

Bible Lessons for Children
Learning to Know the Triune God through His Holy Word
By Tamarie Tigh

Primary Lesson Three: Fall of Man

Overview

Bible Facts: The books of the Bible Joshua – Esther
Bible Reading & Discussion: Genesis 3; Romans 5:12; 6:23; Rev. 20:2
Bible Memorization & Art Activity: "A Baptist Catechism: A Catechism for Boys & Girls" Question#3

Opening

Get students' attention by using a pre-planned silence signal.
Have students sit in rows or a semi-circle facing you.
Open in prayer asking God's blessing upon the time.

Bible Facts
5-10 minutes

Materials: Signs of books Joshua - Esther
Strategies: Sing It and Phrase-by-Phrase
Instructions: Have all students stand up in a circle holding the Bible book signs in the correct order for all to see. Sing the 2nd verse of the "Books of the Old Testament" song. Students holding the signs take turns turning around so their Bible book cannot be seen. The group attempts to sing the song including the missing signs(s) from memory. Finally, the group repeats the song from memory while all signs are hidden from sight.

Bible Reading
15 minutes

Materials: Bibles for students to use
Strategies: Character Reading
Scripture: Genesis 3; Romans 5:12; 6:23; Revelation 20:2
Instructions: Have students sit at tables. Students will read the Scripture as a play or reader's theater. Students will carry out dialogue between characters and one student will be the narrator. A 2nd &/or 3rd narrator can read the Romans and Revelations scriptures. Readers include: Serpent, Eve, Adam, God, and Narrator(s)

Bible Discussion
10 minutes

Materials: Cut lengths of string, word poster: add "Just = right"
Strategy: String Wrap
Instructions: Have students sit in a fellowship circle. Give each student a length of string. Students loosely wrap the string around one finger while answering questions. Students can answer questions until their string is all wrapped, then the student is done answering questions.
Questions: What tree were Adam and Eve commanded to NOT eat the fruit? (Knowledge of good and evil, tree in midst of garden) What did God say would happen if Adam and Eve ate the fruit of this tree? (They would die.) What did the serpent tell Eve that made her eat the fruit? (You will not die; your eyes will be opened; you will be like God; you will know good and evil.) Did Eve believe the serpent? (Yes, "the tree was desired to make one wise.") According to Revelations 20:2, who was the serpent? (Satan) How did God curse the serpent/Satan for his deceitfulness? (Crawl on belly, bruised head) How did God curse Eve for her distrust of God? (Painful childbirth) How did God curse Adam for his disobedience? (Sweat and pain to eat, eventual death, kicked out of the garden) What do we learn about God from this passage? (He is just, punishing deceitfulness, distrust, disobedience - sin) How do Romans 5:12 and 6:23 relate to Genesis 3? (Explains

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that sin and death spread to all men through Adam, but that eternal life is a free gift through Jesus Christ)

Show students the word poster and have them act out the words: Creator = maker (use hands to make a ball), Omnipotent = all powerful (make a muscle), Omniscient = all knowing (tap head), Life-source (blow air), Just = right (thumbs up)

Group Prayer

Through prayer, praise God for his justice etc. Use this as an opportunity to model for the students praising God through prayer. Tell students that in the future they will have the opportunity to pray.

Bible Memory

10-15 minutes

Materials: White board with markers & eraser

Strategy: Rhythm and Beat

Instructions: Have students sit in a semi-circle or rows facing a white board with the following written on it:

Question 3: "Why did God make you and all things?"

Answer: "For his own glory"

Verse: "The heavens declare the glory of God, and the sky above proclaims his handiwork." (Psalm 19:1)

Students read the passage in unison a few times to get the cadence. Clapping, stomping, finger-snapping, and knee-slapping are added so that the passage is read to the rhythm and beat of the sounds. The passage is read this way several times. Then students attempt to repeat the passage to the beat without looking at the words. Finally, students try to repeat the passage without looking at the words and without making the beat.

Bible Art Activity

As time allows

Materials: Paper, scissors, yarn or ribbon, markers, sample project

Activity: Bookmark

Instructions: Have students sit at tables and cut the paper into bookmark-size strips (not too small). Have students write or copy the memory work onto the paper encouraging students to be creative using fancy lettering, borders, different colors, etc. Attach yarn or ribbon to the top of each bookmark. Incomplete projects can be taken home to finish.

Closing

Have students assist with clean-up.

Remind students to practice their memory work throughout the week.

Close in prayer.

Dismiss.