubber bands stretched over the opening for harps.
- ♦ Tubes for horns.

- ♦ Biscuit tins or cardboard boxes for drums.
- ♦ Sets of two sticks or dowels for rhythm sticks.
- ♦ Bells on leather straps or ribbons for jingle bells.
- ♦ Disposable plastic containers with holes punched around the edges and bells attached with wool or ribbon for tambourines.
- ♦ Sets of two sanded wooden blocks with sandpaper glued to one side for rhythm blocks.

Bible costumes

This toga costume can be used for both male and female Bible characters. Use any material, but be sure to hem all the raw edges. Make three sizes for children: small (60 x 120 cm / 24” x 48”), medium (70 x 152 cm / 28” x 60”) and large (75 x 160 cm / 30” x 64”). (For adults and youth, experiment to determine the desired dimensions.) Create a rope or fabric belt for each toga. For simpler costumes, paper grocery sacks may be used. Cut arm and head openings in each.



Planning your class time











Below is a suggested schedule to help you plan a fun-filled 30-minute, 1-hour or 2-hour teaching time, presented once a week or daily. If you are teaching once a week, you will find there are many activities to choose from - and not enough time to use all of them! In a daycare setting these additional ideas and materials could be passed on to the daycare provider as a way to reinforce your teaching throughout the week. In a church setting these ideas would work well in a midweek service or other meeting.

To teach these materials in a Monday to Friday setting, choose one of the three plans according to the time available. If you have only 30 minutes, divide the memory verse and Bible lesson between the first four days as indicated below. A review time can be given daily or at the end of the week.

Day 1	Day 2	Day 3	Day 4	Day 5
Memory verse	Bible lesson part 1	Bible lesson part 2	Bible lesson part 3	Review time

Time schedule

(Unless otherwise noted, time segments are given in minutes.)

	Class segment	30 minutes	1 hour	2 hours
	Welcome	Pre-session	Pre-session	Pre-session
	Worship	-	5	5
	Memory verse	5	5	10
	Stretch*	5	5	5
	Bible lesson**	15	15	20
	Review	5	5	10
	Read aloud story or application spot	-	5	5
	Snack	-	-	10
	Creative activity	-	15	20
	Enrichment activity	-	-	25
	Going home***	-	5	10

* Use the suggested stretching activities or sing action songs.

** Include or omit dramatic activities as time allows.

*** While waiting for parents, have children help to tidy up, review the memory verse and sing songs.

Overview

Lesson	Central truth	Welcome	Worship	Memory verse	Stretch	Review	Other activity	Songs and action rhymes (Action rhymes are italicised)	Creative activity (Choose one)	Enrichment activity (Choose one)
God creates light, water, sky and air (days one and two) Genesis 1:1-8	The Bible tells us God is Creator	Different and alike	“God is so good” Prayer “I can know God” Offering	“In the beginning God created the heavens and the earth” (Genesis 1:1) Sing a verse	God made me special “God made me”	Feel the wind	Read aloud story	“I believe the Bible” <i>Days of creation</i>	Let there be light Student activity sheets Play dough	Day and night sorting game Creation object lesson
God creates land and plants (day three) Genesis 1:1-13	God created land and plants	Dark and light	“God is so good” Prayer “I can know God” Offering	Review Genesis 1:1 Sing a verse	God is so good to me “God made me”	Plant a garden	Read aloud story	<i>Days of creation</i> “God made the mountains high” “Praise Him, praise Him, all you little children” or “Praise Him, praise Him, praise Him in the morning”	Bun case (or muffin case) flowers Student activity sheets Play dough	Creation mural Water and land

Overview (continued)

Lesson	Central truth	Welcome	Worship	Memory verse	Stretch	Review	Other activity	Songs and action rhymes (Action rhymes are italicised)	Creative activity (Choose one)	Enrichment activity (Choose one)
God creates the sun, moon, stars, birds and fish (days four and five) Genesis 1:1-23	God is a wise Creator and He knows everything	Still life drawing	“God is so good” Prayer “I can know God” Offering	“Then God saw everything that He had made, and ... it was very good” (Genesis 1:31) Verse with actions	Wise and foolish instructions	Shooting stars	Application spot	“Twinkle, twinkle, little star” “God made the mountains high” <i>Days of creation</i> “God is so good”	Sky mobile Student activity sheets Play dough	I spy Let's decorate biscuits
God creates animals and people (days six and seven) Genesis 1	God made people special so that they would love Him	Colour guessing	“God is so good” Prayer “I believe the Bible” Offering	Review Genesis 1:31 Verse with actions	Head and shoulders, knees and toes	Creation memory game	Application spot	“I can know God” <i>Days of creation</i> “God made me” “God made the mountains high”	Creation sequencing games Student activity sheets Play dough	Guess the animal God made me special

Overview (continued)

Lesson	Central truth	Welcome	Worship	Memory verse	Stretch	Review	Other activity	Songs and action rhymes (Action rhymes are italicised)	Creative activity (Choose one)	Enrichment activity (Choose one)
Adam and Eve choose to sin Genesis 2 - 3	Everyone is a sinner	A trip to the zoo	"God is so good" Prayer Days of creation "I can know God" Offering	"... All have sinned ..." (Romans 3:23) Colour stand-ups	Animal walk "God made the mountains high"	Fruit on a tree	Read aloud story	<i>Days of creation</i> "Disobeying God's good rules"	Fruit trees Student activity sheets Play dough	Doing what your parents tell you You can't hide from God
Cain and Abel give gifts to God Genesis 4	There is only one way to be forgiven - through Jesus	One way	"I believe the Bible" Prayer "I can know God" Days of creation Offering	"... All have sinned and fall short of the glory of God" (Romans 3:23) Colour stand-ups	Head and shoulders, knees and toes	Build an altar	Read aloud story	"One way God said to get to Heaven"	My family Student activity sheets Play dough	Right or wrong

Memory verse actions and music

Lessons 1-2

Sing a verse

Genesis 1:1

"In the beginning God created the heavens and the earth."

GENESIS 1:1

(Tune: Are You Sleeping?)

Traditional
arr. by Lisa Deam

The musical score is written for a four-part setting (Soprano, Alto, Tenor, Bass) in 4/4 time, using a key signature of one flat (Bb). The melody is based on the tune 'Are You Sleeping?'. The lyrics are: 'In the be - gin - ning, In the be - gin - ning God cre - a - ted, God cre - a - ted The Hea - vens and the Earth, The Hea - vens and the Earth. Ge - ne - sis one one, Ge - ne - sis one one.' The score includes various musical notations such as chords (F, Bb, C7, Gmin7), triplets (3), and rests. The lyrics are written below the vocal staves.





Memory verse actions and music (continued)

Lessons 3-4

Verse with actions

Genesis 1:31

"Then God saw everything that He had made, and ... it was very good."

			
"And God"	"saw everything"	"that He had made,"	"and ... it was very good"
Point up, then open hand and bring it downward in front of chest.	With open hands, palms facing chest, circle right hand upward and return to left hand.	Twist fists back and forth on top of each other then open and spread hands outward.	Kiss fingertips of right hand then slap back of right hand onto open left hand.

Lessons 5-6

Colour stand-ups

Romans 3:23

"... All have sinned and fall short of the glory of God."

(Instructions for "colour stand-ups" are included with both lessons.)

Song lyrics and actions

The following songs are included in the *Little kids can know God - songbook and CD* which is available from your CEF National Office. If you need an address, contact the European Headquarters (address at the front of this book).

The CD notation indicates the vocal and accompaniment only track numbers on the CD.

(CD: 4/25) **God made the mountains high**

- (1) God made the mountains high
- (2) And God made the trees.
- (3) God made the fish that swim
- (4) And God made the seas.
- (5) God made the birds that fly
- (6) And God made the bees.
- (7) But the best of it all, the thrill of it all:
- (8) God made me!

Actions: (1) Touch fingertips together in a point above head. (2) Raise hands over head to form treetop and sway from side to side. (3) Place palms together as a pretend fish and make it swim away from you. (4) Wiggle fingers, palms down, moving hands from right side of body to left. (5) Flap arms as if flying. (6) Tuck hands under arms, lean forward and rapidly move elbows up and down. (7) Raise right fist then left fist victoriously. (8) Bow or curtsy.

(CD: 3/24) **God made me**

- (1) God made (2) me. (repeat)
- (3) I'm so glad that (1) God made (2) me!
- God made my (4) fingers; God made my (5) toes.
- God made my (6) knuckles and God made my (7) nose.
- God made my (8) hipbones and God made my (9) chin.
- And God made the (10) shape that I am in.
- (repeat first two lines)

Actions: (1) Point up. (2) Point to self. (3) Clap on each word. (4) Wiggle fingers. (5) Touch toes. (6) Show knuckles. (7) Touch nose. (8) Place hands on hipbones. (9) Touch chin. (10) Stand and spread arms.

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(CD: 8/29) **I believe the Bible**

- 1** (1) I believe the Bible. (repeat)
(1) I believe the Bible is the Word of God.
- 2** (2) I believe in Jesus. (repeat)
(2) I believe in Jesus; He's the Son of God.
- 3** (3) You and I have sinned. (repeat)
(3) You and I have sinned and that makes God sad.

- 4** (4) Jesus died for sinners. (repeat)
(4) Jesus died for sinners; Jesus died for me.
- 5** (5) Jesus Christ is risen. (repeat)
(5) Jesus Christ is risen; He arose for me.
- 6** (6) Will you now receive Him? (repeat)
(6) Will you now receive Him and be saved today?

Actions: (1) Hold hands like an open Bible. (2) Point up. (3) Point to others then to self. (4) Make cross with index fingers. (5) Raise hands, palm up. (6) Fold hands as if in prayer.

By Hubert Mitchell. © 2001 Child Evangelism Fellowship Inc. All rights reserved.

(CD: 9/30, 10/31) **I can know God**

(Adapted)

- 1** (1) I may not be big (2) like the mountains so tall
(3) But I can know God, (4) Who made them all.
(5) I may not be strong (6) like the rivers that flow
(3) But I can know God, (6) Who makes them go.

Chorus

- (7) Yes, I can know (3) God. He's (5) big and strong.
- (7) Yes, I can know (3) God and (8) sing His song.
- (9) God loves me so much (7) and wants me to be
(10) A child in His own (11) forever family.
- 2** (12) I could not be there (13) to see Jesus die
(3) But I can know God (14) and understand why.
(1) I may not be big or tall (15) or so wise
(3) But I can know God (16) made Jesus alive.

Actions: (1) Stretch tall. (2) Touch fingertips together in a point above head. (3) Point up with index fingers. (4) Move hands, palms up, from in front you to each side. (5) Flex muscles. (6) Wiggle fingers, palms down, moving hands from right side of body to left. (7) Point to self. (8) Cup hands around mouth. (9) Hug self. (10) Hold hand low. (11) Look up while lifting outstretched hands. (12) Shake head no and wave index finger. (13) Make cross with index fingers. (14) Hold hands like an open Bible. (15) Point to head. (16) Raise hands, palms up.

Verse 1 by James L. Swindle. © 1986 Child Evangelism Fellowship Inc.

Verse 2 and adapted chorus by Shirley Person. © 2001 Child Evangelism Fellowship Inc. All rights reserved.

Song lyrics and actions (continued)

(CD: 2/23)

God is so good

- 1 (1) God is (2) so good. (repeat twice)
(2) He's so good (3) to me.
- 2 (1) God (4) loves me so. (repeat twice)
(2) He's so good (3) to me.
- 3 (5) I praise His name. (repeat twice)
(2) He's so good (3) to me.

Actions: (1) Point up with index fingers. (2) Look up while lifting outstretched hands. (3) Point to self. (4) Clap to rhythm.

Lyrics by Robert J. Hughes. © 1984 Lorenz Publishing Co. Used by permission.



Action rhyme



Days of creation

(Use with PCRE-k to PCRE-p.)

- (1) On day number one God made (2) the light -
(1) Day two, the (3) air and sky.
- (1) On day number three
God made (4) dry land and plants to (5) grow up high.
- (6) Sun, moon and stars on (1) day number four.
- (7) Birds and (8) fish on (1) day five.
- Then on (1) day number six God made the animals (9) and people (10) come alive!

Actions: (1) Hold up number of fingers. (Omit for younger preschoolers.) (2) Cover eyes with hands then quickly uncover. (3) Fan self with hand. (4) Squat down and pat the floor. (5) With palms together in front of chest, wiggle as you stand up, extending hands overhead. (6) Open and close hands quickly overhead. (7) Flap outstretched arms like wings. (8) With palms together, "swim" hands like a fish. (9) Pause to act out the sound and/or movement of any animal a child chooses. (10) Touch chest with fingertips then spread arms out overhead.

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Lesson 1





God creates light, water, sky and air (days one and two)





Scripture for teachers Genesis 1:1-8


Central truth The Bible tells us God is Creator

Application Unserved and saved: Take care of His creation

Memory verse "In the beginning God created the heavens and the earth" (Genesis 1:1)

Class schedule	What you need	What to do
 Welcome	<ul style="list-style-type: none"> Music CD and CD player Nametags (page 73), one per child Metre stick Bathroom scales 	<p>Welcome Have soft music playing. Greet the children by name and give them their nametags.</p> <p>Activity "Different and alike" Let the children name ways they are different - eg names, gender, height (use a metre stick), weight (use bathroom scales), colour of hair, clothes, etc. Then let the children name ways they are alike - eg talk, walk, colours in clothing, etc. Remind them that whether they are different or alike, God loves them.</p>
 Worship	<ul style="list-style-type: none"> Music CD and CD player; songbook or lyrics (page 15) "I can know God" visualised song Offering basket or bank 	<p>Song Prayer (CD: 2/23) "God is so good" (verse 1) Lead the children in prayer: "Dear God, thank You that You love us. Thank You that You made us all very special. In Jesus' name. Amen."</p> <p>Song Offering (CD: 10/31) "I can know God" (chorus twice) (Optional.) Pass around a basket or bank and let children give an offering. (Be sure to inform the parents how the money will be used.)</p>
 Memory verse	<ul style="list-style-type: none"> PCRE-R1, PCRE-R2, PCRE-R3 and PCRE-R4 (page 70) Instructions (page 20) Music (page 13) Play dough or clay (page 8) A globe (or ball) and a torch 	<p>Verse Repetition Genesis 1:1 "Sing a verse"</p>
 Stretch	<ul style="list-style-type: none"> Music CD and CD player; songbook or lyrics (page 15) 	<p>Activity "God made me special" I can walk (walk on the spot). I can jump with both feet (jump on the spot). I can hop on one foot then the other foot (hop on the spot). I can run (run on the spot). I can tiptoe (tiptoe on the spot). Song (CD: 3/24) "God made me"</p>

Class schedule	What you need	What to do
 Bible lesson	<ul style="list-style-type: none"> ♦ Lesson text (page 21) ♦ PCRE1-1, PCRE1-2, PCRE1-3, PCRE1-4, PCRE1-5 and PCRE1-6 ♦ PCRE-k and PCRE-l ♦ Music CD and CD player; songbook or lyrics (page 15) ♦ “I believe the Bible” visualised songs ♦ Pictures of sun, moon, trees, flowers, animals and people ♦ Play dough or clay (page 8) ♦ A globe (or ball) and a torch 	Lesson “God creates light, water, sky and air (days one and two)” Teach the entire lesson, or one part each session. To allow your hands to be free for the activities within the lesson, you may want to display the flashcard visuals on an easel that is at eye level to the children.
 Review	<ul style="list-style-type: none"> ♦ Paper fans (form 2.5 cm /1” pleats starting at a shorter end of a sheet of coloured paper; tape the bottom of the fan securely), one per child ♦ Questions (page 23) 	Game “Feel the wind” Each time a child answers a question, all the children wave their fans to simulate wind. Remind the children that God made air on the second day.
Read aloud story	<ul style="list-style-type: none"> ♦ Text for the read aloud story (page 23) ♦ Rug 	Activity Make this a special time. Children sit on a “story rug”.
 Snack	<ul style="list-style-type: none"> ♦ Snack of your choice (be sensitive to food allergies the children may have) 	Break Take a toilet break, allowing the children to wash their hands. Prayer Lead in prayer, thanking God for the food. Snack Channel conversation to review the lesson. (Note: foods may be sampled during the lesson to enhance learning, but these should be very small portions and should not replace the regular snack time.)
 Creative activity (choose one)	<ul style="list-style-type: none"> ♦ 20 cm (8.5”) white and black circles, one of each per child ♦ Glue sticks ♦ Student activity sheets, one per child ♦ Crayons or markers ♦ Cotton balls ♦ Play dough or clay (page 8) 	Craft “Let there be light” Guide each child in folding the black circle exactly in half. The child then applies glue to half the black circle and aligns it with the white circle, forming a hinge. Then when he unfolds the black circle, it completely covers the white. He can then say, “God said, ‘Let there be light,’” as he folds the black circle on top of itself, showing half white and half black. Activity sheet* “God created light, water, sky and air” Help the children pull cotton balls apart and glue them to the sky as clouds. Play dough “The Earth God made” Guide the children in forming balls to represent the Earth.

Class schedule	What you need	What to do
 Enrichment activity (choose one)	<ul style="list-style-type: none"> ♦ Day and night pictures (pages 74-75), or magazine, catalogue or other pictures showing day and night scenes ♦ Cake recipe ♦ Mixing bowl ♦ Wooden spoon ♦ Cake tin 	<p>Game</p> <p>“Day and night sorting game”</p> <p>Have the children work together to sort the pictures into two groups - day scenes and night scenes. As they work together, discuss how God made day and night. Talk about things we do at night and things we do during the day. End by thanking God for giving us day and night.</p> <p>Activity</p> <p>“Creation object lesson”</p> <p>I am excited because today we are going to make my favourite cake! (Read the directions out loud. Let a child use the spoon to stir as one child at a time adds a pretend ingredient to the bowl. After all ingredients are added, pretend to scrape the batter into the cake tin.) We made our cake from the same thing God used to create the world. Can you remember what God used to create the world? (Nothing - God spoke.) Is there a cake in here? Why not? (Allow response.) I read the recipe and we pretended to make a cake - but we did not create anything! Only God can create something out of nothing.</p>

*Available online at www.cefonline.com

Teaching the memory verse

Memory verse

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

Introduction

What did you do at the very beginning of this day?

Allow response.

The Bible tells us what God did at the beginning, when He made the world.

Presentation

The words written in the Bible are called verses. Each verse has an address to help us find it. Today’s verse lives at Genesis 1:1. We find it at the very beginning of the Bible - the first verse in the first chapter in the first book of the Bible!

Say the address together three times - first while pretending to lie in bed, then sitting up and stretching and finally standing up wide awake.

Have a child help you find the verse by opening your Bible to a marker placed at Genesis 1:1. Read the verse then show flashcards PCRE-R1, PCRE-R2, PCRE-R3 and PCRE-R4.

Explanation

In the beginning God - At the beginning, before anything was created, God was already there. God has always been alive.

created - “Created” means “made out of nothing.” You and I can only make things out of other things. *(Show play dough or clay.)* This play dough is made from flour, salt and water. I even needed a recipe (directions) to make it. But when God created, He did not need anything. God could just think it, say it and do it! God did it perfectly because He is perfect!

the heavens and the earth - You may have heard of Heaven, the place where God lives. In this verse God is talking about the sky and universe. We can see the sky. Spaceships can go into the universe (outer space). The Earth is where we live. *(Show a globe and locate your country.)*

Application

Unsaved and saved: It is wonderful that God has told us how everything began. He is the only One Who knows, for only He was there. We can be sure what He says is true. He wants you to believe what He says.

Repetition

“Sing a verse”

Point to the symbols in sequence as everyone sings the verse several times to the tune of “Are you sleeping?” (page 13).

Lesson - part 1

Show pictures of sun, moon, trees, flowers, animals and people.

Long ago there was no sun, no moon.

Ask a child to remove these pictures.

Long ago there were no trees, no flowers.

Ask a child to remove these.

Long ago there were no animals, no people.

Ask a child to remove these pictures.

There was no world, there was nothing, except God.

Flashcard PCRE1-1

How do I know? That is what I read in God's special Book. The Bible has God's special words written down for us to read and learn. Sometimes we call the Bible other names - God's Word, the Scriptures, the Word of God or the Holy Bible. God's words are all true, they are not make-believe or pretend. The Bible is not like your story books about ____ (*mention several story books the children would recognise*).

The Bible is God's Word. Whatever God says in the Bible is true, so you can believe it.



(CD: 8/29) "I believe the Bible". Stand to sing.

Flashcard PCRE1-2

God wants people to know about Him, so His words are the Bible. When we read the Bible we learn that God was there when there was no world at all. Nobody made God. He was always there. God never had a beginning and He will never have an end.

Part 2

Flashcard PCRE1-3

God created the world in six days. The Bible tells us what God created each day. When God first created the Earth, it was dark and not in any shape.

Show a lump of play dough or clay.

The Bible says the Earth was wet, covered with water. Would you want to live in a totally dark, wet place?



Close your eyes tight so that it is dark. Then leave your place, go to the door, touch it and come back to your place. Do it all in the darkness of tightly shut eyes.

Flashcard PCRE1-4

God had it all worked out. He knew the Earth needed light. He was going to give light to the Earth. But how? We find out in the Bible.

"God said, 'Let there be light'; and there was light" (Genesis 1:3).





Wow! God just said it, and it happened. Nobody but God can do that! People today make electricity so we can have light to switch on in our homes. But they use mighty machines to make it. God used nothing. He just spoke. He is very powerful. He is the Creator. Light makes a very big difference to us.



Now with eyes wide open, leave your place, go to the door, touch it and come back to your place. It's easier now, isn't it?

Light makes everything much easier. God looked at the light He made. He was pleased. He saw that it was good.

Did you know that the Earth is like a big, big round ball? It spins around all the time.

Show globe (or ball) and spin it around slowly.

Let's shine a light on it as it spins. You see the light shines on only half of the globe (or ball). When it shines on this half, the other half is in darkness. Right now, in some countries of the world it is night-time and boys and girls are sleeping. That was God's idea. He divided the light from the darkness. He called the light day and the darkness night. That was the first day - day one on the Earth.

Part 3

Flashcard PCRE1-5

We need day and night and that is just what God made. He is so good and wise!

But the Earth was still wet! God knew what His Earth needed next - air! On day two God spoke and the waters moved. Some waters moved upwards (*move hands from mid air up overhead*) away from the Earth. Some water still covered the Earth but there was now a space above the water covering the Earth and God filled that space with air. God created air for us to breathe! The air is part of the sky.



Take a deep breath and smell the air; fan yourselves with your hands to feel the air. Look out the window to see the sky.

Even past the sky there is outer space where spaceships and rockets go. The Bible calls that "the heavens". So at the end of day two there was light, water, sky and air. God spoke and it happened, because God is the Creator.



I am so glad God created water. We need water for lots and lots of things. I am going to mime something I use water for and see if you can guess. Then you may have a turn.

Remember to be careful not to waste water when you wash your hands.

Flashcard PCRE1-6

We could not live without water, air and light. God knows that and He created water, air and light so we can enjoy them and use them every day. God is so good and so wise. Being wise is better than being clever. Being wise means knowing what is best. God knows what is



best and He has the power to do it. No-one is wiser or more powerful than God.



"Days of creation" rhyme (days one and two, page 16 - show flashcards PCRE-k and PCRE-l).

Let's stop and thank God for what He created.



Lead children in a "thank you" prayer allowing them to repeat it phrase by phrase.

"Thank You, God, for making light. Thank You, God, for making the sky. Thank You, God, for making air. Thank You, God, for creating everything. Amen."

Review questions

Memory verse

- 1 What did God create? (The heavens and the Earth.)
- 2 When did God create the heavens and the Earth? (In the beginning.)
- 3 What does "create" mean? (Make out of nothing.)

Lesson (parts 1-3)

- 1 Whose words are written down for us in the Bible? (God's words.)
- 2 What is another name for the Bible? (God's Word; the Scriptures; the Word of God; the Holy Bible.)
- 3 Who is the wise and powerful Creator? (God.)
- 4 What did God create on creation day one? (Light.)
- 5 What did God think about everything He created on day one? (It was good.)
- 6 We need water for lots of things. Tell me something you use water for. (Answers will vary.)
- 7 What did God create between the water on the Earth and the water in the sky? (Air.)
- 8 How did God create the light and air? (He spoke and it happened.)
- 9 What is something special you know about God? (Answers will vary. Examples in the lesson are He made everything; He was always there; He is wise.)
- 10 Why can God make things out of nothing? (He is powerful.)
- 11 What shape is the earth? (Like a ball.)
- 12 Who thought of having daytime and night-time? (God.)

Read aloud story

Jack loved to help his daddy in the garden. It was such fun to rake up leaves. It was such fun to dig the ground. It was such fun to wheel

If the children in your club know what the Bible is, you might prefer to

use this story as an introduction to the lesson, rather than using the teaching given for part 1 of the lesson.

away the weeds in his own special wheelbarrow. Best of all Jack liked to grow things.

One day his daddy said, "I'm going to plant some seeds. Will you help me?"

"Oh yes!" said Jack.

"If you like, you may plant a seed in your own pot. Then it will be your special flower," said his daddy.

"I'd like that! What will it grow into?"

His father showed the picture on the seed packet.

"I like those flowers. They are big and red," Jack said.

He filled up his flowerpot with soil, he put his seed in very carefully and sprinkled a little more soil on top.

"What next?" asked his daddy.

Jack knew the answer. "Some water!" Jack sprinkled on some water.

"Now put it somewhere safe," said his father, "somewhere Aimee can't get to."

Aimee, Jack's sister, was two years old and she loved discovering things and taking them apart. So Jack lifted his precious flowerpot and headed towards the house. He found a safe place and came back to the garden.

"Where did you put it?" asked his daddy.

Jack looked around to make sure no little sister ears were listening.

"In the cupboard in my bedroom. She'll not find it there," he whispered.

"Nice idea," said his father, "but there is a problem."

"What?" asked Jack.

"It won't get light there so it won't grow into a nice red flower."

Jack still thought it was a good idea. "But it's warm and safe," he said.

"That's true," said his daddy, "but plants need light to grow. That is why light was one of the first things God made. He made light before he made plants."

"Clever!" said Jack. "Maybe I'll put it in the window at the kitchen sink. Aimee can't reach it there."

He headed off towards their back door.

"Clever," called his father.

Jack turned to answer, "Yes, but not as clever as God!"

Lesson 2



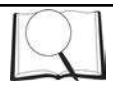
God creates land and plants (day three)





Scripture for teachers Genesis 1:1-13



Central truth God created land and plants

Application Unsaved and saved: Thank Him for the trees and flowers

Memory verse Review Genesis 1:1

Class schedule	What you need	What to do
 Welcome	<ul style="list-style-type: none"> ♦ Music CD and CD player ♦ Nametags (page 73), one per child ♦ Blindfold ♦ Objects that can be identified by touch 	<p>Welcome Have soft music playing. Greet the children by name and give them their nametags.</p> <p>Activity “Dark and light” Blindfold a helper, then arrange several objects on a table. Talk about how everything was once dark while the helper touches and tries to identify the objects. Remove the blindfold and show how much easier it is to identify the objects because God created light. Let children take turns identifying the objects while blindfolded.</p>
 Worship	<ul style="list-style-type: none"> ♦ Music CD and CD player; songbook or lyrics (page 15) ♦ Offering basket or bank 	<p>Song Prayer (CD: 2/23) “God is so good” Lead the children in prayer: “Dear God, thank You that You are the Creator and made the world. Thank You that You are good. Thank You that You love me. In Jesus’ name. Amen.”</p> <p>Song Offering (CD: 10/31) “I can know God” (chorus) (Optional.) Pass around a basket or bank and let children give an offering. (Be sure to inform the parents how the money will be used.)</p>
 Memory verse	<ul style="list-style-type: none"> ♦ PCRE-R1, PCRE-R2, PCRE-R3 and PCRE-R4 (page 70) ♦ Instructions (page 28) ♦ Music (page 13) ♦ Play dough or clay (page 8) ♦ Toy plane or a picture of a plane ♦ Globe 	<p>Verse Repetition Genesis 1:1 “Sing a verse”</p>

Class schedule	What you need	What to do
 Stretch	<ul style="list-style-type: none"> ♦ Music CD and CD player; songbook or lyrics (page 15) 	<p>Activity</p> <p>“God is good to me”</p> <p>God is good to me. He gave me a head (rotate head).</p> <p>God is good to me. He gave me arms (wave arms).</p> <p>God is good to me. He gave me legs (run on the spot).</p> <p>God is good to me. He gave me feet (stomp feet).</p> <p>Song</p> <p>(CD: 3/24) “God made me”</p>
 Bible lesson	<ul style="list-style-type: none"> ♦ Lesson text (page 29) ♦ PCRE2-1, PCRE2-2, PCRE2-3, PCRE2-4 and PCRE2-6 ♦ PCRE-k, PCRE-l and PCRE-m ♦ Music CD and CD player; songbook or lyrics (page 15) ♦ “God made the mountains high” visuals (pages 82-85) ♦ Tissue paper and a green pipe cleaner to make paper flower (page 29) ♦ Pan of soil, some water and a spoon ♦ Some flowers in a variety of colours ♦ Selection of fruits (eg pineapple, kiwi, banana, apple, orange, grapes, etc) ♦ Selection of seeds 	<p>Lesson</p> <p>“God creates land and plants (day three)”</p> <p>Teach the entire lesson, or one part each session. To allow your hands to be free for the activities within the lesson, you may want to display the flashcard visuals on an easel that is at eye level to the children.</p>
 Review	<ul style="list-style-type: none"> ♦ Flowers from creative activity (page 27) ♦ Green Styrofoam block ♦ Questions (page 31) 	<p>Game</p> <p>“Plant a garden”</p> <p>After a child answers a review question, he may “plant” his flower by poking the craft stick end into the Styrofoam.</p>
Read aloud story	<ul style="list-style-type: none"> ♦ Text for the read aloud story (page 32) ♦ Rug 	<p>Activity</p> <p>Make this a special time. Children sit on a “story rug”.</p>
 Snack	<ul style="list-style-type: none"> ♦ Snack of your choice (be sensitive to food allergies the children may have) 	<p>Break</p> <p>Take a toilet break, allowing the children to wash their hands.</p> <p>Prayer</p> <p>Lead in prayer, thanking God for the food.</p> <p>Snack</p> <p>Channel conversation to review the lesson. (Note: foods may be sampled during the lesson to enhance learning, but these should be very small portions and should not replace the regular snack time.)</p>

Class schedule	What you need	What to do
 Creative activity (choose one)	<ul style="list-style-type: none"> ♦ Bun cases, (or muffin cases) one per child ♦ Craft sticks, one per child ♦ Leaves (page 76), two per child ♦ Glue ♦ Crayons or markers ♦ Student activity sheets, one per child ♦ Orange or lemon flavouring extract ♦ Play dough or clay (page 8) 	<p>Craft</p> <p>“Bun case (or muffin case) flowers”</p> <p>Have each child colour the centre of his bun case (or muffin case) flower and colour the craft stick green. The child can then glue two leaves to the craft stick stem and the flower to the top. Have him open the liner to resemble a flower in bloom.</p> <p>Activity sheet* “God creates land and plants”</p> <p>Place a drop of orange or lemon extract on each child’s finger and let him use that finger to touch the fruit in the picture.</p> <p>Play dough “The plants God made”</p> <p>Guide the children in making trees and flowers.</p>
 Enrichment activity (choose one)	<ul style="list-style-type: none"> ♦ Large sheet of craft paper ♦ Grass, flowers, leaves, seeds, pods, ferns, twigs ♦ Buttons, ribbon, scraps of fabric and paper ♦ Glue ♦ Pan of soil and water ♦ Spoons, one per child 	<p>Activity</p> <p>“Creation mural”</p> <p>Tape the paper to a table long enough to allow all the children to participate. Hold up the items God created on the third day as well as the other items one at a time. Ask, “Did God create ____ (<i>name object</i>) on creation day three?” If the answer is “yes”, let each child glue one or more of the object to the paper. If not, set the object aside. When done, briefly review each item God did create on creation day three.</p> <p>Activity</p> <p>“Water and land”</p> <p>Let the children use spoons to make a trough around the perimeter of a pan filled with soil and water. Talk about how the water was gathered and dry land appeared.</p>

*Available online at www.cefonline.com

Teaching the memory verse

Memory verse

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

Introduction

Show the play dough or clay from lesson 1.

I worked to make this play dough but I did not create it, did I?
I made it out of other things - flour, salt and water. But God can
create something out of nothing!

Presentation

The Bible tells us that in Genesis 1:1. Let's say that address three
times - while we pretend to be a rock, a mountain and a tree.

*Say the address together - first while crouching (rock), then touching
fingertips together in point above head (mountain) and finally standing
with arms spread (tree).*

*Have a child help you find the verse by opening your Bible to a marker
placed at Genesis 1:1. Read the verse then show flashcards PCRE-R1,
PCRE-R2, PCRE-R3 and PCRE-R4.*

Explanation

In the beginning God created the heavens and the earth - God has
always been alive. God is the One Who created (made) the heavens
(sky and universe) and the Earth. He made them out of nothing.
The heavens are so big we cannot see all of them.

Show a toy plane or a picture of a plane.

We can fly in a plane up to where the clouds are, but past where
planes go is the universe (outer space), and somewhere in a place
where spaceships cannot go is the most special Heaven of all - God's
home! The Earth is part of the universe.

Show a globe.

If we could look at the Earth from a spaceship it would look like
a huge ball.

Application

Unsaved and saved: Everyone should praise God. You can do this
when you thank Him for your food, or when
you look at a flower and say, “God, You made
this so beautiful. You are wonderful.”

Repetition

“Sing a verse”

Point to the symbols in sequence as everyone sings the verse several
times to the tune of “Are you sleeping?” (page 13).

Lesson - part 1

Make a paper flower as follows. Cut four/six pieces of coloured tissue, each approx 20 x 25 cm (8" x 10"). Put the paper in a pile and fold accordion style. Tie the centre of the folded tissues with the green pipe cleaner. Gently pull each piece of paper towards the top centre of the flower, separating each sheet of paper from the others, thus forming the petals.

As the children watch ask, ...

What did I use to make the flower? If I did not have these things, I could not make it.

Flashcard PCRE2-1

God is different. The Bible tells us that God did not need anything to create the world. He made light, sky, air out of nothing. He just spoke and it happened. When did God create the world?



Sing Genesis 1:1 together.

What did God make on day one and day two?



"Days of creation" rhyme (days one and two, page 16 - show flashcards PCRE-k and PCRE-l).

Flashcard PCRE2-2

God created the world in six days. The Bible tells us what He made on the third day. This is what happened. God spoke and the waters that were covering the Earth came together. They became the seas, oceans, lakes, rivers and streams. Then dry land could easily be seen. God called the dry ground "Earth". There were flat parts, hills, mountains. Some of the ground was rocky, some sandy.



There were mountains (all stretch up to form peaks with fingers).

There were hills (clasp fingers together to form hills).

There were rivers (put hands together and weave in and out).

There were valleys (put backs of hands together).

There were oceans (make waves with hands).

God made them all (clap with each word).

Show a pan of soil covered with water. Use a spoon to make a trench around the edge, pushing soil towards the centre. Soil will then show, with water around the perimeter.



(CD: 4/25) "God made the mountains high".

God looked at the mountains, the land and the seas. He liked what He saw. We read in the Bible that "God saw that it was good" (Genesis 1:12). He wants us too to see how good His creation is and to thank Him for making it. In the Bible we read these words, "Let everything that has breath praise the Lord" (Psalm 150:6). When you praise someone you tell them you think they are wonderful, or what they did is well done, or perhaps you clap when they do something special. It is the same when you praise God. You tell Him what you think of Him. You might sing to Him.





Part 2

Flashcard PCRE2-3

What else do you see that God made on creation day three?

Allow response, point to the vegetation in the visuals.

The Bible tells us that next God made every kind of flower, plant and tree that grows in the ground. He spoke and they were there.

Show some flowers.

Just look at these flowers, and their beautiful colours. What is the difference between these flowers and the one I made at the beginning?

Allow time for response.

These flowers grow, they are alive, mine is not alive - and to think that God only had to speak!



Allow children time to look at and touch fruits with different textures (eg pineapple, kiwi, banana, apple, orange, grapes, etc). Then cut the fruits in half to let them see the inside texture and/or patterns, and finally taste them.

Fruit and vegetables are very healthy, so you should eat them and thank God for them.

Isn't God clever to think up the colours and the differences in the fruits? He is so good and so wise. Now we can add a new verse to our rhyme.



"Days of creation" rhyme (days one to three, page 16 - show flashcards PCRE-k, PCRE-l and PCRE-m).

Part 3

When God created the plants and trees He had to make only the first ones of each kind. That is because God had a wonderful plan: plants would have seeds. The seeds would grow into more plants of the same kind.



Show a variety of seeds and talk together how each seed will grow another plant of its own kind. Give the children time to handle and talk about seeds. Ask ...

"When I plant poppy seeds, what will grow?"

"When I plant apple seeds, what will grow?"

"When I plant sunflower seeds, what will grow?"

"When I plant cherry seeds, what will grow?"



Flashcard PCRE2-4

When we think about all God made, we think of how awesome God is. He is all wise, powerful and good. He loves beautiful things. Only God could create all these things - just by speaking! God deserves our praise. The Bible says, "Let everything that has breath praise the Lord" (Psalm 150:6). You can tell God how awesome and good He is. You can sing to Him. You can praise Him for creating all the delicious fruit and vegetables. You can praise Him for creating flowers. You can praise Him for seeds that grow into more flowers.

If you care for the trees and flowers in the park or on the mountain and do not damage them, this will show God that you are grateful for His creation. You can thank God because He made the mountains where you can go hiking.



Lead the children in a prayer time allowing them to repeat phrase by phrase. "God, You are so wise. You created seeds. Lord, You are so powerful, You make seeds grow into plants. God, You are so good! You created beautiful flowers! Lord, You are awesome. In Jesus' name. Amen."

Flashcard PCRE2-6

Plants and trees need air, water and light to grow - and God already had those things there! If a plant does not get water what happens to it? It dies. If you leave a little tree in the dark for a long time, the leaves will go yellow and it will die. Leaves must have air. God had it all planned out - perfectly, just right.

Doesn't God deserve all the praise and thanks we can give Him? You can praise God, the Creator, when you look at a huge tree; you can say, "God, You are powerful enough to create this tree." When you look at the beautiful flowers and see their tiny seeds, you can say, "God, You are wise enough to create these flowers and seeds." When you bite into a delicious fruit, you can say, "Thank You for making this fruit that tastes so good."

Isn't it good that God has told us how the world began!



Choose a praise song, eg "Praise Him, praise Him, all you little children" or "Praise Him, praise Him, praise Him in the morning".

Review questions

Memory verse

- 1 Who is the Creator? (God.)
- 2 What did God create in the beginning? (The heavens and the Earth.)
- 3 What do we call the heavens that we can see? (The sky.)

Lesson (parts 1-3)

- 1 What could be seen when God made the waters come together into seas and oceans? (Dry land.)
- 2 How did God create the dry land? (He just spoke.)
- 3 What did God create to grow out of the dry land? (Plants, grass, trees.)
- 4 How did God create the plants? (He just spoke.)
- 5 What did God create inside each plant that can grow into another plant? (A seed.)
- 6 What does it mean to praise God, the Creator? (Say nice things about Him and to Him.)



- 7 In what ways is God better than we are at making things? (He makes out of nothing; He makes no mistakes.)
- 8 How do we know how the world began? (God tells us in the Bible.)
- 9 How much should we praise God? (A whole lot, as much as we can.)
- 10 How do we know how God made plants? (It is written in the Bible.)

Read aloud story

“Granddad, please tell me about our house,” asked Zoe, climbing onto her grandfather’s knee.

“I’ve told you many times,” chuckled Granddad.

“Tell me again,” coaxed Zoe.

“At first there was nothing here but a field with a few trees, one had a swing.”

“Did you go on the swing, Granddad?”

“Yes, I did and I helped my father take away branches. Then a big yellow digger came.”

“How do you know it was yellow?” asked Zoe.

“I was there, Zoe. My father built the house and often after school I helped him. He let me choose the colour of the big front door. I chose red.”

“Are you sure, Granddad? It’s blue now.”

“Oh, I’m sure alright. I chose it. I was there. I built a little house for my dog and it had a little red door too.”

Zoe shook her head. “No, Granddad, there is no doghouse.”

“Zoe, I was there. I built it. It didn’t last as well as this house so it’s not here anymore.”

“If you weren’t there I wouldn’t know about the yellow digger or the big red door.”

“That’s right, Zoe. That’s why God knows best how the world began. He is the only One Who was there. In the Bible He tells us exactly how.”

Lesson 3




God creates the sun, moon, stars, birds and fish (days four and five)




Scripture for teachers Genesis 1:1-23




Central truth God is a wise Creator and He knows everything

Application Unsaved and saved: Since He knows what is best for you, do what He says

Memory verse “Then God saw everything that He had made, and ... it was very good”
(Genesis 1:31)

Class schedule	What you need	What to do	
 Welcome	<ul style="list-style-type: none"> ♦ Music CD and CD player ♦ Nametags (page 73), one per child ♦ Bowl with fruit ♦ Real or silk flowers in vase ♦ Pictures of fruit and vegetables (cut out of magazines, etc) and glue ♦ A4 sheets of paper, one per child ♦ Crayons or markers 	Welcome Activity	Have soft music playing. Greet the children by name and give them their nametags. “Still life drawing” Have the children create drawings of the flower and fruit arrangements. For younger children, have pictures of fruit and vegetables (cut out of magazines, etc) for them to stick onto paper. Display their pictures on a wall or bulletin board. (You could also use this time to let the children make “binoculars.” See “I spy” - page 35.)
 Worship	<ul style="list-style-type: none"> ♦ Music CD and CD player; songbook or lyrics (page 15) ♦ “I can know God” visualised song ♦ Offering basket or bank 	Song Prayer Song Offering	(CD: 2/23) “God is so good” Lead the children in prayer: “Dear God, thank You for giving us fruit and flowers. Thank You that You are good. I praise You and I love You. In Jesus’ name. Amen.” (CD: 9/30) “I can know God” (verse 1) (Optional.) Pass around a basket or bank and let children give an offering. (Be sure to inform the parents how the money will be used.)
 Memory verse	<ul style="list-style-type: none"> ♦ Either PCRE-g, PCRE-h, PCRE-i and PCRE-j Or PCRE-R5, PCRE-R6, PCRE-R7 and PCRE-R8 (page 71) ♦ Instructions (page 36) ♦ Actions (page 14) ♦ An assortment of pictures or actual objects from creation (eg rocks, shells, flowers, fruits, vegetables, leaves, etc) 	Verse Repetition	Genesis 1:31 “Verse with actions”

Class schedule	What you need	What to do
 Stretch	<ul style="list-style-type: none"> Some wise and some foolish instructions (eg “learn God’s Word”, “touch a hot pot”, “don’t talk to strangers”, “obey your mum”, etc) 	Activity “Wise and foolish instructions” The children stand in a row facing you. Give an instruction. If it is wise they say, “That’s wise,” and take two steps towards you. If it is foolish, they shake their heads and say, “That’s foolish,” and take no steps. Continue the game until they reach you.
 Bible lesson	<ul style="list-style-type: none"> Lesson text (page 37) PCRE3-1, PCRE3-2, PCRE3-3, PCRE3-4 and PCRE3-5 PCRE-k, PCRE-l, PCRE-m, PCRE-n, PCRE-o and PCRE-p “God Made the Mountains High” visuals (pages 82-85) Music CD and CD player; songbook or lyrics (page 15) A selection of objects (eg four plastic beakers, three small spoons, two crayons, two books, three paper plates) Paper stars (page 76), or torch and glow-in-the-dark stars Pictures or toy replicas of water creatures Fish in bowl (if available) Pictures or toy replicas of ducks, geese and other birds Honey and spoon for each child 	Lesson “God creates the sun, moon, stars, birds, and fish (days four and five)” Teach the entire lesson, or one part each session. To allow your hands to be free for the activities within the lesson, you may want to display the flashcard visuals on an easel that is at eye level to the children.
 Review	<ul style="list-style-type: none"> Three jam jar lids, each with a star glued in the centre Box painted blue with stars, and a circle opening added Book or other heavy object Questions (page 40) 	Game “Shooting stars” Set the box upright on a table with a book inside for stability and the opening in front. When a child answers a review question, give him the three stars. The child then stands a short distance from the box and tries to “shoot” the stars through the opening.
Application spot	<ul style="list-style-type: none"> Your Bible Questions in the application spot (page 39) 	Activity Ask the questions and allow the children to respond.

Class schedule	What you need	What to do
 Snack	<ul style="list-style-type: none"> Snack of your choice (be sensitive to food allergies the children may have) 	<p>Break</p> <p>Take a toilet break, allowing the children to wash their hands.</p> <p>Prayer</p> <p>Lead in prayer, thanking God for the food.</p> <p>Snack</p> <p>Channel conversation to review the lesson. (Note: foods may be sampled during the lesson to enhance learning, but these should be very small portions and should not replace the regular snack time.)</p>
 Creative activity (choose one)	<ul style="list-style-type: none"> Sun, moon and three stars (page 76), one set per child Crayons or markers 30 cm (12") strands of wool, one per child Coffee filters (or paper plate), one per child Glue and scissors Student activity sheets, one per child Goldfish crackers or gummy fish Decorator icing (optional) Play dough or clay (page 8) Pastry cutters (optional) 	<p>Activity</p> <p>"Sky mobile"</p> <p>Have each child colour the inside of the coffee filter (or paper plate) blue then colour the sun, moon and stars as desired. Guide him in cutting out and gluing the shapes to the blue side of the filter. Tape a piece of wool to the centre of the other side so the mobile can be hung from the ceiling.</p> <p>Activity sheet*</p> <p>"God created the sun, moon, stars, birds, and fish"</p> <p>Guide the children in gluing goldfish crackers or gummy fish to the water in the picture using glue or icing.</p> <p>Play dough</p> <p>"The lights God made"</p> <p>Have the children make sun, moon and star shapes. Using pastry cutters in these shapes would make it even more fun for the children.</p>
 Enrichment activity (choose one)	<ul style="list-style-type: none"> Binoculars, one per child, made before or during class - staple two cardboard tubes (not toilet rolls, but about that size) side by side, punch a hole in each and create a neck strap with a 60 cm (24") strand of wool knotted in each hole; decorate with crayons, markers or stickers Biscuits shaped like suns, moons or stars Small plastic cups of yellow icing, one per child Plastic spoons, one per child Shakers of sprinkles or tinted sugar (optional) 	<p>Game</p> <p>"I spy"</p> <p>Go outside (but only if the area is secure for young children!) and have the children look through their "binoculars" and describe something they spy that God created (eg "I spy something tall with leaves"). The other children try to guess what he sees. With younger preschoolers, you can just have them look through their binoculars and tell you something they see that God made (eg "I spy a tree"). If you are unable to take the children outside, gather around a window instead.</p> <p>Activity</p> <p>"Let's decorate biscuits"</p> <p>Let each child add icing to a biscuit and, if desired, add sprinkles. Before the children eat their biscuits, have them thank God for creating the sun, moon and stars.</p>

*Available online at www.cefonline.com

Teaching the memory verse

Memory verse

“Then God saw everything that He had made, and ... it was very good” (Genesis 1:31)

Introduction

Display an assortment of pictures or actual objects from creation - rocks, shells, flowers, fruits, vegetables, leaves, etc.

It is fun to look at all these things God created! The Bible tells what God thought when He looked at all the things He had created.

Presentation

We find what He said in Genesis 1:31. Let's say that address three times while we pretend to be seeds growing into trees.

Say the address together - first while crouching, then standing with hands overhead and finally swaying with arms spread.

Have a child help you find the verse by opening your Bible to a marker placed at Genesis 1:31. Read the verse then show either flashcards PCRE-g, PCRE-h, PCRE-i and PCRE-j; or PCRE-R5, PCRE-R6, PCRE-R7 and PCRE-R8.

Explanation

Then God saw everything that He had made - God saw the sky and the Earth. God saw the water and the plants growing out of the ground. God could see everything He had made!

and ... it was very good - Everything God made was good. It was exactly the way God wanted it to be. It could not have been better.

Application

Unsaved and saved: When you look at what God made, remember He did it well. Take time to think of the wonderful way God created things.

Repetition

“Verse with actions”

Repeat the verse phrase by phrase, practising the actions (page 14). Then use the symbols to recite the verse.

Lesson - part 1

How many are there?



Have a selection of different objects and place one, two or three of one kind on a table. Ask, "How many crayons are there? How many books? etc." When the answer is "three" remind the children that we have learned what God made on the first three days. Finally place four items and ask ...

How many are there? Yes, four. I wonder what happened on day four.

Flashcard PCRE3-1

The Bible tells us what God did on creation day four. He put two special lights in the sky. What are they? (Sun and moon.)

What does the sun do for the Earth?

Allow response.

The sun gives us light, so we can see. The sun keeps the Earth warm and makes plants grow. If God had put the sun too close to the Earth everything would have shrivelled up. If God had put the sun too far away from the Earth, everything would have died of cold. Of course God knew how to get it just right. He knows everything, so He placed the sun in just the right place.

It is because of the sun and moon that we have spring, summer, autumn and winter. Spring is the season when flowers begin to grow (*crouch low and slowly stretch arms to uncurl like a flower opening*). Then summer comes when running outside is so much fun (*run on the spot*). Then summer changes to autumn (or fall) and leaves start to fall (*wriggle fingers*). After that winter brings snow (*shiver*). Then comes spring again! The seasons are part of God's good plan.

Flashcard PCRE3-2

God created the moon to give light at night. God also put billions of stars in the sky. He put every star in a special place and He keeps them there by His great power.

Do you like to look at the moon and stars at night? They twinkle and shine, don't they? Stars are very big but they look tiny because they are so far away. Here are some pretend stars to help us think about the real ones God made.



Let the children walk or stand and hold paper stars. If the room can be darkened use torches or glow-in-the-dark style stars. Sing or recite this version of "Twinkle, twinkle, little star."

*Twinkle, twinkle, little star,
God has made you what you are.
Up above the world so high
Like a diamond in the sky -
Twinkle, twinkle, little star,
God has made you what you are.*





Some very clever people spend all their lives learning about stars. That is their job. But God knows all about each star. There are far more than we can count, but God knows each one by name - because He made them!

Part 2

Flashcard PCRE3-2

People have gone in rockets to visit the moon. No-one can visit the sun because it is ball of fire. It is amazing that God made them by just speaking. He is powerful, wise and good. There is no-one like Him. Some of you will soon go to school. Why will you go to school?

Allow time for the children to share.

You go to learn lots of new things. Your parents went to school too, and your grandparents and so did I. Grown-ups still learn new things. But God is different. He never went to school to learn. He knows everything. He never learns anything new because He knows everything. He always knows the very best thing to do. He was pleased with all He made on day four.



Flashcard PCRE3-3

But God was not finished yet. On day five God made sea creatures and birds. He just spoke, and they were there. Can you name some creatures that live in water?

Allow responses and show pictures or toy replicas of water creatures. Show fish in bowl (if available).



Move around pretending to be fish, frogs, dolphins and turtles.

Can you name creatures that fly in the sky?

Allow response. Show pictures or toy replicas of ducks, geese and other birds. Show one toy replica and ask what the difference is between this and the ones that God made.

The birds God made were alive; God gives life to the creatures He makes. Let's try to make some of the sounds birds make - crow, cuckoo, duck, robin.



Pretend to be birds and make bird sounds.



(CD: 4/25) "God made the mountains high".

Part 3



"Days of creation" rhyme (days one to five, page 16 - show flashcards PCRE-k, PCRE-l, PCRE-m, PCRE-n and PCRE-o).



Flashcard PCRE3-5

God had a wonderful, wise plan for every creature He made. God made a mother bird and a father bird for every kind of bird. He made mother fish and father fish for every kind of fish. God planned for them to have babies so that there could be more and more birds and fish. A mummy and daddy duck would never have a baby fish, and a mummy

and daddy frog would have frog spawn, which would become tadpoles and then frogs. Frogs would never have a little bird as their baby! Ducks would have baby ducks, bees baby bees, fish baby fish. This was the very best way - that is why God did it. Isn't God very wise?

Being wise is better than being clever. Being wise means knowing what is best. God knows what is best and He has the power to do it. No-one is wiser or more powerful than God.

God planned for each one to know how to build its own home and how to find the right food to eat. God planned for each one to know how to care for its babies.

Bees are very small but they are rather clever. When a bee finds "food" in flowers it comes back to the hive to tell the others. It uses special dances to tell them where it is and even if there is little or much. What special food do bees give us? Honey!



Move around buzzing like bees going home to the hive. Taste honey using individual spoons.

Flashcard PCRE3-4

God is an awesome God. He is a very clever and wise Creator. He made the fish and the birds just by speaking. But they were very carefully made. There were no mistakes. God's world was perfect. God watches over all He made. He keeps it all working. The Bible says He even notices if a little bird falls to the ground (Matthew 10:29). God is truly wonderful and very wise.

Let's sing about Him, and then thank Him.



(CD: 2/23) "God is so good".

If your group is small, give each child a small picture of something God created. One by one they thank God for the item on their picture.



"Days of creation" rhyme (days one to six - show flashcards PCRE-k, PCRE-l, PCER-m, PCER-n, PCER-o and PCER-p).

Application spot



God speaks to us through this special Book.

Hold up a Bible.

Everything we read in the Bible is right and wise because God is wise.

Ask the following questions and have the children respond in unison, "In the Bible." Give different children the opportunity to hold up your Bible as they answer each question.

Where can I find out what is right and what is wrong?

Where can I find out the best way to live?

Where can I find out what God is like?

Where can I find out how the world began?

Where can I find all the things God wants me to know?



Review questions

Memory verse

- 1 Who made everything? (God.)
- 2 What did God say about everything He made? (It was very good.)
- 3 What does “create” mean? (Make out of nothing.)

Lesson (parts 1-3)

- 1 What lights did God put in the sky on creation day four? (Sun, moon and stars.)
- 2 What do the sun and moon do? (They give light and warmth; help plants grow; make seasons change.)
- 3 How did God create the sun, moon and stars? (He just spoke.)
- 4 What did God create on creation day five? (Birds and fish.)
- 5 Tell me a bird that flies in the sky. (Answers will vary. Examples in the lesson include ducks, geese, a crow, a cuckoo and a robin.)
- 6 Tell me an animal that swims or lives in the water. (Answers will vary. Examples in the lesson include fish, frogs, dolphins and turtles.)
- 7 Why is everything God created so wonderful? (God is wonderful and wise.)
- 8 What do we mean by “wise”? (Knowing what is best and doing it.)
- 9 Who is wiser than God? (Nobody.)
- 10 What is God’s special Book called? (The Bible.)

Lesson 4





God creates animals and people (days six and seven)




Scripture for teachers Genesis 1



Central truth God made people special so that they would love Him

Application
 Unsaved: Ask God to help you get to know Him
 Saved: Talk to God as your Friend

Memory verse Review Genesis 1:31

Class schedule	What you need	What to do	
 Welcome	<ul style="list-style-type: none"> Music CD and CD player Nametags (page 73), one per child Selection of coloured paper/card 	Welcome Activity	Have soft music playing. Greet the children by name and give them their nametags. “Colour guessing” The teacher starts by selecting an object in the room and saying, “I’m thinking of something that’s green.” The children try to guess what the object is. The first one to guess correctly becomes the next “thinker”. (As younger children are unsure of the names of colours, the teacher could also show a coloured page/card to match the colour he is thinking about.)
 Worship	<ul style="list-style-type: none"> Music CD and CD player; songbook or lyrics (page 15) “I believe the Bible” visualised song Offering basket or bank 	Song Prayer Song Offering	(CD: 2/23) “God is so good” Lead the children in prayer or let them pray with you, phrase by phrase: “Dear God, You are good. I love You and praise You. Thank You for making light and colours. Thank You for sending Jesus to be the Saviour. In Jesus’ name. Amen.” (CD: 8/29) “I believe the Bible” (Optional.) Pass around a basket or bank and let children give an offering. (Be sure to inform the parents how the money will be used.)
 Memory verse	<ul style="list-style-type: none"> Either PCRE-g, PCRE-h, PCRE-i and PCRE-j Or PCRE-R5, PCRE-R6, PCRE-R7 and PCRE-R8 (page 71) Instructions (page 44) Actions (page 14) Plastic or stuffed animal, one for each child 	Verse Repetition	Genesis 1:31 “Verse with actions”
 Stretch		Activity	“Head and shoulders, knees and toes” The following may be spoken or sung to the tune of “London Bridge” while doing the actions: Head and shoulders, knees and toes, Knees and toes, knees and toes. Head and shoulders, knees and toes, Clap your hands and praise Him.

Class schedule	What you need	What to do
 Bible lesson	<ul style="list-style-type: none"> ♦ Lesson text (page 45) ♦ PCRE4-1, PCRE4-2, PCRE4-3, PCRE4-4, PCRE4-5 and PCRE4-6, ♦ PCRE-a, PCRE-b, PCRE-c, PCRE-d (optional) ♦ PCRE-k, PCRE-l, PCRE-m, PCRE-n, PCRE-o and PCRE-p ♦ “God made the mountains high” visuals (pages 82-85) ♦ Music CD and CD player; songbook or lyrics (page 15) ♦ Pictures or objects of some of the things God created on days one to five ♦ If possible, live baby animals ♦ Pictures of baby animals and separate pictures of their parents ♦ A large sheet of paper, a saucer with watery paint, and wipes 	Lesson <p>“God creates animals and people (days six and seven)”</p> <p>Teach the entire lesson, or one part each session. To allow your hands to be free for the activities within the lesson, you may want to display the flashcard visuals on an easel that is at eye level to the children.</p>
 Review	<ul style="list-style-type: none"> ♦ Two sets of creation circles (page 77) ♦ Questions (page 48) 	Game <p>“Creation memory game”</p> <p>Play as a matching game. Lay the circles on a table or the floor, picture side down. After a child answers a question, he turns over two circles. If they match, he leaves them picture side up. If not, he turns them over and the game continues. Play until each child has had a turn. (For younger preschoolers, put the circles picture side up and let the child remove two that match.)</p>
Application spot	<ul style="list-style-type: none"> ♦ Three pictures, one of each animal 	Activity <p>Conduct discussion as in text (page 45).</p>
 Snack	<ul style="list-style-type: none"> ♦ Snack of your choice (be sensitive to food allergies the children may have) 	Break <p>Take a toilet break, allowing the children to wash their hands.</p> <p>Prayer</p> <p>Snack</p> <p>Lead in prayer, thanking God for the food. Channel conversation to review the lesson. (Note: foods may be sampled during the lesson to enhance learning, but these should be very small portions and should not replace the regular snack time.)</p>

Class schedule	What you need	What to do
 Creative activity (choose one)	<ul style="list-style-type: none"> ♦ Creation circles (page 77), one set per child ♦ Scissors ♦ Crayons or markers ♦ Envelopes or paper bags, one per child ♦ Student activity sheets, one per child ♦ Wool cut in 5 cm (2") lengths ♦ Glue ♦ Play dough or clay (page 8) 	<p>Craft</p> <p>“Creation sequencing games”</p> <p>Have the children colour and cut out their creation circles. When finished they can use them as a sequencing game, putting the circles in order to show the days of creation. Children can also work in pairs to play memory game with two sets. Place the circles in envelopes or paper bags for the children to take their games home.</p> <p>Activity sheet* “God creates animals and people”</p> <p>Help the children glue a wool tail to the mouse and lion in the picture.</p> <p>Play dough</p> <p>“Animals God made”</p> <p>Guide the children in making various animals.</p>
 Enrichment activity (choose one)	<ul style="list-style-type: none"> ♦ Sheets of white paper, one for each child ♦ Crayons 	<p>Activity</p> <p>“Guess the animal”</p> <p>Describe an animal (eg “This animal is very large, has big ears and a trunk”) or make an animal sound and let the children guess what it is. Some children may be able to describe an animal for the other children to guess. After every child has had a chance to participate, thank God for giving us animals.</p> <p>Activity</p> <p>“God made me special”</p> <p>Each child draws his own face, choosing the correct colour for hair and eyes. Under each picture write, “God made ____ (add child’s name) special”.</p>

*Available online at www.cefonline.com

Teaching the memory verse

Memory verse

“Then God saw everything that He had made, and ... it was very good” (Genesis 1:31)

Introduction

Let each child hold a plastic or stuffed animal. Have the children identify each one.

It is fun to think about all the animals God created! The Bible tells what God thought when He looked at all the things He had made.

Presentation

It tells us in Genesis 1:31! Let's say that address three times while we pretend to be a bird, a fish and a duck.

Say the address together - first while flapping arms like a bird, then “swimming” hands like a fish and finally waddling like a duck.

Have a child help you find the verse by opening your Bible to a marker placed at Genesis 1:31. Read the verse then show either flashcards PCRE-g, PCRE-h, PCRE-i and PCRE-j; or PCRE-R5, PCRE-R6, PCRE-R7 and PCRE-R8.

Explanation

God saw everything that He had made, and ... it was very good -
God saw the sky and the Earth. God saw every bird He had made. God saw every fish in the water. Everything God made was good. It was exactly the way God wanted it to be. It was good because God is good!

Application

Unsaved and saved: Thank God for everything He has made.

Repetition

“Verse with actions”

Repeat the verse phrase by phrase, practising the actions (page 14). Then use the symbols to recite the verse.

Lesson - part 1

Have a selection of pictures or objects of some of the things God created on days one to five. As a group put them in the order in which God created them.

I cannot wait to tell you what God made on day six. It is so exciting.

Flashcard PCRE4-1

The Bible says that on day six God said, "Let there be animals" (from Genesis 1:24). At once there were animals on the land, animals of all kinds. What animals can you see in the picture?

Allow time for response.

What is your very favourite animal?

Allow time for response.

Flashcard PCRE4-2

God made a mother and a father for each kind of animal. Each animal has babies of its own kind. The tigers have baby tigers. The elephants have elephant babies. Can tigers have elephant babies?

Briefly discuss.

Each animal has babies of its own kind, even though the babies may be different colours.



If possible show live baby animals. Use a set of pictures for children to match various animal babies with parents.

Have any of you had baby puppies or kittens or gerbils at your home?

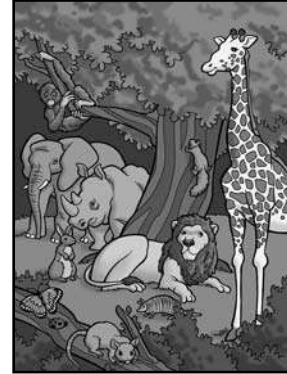
Allow time for response.

The babies looked a little different from their mummy and daddy, didn't they? Sometimes their fur is a different colour. Sometimes it is more (or less) curly. But the babies are the same kind of animal as the parents. This was God's wise idea, and that is how it is. God planned that the mummy and daddy animals would feed their young. He planned that the animals would eat the grasses and leaves that He had created. The animals did not fight and hurt each other. I am so happy that God made animals! Aren't you? God has amazing power. He is very wise and good. He is loving and kind.

On day six God made many amazing animals. Let's pretend to be some of them.



Choose very distinctive animals (eg elephant, gorilla, rabbit, lion, giraffe, kangaroo, etc) and move around imitating the movements they make. Finish with a quiet little animal to make it easy to settle back to listen.





Part 2

Day six was not over yet. God planned something very, very special.

Flashcard PCRE4-3

God made the very first man and woman, Adam and Eve. The Bible tells us He did it in a very special way. First God made the man, Adam, from the dust of the Earth. Then He breathed into the man to make him alive. You and I can make little men out of play dough, but we cannot make them alive. God is the One Who gives life.

God put Adam into a deep sleep. He took a rib bone from Adam's body and made it into the first woman, Eve. God gave Eve life too.

Our bodies are amazing. It was God Who planned them and made them. Let's do some things with our bodies.



Do the following together:

Bend our bodies.

Wave our arms.

Run and jump.

Stand on tiptoes and reach for the sky.

Roll up in a ball.

Let's each one put a little paint on his finger and make a print here on the paper.

They look alike. But if they are looked at very closely, each one is different. Nobody has a fingerprint exactly the same as yours. Did you know that if you had no big toe on **one** foot, you would fall over? God made you with ten toes! Can you carefully feel your eyelash? God gave you that to keep your eye safe from stuff that might go into it. Our bodies are wonderful - just as Adam's was.

Wasn't that a wonderful surprise for Adam when he woke up! He and his wife were perfect. They loved each other. They did not quarrel. They lived in a perfect world with amazing animals, birds, fish and plants.

Adam and Eve were very special. They were not animals, they were people. The Bible says that God made them in His image. That means that they were like God in some ways:

- ♦ God made people able to talk and think.
- ♦ People can make choices and make beautiful things.
- ♦ People can know what is right and what is wrong.
- ♦ People can love God and be friends with God.

None of the animals can have the kind of friendship with God that people can have. Animals are not created in the image of God. Only people were made by God to know Him, love Him and live with Him forever.



(CD: 9/30) "I can know God" (verse 1).

What does it mean to be best friends? It means you talk together, you do things together, you get to know each other more and more. You love each other. God loves the people He created.

Flashcard PCRE4-4

Cover cross/tomb picture and show child/Bible only.

Although you cannot see God you can be His friend, He can be your Friend. He will always be with you. He speaks to you when you listen to the Bible stories. You speak to Him when you pray. You love Him. He loves you. You want to do what pleases Him. The great Creator God wants you to know Him and love Him.

If your group has some understanding of sin and Who Jesus is you may include this Gospel summary here or include it in another part of the programme.

Uncover the rest of the flashcard PCRE4-4.

God wants you to know Him and be a child in His forever family. But there is one problem - sin. Sin can keep you out of God's family. Doing things God does not want you to do is sin. Not doing the things God wants you to do is also sin. The Bible says, "There is no one who does not sin" (2 Chronicles 6:36). That means all people have sinned.

Share the following examples of sin or discuss the situations illustrated in flashcards PCRE-a, PCRE-b, PCRE-c and PCRE-d.

God wants you to obey your parents. If you do not obey them, you sin against God. God wants you to be kind and loving to others. If you are not kind or loving, you sin against God.

You sin because you want to. But God loved you so much He sent Jesus to be your Saviour. Jesus came to save you from your sin and its punishment. The Bible says, "Christ [Jesus] died for our sins ... He was buried... He rose again" (1 Corinthians 15:3-4). Jesus is God the Son. Jesus never sinned. He was punished for your sin when He bled and died on the cross. Then Jesus came alive again.

God wants you to trust in Jesus as your Saviour and be forgiven (made clean from your sin). God wants you to become a child in His forever family. That is how you get to know God. He made you to know Him and to enjoy Him.

Part 3



"Days of creation" rhyme (days one to six - show flashcards PCRE-k, PCRE-l, PCRE-m, PCRE-n, PCRE-o and PCRE-p).

Flashcard PCRE4-5

Adam and Eve were very happy in the beautiful world God created. God put them in charge of all the plants and animals.

God made Adam and Eve able to have babies - baby boys and girls. The babies grew up to have more babies who grew up to have more babies and on and on. Today our world is full of people. Each baby



was created by God's plan and because of God's power. And one day the baby was you! So you can say, "God made me."

God knows your name. He knows what makes you happy and what makes you sad. He loves you very much.



(CD: 3/24) "God made me".

There is just one person in the world just like you - and that is you. God made you the way you are. He designed you. You are special. Let's think of the colour of your hair.

Allow the children to respond.

God planned the colour of your hair. It is just right for you! The colour of your eyes, the shape of your face is just right for you. But the most special thing of all is that you can know God. If Jesus Christ has made you clean from sin, you have started to know God. Talk to Him often and tell Him your secrets. As you learn from the Bible you will get to know Him better. I am still getting to know Him more and I am so happy about that!



Flashcard PCRE4-6

Now you know the true story of how God created the world during the six days of creation. Let's sing about it.



(CD: 4/25) "God made the mountains high".

On day seven God rested. God did not rest because He was tired. God does not get tired! God rested because His creation work was finished. God made the seventh day a special day, like a celebration day.

Isn't God great! And He wants you and me to know Him. He made us to know Him forever. Let's close our eyes. If you want to know God just tell Him so. You do not need to say it out loud. He hears even when you do not speak aloud.

Allow a moment for prayer.



"Days of creation" rhyme (days one to six - show flashcards PCRE-k, PCRE-l, PCRE-m, PCRE-n, PCRE-o and PCRE-p).

Review questions

Memory verse

- 1 Tell me something God made. (Answers will vary.)
- 2 What did God say about everything He made? (It was very good.)
- 3 Why were the things God made good? (God is good; they were exactly the way God planned them to be.)

Lesson (parts 1-3)

- 1 What kind of animals did God make on creation day six? (Animals that creep or move around on the land.)

- 2 What would the animal babies grow up to be? (The same kind of animals as their parents.)
- 3 Who planned for there to be mummy, daddy and baby animals? (God.)
- 4 Who did God create in His own image? (People.)
- 5 What can people do because they are created in the image of God? (Answers will vary. Examples in the lesson include people can talk and think; they can make choices; they can make beautiful things; they can know what is right and wrong; they can love God and be friends with God.)
- 6 What is the problem than can keep people away from God? (Sin.)
- 7 Tell me a sin someone your age might do. (Answers will vary. Examples in the lesson include not obeying your parents or not being kind to others.)
- 8 How does God feel about all the people He created, even you? (He loves them.)
- 9 Why did God rest on the seventh day? (He had finished creation.)
- 10 What is the most special “thing” of all that God created? (People.)

Lesson 5





Adam and Eve choose to sin





Scripture for teachers Genesis 2 - 3


Central truth Everyone is a sinner

Application Unsaved: Ask the Lord Jesus to take your sin away

Memory verse "... All have sinned ..." (Romans 3:23)

Class schedule	What you need	What to do
 Welcome	<ul style="list-style-type: none"> Music CD and CD player Nametags (page 73), one per child A4 sheets of paper, one per child Crayons or markers Pictures of fruit and vegetables (cut out of magazines, etc) and glue 	<p>Welcome Have soft music playing. Greet the children by name and give them their nametags.</p> <p>Activity "A trip to the zoo" Let the children draw animals they would see at a zoo. Alternatively you could have pictures of animals (cut out of magazines, etc) for the children to stick onto paper. After the pictures are drawn, gather the children in a circle and have them tell about the animals they drew.</p>
 Worship	<ul style="list-style-type: none"> PCRE-k, PCRE-l, PCRE-m, PCRE-n, PCRE-o and PCRE-p Music CD and CD player; songbook or lyrics (page 15) "I can know God" visualised song Offering basket or bank 	<p>Song Prayer (CD: 2/23) "God is so good" Lead the children in prayer or let them pray with you, phrase by phrase: "Dear God, thank You that You made all the animals. You are a good God. I praise You. In Jesus' name. Amen."</p> <p>Action rhyme "Days of creation" (page 16)</p> <p>Song Offering (CD: 9/30) "I can know God" (verse 1) (Optional.) Pass around a basket or bank and let children give an offering. (Be sure to inform the parents how the money will be used.)</p>
 Memory verse	<ul style="list-style-type: none"> PCRE-R9, PCRE-R10 and PCRE-R11 (page 72) Instructions (page 54) 	<p>Verse Repetition Romans 3:23 "Colour stand-ups"</p>
 Stretch	<ul style="list-style-type: none"> Music CD and CD player; songbook or lyrics (page 15) "God made the mountains high" visuals (pages 82-85) 	<p>Activity "Animal walk" Let's walk like an elephant (walk with arms together, swinging like a trunk). Let's hop like a kangaroo (hop with hands close to chest). Let's hop like a rabbit (hop from a squatting position). Let's run like a deer (run on the spot).</p> <p>Song (CD: 4/25) "God made the mountains high"</p>

Class schedule	What you need	What to do
 Bible lesson	<ul style="list-style-type: none"> Lesson text (page 56) PCRE5-1, PCRE5-2, PCRE5-3, PCRE5-4, PCRE5-5 and PCRE5-6 PCRE-k, PCRE-l, PCRE-m, PCRE-n, PCRE-o and PCRE-p PCRE-a, PCRE-b, PCRE-c and PCRE-d (optional) Pictures or objects representing the six days of creation Grapes or other fruit Pictures of babies 	Lesson “Adam and Eve choose to sin” Teach the entire lesson, or one part each session. To allow your hands to be free for the activities within the lesson, you may want to display the flashcard visuals on an easel that is at eye level to the children.
 Review	<ul style="list-style-type: none"> Tree (page 78) Crayons or markers Scented fruit stickers (optional) Questions (page 59) 	Game “Fruit on a tree” When a child answers a question, he may draw a fruit on the tree or add a sticker. You could also give each child his own sticker to wear.
Read aloud story	<ul style="list-style-type: none"> Text for the read aloud story (page 59) Rug 	Activity Make this a special time. Children sit on a “story rug”.
 Snack	<ul style="list-style-type: none"> Snack of your choice (be sensitive to food allergies the children may have) 	Break Take a toilet break, allowing the children to wash their hands. Prayer Snack Lead in prayer, thanking God for the food. Channel conversation to review the lesson. (Note: foods may be sampled during the lesson to enhance learning, but these should be very small portions and should not replace the regular snack time.)
 Creative activity (choose one)	<ul style="list-style-type: none"> Trees (page 78), one per child 2.5 cm (1”) squares of coloured tissue, about ten per child Pencils, one per child Paper plates with individual portions of glue, one per child Brown crayons or markers Student activity sheets, one per child Real or artificial leaves Glue Play dough or clay (page 8) 	Activity “Fruit trees” Show the children how to place the eraser end of the pencil in the middle of a square of tissue paper, wrapping the paper around it. Next lightly dip the paper (still around the pencil) in glue and place it on the tree to represent fruit. When finished, the children can colour the trunk of the tree brown. Activity sheet* “Adam and Eve choose to sin” Let the children glue leaves to the picture to partially hide Adam and Eve. Play dough “Adam and Eve’s garden” Have the children work as a group to design a garden including plants, animals and Adam and Eve.

Class schedule	What you need	What to do
 <p>Enrichment activity (choose one)</p>		<p>Activity “Doing what your parents tell you” Give each child an opportunity to act out something your parents tell you to do, while the other children try to guess what he is doing. If necessary whisper ideas in the child’s ear (eg pick up toys, look both ways before crossing the street, brush teeth, sit quietly in class, set the table, etc).</p> <p>Drama “You can’t hide from God” Have the children hide around the room. Each time a child is found say, “You can’t hide from God! God can still see you.”</p>

*Available online at www.cefonline.com

Teaching the memory verse

Memory verse

“... All have sinned ...” (Romans 3:23)

Introduction

Let's see you blink your eyes. Now nod your head. Now wave your hands.

Allow response for each.

You have all blinked your eyes, nodded your heads and waved your hands. God tells us something else you all have done!

Presentation

He tells us in Romans 3:23.

Say the address together - first while blinking, then while nodding and finally while waving.

Have a child help you find the verse by opening your Bible to a marker placed at Romans 3:23. Read the verse then show flashcards PCRE-R9, PCRE-R10 and PCRE-R11.

Explanation

All - All means “everyone”! You, me, your parents, your doctor, your friends, the policeman, all the people in the world!

have sinned - All people have sinned. To sin is to think, say or do things that do not please God. When you do things your own way instead of God's way, you sin. When you do not do the good things God wants you to do, you sin. Can you tell me some ways children sin?

Briefly discuss.

You and I do sinful things because we want to! We were born knowing how to sin and we sin over and over.

Application

Unsaved: Jesus wants to save you from your sin. Jesus lived on Earth but He never sinned. He always did everything right because He was God the Son. When Jesus died on the cross, He took the punishment God gave Him for your sin. Then He came alive again. Jesus can forgive your sin if you believe on Him as your Saviour.

Saved: If you have believed on Jesus as your Saviour, God can help you obey Him. God can help you say “no” to sin. But when you do choose to sin, God still loves you. You are still His child. Tell God you are sorry and ask Him

to help you say “no” to sin the next time. God can help you obey Him.

Repetition

“Colour stand-ups”

Name a colour and have everyone wearing that colour stand and say the verse as you point to the symbols in sequence. Repeat several times.

Lesson - part 1



Take a "creation walk" around the room, viewing and discussing pictures or objects representing the six creation days.



"Days of creation" rhyme (days one to six, page 16 - show flashcards PCRE-k, PCRE-l, PCRE-m, PCRE-n, PCRE-o and PCRE-p.)

On day seven what did God do? (He rested because His creation work was done.) We will rest in our chairs and find out what happened next!



Flashcard PCRE5-1

God gave Adam and Eve a special place to live called the garden of Eden. It was lovely and had everything they needed to be happy. They enjoyed eating different fruits and other foods that grew in the garden.



Serve the children grapes or other fruit.

Adam gave all the animals their names. Let's pretend we are the naming animals with Adam.

Name animals in the visuals.

Adam and Eve enjoyed caring for the animals and the plants.

The best thing about the garden was that God Himself came there to walk and talk with Adam and Eve! God knows everything so He could teach Adam and Eve everything they needed to know. It was very special to have God as their Friend.



Flashcard PCRE5-2

Since God made everything, God gets to make the rules too! His rules are always for our good. God had one rule He gave to Adam and Eve. There was one fruit tree in the middle of the garden of Eden they were not supposed to eat from. They could eat fruit from all the other trees but not from the tree of the knowledge of good and evil. God said that if they ate fruit from that tree, they would die. Adam and Eve probably thought that rule was not hard. I'm sure they planned to obey.

God has rules for us too. They are in the Bible and, of course, they are good rules. Let me tell you some of them. Obey your parents. Do not steal. Do not lie. Love God. Disobeying God's rules is called sin. Let's say that little word together - "sin".



*Disobeying God's good rules,
God's good rules, God's good rules.
Disobeying God's good rules,
That's what sin is.
(Tune: "London Bridge".)*

Part 2

Flashcard PCRE5-3

Everything was wonderful in the garden of Eden. Then one day Satan, God's enemy, came to the garden. Satan wanted Adam and Eve to sin by disobeying God. The Bible tells about it.

Satan used a snake.

Point to the serpent in the visual.

Satan watched Eve near the tree of the knowledge of good and evil. That was the one tree God told Adam and Eve not to eat from. Eve did not walk away so Satan talked to her! He asked her a question.

“Did God say you can’t eat from any tree in the garden?” (from Genesis 3:1).

Eve answered, “We may eat from all the trees except the one in the middle. God said if we eat that fruit, we’ll die.”

Satan said, “You won’t die. God knows if you eat that fruit, you’ll be like God, knowing good and evil.”

Satan wanted Eve to believe that eating the fruit would make her as wise as God. Satan was lying (not telling the truth). He was trying to get Eve to sin by disobeying God.

But Eve listened to the voice that said she would be like God. Eve looked at the fruit on that tree. It looked so good.

Flashcard PCRE5-4

Eve looked and looked. Then she reached out to take some fruit! She put it to her mouth. Crunch - she took a bite. She obeyed God’s enemy. She disobeyed God with her ears, eyes and hands. Eve sinned.

Sometimes we do that! You and I disobey God and sin. That’s what our verse says.

Quote Romans 3:23 together. Share the following examples of sin or discuss the situations illustrated in flashcards PCRE-a, PCRE-b, PCRE-c and PCRE-d.

If you use your feet to walk near daddy’s tools when you were told to stay away, you sin against God. If you watch something on TV your parents said not to watch, you sin against God. If you use your hands to take and eat a sweet when mummy said not to, you sin against God. You sin because you want to! Because of your sin, you deserve to be separated from God forever. Sin stops you from being God’s friend.

Part 3

Flashcard PCRE5-5

Eve disobeyed God. She ate the fruit God said not to eat. Then she gave some fruit to Adam. He ate the fruit too! Suddenly they were both very sad. They knew what a bad thing it was to disobey God. They felt sad and embarrassed so they covered up with leaves from a fig tree. They remembered God’s warning that if they ate that fruit, their bodies would start to die. But the worst thing was that their “want to” to please God died. Now they wanted to sin. They deserved to be separated from God forever. They lost their friendship with God. Maybe they even thought God would not love them anymore. The Bible says when God came to walk with them, Adam and Eve hid from God.





Have the children hide behind chairs. Ask, "Can God still see you?"

No-one can hide from God! Adam and Eve could not hide from God. God knew where they were all the time. God called for them.

God: Adam! Eve! Where are you? *(Call several times.)*

Adam: I heard your voice but I was afraid so I hid.

God: Have you eaten from the tree I told you not to eat from?

Adam: Yes, but it's Eve's fault! She gave me that fruit so I ate it.

God: What did you do, Eve?

Eve: It's the serpent's fault! He tricked me so I ate the fruit!



Flashcard PCRE5-6

God is holy (perfect) so He must punish sin. God told Adam and Eve they could not live in the perfect garden anymore. Their special times with God were over. Their lives would have trouble.

That was sad. But God had good news too! He said one day the Saviour would win over sin and Satan forever. He would put right all that Adam had made wrong.

Did God stop loving Adam and Eve? No! Did you hear that promise God made to Adam and Eve? One day the Saviour would do something about the sin that came between them and God, and between us and God.

Show pictures of babies.

All the babies born into the world after that (Adam and Eve's babies and all babies from then on) were all born wanting to disobey God. That is why no-one had to teach you how to do wrong. The Bible says everyone is like that. All means everyone.

Name the teachers and the children in the group.



Say memory verse together.

That is why we all need the special One God promised to send. God sent His only Son, Jesus. Jesus never sinned. But He died on a cross and God punished Jesus for all the wrong we do. The Lord Jesus did not stay dead; He is alive forever.

He is the only One Who can make you and God friends. He can take the sin and wrong out of your life. When you ask Him to do that for you, He will. Then you will be God's friend.



*If I want to be God's friend,
Be God's friend, be God's friend,
If I want to be God's friend,
I need Jesus.*



*He can take away my sin,
All my sin, all my sin.
He can take away my sin,
When I trust Him.*

(Tune: "London Bridge".)

Review questions

Memory verse

- 1 Who has sinned? (All people - you, me, everyone.)
- 2 What is sin? (Things you think, say or do that do not please God; doing things your own way; not doing what God wants you to do.)
- 3 Who is the only One Who lived on Earth and never sinned? (Jesus.)

Lesson (parts 1-3)

- 1 Where did Adam and Eve live? (The garden of Eden.)
- 2 Who taught Adam and Eve what they needed to know? (God.)
- 3 Who gets to make the rules about the world because He made everything? (God.)
- 4 Who wanted Adam and Eve to sin by disobeying God? (Satan, God's enemy.)
- 5 Who listened to Satan's voice from the serpent and believed his lies? (Eve.)
- 6 Tell me a way children sometimes sin? (Answers will vary. Examples in the lesson include going where they are not supposed to go, watching something on TV that their parents said not to watch, and eating a sweet when mummy said "no".)
- 7 What promise did God give Adam and Eve after they sinned? (He would send a Saviour.)
- 8 Who is the Saviour? (Jesus, God the Son.)
- 9 What happened to Adam and Eve when they sinned? (They lost their friendship with God.)
- 10 How was Jesus punished for your sin? (He bled and died on a cross.)

Read aloud story

Use one or both of the following.

Story 1

One day in nursery (kindergarten) Mollie was playing in the kitchen corner. She liked to play there. It made her feel like a mother with children to cook for. She was stirring a pot on the cooker. It was fun ... until Sophie came and wanted to put her pots on the cooker too.

“No,” said Mollie. “Go away! I’m here!”

“We can share,” said Sophie.

“No, no, no! It’s all mine,” shouted Mollie.

Sophie started to cry and the teacher came over.

“There is room for two,” she said. “We musn’t be selfish.”

Mollie made room for Sophie but she wasn’t a bit happy about it.

Who taught Mollie to be selfish? Nobody. She just knew how to be selfish, because she was born a sinner - like you and me.

Story 2

Alfie liked shopping with his dad. He always got a treat. Sometimes he got an ice cream, sometimes a packet of sweets, sometimes a ride on the big yellow elephant at the shopping centre. It was fun!

One day in the supermarket he spotted a packet of different sweets.

“Can I have those?” Alfie asked.

“Sure,” said his dad, “that’s your treat. Just one treat, remember.”

On the way out of the shopping centre they noticed a big red train beside the yellow elephant.

“Can I have a go?” asked Alfie.

“Another day,” answered his dad. “You have had your treat. Look, you’re eating them.”

“But I want a ride,” whined Alfie.

“Another day,” said his dad firmly.

Alfie just lay down on the floor and yelled “**I want a ride!**” He kicked and screamed.

Who taught Alfie to kick and scream? Nobody. He just knew, because he was born a sinner - like you and me.

Lesson 6





Cain and Abel give gifts to God





Scripture for teachers Genesis 4


Central truth There is only one way to be forgiven - through Jesus

Application Unsaved: Trust Jesus to take away your sin

Memory verse "... All have sinned and fall short of the glory of God" (Romans 3:23)

Class schedule	What you need	What to do
 Welcome	<ul style="list-style-type: none"> ♦ Music CD and CD player ♦ Nametags (page 73), one per child ♦ A4 sheets of paper, one per child ♦ Crayons or markers ♦ Dinosaur maze (page 79), one per child 	<p>Welcome Have soft music playing. Greet the children by name and give them their nametags.</p> <p>Activity "One way" Introduce the concept of "one way". Give each child a dinosaur maze and encourage them to find the one way from one dinosaur to the other.</p>
 Worship	<ul style="list-style-type: none"> ♦ PCRE-k, PCRE-l, PCRE-m, PCRE-n, PCRE-o and PCRE-p ♦ Music CD and CD player; songbook or lyrics (page 15) ♦ "I believe the Bible" and "I can know God" visualised songs ♦ Offering basket or bank 	<p>Song Prayer (CD: 8/29) "I believe the Bible" Lead the children in prayer or let them pray with you, phrase by phrase: "Dear God, thank You for the Bible. Thank You for sending Jesus to die for us. Thank You that Jesus is alive. In Jesus' name. Amen."</p> <p>Song Action rhyme Offering (CD: 9/30) "I can know God" (verse 1) "Days of creation" (page 16) (Optional.) Pass around a basket or bank and let children give an offering. (Be sure to inform the parents how the money will be used.)</p>
 Memory verse	<ul style="list-style-type: none"> ♦ PCRE-R9, PCRE-R10, PCRE-R11 and PCRE-R12 (page 72) ♦ Instructions (page 64) ♦ Small target and small ball 	<p>Verse Repetition Romans 3:23 "Colour stand-ups"</p>
 Stretch		<p>Activity "Head and shoulders, knees and toes" The following may be spoken or sung to the tune of "London Bridge" while doing the actions: Head and shoulders, knees and toes, Knees and toes, knees and toes. Head and shoulders, knees and toes, Clap your hands and praise Him.</p>

Class schedule	What you need	What to do
 Bible lesson	<ul style="list-style-type: none"> ♦ Lesson text (page 65) ♦ PCRE6-2, PCRE6-3, PCRE6-4, PCRE6-5 and PCRE6-6 ♦ Two sad faces drawn on card ♦ Samples of leather, sheepskin or fur ♦ Selection of weeds, briars and thorns ♦ Some seeds and plastic beaker(s) with soil ♦ Food/water and a real animal (if possible) 	Lesson “Cain and Abel give gifts to God” Teach the entire lesson, or one part each session. To allow your hands to be free for the activities within the lesson, you may want to display the flashcard visuals on an easel that is at eye level to the children.
 Review	<ul style="list-style-type: none"> ♦ Wooden, Duplo® or large milk carton blocks (make several blocks by cutting the tops off two cartons and pushing one open end in the other; then cover with contact or construction paper) ♦ Questions (page 67) 	Game “Build an altar” When a child answers a question, he may add a block to help build an altar. Try to have enough blocks so each child can have a turn.
Read aloud story	<ul style="list-style-type: none"> ♦ Text for the read aloud story (page 68) ♦ Rug 	Activity Make this a special time. Children sit on a “story rug”.
 Snack	<ul style="list-style-type: none"> ♦ Snack of your choice (be sensitive to food allergies the children may have) 	Break Take a toilet break, allowing the children to wash their hands. Prayer Lead in prayer, thanking God for the food. Snack Channel conversation to review the lesson. (Note: foods may be sampled during the lesson to enhance learning, but these should be very small portions and should not replace the regular snack time.)
 Creative activity (choose one)	<ul style="list-style-type: none"> ♦ Silhouettes (page 80-81), one set per child plus extras ♦ Construction paper, one sheet per child ♦ Glue sticks ♦ Scissors ♦ Glitter ♦ Crayons or markers ♦ Student activity sheets, one per child ♦ Play dough or clay (page 8) 	Activity “My family” Let each child choose the appropriate silhouettes to make a picture of his family. He can cut around and glue the silhouettes to the paper then finish the picture by drawing a house outline around the family. (For a child with two homes, suggest he picture the family he lives with or create two pictures.) Activity sheet* “Cain and Abel gave gifts to God” Help the children apply glue to the cross then shake glitter over it. Play dough “Build an altar” Guide children in rolling small balls to form an altar. They could also make fruit shapes and a lamb to represent Cain and Abel’s sacrifices.

Class schedule	What you need	What to do
 Enrichment activity		Game “Right or wrong” Have the children line up, shoulder to shoulder, along a wall. Stand across from the children. State an action and have the children decide if it is right or wrong (see examples below). If it is right, they take a step forward. If it is wrong, they stay where they are. <ul style="list-style-type: none"> ♦ You share your favourite toy with a friend. ♦ You nag (plead) to go outside, even when mother says “no”. ♦ You whine when mother won’t let you have another biscuit. ♦ You help mummy set the table. ♦ You let your brother/sister choose which video to watch.

*Available online at www.cefonline.com

Teaching the memory verse

Memory verse

“... All have sinned and fall short of the glory of God” (Romans 3:23)

Introduction

Let's see if we can hit a target.

Let children throw a small ball and try to hit a target.

Can we jump high enough to touch the ceiling?

Try numerous times. With each failed attempt say, "We came short of the target."

Did you know God talks about missing a target too?

Presentation

He talks about it in Romans 3:23.

Say the address together - first while stretching high with one hand, then the other and finally both.

Have a child help you find the verse by opening your Bible to a marker placed at Romans 3:23. Read the verse then show flashcards PCRE-R9, PCRE-R10, PCRE-R11 and PCRE-R12.

Explanation

All have sinned - All means “everyone” - you, me and all the people in the world! All people have sinned. To sin is to think, say or do things that do not please God. When you do things your own way instead of God's way, you sin.

and fall short of the glory of God - When we sin, we are not reaching the glory of God. Being as perfect as God is the target. You and I can never be that good! We fall short (come short) of the glory of God because we sin.

Application

Unsaved: Jesus wants to save you from your sin. He bled and died on the cross to take the punishment God gave Him for your sin. Then He came alive again. Jesus can forgive your sin if you believe on Him as your Saviour. This is the only way you can be saved from sin.

Saved: If you have believed on Jesus as your Saviour, God can help you say “no” to sin. Sin makes God very sad. But when you do choose to sin, God still loves you. You are still His child. Tell God you are sorry and ask Him to help you say “no” to sin the next time.

Repetition

“Colour stand-ups”

Name a colour and have everyone wearing that colour stand and say the verse as you point to the symbols in sequence. Repeat several times.

Lesson - part 1

Hold up two sad faces.

Adam and Eve were very sad to leave the beautiful garden. Why did it happen?

Allow the children to respond. This gives you a good opportunity to assess their understanding.

Flashcard PCRE6-2

But God still loved Adam and Eve. Even before they left the garden He made clothes for them to wear. The Bible says that God made them clothes of animal skins or hides.



Let children touch leather, sheepskin or fur and discuss why it would be good for clothes.

Even then God was teaching Adam and Eve something very important. Sin is so bad and horrible that Someone had to die because of their sin. God wanted them to remember that. We can feel sad for the animal, but we should feel even more sad about sin. The death of the animal was to help them to remember that one day God's special Person would die for their sin.



"One way God said to get to Heaven". Encourage the children to sing the repetitive lines and the leaders will sing all of the song.

Adam and Eve had to remember there was only one way for sin to be taken away.

Adam and Eve worked hard. It was much harder now than in the beautiful garden. For the first time they saw weeds, briars, thorns, nettles and thistles.

If you can, show these.

Then they were "hot and bothered" as they worked. Perhaps they thought, "If only we had obeyed God ..." Probably their faces were often like this.

Show two sad faces.

Part 2

Flashcard PCRE6-3

Cover the boys/lamb picture and show parents/baby only.

Something happened that made Adam and Eve very happy. They had a baby boy. They named him Cain. They knew he was a gift from God. Can you imagine how excited they must have been to see the first baby boy ever? The tiny little fingers and toes. The cute little nose and chin. Who can remember something we learned about every baby, something not so nice? Yes, every baby has a "want to" to disobey God.

Later Adam and Eve had another baby son. They named him Abel. Now there were two brothers to play together.

Uncover the rest of the flashcard PCRE6-3.



They probably climbed trees and played games. They learned how to plant seeds and grow vegetables and fruit. They learned how to care for lambs and other animals.



Act out things Adam and Eve may have taught their sons. Plant seeds, catch animals, dig the ground, pray, carry logs, etc.

But there was one thing they did not have to teach the boys - they already knew it. They knew how to sin. Perhaps they sometimes disobeyed their mummy and daddy. Perhaps they quarrelled with each other. Yet even then God still loved them.



Flashcard PCRE6-4

I am sure Adam and Eve often talked to their boys.

Perhaps the boys asked, "Daddy, what was it like in the garden?"

"It was beautiful, perfect. What a place!" Adam may have answered.

"Why don't we live there now?" the boys must have asked.

"We disobeyed the Lord God," Adam and Eve told them.

"Did God stop loving us?" the boys needed to know.

"No, we are amazed. He still loves us. He has made one way for us to be forgiven. Remember, just one way. The punishment for sin is death. An animal must die."

God still loved Adam and Eve, and He loves us too - even when we do wrong things.

We know that the death of the animal was to remind people that God would one day send a very special Person to die for sin. Who would it be? It would be God's only Son.



The teacher may pretend to be Adam. The children pretend to be Cain and Abel. They may ask questions about living in God's perfect world and what went wrong.

Part 3

Have you thought about what you would like to be when you grow up?



Flashcard PCRE6-5

As Cain and Abel grew from boys to men, they chose jobs to do. Cain chose to be a farmer who grew plants for food. Abel chose to work as a shepherd who cared for sheep.



Pretend to work like Cain - plant, hoe, pull weeds, eat carrots, etc.

Pretend to work like Abel - lead sheep to water, shear sheep, carry an injured lamb, etc.

If possible, children could plant a real seed, or give water or food to a real animal.

So the two brothers worked hard. But they had to do something about their sin. The wrong they did kept them away from God. Their mother

and father had taught them there was only one way - an animal had to die.

We do not need to do that nowadays. God's Son, Jesus, came to Earth. He died on the cross for our sins. He came alive again and He is in Heaven right now. If you want to have the sin and wrong taken out of your life, there is only one way. You need to trust Jesus to do it. That is the only way.



"One way God said to get to Heaven". Encourage the children to sing the repetitive lines and the leaders will sing all of the song.

Flashcard PCRE6-6

Cover the picture of Cain and show Abel only.

What would Cain and Abel do?

Abel went out into his fields. He chose a lamb from his flock of sheep. Abel trusted God as he gave the lamb to bleed and die. God was happy with Abel's gift. Abel did as God said.

The lamb dying was to help people understand that one day God's Son would come and die for sin. Jesus has done that. He died for us. He is the only One Who can take away your sin. There is no other way.

Uncover the rest of the flashcard PCRE6-6.

Cain chose to bring some of his fruits and vegetables to God. Maybe Cain felt proud of his work and thought his work was good enough to please God, but God was not happy with Cain's gift. The fruits and vegetables were probably nice, but God wanted Cain to obey Him. Cain did not follow God's plan.

God loved Cain. He told Cain what was wrong and gave him a chance to bring the right sacrifice. Only God's way is the right way. God has one way for you to come to Him and become His child. You must be made clean from sin by believing on Jesus His Son. You can ask the Lord Jesus to take away all your sin and make you God's child. That is God's plan.

Cain was angry and did not want to come God's way. God warned him about his sin. God said if Cain did not turn from his sin he would sin more and more. Sin would become his boss and he would be far away from God forever. Cain would not listen.

God wants you to be like Abel. Remember there is just one way to God. Only Jesus can take away your sin. Jesus said, "No one comes to the Father except through Me" (John 14:6).



"One way God said to get to Heaven". Sing as earlier in the lesson.

Review questions

Memory verse

- 1 Who sins and comes short of the glory of God? (All people; you and me.)



- 2 Why do we come short of the glory of God? (We sin; we are not perfect like God.)
- 3 What is the only way you can be saved from sin? (Believe on Jesus as your Saviour.)

Lesson (parts 1-3)

- 1 Why did Adam and Eve not live in the garden of Eden any longer? (They had disobeyed God; they had sinned.)
- 2 From what did God make clothes for Adam and Eve? (Animal skins.)
- 3 What happened to Jesus, the Saviour, so your sin can be taken away? (He bled and died. Then He came alive again.)
- 4 What are the names of Adam and Eve's first two children? (Cain and Abel.)
- 5 What is something Adam and Eve did not need to teach Cain and Abel? (How to sin.)
- 6 How does God feel about you when you choose to sin? (God still loves me.)
- 7 What right sacrifice did Abel bring to God? (A lamb.)
- 8 Why did Cain's gift not please God? (Cain disobeyed God and did not come to God the right way.)
- 9 Why do we not bring a lamb when we do wrong? (Jesus died for our sin.)
- 10 How many ways are there to have your sin forgiven? (One.)

Read aloud story

"I didn't like that story," Lucy told her teacher.

She had heard the very same story as you heard today. Her teacher, Mrs Caswell, was very surprised.

"What didn't you like, Lucy?" she asked.

"I didn't like the animal dying," said Lucy.

"Can you remember why the animal died?" asked Mrs Caswell.

"The boy had done wrong and he wanted the wrong things taken away," answered Lucy.

"You listened very well, Lucy. If Abel had not sinned he would not have had to bring a lamb. Sin is so bad, Someone had to die. If there was another way God would have told them."

"So doing bad things is very, very bad."

"Yes, God cannot stand bad things. Can you remember, Lucy, why we don't kill a lamb when we do wrong?" asked Mrs Caswell.

Lucy had to think very hard. "Is it because Jesus died?" she asked slowly.

"Wasn't that sad too? There was no other way for sin to be taken away. It shows us how bad sin is."

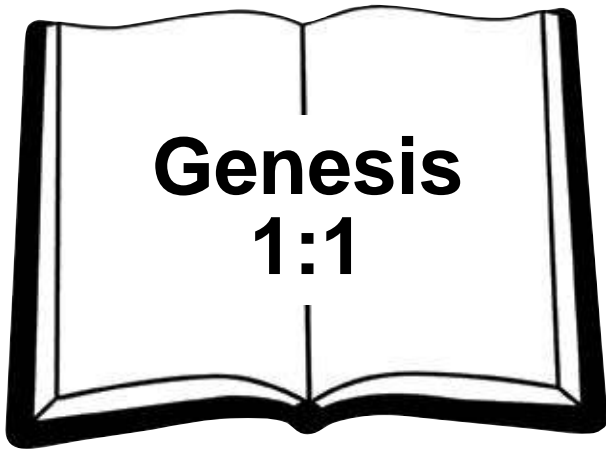
"I'm still sad," said Lucy. "I'm sad about the lamb, and I'm sad because sin is bad, and I am saddest that Jesus had to die."

"But Jesus didn't stay dead. He is alive now. You can be very happy about that," smiled Mrs Caswell.

Memory verse symbols

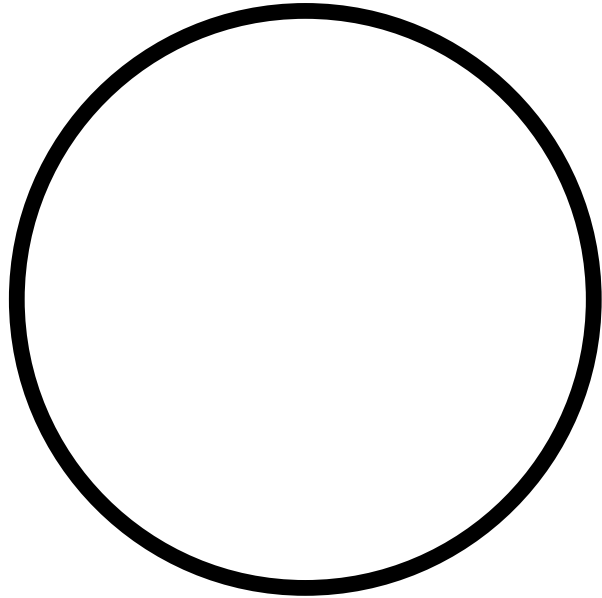
Lessons 1 and 2

Photocopy, colour and cut out the verse symbols. For suggestions on usage, see tips under “Use a variety of visuals” (page 5).



“Genesis 1:1”

PCRE-R1



“In the beginning God”

PCRE-R2



“created the heavens”

PCRE-R3



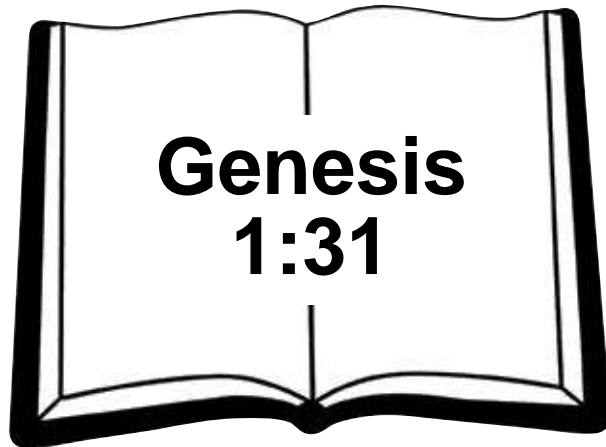
“and the earth.”

PCRE-R4

Memory verse symbols

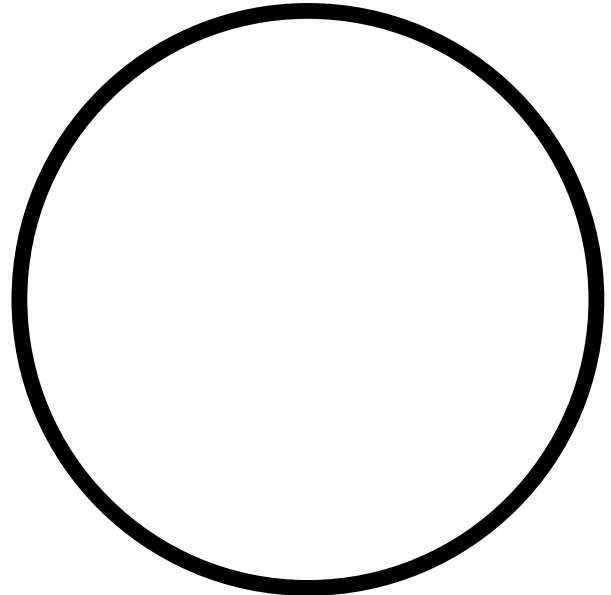
Lessons 3 and 4

Photocopy, colour and cut out the verse symbols. For suggestions on usage, see tips under “Use a variety of visuals” (page 5).



“Genesis 1:31”

PCRE-R5



“Then God”

PCRE-R6



“saw everything
that He had made,”

PCRE-R7



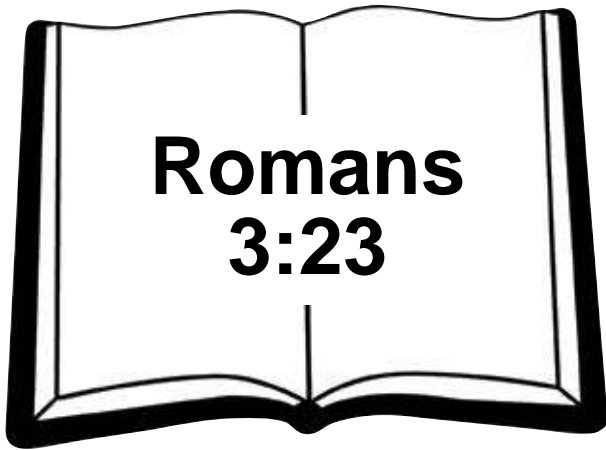
“and ... it was very good.”

PCRE-R8

Memory verse symbols

Lessons 5 and 6

Photocopy, colour and cut out the verse symbols. For suggestions on usage, see tips under “Use a variety of visuals” (page 5).



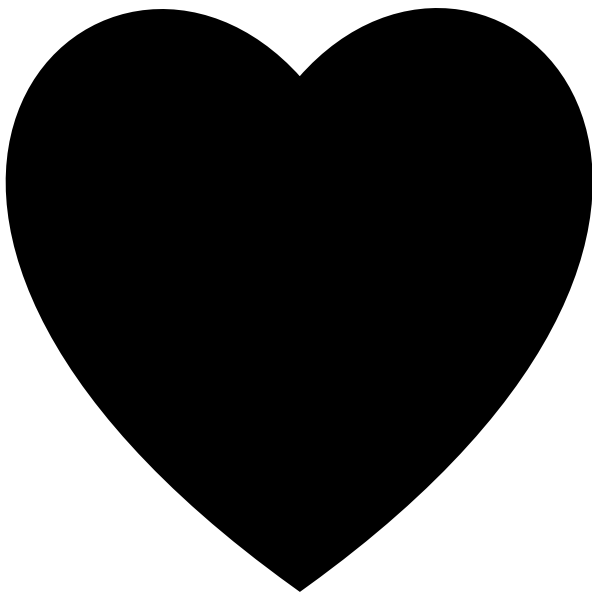
“Romans 3:23”

PCRE-R9



“... All”

PCRE-R10



“have sinned”

PCRE-R11



“and fall short of
the glory of God.”

PCRE-R12

Nametag patterns

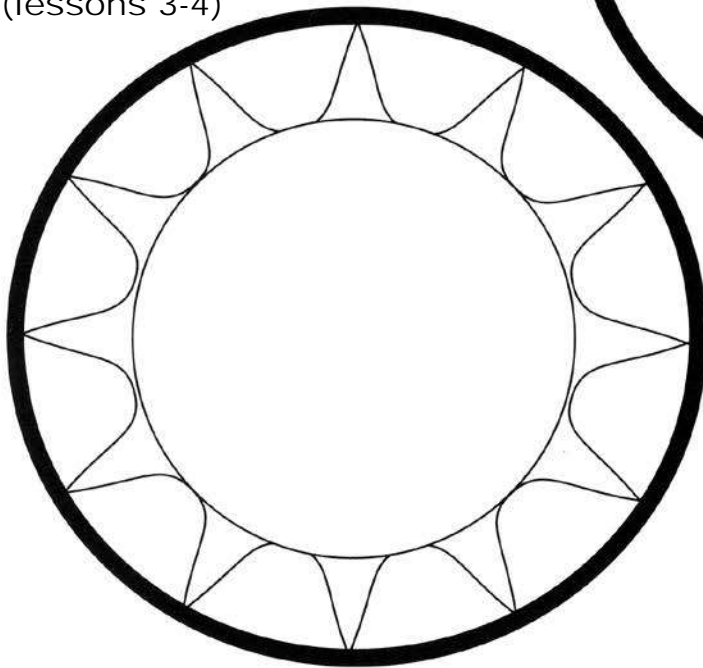
Lessons 1-6

Photocopy the patterns below and cut out enough nametags to allow one per child and plenty of extras. The nametags may be created with coloured card or fun foam, and attached with a safety pin or double-sided tape.

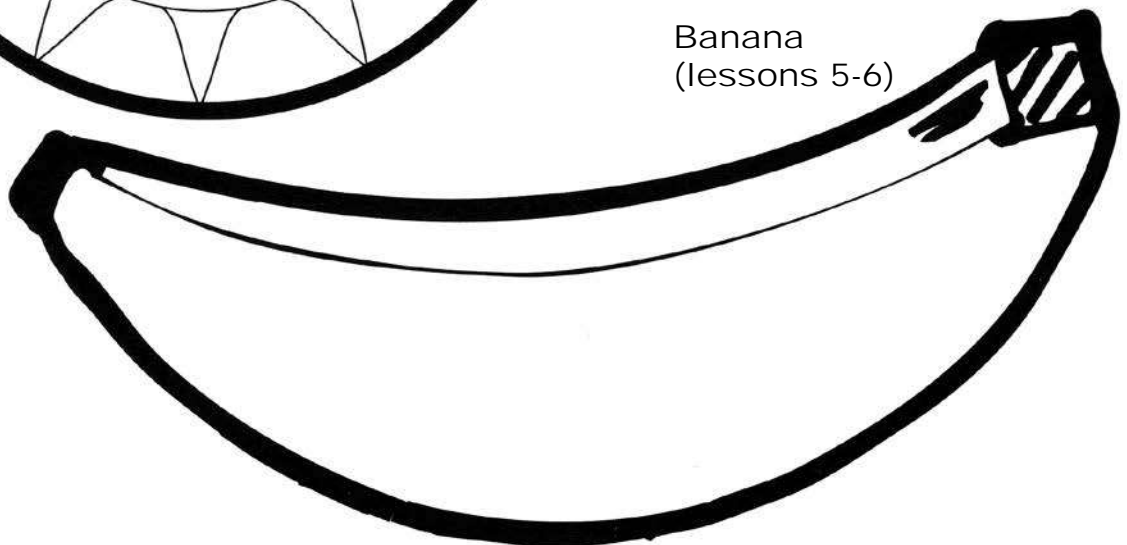
World
(lessons 1-2)



Sun
(lessons 3-4)



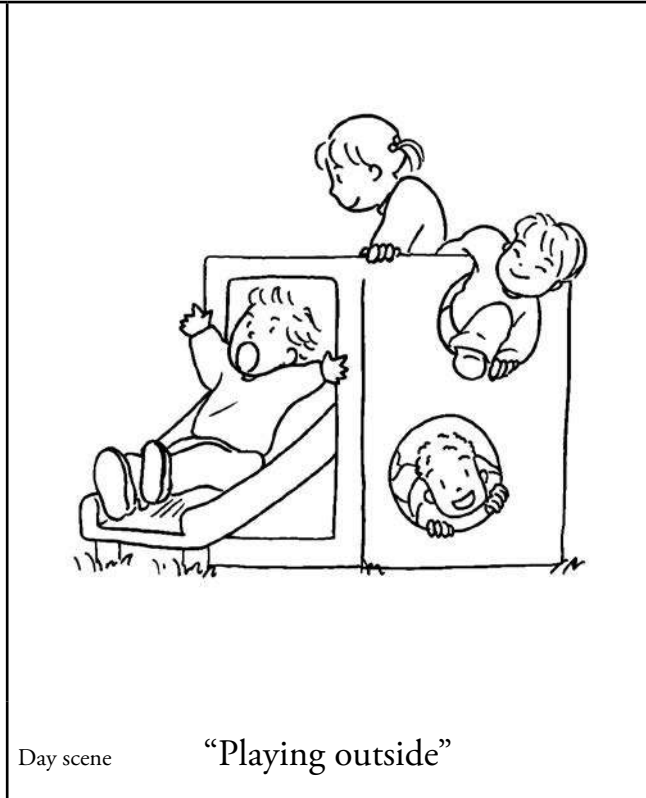
Banana
(lessons 5-6)



Day and night scenes

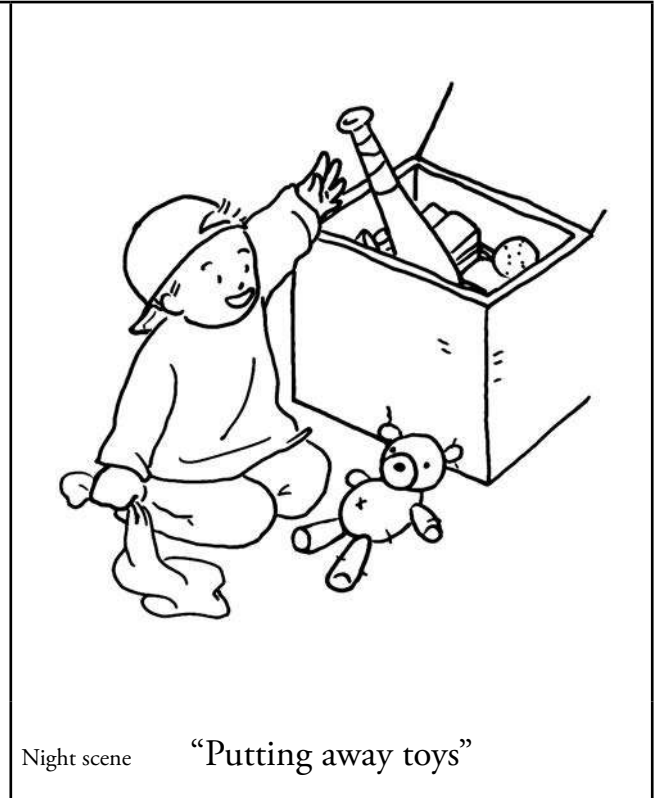
Lesson 1

Photocopy, colour and cut out eight scenes (pages 74-75). The first four are day scenes; the next four are night scenes.



Day and night scenes (continued)

Lesson 1



Leaves

Lesson 2

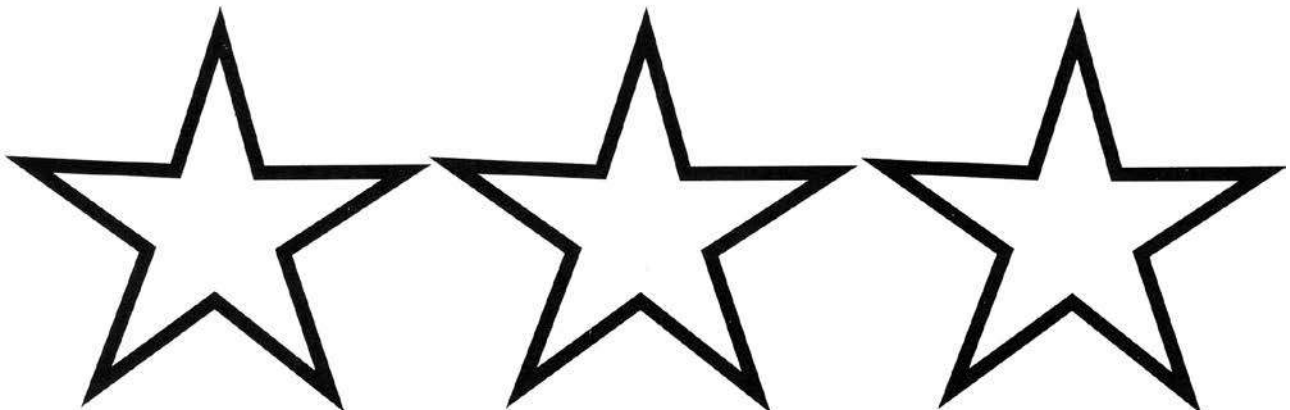
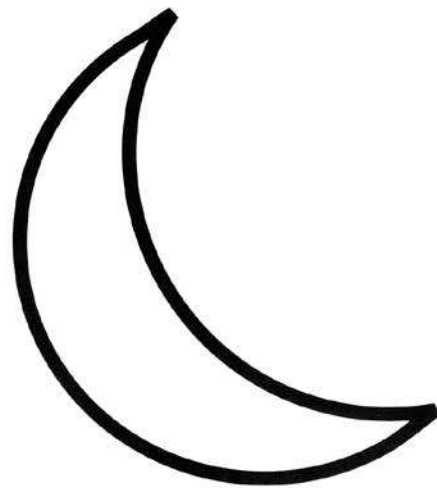
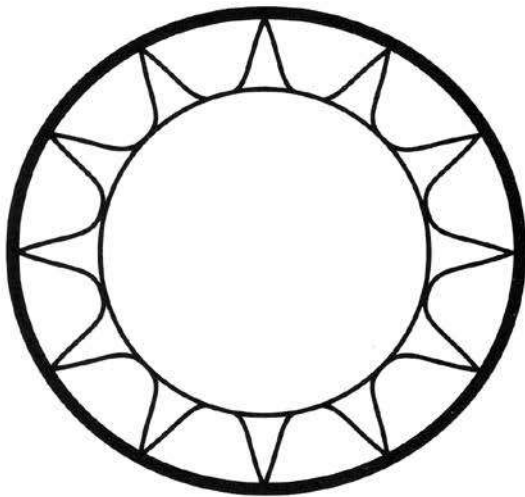
Photocopy on to green paper and cut out one set of leaves per child.



Sun, moon and stars

Lesson 3

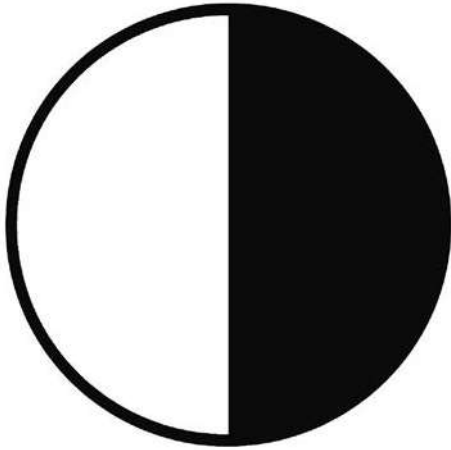
Photocopy the three stars on to yellow card, cut them out and glue them on to jam jar lids for the review game. Photocopy the sun, moon and stars on to white card, one set per child, for the “sky mobile” creative activity. Make one star per child for use during the lesson.



Creation circles

Lesson 4

Photocopy on to card two sets for the review game and one sheet per child for the craft.



Day 1 - God created light



Day 2 - God created water, sky and air



Day 3 - God created land and plants



Day 4 - God created sun, moon and stars



Day 5 - God created birds and fish



Day 6 - God created animals and people

Tree

Lesson 5

Photocopy on to green card, one for the review game (enlarged if desired) and one per child for the creative activity.

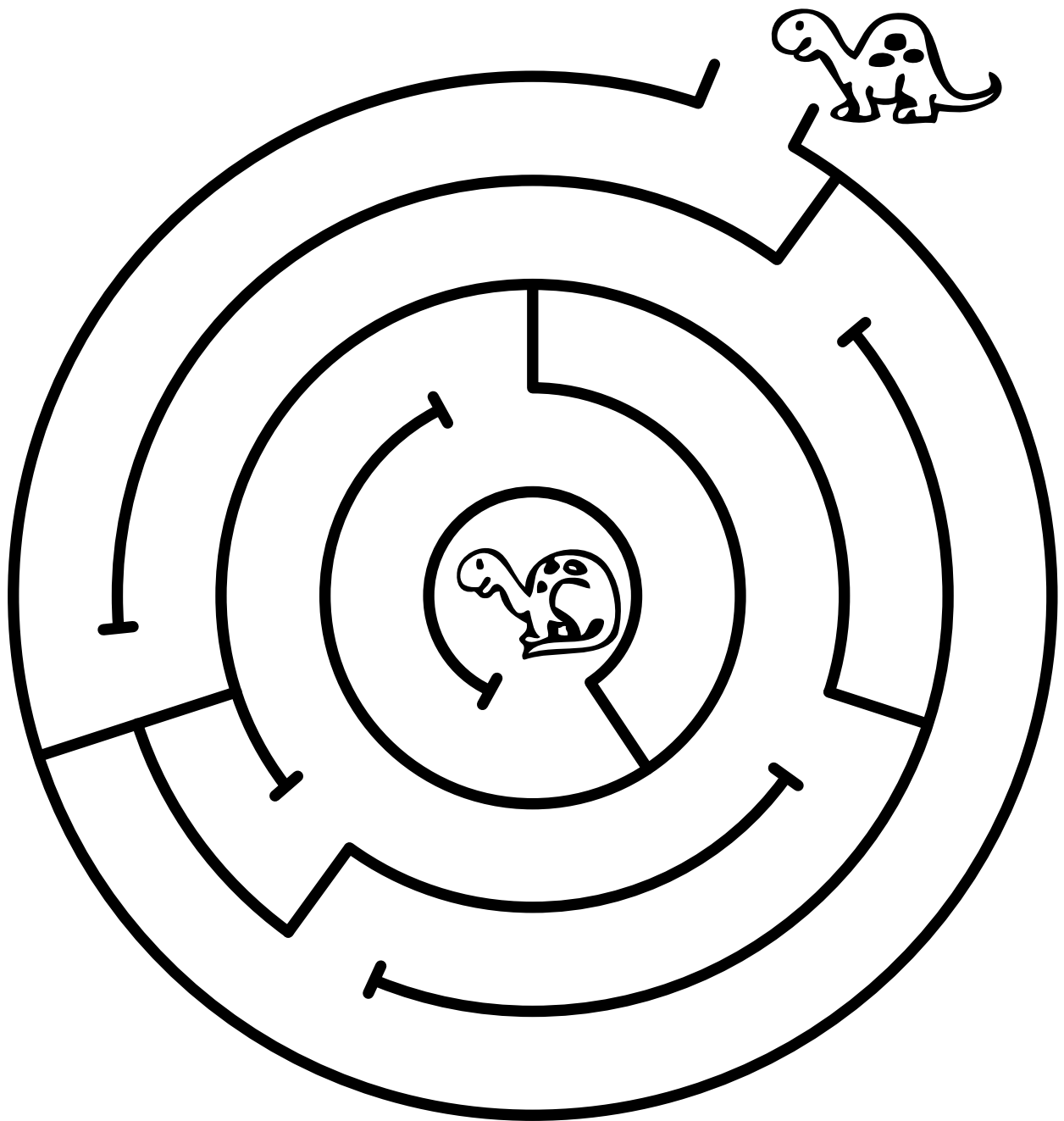


Dinosaur maze

Lesson 6

Photocopy one per child for the welcome activity.

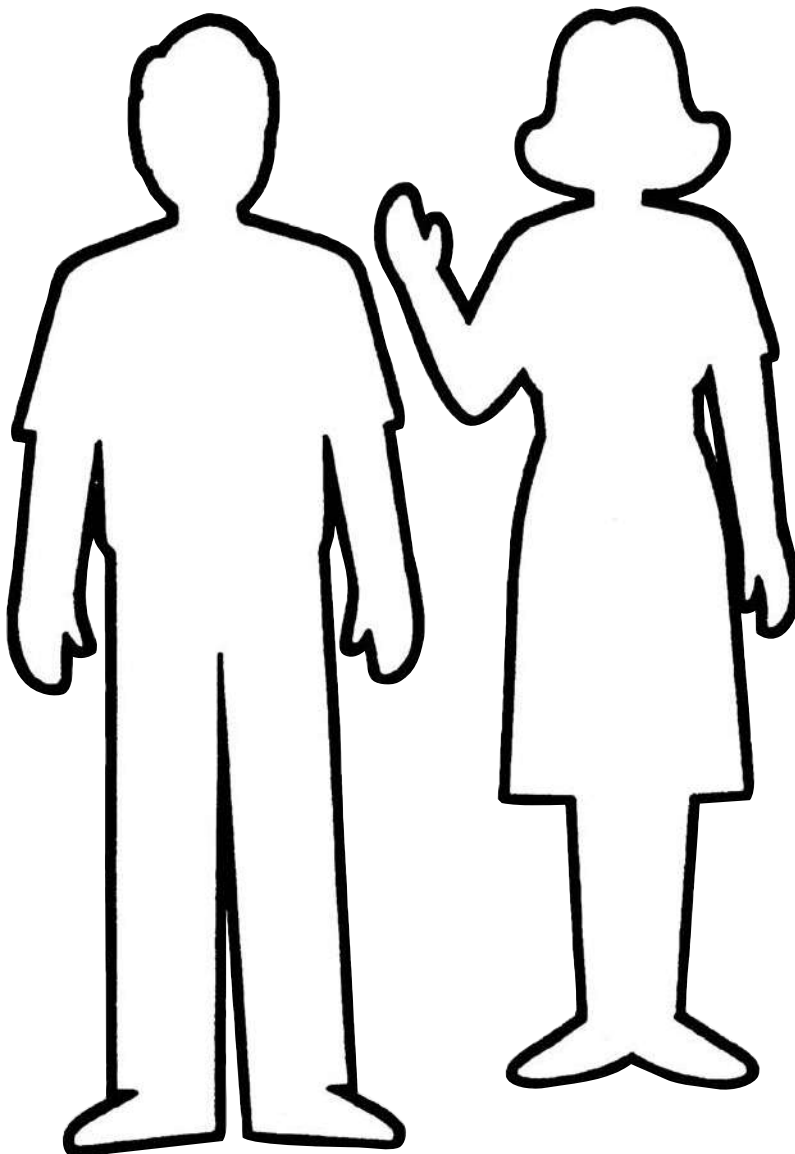
Only one way



Silhouettes

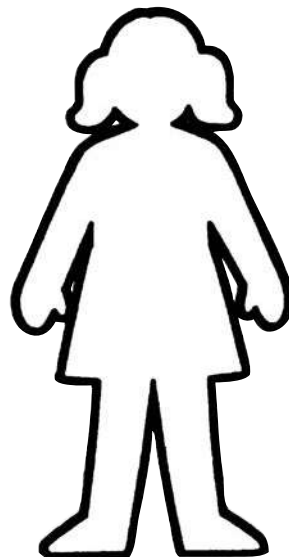
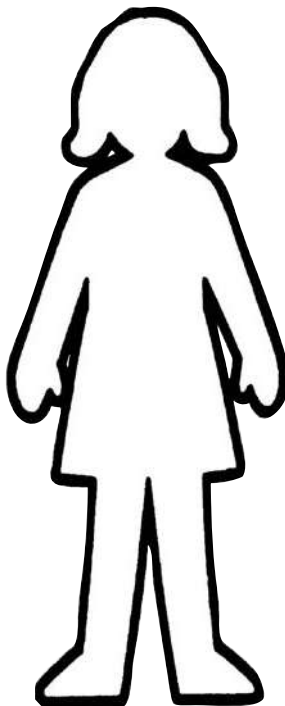
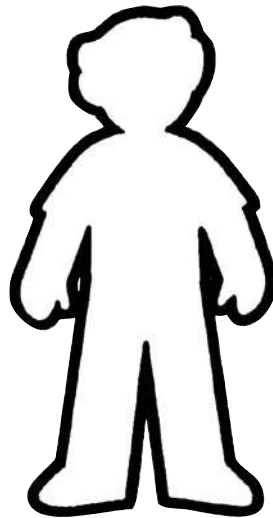
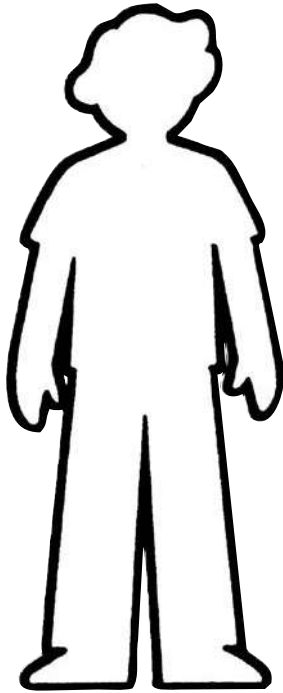
Lesson 6

Photocopy the figures (pages 80-81), one per child plus extras.



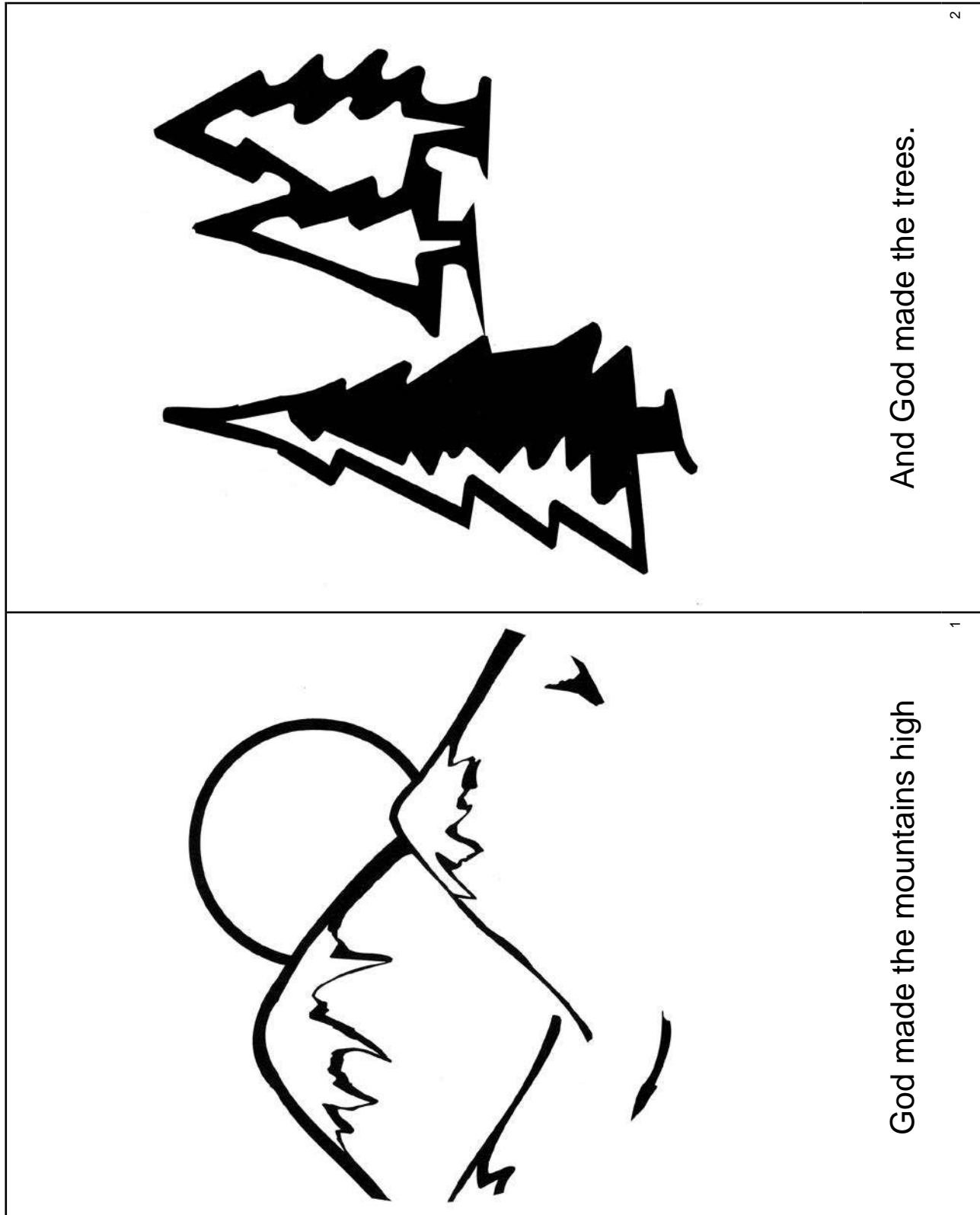
Silhouettes (continued)

Lesson 6



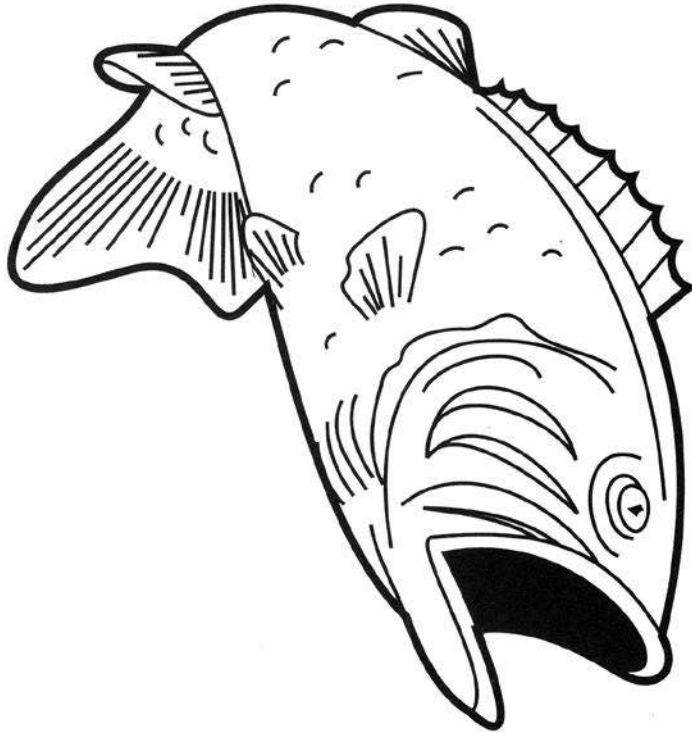
“God made the mountains high” song visuals

Photocopy on to card, colour and cut out one set of visuals (pages 82-85).



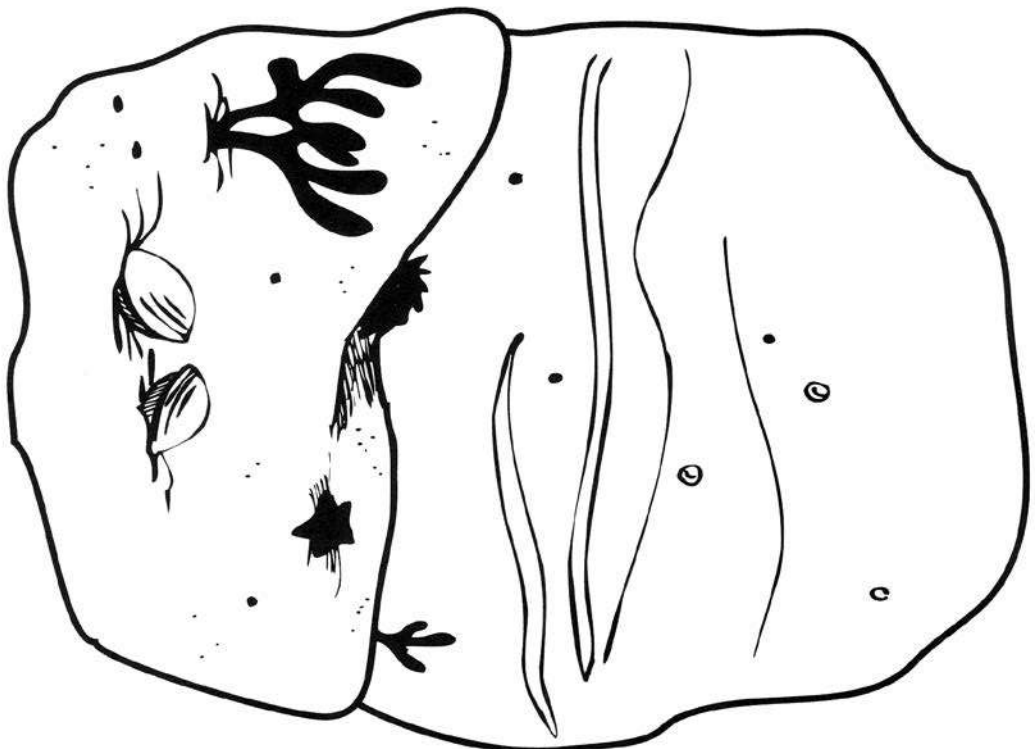
“God made the mountains high” song visuals (continued)

God made the fish that swim



3

And God made the seas.



4

“God made the mountains high” song visuals (continued)



And God made the bees.

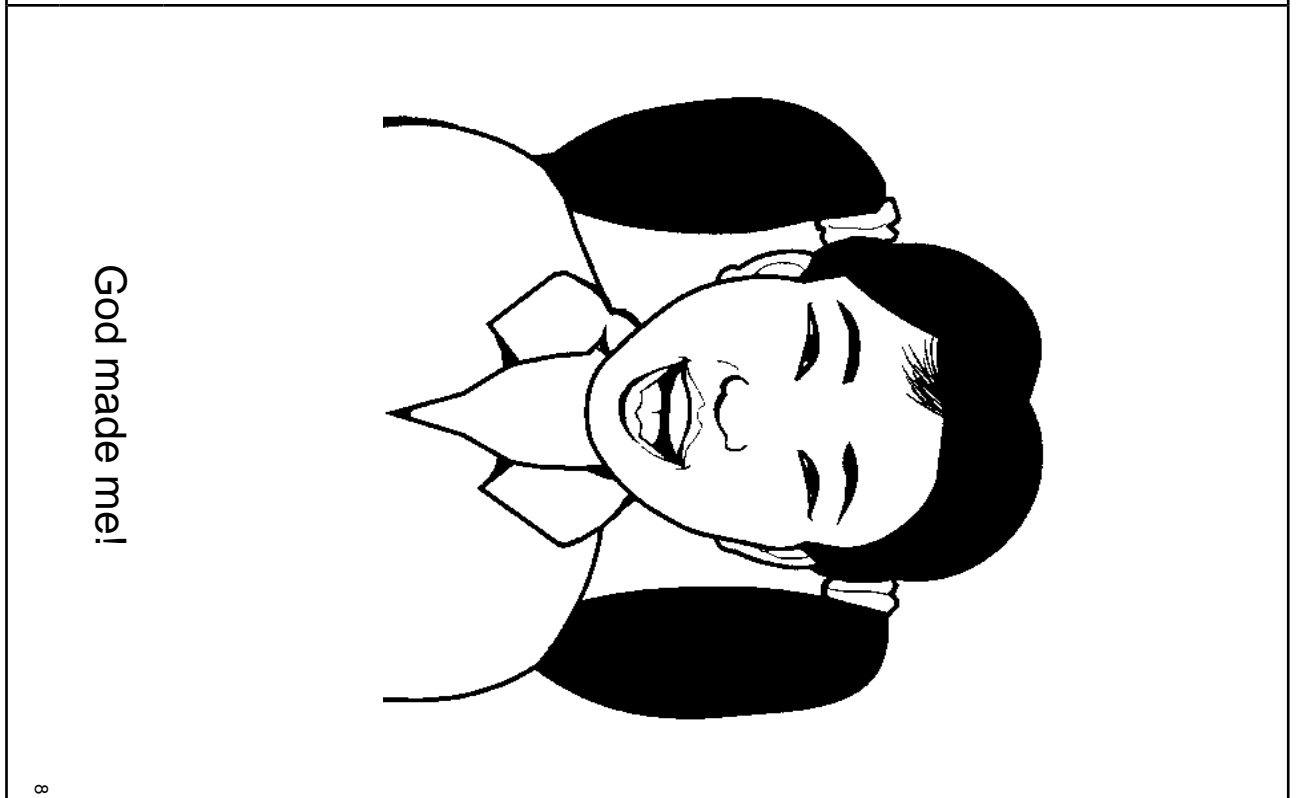
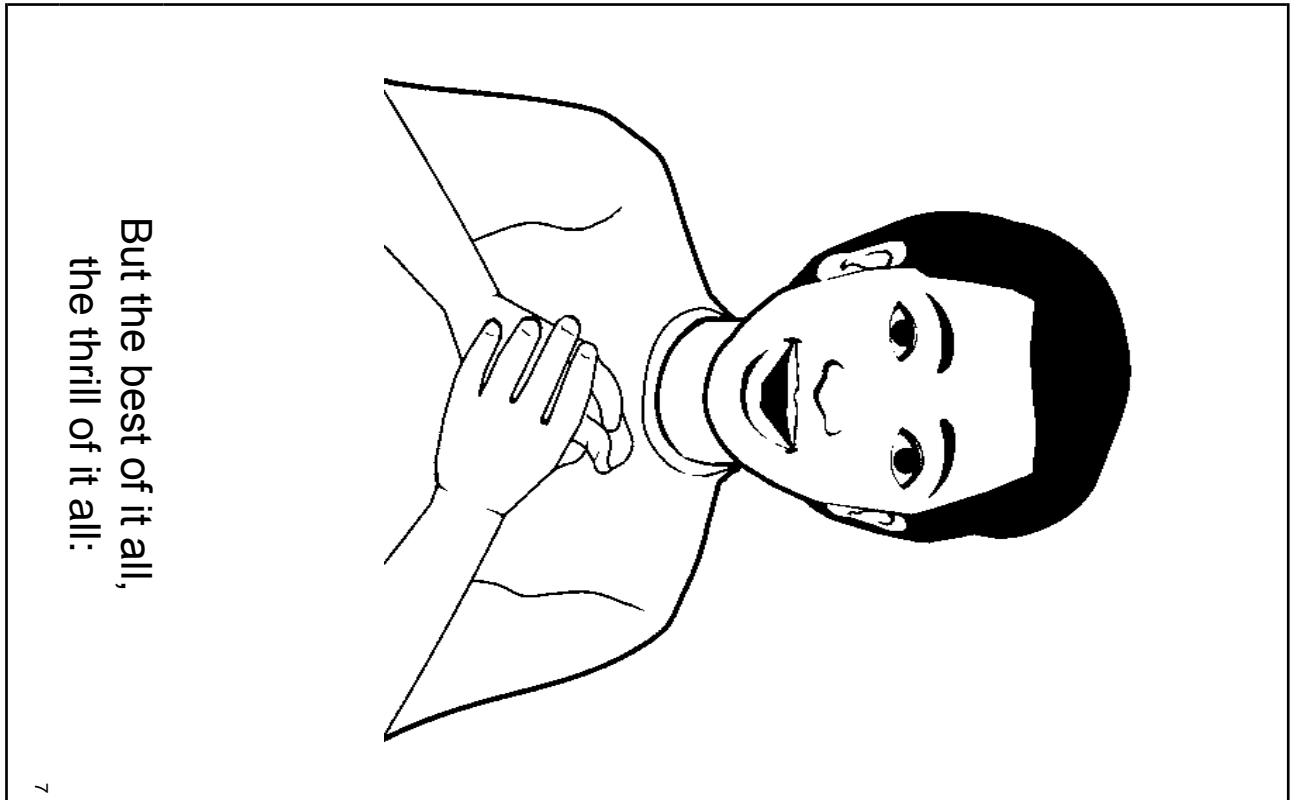
6



God made the birds that fly

5

“God made the mountains high” song visuals (continued)



How to lead a child to Christ

The following symbols represent key parts of the Gospel message. Sample truths and verses that may be used with each are listed below. You may want to photocopy and cut out “Key questions for counselling.” Place it in your Bible to use when counselling a child for salvation.



God's Person and love for the child

- ♦ God is the Creator; He made you.
- ♦ God is holy (sinless, perfect).
- ♦ God loves you.
- ♦ The Bible says, “God so loved the world” (John 3:16).



The child's problem or condition before God as a sinner

- ♦ Sin is anything you think, say or do that displeases God.
- ♦ You were born with a “want to” to do things your own way.
- ♦ You sin by ____ (*give examples on a preschool level*).
- ♦ The Bible says, “All have sinned” (Romans 3:23).
- ♦ The punishment God gives for sin is death - separation from God forever.



God's remedy: forgiveness of sin through Jesus Christ

- ♦ Jesus is God the Son.
- ♦ Jesus never sinned.
- ♦ Jesus willingly bled and died on the cross to take God's punishment for sin.
- ♦ The Bible says, “The blood of Jesus Christ His Son cleanses us from all sin” (1 John 1:7).
- ♦ Jesus died and after three days came back to life (1 Corinthians 15:3-4).
- ♦ Jesus is now in Heaven.



The way to trust Christ as Saviour

- ♦ Be prepared to say “no” to sin.
- ♦ Thank the Lord Jesus for dying on the cross for you.
- ♦ Ask Him to forgive all your sins and to give you everlasting life.
- ♦ The Bible says, “God so loved the world, that He gave His only begotten Son, that whoever believes in Him should not perish but have everlasting life” (John 3:16). (*Quote this condition/promise verse or another, such as Acts 16:31 or John 1:12. A condition/promise verse gives a condition that must be met for God to fulfill a certain promise. In John 3:16 the condition is belief in Jesus and the promise is everlasting life. Tell the children when and where they can talk with you during the next activity if they would like to trust Christ.*)

Key questions for counselling

The need



- ♦ I think I know why you came to talk to me, but would you tell me?
- ♦ Why do you need the Lord Jesus?
- ♦ What is sin? Who has sinned? (Romans 3:23.)
- ♦ Can you think of something you have done that God calls sin?

The remedy



- ♦ Why did God send the Lord Jesus to Earth?
- ♦ Who is the Lord Jesus?
- ♦ What did Jesus do about your sin? (1 Corinthians 15:3-4.)
- ♦ What happened three days after Jesus died and was buried?

The way



- ♦ (*Show, read and let the child say after you one condition/promise verse; eg John 3:16, John 1:12 or Acts 16:31.*) What does God promise to do for you?
- ♦ What do you want God to do for you now? (*If the child is clear on his need, let him pray. Helps for guiding prayer: tell God about the sin problem between you and Him; what you believe Jesus did because of your sin; what you want Him to do for you today.*)

Assurance and growth



- ♦ What did God just do for you? How do you know? (*Show same condition/promise verse.*) Thank God for saving you.
- ♦ Will God ever leave you? (Hebrews 13:5.)
- ♦ God will help you say “no” to sin. If you do sin, what should you do? (1 John 1:9.)
- ♦ Allow the child to say a “thank you” prayer.