

Lesson 15

Creation: Adam and Eve

God created man in his image.

Studying God's Word

Introduction

Pass out the Class Notes to the students.

Slide #3

Refer to Lesson 14 Theme Poster. What was God's prized creation? Man. When did God create man? On day six of creation week, about 6,000 years ago.

Who did God create on day six of creation week? Adam and Eve.

That's right. When I say God created "man," I mean the first man, Adam, and the first woman, Eve. And from that first man and woman, all people have come.

What makes man different from animals? Man is created in God's image.

Slide #4

Yes. The Bible says man is created in God's image. Because we have come from Adam and Eve—the very first people—that includes us, too. We are also created in God's image. We are nothing like animals. We can think, write, communicate, and more. In fact, God gave man dominion—or rule—over the animals. God made us special! We can be saved and forgiven of our sins through Jesus Christ. We can become children of God. No animal can do that!

Have example pretzel people and supplies ready for the students. And God created Adam and Eve differently from how he created the animals. Before we look more at man's special creation, we'll make our own "Pretzel People," specially created by you! Using the supplies, make two people to remind you of Adam and Eve. Let's get started! Show your example pretzel people and give directions on how to make them. Students will slide pretzels into one large marshmallow to create arms and legs then attach another marshmallow as the head using another pretzel for the neck. They may use icing to "glue" the mini chocolate chips as eyes and the mini chocolate cookies as hair. Draw a mouth with a toothpick dipped in food coloring. Allow students several minutes to complete their people and then take turns showing them to the class.

God Creates Adam and Eve

Slide #5

Refer to the Lesson Theme Poster. You created some great pretzel people! Today we are going to find out what the Bible tells us about man's creation. How did God do it? He didn't use pretzels and marshmallows!

Slide #6

Genesis 2:7–8

We are going to read from Genesis 2 today. Will someone read Genesis 2:7–8 for us? Assign a reader.

This gives us a simple explanation of what God did. How did the Lord God form man? What did he use? Genesis 2:7. The dust of the ground.

And what did the Lord God breathe into the man's nostrils? Genesis 2:7. The breath of life.

God put the man somewhere. Where was that? Look in Genesis 2:8. In a garden in Eden.

Slide #7

Before we move on, go to your Class Notes. Will someone read #1 for us? How will you answer that? Assign a reader. Day six. Have students complete #1.

Great! And will someone read #2? How did God create Adam? Assign a reader. Dust. Complete #2.

Slide #8

Genesis 2:18–20

Slide #9

God placed Adam in the garden. But God was going to do more for the man than create him and put him in a garden. Let's see what God had planned! Will someone read Genesis 2:18–20? Assign a reader.

Who was Adam with in the garden? Look in Genesis 2:18. He was alone. Yes. God saw that the man was alone—and that was not good. What did God do next? Make a helper fit for him.

What does "fit for him" mean? Allow discussion.

Fit for him means "like him" or "suitable for him." God wanted to make a helper for Adam who would be a good fit for him.

So, God brought something to Adam. What was that? Look in Genesis 2:19. God brought the animals, the living creatures, to Adam.

And what did Adam do as God brought the living creatures to him?

He gave them names.

Adam gave all the animals names. But what does Genesis 1:20 say at the very end of the verse? What was not found among all of those animals? A helper fit for Adam.

No helper was found. None of the animals were like Adam, who was made in the image of God. Who would be Adam's helper? That might be a problem for us, but it wasn't a problem for God.

Slide #10

Take a look at your Class Notes. What is the answer to #3? Will someone read that? Assign a reader. Helper. Complete #3.

Slide #11

Genesis 2:21–22

Let's see how God was going to fix this problem. Who will read Genesis 2:21–22 for us? Assign a reader.

What did God cause Adam to do? Genesis 2:21. Fall into a deep sleep.

And while Adam was sleeping, what did God take from Adam? Genesis 2:21. He took one of Adam's ribs.
He took a rib right out of Adam's side! But God didn't leave Adam like that. What did he do? Do you see that at the end of the verse? Genesis 2:21. God closed Adam's flesh back up.

Wow! That sounds like the first surgery! God took a rib from Adam's side and then just closed up his side like nothing happened.

So, God had one of Adam's ribs. What did God do with that rib? Look in Genesis 2:22. He made it into a woman.
And what did God do with this woman? Genesis 2:22. God brought her to the man.

Slide #12

Genesis 2:23-24

Then what happened? What did Adam say when he saw this beautiful woman—this helper—God had made for him? Will someone read Genesis 2:23-24? Assign a reader.

We see here that he calls Eve something. What did Adam call her? Genesis 2:23. Woman.

Adam said that she would be called woman because she was taken out of man. Eve was created by God from Adam's side.

And way back then, about 6,000 years ago, God created marriage. Look in Genesis 2:24. Do you see there? It says a man shall leave his father and mother and be joined to his wife—and that man and woman would become one flesh. This was the very first wedding! This was the way God wanted marriage to be—one man and one woman together as one for life. And it began with Adam and Eve.

Slide #13

Okay! A quick review. Will someone read #4 from the Class Notes? Assign a reader. Rib. Complete #4.

And now #5? What did Adam call the helper God created for him? Assign a reader. Woman. Complete #5.

This is very important! Why should we be interested in how God created the first man and woman? Allow answers.

Part of the reason is that there are people in the world who want us to believe that the creation of people did not happen this way. They don't believe what the Bible says.

What do you hear on TV, in movies, and at museums about the creation of man? Allow answers.

We hear a lot about evolution these days. Evolution is an idea that says that man evolved from some slime—even just one tiny cell—and then over millions of years we became what we are today. You will hear this on TV and at school, read it in books, see it at museums . . . but it is not what God's Word says.

Slide #14

Pass out the Monkeys to Man Illustration to each student. I am going to pass out a picture that shows us how the world thinks man came to be here.

How many of you have seen this kind of picture, or something like it, used to explain where man came from? Show of hands.

Can anyone tell me what this picture teaches about how man came to be? What is the world's answer to that question? What does this picture show? It makes you think that man evolved from monkeys.

Yes. This picture makes it look like man came from ape-like creatures. This is what evolutionary scientists want you to believe. The evolutionists believe that ape-like creatures turned into man over millions of years. This is not true! It is not what the Bible says.

Who is smarter than God? No one!

Who was the only one around when everything was created? God.

So, who would know better what happened at the beginning, man or God? God!

Right! God was the only one there. And God tells us in his Word exactly how he created Adam and Eve. We can read all about it in the Bible. The Bible can be trusted! Remember, it is God's Word.

Humans have never been animals! They have never been monkeys or ape-like creatures! God created Adam and Eve on day six of creation week. So, I want you to take the picture showing the idea of evolution and tear it up! Rip it to shreds. This is a picture of something that never happened! It is not true. And from now on, every time you see a picture like this, I want you to remember that it is not true. It is something made up by man and not what God tells us in his Word. Let students destroy their illustrations and put them in the trash.

Slide #15

So, who will read and answer #6 on the Class Notes? Assign a reader.

Evolution. Complete #6.

And what about #7? Will someone read that for us? Assign a reader.

Monkeys. Complete #7.

God's Plan for Marriage

I want to talk a little more about marriage. I said that when God created Adam and Eve, he also created marriage. God considers marriage very important. And so did Jesus!

Slide #16

Mark 10:6–9

Slide #17

Turn to Mark 10:6–9. This tells us what Jesus thought of marriage. Who will read that for us? Assign readers.

Jesus was talking about a time in history here. What time was Jesus talking about in these verses? Mark 10:6. The beginning of creation. And what did Jesus say God did in the beginning—at creation? God made male and female.

Who were those people Jesus is talking about—the man and the woman God created in the beginning? Adam and Eve.

And what did Jesus say about the man? What should the man do? Look in Mark 10:7. A man shall leave his father and mother and hold fast to his wife.

And when a man leaves his father and mother and is joined to his wife, what happens to them? It is in Mark 10:8. They become one flesh.

Now look in Mark 10:9. What God has joined together, what should man not do? Separate them.

Do you see? Jesus was repeating what God's Word says in Genesis 2. He was describing God's plan for marriage. When a man and a woman get married, they become one flesh. Now they don't actually become the same person—but God wants them to be so close and love each other so much that it is like they are one. They become very best friends, and when they marry, they promise to honor God by loving and respecting each other the rest of their lives.

What we read in Genesis and in Mark tells us God's plan for marriage—that one man and one woman would come together—as if they were one person—and that they would stay together all of their lives!

Be sensitive to any students in your class who have divorced parents. Be sure they understand it is not their fault; these things happen in our sin-cursed world.

Whenever a man and woman marry, God wants them to stay together. Some of you, or kids you know, may come from homes where there has been divorce. Divorce is not an easy thing for any family to go through. It does happen though. And that is because we live in a fallen world, corrupted by sin. Because of sin, we experience hurt, pain, and even divorce. But God's plan is for marriage to last a lifetime.

Slide #18

Let's finish the Class Notes. Who can read #8 for us? What is the answer? Assign a reader. Marriage. Have students complete #8.

And #9. What is God's design for marriage? Who will read that? Assign a reader. Life. Have students complete #9.

Application

Slide #19

Show the Lesson Theme Poster. When God created Eve, the first woman, and then brought her to Adam, that was the first marriage. God said a man would leave his father and mother and join with his wife when they got married. Jesus taught the same thing when he was on earth. He said that no one should separate a man and a woman once they are married. They should stay married for life. This is God's perfect plan for marriage.

You will meet people who don't believe anything we talked about today. They may make fun of you and think you are strange because you believe what the Bible says about the creation of man or God's definition of marriage.

A lot of people believe in evolution—that all living things evolved from a single cell and that people are related to apes.

It might seem scary to stand up for what you believe. But you can have confidence in God's Word. What it says is true. We are humans, created in God's image. On day six of creation week, God made man special—different from all the animals.

The same goes for marriage. You can tell others that you believe the Bible and God! Many people are confused about what marriage is, what it should be, and what God's Word really says about it. But the Bible tells us that when it comes to marriage, God wanted it to be one man and one woman married for life.

You can trust God and his Word. Speak the truth in love. And you may find others who want to listen.

Lesson Review

We all learn best with review and repetition! We encourage you to play a lesson review game.

Board Game

Teams will answer questions and make their way to the finish on the Game Board.

Materials

- Review Questions
- Game Board (provided in the Teacher Kit)
- Dice, numbered cards, or spinner
- Buttons or other small items as game pieces for each team

Instructions

Print one copy of the Review Questions for your use. Divide the class into teams.

Team members will take turns answering the review questions. If they answer correctly, they will roll the dice, spin, or draw a numbered card and move that number of spaces on the Game Board. Follow the directions on the spaces to move ahead, fall back, or switch places with another team. If someone does not know or does not answer correctly, he may ask his teammates for help. Alternate between teams as long as time permits, repeating questions if necessary. The first team to make it all the way to the Finish wins.

Box Toss

Students will answer review questions then toss the beanbag at the holes in the box to gain points for their team.

Materials

- Review Questions
- Medium-sized cardboard box
- Scissors or knife
- Four beanbags
- Masking tape

Instructions

Print one copy of the Review Questions for your use. Use scissors or a knife to cut two or three holes in the bottom of the box. Make sure they are large enough for a beanbag to easily pass through. Label each hole with a point number: 5, 10, and 15. Use masking tape to make a tossing line several feet away from the box.

Divide the class into teams. Have the teams line up behind the line across from the box. Give each team two beanbags. Alternate asking each team a review question. Students who answer correctly will toss the beanbags at the target holes in the box to earn points for their team. If they answer incorrectly, they may toss the beanbags for fun without the points counting. Students will go to the end of the line after tossing the beanbags. Keep score for both teams. Continue play until all questions have been answered correctly and students have all had a chance to toss the beanbags.

Draw Dice

Teams will answer questions and complete a simple drawing to win. Who will finish their drawing first?

Materials

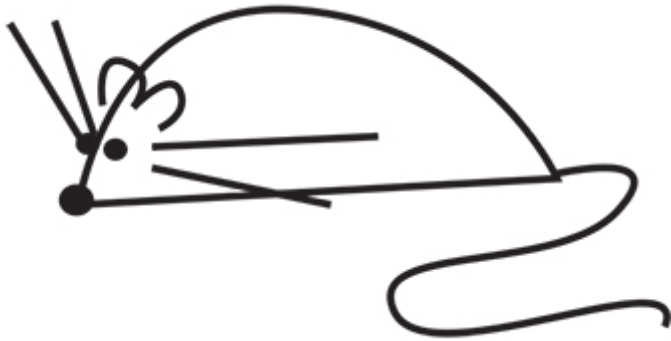
- Review Questions
- One drawing area for each team (paper, white board, etc.)
- Pencils or white board markers
- One die

Instructions

Print one copy of the Review Questions for your use. Divide the class into two teams. Give each team a sheet of paper and a pencil, or divide the white board in half. Draw a mouse on the board as an example.

Ask the first team a question from the lesson. If they answer correctly, have them roll the die.

To begin drawing their mouse, each team must wait until they get a six. They will then draw the mouse's body on their paper or the board. After they have drawn the body, as they give correct answers to the questions, they can continue to draw the other parts of the mouse according to the numbers they roll.



They can draw according to the numbers below:

6 = body

5 = nose

4 = whiskers

3 = eyes

2 = ears

1 = tail

Continue giving each team a turn to answer a question and roll the die. Repeat the questions as necessary. The first team to finish their mouse wins.

You may choose to draw a simple object from the lesson, such as a crown, an open Bible, a fish, etc. Be sure to assign numbers (as above) to each part of the object to be drawn before the game begins.

Four in a Row

Students will answer questions and add a marker for their team onto the grid. Which team will be the first to get four in a row?

Materials

Review Questions

Masking tape

Red and black paper circles or other markers for each team

Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a 16-section grid on the floor. The grid should be four sections wide by four sections long. Each section should be equal in size. Use eight red circles and eight black circles cut from construction paper or other markers for the two teams.

Divide the students into two teams. Give each team eight markers. They will take turns answering the questions. If they answer correctly, they can put a marker in a square on the grid. The first team to get four markers in a row wins the game.

Goofy Golf

Hit the sock with the noodle? Teams must work together to answer the questions and putt to get a hole-in-one in this crazy golf game!

Materials

- Review Questions
- Swimming noodles or rolled up newspapers
- Rolled up socks
- Masking tape
- Ten sheets of paper
- Markers

Instructions

Print one copy of the Review Questions for your use. Use the markers to number sheets of paper 1–10 (use more or less depending on class size and time). Tape down the sheets of paper around the room in a random pattern to form a golf course. You may want to add chairs as obstacles in the path.

Divide the class into teams. Give each team a rolled up sock and a swimming noodle. Ask the first student a review question from the lesson. If he answers correctly, allow him to use the noodle to drive the rolled up sock toward the first sheet of paper labeled #1. Continue with the next team. Take turns allowing team members to answer questions and continue putting the socks along the course to each hole, continuing from where the last teammate left off. The sock must touch or roll over the sheet of paper to consider it in the hole. The first team to reach the tenth hole wins.

Oh No

Not every roll of the dice will be good for the team. Answer the question, roll the dice, and be prepared to say, “Oh no!”

Materials

- Review Questions
- Two dice

Instructions

Print one copy of the Review Questions for your use. Divide the class into teams. Each team will take turns answering review questions. When a team answers correctly, have them roll the dice to determine their points. If a team does not answer correctly, give the answer and repeat the question later. Keep track of team scores.

Numbers aren't always a winner! If students roll:

- 2 or 3 that team gives 5 points away to the other team
- 4 or 5 that team takes 5 points from the other team
- 6–10 face value
- 11 subtract 10 points from the team score
- 12 double the team score

(Note: no team can have less than 0 points.)

Pick a Point

Answer the questions correctly to earn the right to pick a point.

Materials

- Review Questions
- Small paper strips
- Cup or basket

Instructions

Print one copy of the Review Questions for your use. Write various numbers in increments of 5 or 10 on strips of paper to use as point cards. Put the point cards into the cup or basket. Divide students into teams of 4–5 students each. Have each team take turns answering a review question. After each correct answer, let a member of the team draw a point card from the cup.

The number of points on the cards will vary, so the score will have nothing to do with how skilled one team might be. Keep track of each team's points. If time allows, repeat the questions!

Toss for It

How many points? Toss for it! Students answer the questions and toss the beanbag to earn points for their team.

Materials

- Review Questions
- A deck of numbered cards, or numbers and "wild" written on index cards
- One beanbag

Masking tape
Two baskets or containers for cards

Instructions

Print one copy of the Review Questions for your use. Place several rows of numbered cards facedown with a few inches between them to form a grid pattern (make sure to put several wild cards or Jokers down, too). Use the masking tape to make a tossing line several feet from the cards.

Divide students into teams and have them line up behind the tossing line. Ask the first student a review question. If he gives the correct answer, have him toss the beanbag onto a card. Turn the card over to reveal the points he receives for his team. Face cards or word cards are 10 points each. Wild or Jokers are also 10—plus another turn. All other cards are face value.

Have the student pick up his card and put it in the team's basket to be counted at the end of the game. Next team's turn. If a student gives an incorrect answer, he should go to the end of the line. Give the answer and repeat that question later. Continue taking turns until all the questions have been answered. Add more cards to the grid if necessary.

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