

Lesson 15

Creation: Adam and Eve

God created man in his image.

Studying God's Word

Introduction

Slide #3

Refer to Lesson 14 Theme Poster. What did God create on day five of creation week? Birds, flying creatures, sea creatures.

And what did God create on day six? Land animals, man, and woman. Right! Now, out of all of the things God made, what was God's most special creation? Man.

When I say God created "man," I mean the first man, Adam, and the first woman, Eve. And we have all come from that first man and woman.

Man was God's prized creation. People are different from the animals God created. What makes man different from the animals? Whose image are we created in? Man is created in God's image.

Pass out the Class Notes to the students.

Yes. The Bible says Adam and Eve were created in God's image. Since we have come from Adam and Eve, the very first people, that includes us. We are also created in God's image. We are nothing like animals. We can think and figure things out, write, talk, and do many other things that animals can't do. God made us special! Best of all, we can be saved and forgiven of our sins through Jesus Christ. We can become children of God—no animal can do that.

God Creates Adam and Eve

Have marshmallows and pretzel sticks nearby.
Pretzel People

Today I'm going to try to create a person. Connect the two large marshmallows together with a pretzel stick. This will be his head. And I'll attach it to the body. Now what does he need? How about some legs and arms? Insert four pretzel sticks into the "body" marshmallow.

What else does he need? Allow answers. Eyes, ears, mouth, nose, feet, hands, etc.

Wow! He needs a lot of things to be a person, doesn't he? I'll never be able to create a real person, will I? No!

Of course not. Who is the only one that can create people? God!

That's right. God is omnipotent. Only he can create everything, including people. Who were the very first people? What were their names? Adam and Eve.

But how did God create Adam and Eve? We know he didn't use marshmallows and pretzels like I did.

Show the Lesson Theme Poster. Remember how God simply spoke, and the animals were created? Well, today we are going to learn that God made Adam

and Eve in a very different way than he made the animals. How did God do it? Let's find out.

Genesis 2:7

Slide #5

We are still in Genesis, so turn to Genesis 2:7. This explains the way God made man. Will someone read that for us? Assign a reader.

How did God form man? What did he use? Dust from the ground.

Right. And what did God breathe into the man's nostrils, or nose? The breath of life.

And what happened after God breathed into him? He became a living creature. He came alive.

Wow! So God formed the man out of the dirt then breathed life into him.

That's amazing! We can see here just how powerful God is.

Slide #6

Before we move on, look at your Class Notes. We are going to answer the questions and write the answers in the crossword puzzle. Will someone read #1 for us? How will you answer that? Assign a reader. Man. Have students complete #1.

Great! And will someone read #2? What did God form Adam from? Assign a reader. Dust. Have students complete #2.

Genesis 2:18

Slide #7

The Bible tells us God created Adam and put him in the garden of Eden. 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! Go to Genesis 2:18. Will someone read that? 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? Listen while I read the verse again. Reread Genesis 2:18 emphasizing "make him a helper fit for him."

God wanted to make a helper for Adam who would be a good fit for him.

Genesis 2:19–20

Slide #8

But first, God brought something to Adam. Someone read Genesis 2:19–20 for us now. Assign a reader.

What did God bring to Adam in the garden? It is in Genesis 2:19. The beasts of the field and the birds of the heavens.

What did God want Adam to do with all these animals? He wanted Adam to give the animals names.

That's right. God brought the birds and the land animals to Adam to see what he would call them. God wanted Adam to name the animals.

Slide #9

Let's go back to the Class Notes. What is the answer to #3? What did Adam do with all the animals? Will someone read that? Assign a reader. Named. Have students complete #3. There were lots of animals in the garden. But something was missing. Something could not be found. What was that? Look again in Genesis 2:20. No helper was found for Adam.

No helper was found. Remember, none of the animals were created like Adam—he was made in the image of God. So who would be Adam's helper?

Genesis 2:21–22

Slide #10

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? Fall into a deep sleep.

And while Adam was sleeping, what did God take from Adam? Look in verse 21. He took one of Adam's ribs.

This sounds like the first surgery, doesn't it? God took a rib from Adam's side and then just closed his side up like nothing happened!

So, God had one of Adam's ribs. What did God do with that rib? He made it into a woman.

And what did God do with this woman? God brought her to the man.

Genesis 2:23

Slide #11

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

What did Adam call her? Woman.

Right! Adam said that she would be called woman because she was taken out of man. She was created by God from Adam's rib.

What did God create for Adam? Will someone read #4 from the Class Notes? Assign a reader. Helper. Have students complete #4.

And now #5? What did God use to create the woman? Assign a reader. Ribs. Have students complete #5.

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 do not believe the Bible. They teach that people were created in a very different way.

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

You might hear a lot about evolution. Evolution is an idea that says man started out as some slime and then evolved over millions of years we

became what we are today. You will hear this on TV or at school or read it in books and see it in museums. But when you hear it, I want you to ask yourself, "What does the Bible say?"

Slide #13

Show the Monkeys to Man Illustration and pass out copies to the students. How many of you have seen this picture or something like it? Some people use it to explain where man came from.

What does this picture show about how man came to be? It makes you think that man evolved from monkeys.

Yes. This picture makes it look like man came from some type of ape. This is what people who believe in evolution want you to believe. The evolutionists believe that ape-like creatures changed into man over millions of years.

But is this what the Bible says? No!

Who is smarter than God? No one!

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

So, who is the one that would know best about what happened at the beginning? God!

Right! God was the only one there. And God made sure to tell us in his Word how he created Adam and Eve. We can read all about it in the Bible.

Humans have never been monkeys! They have never been animals of any kind! God created Adam and Eve on day six of creation week.

Refer to the Monkeys to Man Illustration. This is a picture of something that never happened! It is not true. It is something people have made up. It is not what God tells us in his Word. So, to help you remember that this is NOT true, I want you to rip your picture up! Yep, tear it to shreds. Let students destroy their illustrations and put them in the trash.

From now on, every time you see a picture like this, I want you to remember that it is not true. Remind yourself, "That is not what the Bible says!"

Slide #14

So, who can read and answer #6 on the Class Notes? Assign a reader. Creation. Have students complete #6.

And what about #7? Someone read that for us. Assign a reader. Monkeys. Have students complete #7.

God's Plan for Marriage

How many of you have ever been to a wedding? Show of hands.

Genesis 2:24

Slide #15

Well, when God created the woman and brought her to Adam, that was the very first wedding! Way back then, about 6,000 years ago, God created marriage. Listen to Genesis 2:24. Read the verse.

Do you see? The Bible says that a man shall leave his father and mother and that the man will be joined to his wife—and that man and woman would become one flesh. This was the way God wanted marriage to be, beginning with Adam and Eve. One man and one woman together for life!

God created the first marriage when he brought Adam and Eve together. Marriage is very important to God. And I want to talk a little more about it. So let's look at what Jesus said about marriage!

Mark 10:6–9

Slide #16

Slide #17

Turn in the New Testament to Mark 10:6–9. Listen and follow along as I read this to you. This is what Jesus said as he taught. It should sound familiar. Think about where you have heard this before. Read Mark 10:6–9.

Jesus was talking about a time in history here. What time was Jesus talking about in these verses? Look in Mark 10:6. From the beginning of creation.

That's right! This is talking about what God did from the beginning of creation. And we know that God made people—male and female. We read this same thing in Genesis.

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

That's right! Jesus was saying the very same words that God said way back in the beginning. He said that a man shall be joined to his wife, and they would become one flesh as long as they live—no one should separate them.

Jesus was repeating what the Bible says in Genesis 2. He was talking about God's plan for marriage.

When a man and a woman get married, they become one flesh. That sounds kind of funny, doesn't it? They don't 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. When they marry, they promise to honor God by loving and respecting each other the rest of their lives.

Whenever a man and a woman marry, God wants them to stay together. A lot of kids 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's because we live in a world corrupted by sin. Because of sin, we experience hurt, pain, and sometimes even divorce.

But God's plan for marriage is one man and one woman together for life. And that has been his plan since the very first man and woman were created!

Slide #18

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

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

Application

Slide #19

Show the Lesson Theme Poster. Today we've seen how God created man and woman in his image. People did not evolve from ape-like creatures or any animal. When God created Eve, the first woman, and then brought her to Adam, it was the very first wedding. God said a man would leave his father and mother and join with his wife when they got married. He said that no one should separate a man and a woman once they are married. 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 how man was created and God's perfect plan for marriage.

You see, a lot of people are confused about how we were made. Many believe in evolution—that all living things evolved from one kind of animal to another and that people came from ape-like creatures.

It might seem scary to stand up for what you believe. But you can trust in God's Word. It is true. And it tells us that God made man special—very different from all the animals—created in God's image.

Many people are confused about what marriage really is, too. But the Bible tells us that when it comes to marriage, God wanted it to be one man and one woman together for life.

You can tell others that you believe the Bible and God, and maybe they will learn to trust God and his Word, too!

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

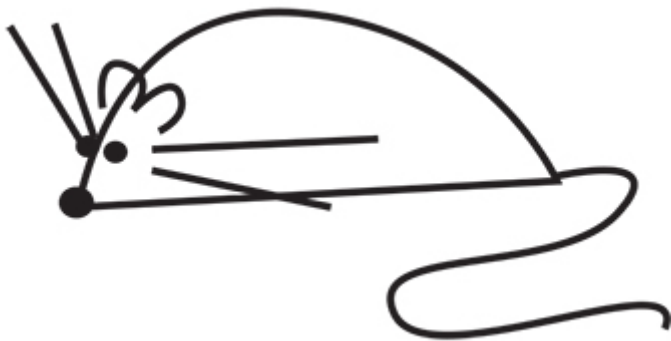
Review Questions
One drawing area for each team (paper, white board, etc.)
Pencils or white board markers
One die

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.

Limited License to Reproduce

A limited, non-exclusive, non-transferable, nonsublicensable license is hereby granted to a single local church or organization to print copies of the PDF materials in the Teacher Digital Resources if 1) you are the original purchaser; 2) you are using the copies for noncommercial purposes (such as for teaching in class) exclusively within your single local church or organization (multi-campus churches, and national/regional denominations are not covered under this license); and 3) you follow the instructions provided in the curriculum pertaining to the printable materials.

This license is for the specific purchaser of the product and does not include affiliated groups or organizations, or other churches or groups in the same denomination as the purchaser, not identified as the actual purchaser. There is no limit to the number of printed copies for use within the single local church or organization which is the actual purchaser. None of the material in this curriculum may be reproduced for any commercial promotion, advertising, or sale of a product or service, or to share with any other persons, churches, groups, or organizations.

The media (audio/video) portions are copyrighted and duplication is prohibited. This license is for materials in the Teacher Digital Resources only and does NOT include reproduction rights for pre-printed teacher books, student guides, student take home sheets, or posters, except on an emergency basis when purchased quantities are not sufficient for a given week.

Bible Version

Scripture quotations are from the ESV® Bible (The Holy Bible, English Standard Version®), copyright © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved.