



Grades 6-8: Week 5 (Nov 8, 2021)

Unit 3: The Early World of Genesis - Sessions 10 & 11: Creation + Adam & Eve

TEACHING

Opening Prayer: “Praise the Lord from the heavens; praise Him in the heights. Praise Him, all you His angels; Praise Him, sun and moon; praise Him, all shining stars. Praise the Lord from the earth, Lightning and hail, snow & thick clouds, storm wind that fulfills His command; Mountains & all hills, fruit trees and all cedars; Animals wild & tame, creatures that crawl & birds that fly; Young men & women too, old & young alike. Let them all praise the Lord’s name, for His name alone is exalted, His majesty above earth & Heaven. Hallelujah!” – adapted from Psalm 148

- **Ask:** In how many days did God create the universe?
- **Explain:** “You are free to believe, if we want to, that God created the world in 7 days because God is all powerful and could have created things in that way if that was His will. All that we have discovered about the beauty of creation through scientific study, however, suggests that after the **Big Bang – the theory first proposed by a Catholic priest**, which describes the moment in which all the energy, matter, time, and space in the universe came to be in a single instant – the universe slowly evolved into its current state, including life on earth, over a period of billions of years. There are many ideas about **what the sacred author of Genesis was trying to communicate by telling the story of creation** in the way he did, but most Christian scholars agree that the story teaches that **God works gradually and in stages**, and in words and deeds. For the Hebrew people, the **number 7 symbolized perfection and completion**. The author in Genesis was communicating to us that God’s work was “complete” or “whole.” Furthermore, the **Hebrew word for the number seven is the same Hebrew word for “covenant.” God is inviting humanity into a family relationship with Him!** This understanding of God supports the understanding of creation that comes to us from scientific study. In fact, none of the truths we learn from the story of creation in Genesis about God, creation, and man conflicts with or contradicts any truths we might learn from scientific study about how the universe came to be. In the end, **God made everything, including science.**
- **Have students turn to page 55.** Without a bible or other resources, using their existing knowledge of the story of creation, create a list of what they think God created each of the seven days of creation. Encourage them to be specific & thorough. Emphasize there are no right or wrong answers.
- **Draw 7 rows & label Days 1 – 7. Have students fill in each row**
- **Read Genesis chapter 1 creation story & update the list on board**
- **Read page 56 & have kids answer questions 1-4**
- **Continue in same fashion through page 61**
- **Read Genesis 2 creation account then explain:** “The Genesis 2 account of creation varies in certain details from the Genesis 1 account. This has led some scholars to believe that these chapters represent different stories of creation from two different ancient groups of Hebrew people. According to this theory, these two groups of Hebrews eventually merged into one but kept both stories of creation. These two stories then were both included in the Old Testament because each spoke of fundamental truths about God and humanity. Another theory suggests that Genesis 1 and Genesis 2 are not actually two different stories of creation, but rather tell the same story from different perspectives. **Each focuses on different details and highlights different important moments.** According to this theory, Genesis 1 presents a **big-picture, “wide-screen” point of view** of creation that does not spend a lot of time focused on any one part of creation and **tells us more about God Himself and how He works.**

Genesis 2, then, presents a **more focused, “zoomed-in” point of view of creation** that skips over much of the big-picture information and focuses almost entirely on the creation of man and woman.”

- **Read Gen 2:15-17** “The LORD God then took the man and settle him in the garden of Eden, to cultivate and care for it. The LORD God gave the man this order: You are free to eat from any of the trees of the garden except the tree of knowledge of good and evil. From that tree you shall not eat; when you eat from it you shall die.” **then ask:**
 - What job did God give to Adam? *Cultivate & care for the Garden of Eden*
 - What was God’s one command to Adam? *Do not eat from tree of knowledge of good & evil*
 - Does God give a reason for His command? What is it? *Yes. He says if Adam eats from it, he will die*
 - Do you think God’s command to Adam was reasonable?
- **Then explain:** “God planted the tree of knowledge of good and evil in the first place to give Adam & Eve a choice. They could **either love God and follow His loving commands or not**. But, in order for them to choose freely, there must be an actual choice; **otherwise, they wouldn’t have been free to choose to love at all**. [Sometimes we think of the serpent in the story of the Fall of Man as a little “cute” snake. But the Hebrew word used for the serpent, *nahash*, paints a different picture. *Nahash* more accurately translates as “leviathan,” or a **giant, ferocious sea monster type of creature** (like Godzilla). This fact should change the way we think of the encounter between Adam & Eve and the “serpent.” Now go into small groups and, after choosing one of the characters in the story, read the Fall of Man in your Bibles and answer the associated questions starting on page 72 as a group.] *ran out of time & didn’t get to this*

Closing Prayer: “Glory be to the Father, the Son, and the Holy Spirit; as it was in the beginning, is now, and ever shall be, world without end. Amen.”