

Lesson One

The Book of Genesis

Before each lesson

Sing hymn or chorus

Memory work

Pray



Introduce the lesson

What do you think the word 'Genesis' means? It simply means 'beginning'. The book of Genesis covers the time of Creation (the very beginning of history) to the history of God's first Israelite leaders. This book gives us the origins of the Jewish people and their culture.



Digging in Deeper

Author: Strictly speaking, this book is an anonymous work. However, scholars and historical tradition assign this writing to Moses. All of the events contained in this book occurred before the time of Moses but we know that he used various (God preserved) sources, including oral and written history. Moses is considered the editor.

What is it about? There are four major themes throughout Genesis. They are:

- Creation
- Sin
- The image of God (Who God is)
- God's global plan of redemption (Why)

When: The words of Genesis were probably compiled between 1440 and 1400 B.C. which is most likely during the Israelite's exodus wandering period.

Highlights to look out for: Along with the four major themes as listed above, we will see how quickly man had turned his back on God and perfect fellowship with Him. We see how God responds. Through the unlikely choice of a 'barren' woman, God begins to form the family from which the Israelite nation would come from. The book of Genesis also tells us how and why the Israelites went to live in Egypt, which sets the stage for what would happen to this people in Exodus and further on.



Elaborate &

Use your Study Aids (suggested resources) to find out all you can about the Book of Genesis. Copy it out or devise your own title page to file in your Bible Notebook.

Express



Apply to my life

We can thank God that He gave us His word so that we can do that which pleases Him. We can ask God to develop strong character traits in us that we may live according to His ways.

In a nutshell: Genesis shows us **Who** created the heavens and earth, and that it was very good...that after it became spoilt by sin, God began to plan to redeem (reclaim) it. Share your knowledge, understanding and work to someone else in your family.

Today I will...

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Prayer

Ask God to help you apply the things He has told you about in the study of this lesson.

Notes:

Lesson Two Creation

Before each lesson

Sing hymn or chorus
Memory work
Pray



Introduce the lesson

Today we will learn how God created the heavens and the earth and how He finished off that creation with man- male and female.

Read all of [Genesis Ch1](#) as well as [Genesis 2:1-3](#)



Digging in Deeper

Choose an activity from the [Activity Sheets](#) or:

Notice that the first three days of creation are paralleled with the following three.

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|--|-------------------------------|
| 1. Heaven and earth/light (not lights)----- | 4. Lights |
| 2. Firmament (sky/heavens) and water ----- | 5. Fish and birds |
| 3. Dry land and vegetation ----- | 6. Cattle and all animal life |

Man was created on day six. This was the final act of creation. Nothing else in creation is made in the image of God. This shows us that man is more than a mere creature yet he is not God and has no divine powers. Rather, man was created to reflect the truth of the Creator. God was in complete control of everything. He thoroughly created everything that man might need before He actually created man. Wow, what an organized and systematic God He is! It's amazing to know that God thought it all out, down to every last detail.

God tells us many important things in Genesis. Whenever you find something interesting be sure to highlight the verse in your Bible and share it with someone. Through Genesis we see **who** created the universe, **how** He created it, **when** He created it and **why** it was created. Which do you think it most important? Why? (Hint: The main emphasis seems to be the 'who' and 'why')

In Chapter 1:26 God speaks. Does God use a singular or plural form when talking about Himself here? (This will have greater relevance later on in your studies). Just in case you think it's a typo (It's not!) He uses the plural twice!



Elaborate & Express

- Complete an activity from the [Activity Sheet](#) list.
- Have children give a narration.
- Use other study aids for further research.
- You may like to do a scrapbook page or use a digital scrap-booking program to illustrate the days of Creation.
- Copy Genesis 1:1-5 out as neatly as you can and file it in your Bible notebook. You may also like to commit to practising this verse daily for memorisation.
- Read Genesis 1 in another version. You may like to use the Complete Jewish Bible by Stern or the Hebrew Names Bible, which is available on the Internet at [Crosswalk](#).
- You might like to choose to do copy work from this different translation.
- Using your dictionary or Bible dictionary, look up the meaning of any words you do not know or are unsure of. (e.g.: subdue, etc.)
- Discuss and report on the following:
 - What is God doing when we first meet Him?
 - What did God say that man should rule over?

***Note:** *This is a devotional study so its approach is different to the many excellent and worthy studies which you can find in the Resource section at the [Kerugma website](#).*



Apply to my life

- ✓ Thank God that He gave us His word so that we can do that which pleases Him. Ask God to develop strong character traits in us that we may live according to His ways.
- ✓ Allow sufficient time to examine which truths apply to you from today's reading. Pray about those things.
- ✓ Share what you have learnt about God in Chapter 1. Does your life reflect that you are created in His image?
- ✓ Is it more important to know the Who or How of creation? Explain.
- ✓ Share your knowledge, understanding and work to someone else in your family.
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Today I will...

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Ask God to help you apply the things you have learned through studying this lesson.

Prayer



Notes:

Lesson Three

GENESIS 2: 4-25

Before each lesson

Sing hymn or chorus
 Memory work
 Pray
 Briefly review previous lesson



Introduce the lesson

In the previous lesson, we learned that God created the world and everything in it. He is so mighty that He spoke the words into being!

In this lesson, you will learn about God's beautiful garden, the creation of woman, and His original plan for man.

Read [Genesis 2: 4-25](#) aloud



Digging in Deeper

Choose an activity from the [Activity Sheets](#) or:

- Read the passage again in another Bible version or have a child read it aloud.
 - Using your dictionary or Bible dictionary, look up the meaning of any words you do not know or are unsure of. (e.g.: subdue, etc.)
 - Discuss and focus on the following:
 - Who created the garden?
 - What responsibility did God give to Adam?
 - Who named the animals?
 - Why was Eve created?
 - How is the creation of Eve different to the creation of the animals? Or to Adam?
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Elaborate & Express

- Complete an activity from the [Activity Sheets](#) list.
- Have children give a narration.
- Use other study aids for further research.
- Draw pictures of the garden, the trees mentioned, including Adam and Eve.
- Share a testimony of a time when you felt lonely. (Oral or written)
- Where is the Garden located? (Genesis 2:8-14) Use your study resources to complete your paper. (Older students only- Parent: see note**)
- Copy a passage out as neatly as you can and file it in your Bible notebook. You may also like to decorate your copy work pages.

Note: ** Eden's precise location is a mystery. Genesis 2:8 indicates that God planted

the garden "in the East, in Eden", which many suggest means east of Canaan. In addition to this, four rivers are mentioned and the Tigris and the Euphrates are undoubtedly the two Mesopotamian rivers that still exist today. Even though there is no definite answer your student will learn many skills by researching this and familiarizing themselves with the use of Bible Study Aids.

'Eden' means 'delight'.



Apply to my life

Each night God would visit with Adam & Eve. God cared deeply about His creation. He made a beautiful garden and filled it. He gave Adam responsibilities...work for him to do. . . He then recognized that Adam was alone, so He made him a helper.

- ✓ What is your relationship with God like? Is He like a distant relative whom you see occasionally or do you sense His presence daily and intimately? How can you draw closer to God?
- ✓ Share you knowledge, understanding and work to someone else in your family.

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Prayer

Ask God to help you apply the things you have learned through studying this lesson.

Notes:

Lesson Four

Genesis 3

Before each lesson

Sing hymn or chorus
Memory work
Pray
Briefly review previous lesson

***Note: this chapter can be considered quite 'meaty' and can be studied in greater depth at any time. Please remember that we are reading and studying with a devotional focus.*



Introduce the lesson

In the last lesson, you learned about Adam, Eve and the Garden. Today you will look at a somewhat sad story involving Adam and Eve. However, despite human frailties you will see how God responded to those events and you will learn more about His nature and His character.

Adam and Eve live in a time of pure innocence until they are tempted by a serpent and they choose to eat the fruit that God clearly commanded them not to.

[Parents may decide to further draw children into this lesson by discussion and asking questions, such as the following:]

Have you ever been in real trouble by your parents? (Parents may relate an *appropriate* personal story here) How do you react when you find yourself 'naked' or caught out? Do you try to hide? Blame others? Become angry? Read on and see what happened with Adam and Eve.

Read Genesis 3 out loud



Digging in Deeper

Choose an activity from the [Activity Sheets](#) or:

- Use other study aids for further research.
- Using your dictionary or Bible dictionary, look up the meaning of any words you do not know or are unsure of. (e.g.: cherubim, etc.)
- Discuss and focus on the following:

What did Adam & Eve do wrong? Who tempted them? What happened when they disobeyed? What were the consequences of their disobedience?

Look back to Genesis 2:16-17 and compare it with Genesis 3:1-5. Discuss. Study the passage and identify techniques that the serpent used to tempt Eve. (*He used confusion, he cast doubt over the very words of God, he highlighted the attraction and made it sound obvious thereby appealing*

to their ambition. Twisting words (twisting the word of God) are all ways of the serpent.)

Which of the serpent's words are true? Which are lies? Why does he mix truth with lies? Discuss.

Compare Eve's response with God's actual words (Gen2:16-17). Did she quote God accurately or did she fixate and amplify them, allowing the serpent to say, "Did God really say...?"

Does the relationship between God and Adam & Eve change? Discuss. Discuss how sin produces shame (3:6-7), fear (3:8-10), blame (3:11-13), and consequences (3; 16-19). Continue to look at and reflect on how shame was hidden by the first sacrifice which was made by God (3:21) and subsequent banishment (3:22-24). Discuss how this is a picture of our redemption in that God provided the sacrifice. God met our need to be clothed...but this need was not a need that God had built in to our lives, rather a need created by our own direct disobedience. Just as God clothed Adam & Eve with physical clothing (at sacrifice to Himself) He also clothes us spiritually with His perfect robe of righteousness. All this because of man's sin. What a tender and gracious display of unconditional love and grace!



Elaborate & Express

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- Complete an activity from the [Activity Sheets](#) list.
 - Have children give a narration.
 - Use other study aids for further research.
 - In your own words, define 'sin' and its consequences. (A [Bible dictionary](#) will be of assistance)
 - Share and discuss what you think is the Good News in this chapter. (Hint: [Gen 3:15](#) is often considered the first prophecy of the Messiah)
 - Compare and contrast the temptation of Adam & Eve to that of Jesus found in [Luke 4:1-13](#). Note any similarities and differences.
 - Research and report on 'cherubim'.
 - Research and report on the death that God speaks of. (While not immediately a physical death, of far greater importance it is the death of relationships that is the most devastating. When we seek to serve ourselves, we die to God. (Read [2 Cor 5:15](#))
 - Copy a passage out as neatly as you can and file it in your Bible notebook. You may also like to decorate your copy work pages.
 - The knowledge of good and evil and what determines it is for God to decide. Man's responsibility is simply to obey. A similar, although incomplete analogy could be the parents who make a decision for the whole family - the child's responsibility is simply to obey.

- Chapter 3 shows us how man stopped being dependent upon God and how he chose to assert his own perceived right to decide. Another way of putting it is that man chose to become 'as God'. It was a conscious rejection of the word of God and a substitution of another word – the serpent’s word.



Apply to my life

- ✓ How do I respond when I am caught out? (What application is there to my life?)
- ✓ How am I most tempted? (Television, music, peers, books, etc) (What application is there to my life?)
- ✓ Do I accept God’s sacrifice and redemption? (What application is there to my life?)
- ✓ I can practice being quick to say ‘I am sorry’. I will practice being obedient to God. (What application is there to my life?)
- ✓ Share you knowledge, understanding and work to someone else in your family.

Today I will...

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Prayer

Ask God to help you apply the things you have learned through studying this lesson.

Notes:

Lesson Five
Genesis 4: 1-26
Cain and Abel

Before each lesson

Sing hymn or chorus
Memory work
Pray
Briefly review previous lesson

**Introduce the lesson**

In this lesson, you will read about two brothers, Adam and Eve's sons. You will see how anger and jealousy have consequences.

Read Genesis 4: 1-26 out loud

**Digging in Deeper**

Choose an activity from the [Activity Sheets](#) or:

- Using your dictionary or Bible dictionary, look up the meaning of any words you do not know or are unsure of. (e.g.: cherubim, etc.)
- Use other study aids for further research.
- Copy a passage out as neatly as you can and file it in your Bible notebook. You may also like to decorate your copy work pages.
- Using your dictionary or Bible dictionary, look up the meaning of any words you do not know or are unsure of. (e.g.: cherubim, etc.)
- Read today's passage in another translation. You might choose to do copy work from this translation.

Discuss and focus on the following: (*Parents: Use discretion and choose age appropriate topics*)

- The murder of Abel by Cain was premeditated (it was thought out). It was compounded when Cain lied. In verse 7, God says *"If you do what is right, will you not be accepted? But if you do not do what is right, sin is crouching at your door; it desires to have you, but you must master it."* Discuss this verse.
- If God accepts both grain and animal sacrifices, why did He reject Cain's sacrifice? Was it that Cain's sacrifice didn't mean much to him or that he had a bad attitude or did it mean that God only accepts a blood sacrifice?
- What did Cain and Abel do for an occupation? (Hint: Cain was a farmer and Abel was a shepherd)
- After Cain murdered Abel, God approached him and asked *"Where is your brother Abel?"* Do you see a similarity in God's character when He approached

Adam and Even in the garden [Gen 3:8]? Notice how God didn't directly accuse His children! This doesn't mean that He didn't know the answer though. God knew that Cain was guilty of murder, yet He asked anyway. Cain had opportunity to confess his crime, his sin. Why do you think God asked even though He knew the answer? Discuss.

- Is Cain's response in verse 9b an angry one? Do you think repentance and honesty would have changed the consequential outcome?
- Does Cain complain more about his punishment or his sin?
- Name Adam and Eve's third son. Look up in a Bible handbook or dictionary and report on the meaning of this person's name.
- Where is the land of Nod? [verse 16]
- Who was the first man to have more than one wife? [verse 19]
- In this story (of an exiled man), can you see the cycle of sin, judgement, and mercy as seen in Genesis 3?



Elaborate & Express

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- Complete an activity from the [Activity Sheets list](#).
 - Have children give a narration.
 - Use other study aids for further research.
 - Discuss verse 9b. What does it mean to be a good sibling? Does it mean to nag? To pray for? To look out for?
 - Complete a biographical sketch of the following people: Cain, Abel, Seth and Enoch. Research them and report on any significant findings.
 - Research and compile a genealogy chart of all the people listed in chapter 4.
 - Define jealousy. [Easton's Bible Dictionary](#) tells us that jealousy is, "*an intense interest for another's honour or prosperity*".
 - Outline and explain (give an oral report on) the cycle of sin, judgement, and mercy, comparing this chapter with Chapter 3.



Apply to my life

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- ✓ It is important to remember the story of Cain. It is important to know and understand what consequences may be incurred when we allow anger and jealousy to rule in our heart.
 - ✓ Jealousy is like an infection that spreads through our heart and mind, poisoning all our thoughts and beliefs. Journal about a time when you were jealous or angry. What steps did you take? What steps should you have taken? What steps will you take next time you feel angry or jealous?
 - ✓ How do you react when punished or reap consequences for your sin? Are you more concerned with your sin or with your punishment?
 - ✓ Is there an action from this chapter that you need to avoid?

- ✓ What should your attitude be when you are angry or jealous?
- ✓ Journal or share how you can be a good brother or sister.
- ✓ Share you knowledge, understanding and work to someone else in your family.

Today I will...

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Prayer

Ask God to help you apply the things you have learned through studying this lesson.

Notes:

Additional Resources

Resources used within Bible Study that can be downloaded from [Kerugma](#) are:

Activity Sheets : used in steps 3 and 4.

Observation Sheet : narration prompt, writing prompt or research aide

Lesson template: for devising your own lesson plans- based on Kerugma Bible studies

Idea Bookmark : for use with Kerugma Bible study

Vocabulary Worksheets: used in Kerugma Bible study and English