

# TEACHER'S GUIDE

A MINISTRY OF  
**BILLY GRAHAM**  
Evangelistic Association of Canada  
Always Good News.

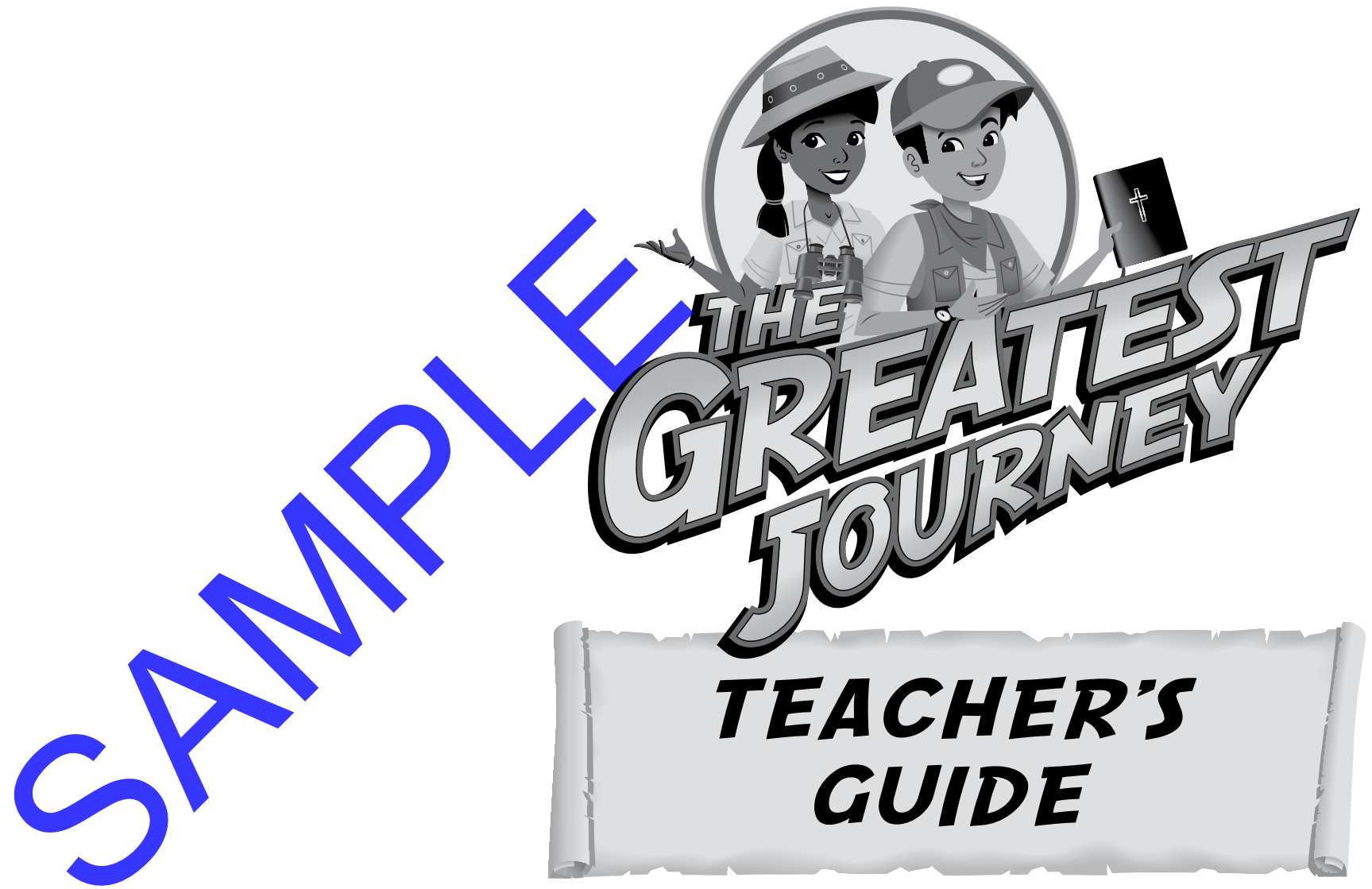


# THE GREATEST JOURNEY

A 12-SESSION BIBLE STUDY  
TO HELP CHILDREN AGES 6-10 BECOME  
FAITHFUL FOLLOWERS OF JESUS CHRIST.



"JESUS SAID ... 'THE FATHER HAS SENT ME. SO NOW I AM SENDING YOU.'" - JOHN 20:21



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*Always Good News.*

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## LETTER FROM WILL GRAHAM

Welcome to this exciting discipleship program! This material has been designed to introduce the children in your care to a relationship with Jesus Christ and to prepare them for a lifelong journey of not only becoming a passionate follower of Christ (a disciple), but seeing how God desires to use them to lead others to Christ and make disciples of all nations!

Even if the children in your class or group have grown up in church, the lessons in this course will provide a solid framework upon which you can build. Many children have learned bits and pieces of the Good News but have never been taught it through a systematic approach like that of *The Greatest Journey*.

You will be pleased to know that the content for this course has been adapted from material used by Samaritan's Purse through Operation Christmas Child to win children to faith in Christ all over the world. Talk about a proven effectiveness—if this material can work in small villages with children who were not raised with any sort of biblical training, imagine how effective this program can be with your students!

This course provides you with opportunities to invite children to know Jesus, learn to be His friend, and follow Him. It gives you tools to help disciple children as they grow and learn to live God's way. It will help you continue to teach and disciple them after these 12 lessons.

The course has been designed specifically for the education levels of children of various ages, most typically between the ages of 6 and 10.

May God bless you,



**WILL GRAHAM**

Vice President, Training

# HOW TO USE THIS MATERIAL

## a. Course Components

*The Greatest Journey* is 12 sessions divided into three sections of four lessons each.

**The essential components of this curriculum include:**

**Teacher's Guide**—In addition to the easy-to-follow directions on how to teach each of the 12 sessions, be sure to check out all the teacher training insights and supporting material found in the back of this book. Teacher resources are available at [GreatestJourney.org/Teachers](http://GreatestJourney.org/Teachers).

**Student Books 1, 2, and 3**—We've included a set of five of each student book in your starter kit. Each student book is written so that a child can work through all the material on their own; however, we strongly advise using this Teacher's Guide in the initial presentation of each lesson.

Make sure you have enough student books for each child. If you allow children to take their books home with them, be sure to have plenty of extras available in class for new students as well as those children who may have left their books at home.

**A Sheet of Stickers**—to use in rewarding great behavior and accomplishing certain lesson objectives.

**A Package of "Steps to Peace With God" Tracts**—These can be used in helping your children not only understand the Gospel but share it with others.

**An In-Class Service/Giving Project**—We have provided material you can use to have the kids in your classroom "sponsor" other children around the world going through lessons similar to these.



SAMPLE

## b. Ways to Teach This Material

This material can be taught to a large or small group, in time slots that can range from 25 to 90 minutes. Here are some suggestions that may help you to organize your group.

**Large Group**—(sometimes called children’s church) where all the children ages 6–10 are together in a large room. Typically you will have at least 45 to 60 minutes of class time.

- **Before class begins** – Be sure you are set up and ready to focus on the children!
- **Welcome** – Assign two leaders to stand at the door to welcome the children to class.
  1. One leader will mark an attendance book and/or give each child a name tag.
  2. One leader will greet each child personally as he or she arrives with parents.
- **Opening activity** – Use the opening activity content provided in each lesson. Assign leaders to supervise activities together in the room as children arrive.
  1. One leader keeps the game or activity going at the front of the room (activity suggestions for each lesson are included in this Teacher’s Guide).
  2. One leader helps individual children find a seat and explains the activity so they can enter into the fun. This leader should be someone who is sensitive and can pick up on the needs of a child who came to class upset. If the child agrees to pray with the leader, then the leader will pray with the child over whatever concerns him or her.
- **Go over the class rules** – See suggestions provided in this manual.
- **Offering** – Several ideas are provided in this program.
- **Prayer time** – Take prayer requests from children.
  1. Encourage children to share their concerns and, if at all possible, write down the child’s name and their prayer request on a whiteboard or chalkboard up front. When children see you took the effort to write down their name and request up front, they will feel affirmed and that God and their friends at church truly care about them.
  2. Ask the children who they know that might need Jesus. Pray for the lost!
- **Testimonies** – Make sure the child speaks clearly into a microphone if one is available (because children speak softly most of the time) or allow a shy child to tell his or her testimony to the leader, who then shares it with the class.
  1. Testimony time can be twice the fun when the whole class is encouraged to call out enthusiastically, “Hallelujah!” or “Yay, God!” or “Thank You, God!” after each testimony is shared.
  2. After all testimonies are shared, the leader asks the class, “Do you think we should praise God for all these testimonies this week? Me too! Let’s stand on our feet and praise the Lord!”

- **Praise and worship** – Action praise songs help small children, especially, get their wiggles out. Worship songs will direct their hearts to God and help them to settle their hearts and focus on the upcoming lesson.
- **Review the lesson from the previous week** or weeks (optional).
- **Lesson introduction** – The material in your teacher overview section is suitable.
- **Lesson presentation** – Use the material provided in this manual.
- **Lesson activities** – Use the material provided in this manual. In large group settings, you may want to stick to the more interactive options rather than going through the student books.
- **Scripture memory verse** – A key memory verse is provided to accompany each lesson. These verses will be used to help your students clearly share the Gospel with their friends.
- **Closing prayer time** – Use the material provided in this manual.
- **Take-home challenge** – Use the material provided in this manual.
  1. Consider offering prizes or other rewards to those children who show evidence that they completed their take-home challenge through the week.
  2. If possible, as parents pick up their child, share with them what you presented in class and encourage them to have the child do the take-home challenge.
- **Dismiss**

**Small Group**—(sometimes called Sunday school) Typically your class size will be no more than 15 children, you will have about 30 minutes to teach, and your class will be divided up by age or grade. In this format, you should be able to teach the material in exactly the way it is presented in the Teacher’s Guide. Just be sure to gear your presentation toward the age of the children you teach. Obviously 6- to 7-year-olds will have a different capacity to embrace spiritual concepts and have shorter attention spans than 10- to 12-year-olds.

- **Before class begins** – Be sure you are set up and ready to focus on the children!
- **Welcome** – Greet each child. As the children come into the classroom and take their seats, use this time of shuffling in to class to connect with individual children. Make eye contact or lightly touch the shoulder of each child and say, “It’s great to see you. I’m so glad you came.” If a child seems upset, you may want to ask, “Is something bothering you? Can I pray for you?” It’s important that every child knows you that you care for him or her personally.
- **Go over the class rules** – See suggestions provided in this manual.
- **Offering** – Several ideas are provided in this program (optional).
- **Review the lesson from the previous week** or weeks (optional).
- **Lesson introduction** – The material in your teacher overview section is suitable.
- **Lesson presentation** – Use the material provided in this manual.



- **Lesson activities** – Use the material provided in this manual.
- **Scripture memory verse** – Use the material provided in this manual.
- **Closing prayer time** – Use the material provided in this manual.
- **Take-home challenge** – Use the material provided in this manual.

**Evangelistic Outreach**—One lesson may be chosen to teach during an outreach at a community event, or the entire series may be used weekly at a Backyard Kids Club®. Begin your event or club meeting with a fun activity that lasts five to 10 minutes. The lesson itself should take no more than 15 minutes.

- Before your event or club meeting begins – Be sure you are set up and ready to focus on the children! Ask your friends to pray for children to come to Christ at your event.
- If you are at a community event, set up signs that point children to your station. If you're setting up a Backyard Kids Club, pass out fliers in the neighborhood and clearly post a sign in the front yard so people can identify which house has the Backyard Kids Club.
- Plan your attention grabber – Start off your club or community event by using an “attention grabber” to draw children into your area to take a seat. Usually one leader handles the attention grabber while another leader prepares to launch the lesson. There are many creative props and activities that attract children to hear the Gospel:
  - A simple puppet show
  - A clown who does tricks or hands out balloons
  - Tie helium balloons at each corner of your area. You may wish to promise a balloon from each corner as a “quiet seat prize” to the best listener in that area.
  - Music performed by children or teens
  - Advertise a peanut hunt with prizes. (Write the number 1, 2, or 3 on each peanut and then hide them. The children find them, and the one with the most points wins the prize.)
  - Write the Bible verse over large leaf cutouts, a few words from the verse on each leaf. Hide the leaves. The children have to find them and then stand in the order that the verses are said.
  - Hand out a small snow cone to children who take a seat in your area.
- Explain the rules with positive reinforcement – Tell the children you have five or 10 quiet seat prizes that will be awarded to the best listeners after the club is over. It is always better to have one helper that is assigned to keep order and help the children listen so the teacher can be free to teach without distractions. Do not expect the children to behave like church children at an outdoor event.
- Lesson introduction – The material in your teacher overview section is suitable. If this is the

only lesson that you will teach to children who do not know Jesus, you will probably want to share Lesson 4, “The Greatest Friend.”

- Lesson presentation – Use the material provided in this manual.
- Lesson activities – Many community events and backyard clubs meet outside. Use the material provided in this manual. In large group settings, you may want to stick to the more interactive options rather than going through the student books.
- Scripture memory verse – Use the material provided in this manual or, if you are meeting outside, you may wish to string a rope like a clothesline between two trees and hang up paper cutouts of T-shirts. Each T-shirt has part of the memory verse on it, but the “word shirts” are scrambled (e.g., *is, love, and God* are hanging out of order). Good listeners are called on to come up front, choose a shirt, and work together to put the verse in order, standing side by side up front. The audience can help.
- Closing prayer time – Use the material provided in this manual. Invite children to come to Christ, the great Savior and the greatest Friend.
- Take-home challenge – Use the material provided in this manual.

There are more ideas and resources available at [GreatestJourney.org](http://GreatestJourney.org).

### c. Suggested Lesson Times

DESCRIPTION	30 MINUTES	45 MINUTES	1 HOUR+
Opening Activity	SKIP	5 min.	10 min.
Welcome	1 min.	1 min.	3 min.
Review the Rules	1 min.	2 min.	2 min.
Offering	2 min.	2 min.	5 min.
Praise & Worship	SKIP	10 min.	10 min.
Testimonies	10 min.	SKIP	5 min.
Lesson Presentation	10 min.	10 min.	10 min.
Lesson Activities	1 min.	15 min.	20 min.
Closing Prayer	5 min.	2 min.	2 min.
Take-Home Challenge	SKIP	3 min.	3 min.

## d. Lesson Review

### Welcome/Opening Activity

This is a time to relate with the children and help make them feel comfortable and safe. It may include a fun game. In this time you, the leader, will also gather the children together and hear the stories of their lives. You may also review the memory verse from the previous week—and it's not a bad idea to give a small prize to the children who remember the verse or who completed their take-home challenge from the previous week.

### Lesson Presentation

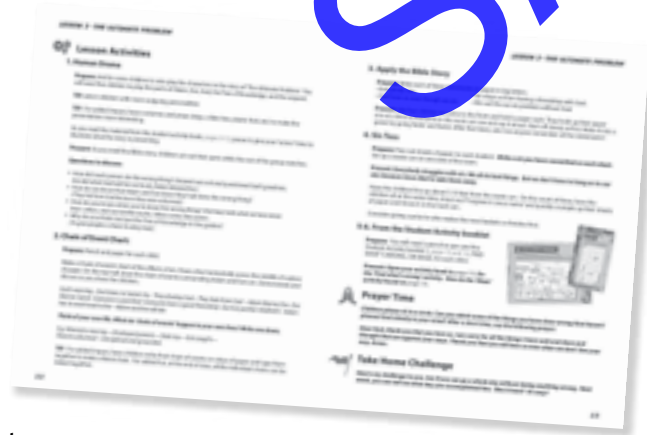
This important part of the lesson emphasizes the authority of the Bible. These are true stories from the Word of God. The Bible stories can be read from *The Greatest Journey* student books, or you may choose to present the lesson without using the books. When the children have their own Bible, this time will also be used as a way of helping them understand the structure of God's Word. It will prepare them to read the Bible at home, with others or alone.

### Memory Verse

Each week, the children will learn a new verse from the Bible in a creative and fun way. It is important for children to know what the Bible says and commit it to memory. If learning the verse is fun, they will be more likely to remember it. Reward the children—either with a small prize or words of affirmation—when they can recite the verse alone, and you will have very eager participants.

### Lesson Activities

In this part of the lesson, the children engage in two or three activities that help them discover more of the Bible story message using different learning approaches. Sometimes games that explore the themes are used. Children play a game and then answer questions (experiential games). Other times the children will be involved in retelling the Bible story in a dramatic way. All of these methods are explained clearly in the lesson plans. Your student books are filled with creative things for the kids to do, but this Teacher's Guide will provide additional activities that follow along with what is written in the student books.



### Prayer Time

The prayer time is a way for you to teach the children how to pray, applying what they have learned in the lesson. If the lesson talks about forgiveness of sins, the prayer time is used to teach the children about confessing our sins in prayer, asking for forgiveness, and turning away from those sins. You will also give the children an opportunity to pray for one another, thus teaching them how to pray. Ask, "Do you know anyone who needs a relationship with Jesus? Share the name(s) with your prayer partner and ask God to save them."

### Take-Home Challenge

The take-home challenge is a way to encourage the children to live out what they have learned in class, not just listen and forget what they heard. Emphasize the importance of this challenge and then reward the children the following week—whether with a small prize, an extra game, or words of praise. Ask the children to share with the class about their experience with the challenge. This will encourage more students to participate.

As much as possible, plan to share with parents what was discussed in class as they pick up their children. Encourage them to have their child do the take-home challenge as a way of reinforcing the lesson throughout the week.

For teaching tips, see Appendix B on page 72. Teacher resources are available at [GreatestJourney.org/Teachers](http://GreatestJourney.org/Teachers).

## e. Service and Missions Opportunities

Part of being on mission for God means letting people from "every nation" know about Jesus. The Billy Graham Evangelistic Association wants your kids to help children all over the world embark on their own greatest journey! For an average cost of only \$6 per child, your class/group can sponsor a child who has received an Operation Christmas Child shoebox gift from Samaritan's Purse to go through *The Greatest Journey* in their own language. Go to [GreatestJourney.org/Sponsor](http://GreatestJourney.org/Sponsor) to get started now!

Idea: Set up a shoebox in the front of the class for the children to put their offering in each week that you meet. Write on the board the goal to sponsor at least one child for every child in your classroom. Update the class on how it's going over the 12 weeks. Be sure to let the church know what's going on—who knows how many other adults, Sunday school classes, or small groups might want to get involved in helping children take *The Greatest Journey*. This is an exciting opportunity to reach around the globe with the Gospel.



# THE GREAT CREATOR

## GOD'S GREAT GIFT LESSON 1

Key Verses:

GENESIS 1:1-2:4 AND  
PSALM 139



### Key Focus

In this lesson the children will understand that:

- God made everything good.
- God made us to know Him and follow Him.
- God loves us, and we are precious to Him. We are not a mistake.



### Prepare

#### THINK

The theme of the lesson this week is creation. God created everything from nothing. He spoke, and it became a reality. You will be starting a group. Children will be coming to learn about Jesus and the Bible maybe for the first time. Your words and actions will create an atmosphere where children can learn together in fun and safety. Think carefully about how to make your group welcoming—a place where children really want to come.

#### READ

Carefully read the story of creation in Genesis 1:1–2:4 and Psalm 139. You may want to meet with another leader to talk about it and pray for each other. Think about being made in God's image and that God created you. He loves you. He knows you. The same is true about each child you will be leading. Look at the first student book, "God's Great Gift," and practice reading the story. Read this lesson plan carefully.

#### DO

Before the lesson this week, go and find a beautiful place to sit. Think about the way God has made the world. Everything He has made fits together so beautifully. Find some objects from creation that show God's great creativity and design, such as a leaf, cone, seed, or flower. You will show the children some of these things and tell them why you chose these objects.



### Materials Needed

- Student books
- Masking tape and index cards with an animal name or picture on the card (Opening Activity option)
- Blank index cards, stapler, stickers that apply to seven days of creation or crayons/markers (Opening Activity option)
- Hand mirror or floor-length mirror (Memory Verse)
- Marshmallows, toothpicks, raisins, and colorful candy (Lesson Activities)
- Crayons and paper (Lesson Activities)



### Opening Activity

You may choose to do one or both of these activities as the children come to class.

#### Activity 1—What Am I? Animal Guess

**Prepare:** You will need masking tape and index cards. Write an animal name or paste an animal picture on each card, one card for each child plus a few extras for visitors or leaders.

**Present:** Tape an animal index card to the back of each child without the child seeing what was written or pictured on the card. Tell the children that they are to ask questions that can only be answered "yes" or "no" until they guess correctly the name of the animal printed on their back.

For example:

- *Do I have spots?*
- *Am I a mammal? and*
- *Do I live in the jungle?*

are all legitimate questions. Since we are teaching about creation, be sure to use animals represented in the creation story found in Genesis 1. If you wish, you can divide into teams rather than play individually.

Put a card on the leader's back too. Practice the "yes" or "no" questions with the leader first. When you say "go," have the children ask each other questions. Play until all children have correctly guessed the name of their animal.

#### Activity 2—Create a Creation Book

**Prepare:** Staple four blank index cards with one staple in the top left corner. The top page is the title page. Use both sides of each page to have the children draw things God made in creation. If you have sticker sheets, feel free to use these instead. Stickers may include plants, stars, moon, sun, fish, birds, flowers, mammals, and people. Staple enough "books" together so each child has one. Younger children will want to put stickers on the cards. Older children may want to draw their own picture on each page. On a whiteboard or chalkboard, write the days of creation:

**Day 1**—light and dark

**Day 2**—water and sky

**Day 3**—land with plants and seeds

**Day 4**—stars, moon, sun

**Day 5**—fish, water animals, and birds

**Day 6**—mammals and Adam (people)





**Present:** Give stickers or crayons and a blank book to each child. Ask children to write “Days of Creation” on the front card. Open the book and number each page 1 through 6, representing the days of creation. After the title and numbers are written, draw and/or put stickers on the appropriate pages.



## Lesson Presentation—The Story of Creation

**Prepare:** Hand out the student books and allow the children to browse through them.

**Present:** *Today we are going to talk about one of the most amazing events that has ever happened—we are going to learn about how God created the world and everything in it. Have you ever wondered how our planet came to be or how YOU came to be? Today we are going to learn the truth about that.*

**TIP:** It’s best to have Bibles on hand for all the children in the class. If possible, have them turn to the story of creation found in Genesis 1:1–31. Call on children to take turns reading either from the Bible itself or from the material in their student book on pages 1–5.

Read the Bible story of creation to the children. Also read Psalm 139. Read the story slowly and clearly. Use these questions to begin to discuss the story.

### Questions to discuss:

- **God is always with you and will always love you. True or false?**
- **What does God know about you? (Everything.) Name some of the things.**
- **How does reading the psalm make you feel about yourself? About God?** (The children may have many different answers.)



## Memory Verse

**So God created man in his own likeness.** Genesis 1:27

**Prepare:** Bring out the mirror.

**Present:** Have different children take turns looking at themselves in the mirror. Ask them what they see. (An image of themselves.) **Our memory verse says that God made us in His image or in His likeness. What do you think that means? How do you think you might look like God?**

Explain that God does not have a physical body but is a Spirit. But He has given us an eternal nature, a spirit, so that we can live forever with Him. This is one of the main ways that people are different from all the other animals that God made in creation.



### How to learn the memory verse:

Divide the children into groups of two. Ask the children to find a partner and stand to face each other. Show them the memory verse found on page 7 in the student book. One child imitates the other as they recite the memory verse. Swap roles and repeat. They can move their hands and face as they say the words.

Show the children how to use a mirror to help remember the memory verse.



## Lesson Activities:

### 1. What Can You Create?

**Prepare:** Have full-size marshmallows, toothpicks, raisins, and colorful candy for the children to use in creating their own animal.

**Present:** *We just read about all the amazing things that God created and how He made us in His likeness. Now it’s your turn. Use the marshmallows, toothpicks, raisins, and candy to create your own animal. Be prepared to share a way that your animal is like you and a way that it’s different.* (For example: My animal has two legs, and I have two legs. OR, my animal has a tail, but I don’t.)

### 2. Retell the Creation Story in Pairs

Ask children to sit with a partner facing them. Have the pairs spread around the room. One child is the storyteller and the other the listener. Ask each storyteller to tell the story of creation to their partner. The listener is to carefully listen and then, at the end, remind the storyteller of anything they have missed. Have them switch roles and repeat.

### Questions to discuss:

- **What did God say after each day’s work in creation?** (“And God said it was good.”)
- **What good things can you see in the world today?** (The children may have many answers.)
- **What did God say that was different after He created people?** (He said it was VERY good.)

### 3. Apply the Bible Story

**Prepare:** Each child will need a piece of paper and a pencil.

**Present:** Ask each child to draw a circle in the middle of their page. On the outside of the circle they write things about themselves that people can see and know. On the inside they write things about themselves that people can’t see and only a few people know.

Questions to discuss:

- **Why don't other people know everything about us?** (They can't read our thoughts; we are private.)
- **Is there anyone who knows everything about us?** (No one except God.)
- **How does God know all about us?** (He made us, and He is interested in our lives.)

Ask the children the following questions. Ask them not to call out the answers but to keep a tally on their fingers of ones they know. The questions start out easy, but by the last question, they will realize that they don't know everything about themselves.

1. **What color are your eyes?**
2. **How many toes do you have?**
3. **How old are you?**
4. **What was the first word you ever spoke?**
5. **How many teeth do you have?**
6. **How many hairs are on your head?**
7. **What will you do in the future?**

**God knows everything about us, and that's great. He loves us, so let's thank Him now.**

**4-6. From the Student Book**

Choose any of the three activities found on page 6 in the student book—"Drawing," "Collect," or "Amazing Animals"—to do with the children in your class.



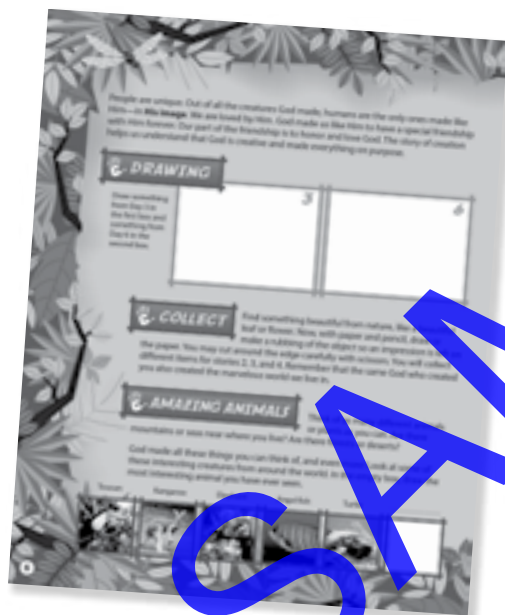
**Prayer Time**

**Dear God, thank You that You have made an amazing world. Thank You that You made people, including me, and that we are so important to You. Thank You for loving me and caring about me. Help us to remember that You made everything and are in charge of everything. In Jesus' Name, amen.**



**Take-Home Challenge**

**Do you have a favorite tree at your house or school? Pretend that tree is the Tree of Life (a special one God planted in the garden of Eden). Sit underneath that tree, just like Adam and Eve might have done as they talked to God before they sinned. God loves this tree! What will you say to God? What might God say to you?**



SAMPLE

# THE GREATEST PROBLEM

## GOD'S GREAT GIFT LESSON 2

Key Verses:

**GENESIS 2:15-3:24**

**Key Focus**

In this lesson the children will understand that:

- There are consequences for our sin.
- We are loved by God despite our sin.
- God planned a way to take away our sin.

**Prepare**

**THINK**

Children need leaders to be good, strong, and wise. But the reality is that we are sinful. We all make foolish mistakes. Take time to come to God and admit the things you have done that have not pleased Him. Do this every day. Remember that God loves you even more than He hates your sin. He has forgiven you! So do not give in to the condemnation that the devil desires you to carry. It won't make you a better or more effective teacher.

**READ**

Carefully read the story of "The Greatest Problem" in the student book, pages 8-12. You may want to meet with another leader to talk about it and pray for each other. Also pray for the children in your group by name. Practice reading the story aloud and read the lesson plan thoroughly.

**DO**

Ask God to show you what sins you need to confess to Him and write them down. (Optional: If you feel comfortable, think of a big mistake you have made that would be appropriate to share with the children and tell them about it.)



**Materials Needed**

- Student books
- Newspaper or paper for "Newspaper Mess" activity (Opening Activity option)
- Several dolls or action figures (Opening Activity option)
- Two popular fruit juices, two preferably clear pitchers, some rotten fruit (Lesson Presentation)
- Dress-up clothes and props for presenting the Adam and Eve story (optional) (Lesson Presentation)
- Enough 8.5" x 11" sheets of paper and writing supplies for the children, large waste can, tape, scissors (Lesson Activities)

## Opening Activity

You may choose to do one or both of these activities as the children come to class.

### Activity 1—Newspaper Mess

**Prepare:** You will need a large newspaper page for each pair of children.

**Present:** Divide the children into pairs. Give each pair a page of newspaper (or paper). Tell the children they have 15 seconds to rip up the paper into as many pieces as possible. **Who has the most pieces? Put your paper back together.** (After trying, the children will find this impossible.) **Have you done anything wrong that you couldn't fix yourself? Today, we're going to learn about a problem that we all have. It's called sin. But God has a perfect solution for that problem!**

### Activity 2—Circle Verse

**Prepare:** Bring a few action figures (or dolls that look like a grown man) to class. Have last week's memory verse written on the whiteboard or chalkboard:

*So God created man in his own likeness. Genesis 1:27*

**Present: Children, sit down in small circles, no more than 10 in a circle.**

Give each group a doll to pass around the circle. After reviewing the verse together as a class, have each child say the next word in the verse when he or she is handed the doll.

Child 1: So

Child 2: God

Child 3: created

Child 4: man (and so on)

You may want to compete by timing each circle once to see which group can complete the verse the fastest.

## Lesson Presentation—Bad Fruit

**Prepare:** Bring in two popular fruit juice flavors that blend well together, two pitchers, two mixing spoons, cups, and some really rotten or moldy fruit.

**Present: Who likes fruit punch? Let's create our own favorite punch.**

Hold up each juice before you add it to the mix and ask the children to raise to their hands if they like that flavor. (Only pour a small amount of juice because you will be throwing it away after the activity.)

**These delicious fruit juices remind me of how God created the earth. He made many wonderful things, including delicious, perfect fruit. Everything God created was perfect and beautiful.**

Hold up the rotten fruit. **But then something bad happened. The world is not perfect anymore. Now we have bad things like rotten fruit. We have many sad and horrible things that happen.**



Mix the rotten fruit and juices together with a spoon. **Who would like some rotten juice? No one wants to drink rotten juice. Just one bad piece of fruit made the entire drink bad. Two people did one bad action that caused all of the evil in the earth. Let's read the Bible story to find out what happened.**

**Prepare:** Hand out the student books and allow the children to browse through them.

**Present: Last week we learned about the first man and woman God created. Today, we are going to read about the first sin and how that changed everything.**

Read the Bible story of the "The Greatest Problem" to the children, pages 8–12.

**Questions to discuss** (page 13):

- **Did Adam and Eve obey God?** (No.) **How did they disobey Him?**
- **What happened to them?** (They lost their close friendship with God. They had to leave the garden.)
- **Describe a time when you ignored the right thing to do.** (The children will have many answers.)



## Memory Verse

**When you sin, the pay you get is death. But God gives you the gift of eternal life because of what Christ Jesus our Lord has done.**

*Romans 6:23*

Show the memory verse in the student book, page 14, and have the children repeat it. Take time to ask them what the verse means.

**How to learn the memory verse:**

Teach the children a simple hand motion to represent each phrase of the verse. For example: **When you sin** (wag your finger), **the payment** (cup hands and move forward as if handing to someone) **you get is death** (bring hands back as if punching yourself in the gut). **But God** (point up) **gives you the gift** (cup hands and move forward) **of eternal life** (with a big arm motion, trace a rainbow starting on one side of yourself all the way to the other side) **because of what Jesus Christ** (middle finger of one hand points to palm of other hand, then repeat with other hand) **our Lord** (make an L with your right hand's forefinger and thumb and take it from the left shoulder to the right hip) **has done** (stretch arms out to each side in the sign of the cross).







## Lesson Activities

### 1. Human Drama

**Prepare:** Ask for some children to role-play the characters in the story of "The Greatest Problem." You will need two children to play the parts of Adam and Eve. If you have a large rubber snake, you may ask a third child to present the "serpent" in the story. As the narrator, you will be reading the Scripture passages while children act out what is being read. To involve more children, bring in palm leaves or other props representing things they might find in the garden, such as the Tree of Life and the Tree of the Knowledge of Good and Evil. Ask the children to illustrate these.

**TIP:** Select children with more outgoing personalities.

**TIP:** For added impact, have costumes and props (wigs, a fake tree, plastic fruit, etc.) to make the presentation more interesting.

As you read the material from the student book, pages 9–12, pause to give your actors time to illustrate what the story is presenting.

**Present:** As you retell the Bible story, children act out their parts while the rest of the group watches.

#### Questions to discuss:

- **What did Adam and Eve do wrong?** (Eve did what God told her not to do; Adam blamed Eve.)
- **How do we know that Adam and Eve knew they had done the wrong thing?** (They hid from God because they were ashamed.)
- **How do you know when you've done the wrong thing?** (Feel bad, hide what we have done from others, and see terrible results.) Allow some discussion.
- **Why do you think God put the Tree of the Knowledge of Good and Evil in the garden?** (To give people a choice to obey Him. He did not want them to know evil.)

### 2. Chain of Events Chart

**Prepare:** You will need a pencil and paper for each child.

Make a "chain of events" chart of the effects of sin. Draw a line horizontally across the middle of a piece of paper. On the top half, draw the chain of events surrounding Adam and Eve's sin. Discuss as you show the children.

*God's warning → Eve listens to Satan's lie → They disobey God → They hide from God → Adam blames Eve → Eve blames Satan → Everyone is punished → Everyone loses a good friendship → Eve has painful childbirth → Adam has to work hard to live → Adam and Eve will die*

**Think of your own life. What sin "chain of events" happened in your own life? Write one down.**

*E.g., Wanted a new toy → Disobeyed parents → Stole toy → Got caught → Parents ashamed → Disciplined and grounded*

**TIP:** For added impact, have children write their chain of events on strips of paper and tape them together to make a literal chain. For added fun, at the end of class, all of the individual chains can be linked together.

### 3. Apply the Bible Story

**Prepare:** Write each of these statements on paper in big letters.

- Everybody sins.
- Sin stops us from knowing God and following Him.
- God loves us even though we sin.
- We can't fix our sin problem without God.

**Present:** Ask four children to come to the front and hold a paper each. They hold up their paper one at a time so everyone in the room can see and say it aloud. Start off slowly at first. Make it into a game by going faster and faster. After five times, ask: **Can anyone remember all the statements?**

### 4. Sin Toss

**Prepare:** Pass out sheets of paper to each student. **Write a sin you have committed on each sheet.** Set up a waste can on one side of the room.

**Present:** **Everybody struggles with sin. We all do bad things. But we don't have to hang on to our sins, because Jesus died to take them away.**

Have the children line up about 5–10 feet from the waste can. On the count of three, have the children shout out, "Forgiven in Jesus' Name!" and quickly crumple up their sheets of paper and throw them in the trash can.

Consider giving a prize to the student who makes the most baskets or finishes first.

### 5–6. From the Student Book

**Prepare:** You will need a pencil or pen and the student book, pages 13–14, "Find What's Wrong" and "Maze," for each child.

**Present:** **Open your activity book to page 13. Do the "Find What's Wrong" activity. Now do the "Maze" activity found on page 14.**



### Prayer Time

**Children, please sit in a circle. Silently in your mind, can you admit some of the things you have done wrong that haven't pleased God?** After a short time, say the following prayer:

**Dear God, thank You that You love us. I am sorry for all the things I have said and done and thought that are against Your ways. Thank You for being perfect, and thank You that You still love us even when we don't live Your way. In Jesus' Name, amen.**



### Take-Home Challenge

**Here's my challenge to you. See if you can go a whole day without sinning. Next week, you can tell me which day you accomplished this. Was it hard? Or easy?**