
BIG BOOK

OF

Bible Story Fun



Gospel Light



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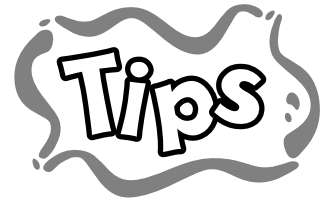
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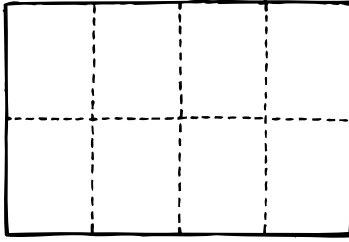
Picture This!

Children will learn and understand Bible stories in a fresh way as they become personally involved in “drawing through” the stories. You’ll find it easy to keep your students’ interest!



Draw It!

You can do it! Even if you don’t have an artistic bone in your body, the sketches that illustrate each story are designed to be user-friendly for easy drawing.



Before telling the story, ask students to divide their drawing paper into eight (or more, if needed) sections either by drawing lines on their papers or by folding their papers in half three times.

It’s best to draw these sketches as you talk. However, if students have difficulty drawing along with you or if you have difficulty sketching while you talk, sketch before each

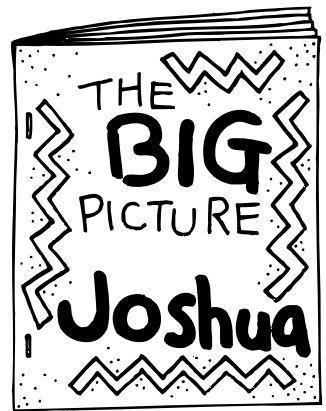
paragraph and then encourage children to copy your sketch and to listen to find out what that sketch is about.

A variety of drawing materials and equipment will work for you as a teacher. Consider these options: butcher paper taped to wall, large pad on an easel, chalkboard, white board or overhead projector. Whatever option you choose, make sure that all students can clearly see your sketches. Varying the drawing materials from week to week will help to keep student interest high.

What drawing materials does the student need?

Provide a commercially produced sketch pad for each child or make individual sketch pads by stapling sheets of newsprint to poster board (see sketch). Students will enjoy personalizing their sketch-pad covers. Make sketchbooks for every 13-week quarter or one large sketchbook for the entire year.

If sketch pads are not possible, choose from these ideas: paper on clipboards (with extras for visitors), butcher paper taped to tabletops, sheets of paper taped to wall, sheets of paper that are collected weekly and compiled into a book (teacher makes copies of her drawings for absentees) or rolls of adding-machine tape (child draws every week to make a personal “big picture” mural).

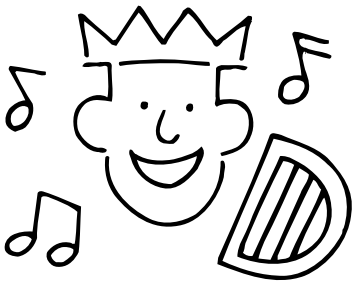


What are some tips and alternatives to drawing the sketches as I talk?

- Another teacher or an older child can draw each sketch as you tell the story.
- You may lightly sketch the illustrations ahead of time and then copy over them with a felt marker as you tell the story.
- Draw the sketches ahead of time on large sheets of paper. Flip to the picture of each new sketch as you tell the story.

How can I help younger students draw?

- If your group is mainly younger students, reduce the number of sketches you make.
- Draw a bit more slowly.
- Lead students to complete their drawings before you tell each paragraph, encouraging children to listen to find out why they drew the sketch.
- Pair older students with younger ones.
- Remember that the point of sketching is not to produce great art; it's to involve children in remembering the Bible story. If a child seems to doodle, don't worry. What he or she is drawing will still aid the child's memory!

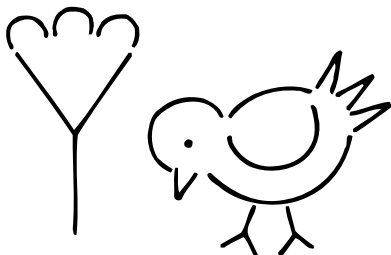
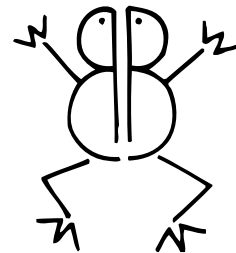


What are some options for older students?

- If your group is mainly older students, encourage them to expand and personalize their sketches.
- If the story is a familiar one, invite students to tell the story action as you draw sketches. Supplement story details as needed.
- Some students might enjoy making a dictionary of sketches to supplement the ones given in the lesson.
- Invite an older student to photocopy his or her page to send to an absentee.

What are some enrichment tips?

- If a child says "Wait! I'm not finished!" remind everyone that there will be time to copy sketches in greater detail when the story is over. Remind children, too, that their sketches are their own art. There is no wrong way to do them!
- Encourage children who finish early or seem bored to add more details to their sketches. **You might add more people to the crowd, Jana. I see Ron has added another tree.** As children personalize and expand their sketches, they will increase their enjoyment and understanding.

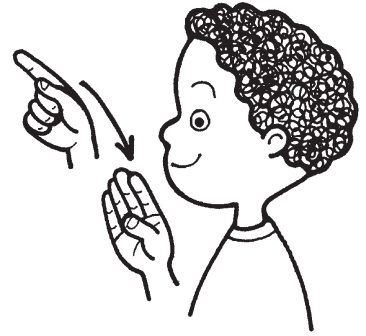


How can I use the drawing technique with other Bible stories?

- Look in each section of the story for one object, keyword, action or person that could be depicted in a simple sketch.
- Make use of letters, shapes and numbers to create your simple sketches.
- Make a sketch that can be added to throughout the whole or part of the story (for example see "Solomon Builds the Temple," p. 76).
- Look through other drawing stories in *The Big Book of Bible Story Fun* for ideas—you may even find a simple way to make the exact sketch you need.

Let Your Hands Do the Talking

Children will learn and understand Bible stories in a fresh way as they become personally involved in “signing their way through” the stories. Even during this sitting time, you will find it easy to keep your students’ interest! Some children in your group may already know some sign language, and throughout the course all children will become familiar with specific signs which are frequently repeated (“God,” “Jesus,” “pray,” etc.).



Sign It!

You can do it! Even if you have never tried to use sign language before, the illustrations are designed for easy use.

- Before telling the story, practice the signs yourself until you feel confident demonstrating them.
- The task of demonstrating and leading signs may also be given to a helper, an older student or even a group of interested students in your class. Signs for the next week’s story may be given out ahead of time, so helpers may practice.
- Before you begin the story with the question in the upper right-hand box, ask students to briefly practice each sign with you. Encourage children to listen carefully, so they know when to make the appropriate sign.



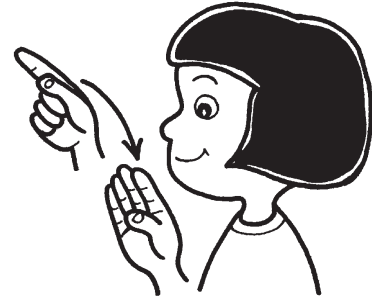
- Make flash cards or write the signed words on the chalkboard. Hold up cards or point to words on board to cue students.
- Teach one sign to a small group of students. Those students practice that sign and then stand and demonstrate the sign whenever they hear that word.

How can I help younger students accurately learn signs?

- If your group consists mainly of younger students, practice each sign several times before the story is told. Pause during the story to sign a bit more slowly. Another option with younger students is to choose fewer signs to use.
- Lead students to make the sign; then encourage them to listen for the word they signed.
- Pair older students with younger ones so that younger ones may more easily see how signs are made.
- Help children understand that it is acceptable for a student to sit and watch until he or she feels comfortable doing the signs.
- If the process becomes too distracting, don’t deliberately teach the signs to students. Simply make each sign as you tell the story, without pausing or commenting.



• Remember that the point of signing is not necessarily to produce ASL experts, although this may well be a side benefit. The purpose is to involve children in remembering the Bible story. If a child's signing seems less than perfect, don't worry. What he or she is doing will still aid the child's memory!



What are some options for older students?

• If your group consists mainly of older students, encourage them to expand the number of words signed in a paragraph (based on other signs they have learned).



• If the story is a familiar one, invite students to tell the story action as you or a helper signs. Supplement both signs and story details as needed.

• Some students might enjoy making or referring to a dictionary of signs to supplement the ones given in the lesson.

• For a fresh review idea, after telling the story, make the sign for the first segment of the story. Students retell the part of the story represented by the sign. Continue until story has been reviewed.

How can I use the signing technique with other Bible stories?

• Look in each section of the Bible story for a keyword. Find the sign for that word in a sign-language book or on the Internet.

• Look in each Bible story section for action words that you could depict with a simple motion, instead of using an actual sign-language sign.

• Look through other sign-language stories in *The Big Book of Bible Story Fun* for signs that you could use in your story, and think of any other signs or motions your students might know from worship songs.

• Practice whatever signs or motions you decide on, and make small sketches to use as reminders while telling the story, if needed.



Shape a Story

Maximize a student's learning and story participation fun through story dough sculpting. Children will understand Bible stories in a fresh way as they keep their hands busy molding play dough during each Bible story. Even during this sitting time, you'll find it easy to keep your students' interest!

A Step-by-Step Guide to Using Play Dough

To some teachers, using play dough may be a terrific idea; for others, it may be terrifying! But with a little preparation, you'll become an expert in using dough as a Bible story teaching tool! (Note: If dough is not possible in your church, provide chenille wire, yarn or string with which children may form shapes.)

What do I need?

- Provide hand wipes or a dishpan of soapy water and paper towels for kids to use in cleaning their hands before and after dough use.
- Provide a paper plate or waxed-paper square for each student ("Waxies" are available in bulk at restaurant supply stores). Or simply cover tables with plastic tablecloths that can be folded up and then shaken outdoors. Plastic tablecloths may also be placed on the floor. Students may sit around the edges of the cloths, or cloths may be spread beneath tables where students will work.
- Provide approximately $\frac{1}{4}$ cup (2 oz.) of play dough for each student (a ball of dough about the size of a child's fist) and a resealable bag or small clean container such as a recycled yogurt container. To prevent sharing of germs, label each container with the student's name. (Optional: The first time you tell a story using dough, provide ingredients, so every student makes his or her own dough, preparing extra for future visitors as well.) Periodically throughout the year, provide a fresh batch of play dough. Refrigerate dough between sessions if needed.
- Occasionally provide flat toothpicks, pencils or craft sticks as tools to vary the ways students model dough during the Bible story. A variety of these tools are suggested when appropriate.

What's the plan?

- Ask the story-related question in the box at the beginning of the Bible story to spark student interest. As students give their answers, helpers or older students distribute labeled dough containers. (Optional: Students may pick up their own dough as they come to the Bible story location.)
- Seat students so that everyone can see a teacher, helper or older student molding the dough objects. For small groups, push tables into a V shape, so everyone can see the teacher seated at the point of the V. For larger groups, seat helpers around the circle, so a group of students can see the helper's hands clearly. Students will be more likely to follow along with you if they can see the hands of someone who is molding the object.



• Redirect attention to the activity at hand if a student begins using play dough in disruptive ways. **John, have you made a donkey yet? Let me see yours! That's an interesting donkey! Thank you for sharing it.** When students know you are interested in what they are doing, they will be more likely to be making the item for that story section and be ready to show their work.

• Collect play dough at the end of the Bible story. Students place dough in their own containers, and then helpers put the containers away. That way, the teacher is able to continue with the story conclusion and discussion questions without interrupting the flow of the Bible story.

How do I keep the lesson fresh for all ages?

• Expect that younger students will make fewer objects than older students. Even though younger students may only play with their dough while you tell the Bible story, the activity still helps them keep hands in one place and holds their attention. You may want to allow younger students time to play with their dough before giving instructions to make story objects.

• Encourage older students to make more objects or more complex objects to keep their interest high. Don't worry that older students may grow tired of dough play (we've never heard of it happening yet!). Rather, enlist them as your allies: Before class, give copies of the story to older students. Invite them to be demonstrators of the illustrated dough items.

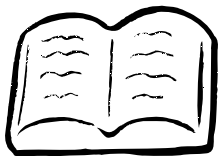
• When it's time to replace dough, invite students to make and take home special sculptures instead of throwing old dough away.

• For variety, provide two colors of dough for students to use in making objects.



How can I use play dough with other Bible stories?

• Look in the Bible story for several objects, letters, keywords, facial expressions or actions that can be depicted with play dough. Look through other dough stories in *The Big Book of Bible Story Fun* for ideas.



• Think of a simple way to describe how to form the dough shapes you have chosen. Balls (made by rolling play dough in between palms) can be used for faces or round objects. Ropes (made by rolling play dough against the table or work surface) can be used to form letters or shapes.

• To create add-on scenes, instruct students to divide dough into the needed number of portions at the beginning of the story.

• Bring tools such as plastic forks or knives, straws and toothpicks for students to use in creatively making dough objects.



What kind of play dough is best?

• A pliable dough that can be easily manipulated by students is best. As often as it's needed (at least every two months), make or purchase a fresh batch of dough. Keep in mind that play dough will eventually dry out, get dirty and even disappear by bits and pieces!

• Purchase commercially made play dough (some come in containers with individual portions) or make one of the recipes on pages 11-12.

• Ask older students or parents of students to make the dough as a service project.

Dough Recipes

Salt and Flour Dough

Ingredients

2 parts flour
1 part salt
1 tablespoon alum for every 2 cups flour
Food coloring
Water

Utensils and equipment

Mixing bowl
Large spoon
Breadboard
Resealable bags or airtight containers

Measure ingredients; mix dry ingredients well. Add coloring to water as desired. Slowly pour colored water into dry ingredients; mix and add water until dough forms a ball around spoon. Knead dough on floured board. If dough is too soft, add more flour. If dough is too stiff, slowly add more water. Divide dough into portions the size of a child's fist; package each portion in a resealable bag or container, labeling each with a student's name and leaving some unlabeled for use by visitors.

Salt, Flour and g Cornstarch Dough

Ingredients

1 and 1/2 cups flour
1 cup cornstarch
1 cup salt
Food coloring
1 cup warm water

Utensils and equipment

Mixing bowl
Large spoon
Breadboard
Resealable bags or airtight containers

Mix dry ingredients; then add food coloring to warm water. Slowly pour colored water into dry ingredients; mix and add water until dough forms a ball around spoon. Knead dough on floured board. If dough is sticky, dust with flour. If dough is stiff, slowly add water. Divide dough into portions the size of a child's fist; package each portion in a resealable bag or container, labeling each with a student's name and leaving some unlabeled for use by visitors.

Sand Dough

Ingredients

1 cup sand
1/2 cup cornstarch
1 teaspoon powdered alum
3/4 cup hot water

Utensils and equipment

Large pot
Wooden spoon
Heating element
Resealable bags or airtight containers

Mix dry ingredients in pot. Add hot water and stir vigorously. Cook over medium heat until thick, stirring constantly. After dough has cooled, divide dough into portions the size of a child's fist; package each portion in a resealable bag or container, labeling each with a student's name and leaving some unlabeled for use by visitors.

Sawdust Dough

Ingredients

2 parts fine sawdust
(any kind except redwood)
1 part flour
Water

Utensils and equipment

Large bowl or bucket
Wooden spoon
Breadboard
Resealable bags or
airtight containers

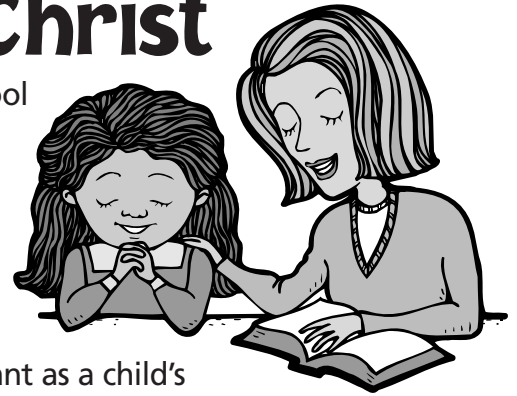
Mix dry ingredients well. Add water a little at a time, stirring until mixture reaches a stiff but pliable consistency. Add more flour and water if dough is too crumbly. Knead dough until it becomes elastic. Divide dough into portions the size of a child's fist; package each portion in a resealable bag or container, labeling each with a student's name and leaving some unlabeled for use by visitors.

Dough Optionsg

- Add cake coloring paste instead of food coloring to dough to create more vibrant colors.
- Add unsweetened Kool-Aid to dough to add both color and fruit scent.
- Add drops of essential oils (orange, peppermint, etc.) or small amounts of spice to dough to create interesting scents.

Leading a Child to Christ

One of the greatest privileges of serving in Sunday School is to help children become members of God's family. Some children, especially those from Christian homes, may be ready to believe in Jesus Christ as their Savior earlier than others. Ask God to prepare the children in your class to receive the good news about Jesus and prepare you to communicate effectively with them.



Talk individually with children. Something as important as a child's personal relationship with Jesus Christ can be handled more effectively one-on-one than in a group. A child needs to respond individually to the call of God's love. This response needs to be a genuine response to God—not because the child wants to please peers, parents or you, the teacher.

Follow these basic steps in talking simply with children about how to become members of God's family. The evangelism booklet *God Loves You!* (available from Gospel Light) is an effective guide to follow. Show the child what God says in His Word. Ask the questions suggested to encourage thinking and comprehension.

1. God wants you to become His child. (See John 1:12.) **Do you know why God wants you in His family?** (See 1 John 4:8.)

2. You and all the people in the world have done wrong things. (See Romans 3:23.) **The Bible word for doing wrong is "sin." What do you think should happen to us when we sin?** (See Romans 6:23.)

3. God loves you so much He sent His Son to die on the cross for your sins. Because Jesus never sinned, He is the only One who can take the punishment for your sins. (See 1 Corinthians 15:3; 1 John 4:14.) **The Bible tells us that God raised Jesus from the dead and that He is alive forever.**

4. Are you sorry for your sins? Do you believe Jesus died to be your Savior? If you do believe and you are sorry for your sins, God forgives all your sins. (See 1 John 1:9.)

When you talk to God, tell Him that you believe He gave His Son, Jesus Christ, to take your punishment. Also tell God you are sorry for your sins. Tell Him that He is a great and wonderful God. It is easy to talk to God. He is ready to listen. What you are going to tell Him is something He has been waiting to hear.

5. The Bible says that when you believe in Jesus, God's Son, you receive God's gift of eternal life. This gift makes you a child of God. This means God is with you now and forever. (See John 3:16.)

Give your pastor the names of those who make decisions to become members of God's family. Encourage the child to tell his or her family about the decision. Children who make decisions need follow-up to help them grow in Christ.

NOTE: The Bible uses many terms and images to express the concept of salvation. Children often do not understand or may develop misconceptions about these terms, especially terms that are highly symbolic. (Remember the trouble Nicodemus, a respected teacher, had in trying to understand the meaning of being "born again"?) Many people talk with children about "asking Jesus into your heart." The literal-minded child is likely to develop strange ideas from the imagery of those words. The idea of being a child of God (see John 1:12) is perhaps the simplest portrayal the New Testament provides.

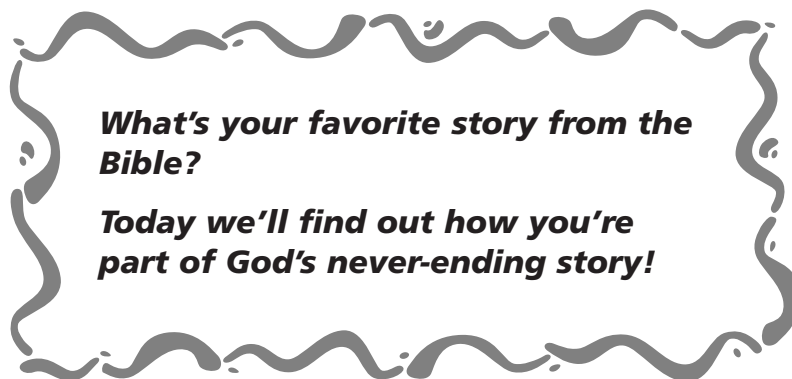
God's Never-Ending Story

Materials

Drawing materials/equipment for teacher and each student.

Tell the Story

As you tell each part of the story, draw each sketch. Students copy your sketches.



1. God's never-ending story began with God creating the world and the first people, Adam and Eve. Even though Adam and Eve sinned, God loved them and promised to send a Savior who would take the punishment for people's sins. God gave a special country to a man named Abraham and called him to be the beginning of His people—the people through whom God would send the Savior.

1. Draw earth. Print "SAVIOR."



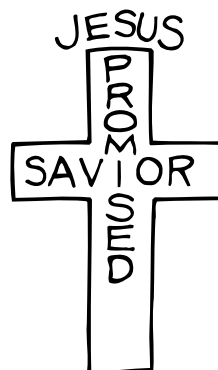
2. After God's people lived in Egypt for 400 years, God sent Moses to bring them back to their special land. Because God loved them, He sent judges and kings to lead them. He sent prophets to tell them God's messages—messages telling them to obey God, telling them about the future and telling them that God had promised to send a Savior.

2. Crown from "O" and "V"s, scroll from "S"s. Add "PROMISED" to "SAVIOR."



3. And many years later, what happened? The Savior God had promised came to earth! Jesus was born! When Jesus grew up, He taught people about God. He healed sick people and even brought dead people back to life. But some people hated Jesus. Jesus let them kill Him so that He could take the punishment for all the wrong things people do—their sins. And Jesus came back to life! When He went back to heaven, He sent the Holy Spirit to help all the people who believe in Him.

3. Draw cross around "PROMISED" and "SAVIOR." Add "JESUS."



4. This is the good news, or gospel, that the New Testament tells about. All the stories we read about Jesus' life are part of the New Testament books called the Gospels.

4. Print "GOOD NEWS"; add happy face.



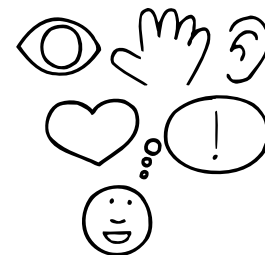
5. The rest of the New Testament books tell about people who listened to this good news and became part of God's family. Many of these books are letters written to the people in the first churches. These letters tell God's family about God's plan and how to live as God wants them to.

5. Envelope and stamp from rectangles; address it "To: God's Family."



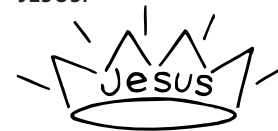
6. For instance, one of Paul's letters tells how God's family is like the parts of a person's body—every part is important and all the parts have to work together. "Love each other," Paul wrote. And Paul also wrote that God's plan is so wonderful that no one can imagine what God has prepared for those who love Him!

6. Draw eye, hand, ear. Add heart and face with thought balloon.



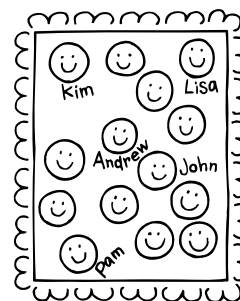
7. The last book of the Bible tells about all the things that will happen when Jesus comes back to earth. Everyone will know He is the greatest King!

7. Crown from "O" and "V"s. Add "JESUS."



8. But the story doesn't end there! Because Jesus died to take the punishment for our sins, we can all become part of God's family and live with Him forever. Anyone who asks Jesus to forgive his or her sins will be forgiven. And anyone who asks can become a member of God's family.

8. Frame from rectangle and "3"s. Add happy faces and names of students.



That's the best news in the world! If you have asked Jesus to forgive your sins and make you part of God's family, that makes YOU part of God's big picture! The big picture of God's love just keeps getting BIGGER!

Conclude the Story

The whole story of God's big picture is about how much He loves us—and everyone in the world! What are some ways God shows He loves us? (Gives us friends and family. Forgives our sins. Hears and answers our prayers. Gives us courage to obey Him.) **What are some ways we can help others learn about God's love?** (Pray for them. Tell them about God's love. Tell them what Jesus did to show love.)

Talk with interested students about God's love and salvation (see "Leading a Child to Christ" on p. 13).

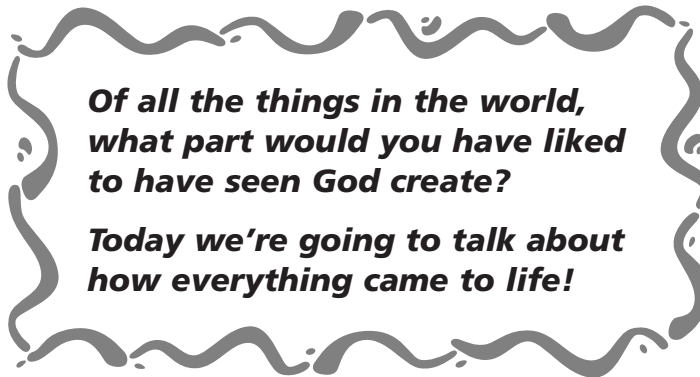
God Creates the World

Materials

Drawing materials/equipment for teacher and each student.

Tell the Story

As you tell each part of the story, draw each sketch. Students copy your sketches. (Optional: Invite students to tell details of this familiar story.)



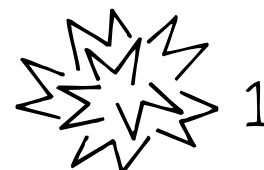
1. Before God made the world, there was nothing—no houses, no people, no animals, no sun or sky or land. It was just dark and empty. But God was there! And God decided to make something wonderful.

1. Draw dark scribbles.



2. So God said, "Let there be light!" And light shone all around! God called the light "day" and He divided the darkness from the light to make what He called "night." God saw that it was GOOD. And that's what God did on the first day!

2. Use "M"s to draw burst of light; add "1."



3. The next day, God said, "Let the sky and the water be made separate from each other." Now there was water below the sky and a sky that arched over the water. And that's what God did on the second day!

3. Sky from curved strokes; clouds from "3"s; "U"s for water. Add "2."



4. On the third day, God spoke and the waters gathered together to make rivers, lakes and oceans. Once the water was moved around, dry land appeared. Now there were mountains and hills, deep canyons and dry deserts. God had shaped a beautiful world. But God was not finished yet! There still was not anything on the earth that was ALIVE.

4. Draw "M"s for mountains. Add "3."



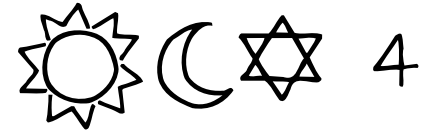
5. So God said, "Let there be all sorts of grasses and plants and trees." Grass sprang up. Flowers bloomed—red, yellow, pink, purple—every color you can think of! Trees of all shapes and sizes grew. Berry bushes and pumpkin vines grew beautiful fruit and bright orange pumpkins. God looked at all the work He had done. And God saw that it was GOOD!

5. Flowers and bushes from "3"s, berries and pumpkins from "O"s.



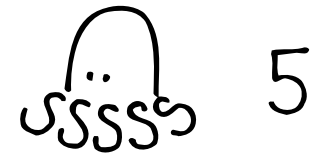
6. Next, God made a special bright light and put it in the sky to shine during the day. We call that light the sun! And He made the moon and stars to shine at night. God did a lot of things on the fourth day!

6. Sun from circle and "M"s; moon from "C"s, stars from triangles. Add "4."



7. On the fifth day, God filled the water and the sky with living creatures. He put fish and sharks, octopuses and whales into the oceans. Birds flew through the sky. Some birds were tiny; some birds were BIG. And they were every color you can think of!

7. Octopus from upside-down "U" and "S"s. Add "5."



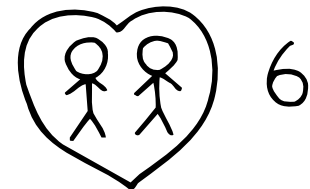
8. On the sixth day, God made land animals. He made little mice and middle-sized anteaters and laughing hyenas—and great big polar bears and water buffalo and even dinosaurs! Now the world was a hopping, buzzing, galloping, wiggling, lively place! This was all very wonderful. But the day was not over yet. The next thing God did was even more amazing.

8. Mouse from triangle, "C," and "S." Add ears, feet and eye.



9. God created a MAN. God called the man Adam. Later, God made a woman called Eve. God made them different from the animals. They could think and make things; they could talk to each other and to God. God loved them. They were His special friends! Adam and Eve lived in a beautiful garden that was full of the wonderful things God had made.

9. Stick figures. Add heart and "6."



10. God looked at the whole world He had created. It was exactly as He wanted it to be! He looked around at everything and said, "This is GOOD!"

10. Draw eyes. Add "G" and "D."



Conclude the Story

What did God say about the world He made? (It was good.) **What made people different from the animals and plants?** (They could love God. They could think and talk.) **How did God feel about Adam and Eve?** (He loved them.)

When we look at the animals and plants, the moon and the stars, we remember that God is very strong. He can do anything! And what we see around us helps us know He loves us. He wants us to be His special friends, like Adam and Eve were! God made this world to show His love.

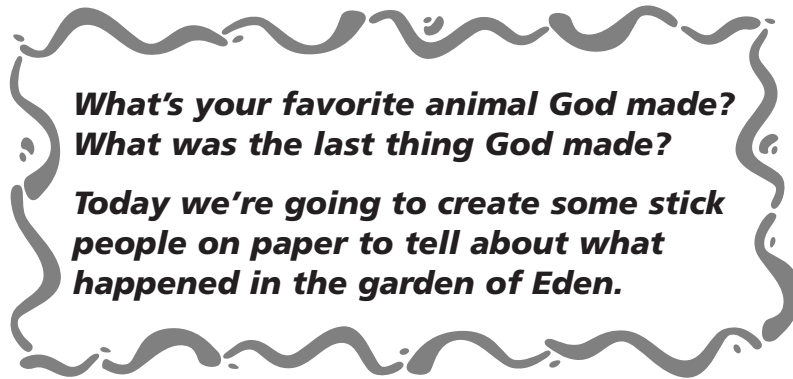
God Creates People

Materials

Drawing materials/equipment for teacher and each student.

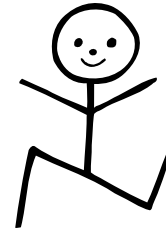
Tell the Story

As you tell each part of the story, draw each sketch. Students copy your sketches.



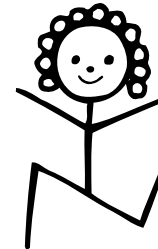
1. Of everything God made, He made people last. The Bible says God took dirt from the ground and formed a body from the dirt. Then, God breathed His breath into the body. And that body became a LIVING PERSON!

1. Draw stick figure. Add face.



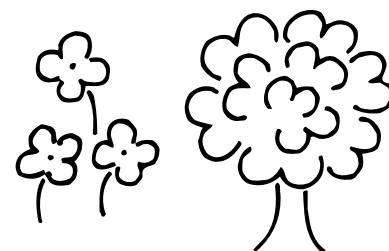
2. God named that person Adam. He put Adam in a special garden called the Garden of Eden. And He gave Adam important work to do! Adam took care of the garden and named all the animals. That must have been fun! But God knew it wasn't good for Adam to be alone. So God made another person! When Adam saw her he said, "At last! She is someone like me! I'll call her woman."

2. Draw second stick figure; add small circles for hair.



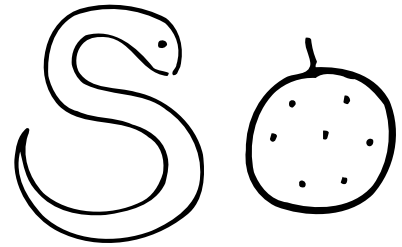
3. Adam and Eve must have loved living in the garden. They talked with God every evening. And there was lots to eat! In fact, Adam and Eve could eat from any plant or tree in the garden except ONE. God told Adam, "Do not eat from the tree of the knowledge of good and evil. You'll die if you do!" God loved Adam and Eve and wanted them to live and be happy. So He made this one rule for them to obey.

3. Flowers and tree from "3"s.



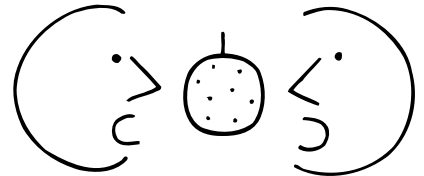
4. Adam and Eve obeyed this rule UNTIL the day a beautiful snake came along. The snake was really God's enemy, Satan, in disguise. Satan wanted to destroy God's plan and the people God loved so much. The snake slyly asked Eve if God REALLY had said they couldn't eat from that one tree. The snake told Eve that it would be good to try that fruit. He said eating that fruit wouldn't make them die. It would make them like God!

4. Snake from 2 "S"s. Fruit from letter "O."



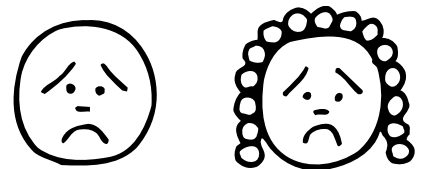
5. Eve saw the beautiful fruit; it looked DELICIOUS! She reached. She picked the fruit off the tree and took a bite. At that moment, everything changed. A person had disobeyed God's one rule. That's called sin. Eve gave the fruit to Adam and he ate some, too. Now they had BOTH disobeyed!

5. On either side of fruit, draw faces from "C"s and upside down "7"s.



6. When they heard God coming, Adam and Eve HID from God, who loved them and had made them to share His wonderful creation! God called to them. Finally Adam answered and told God that he was afraid. God asked if Adam had broken His one rule. Adam blamed Eve. He said it was Eve's fault. Then Eve blamed the snake.

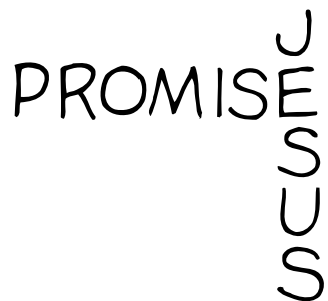
6. Draw 2 sad faces.



God was very sad. Adam and Eve were certainly sad. Adam and Eve had to leave the beautiful garden. Now thorns and weeds would grow. There would be pain and death.

7. But God still loved Adam and Eve! God made a VERY important promise. He promised to send a special person who would put an end to all the wrong things that Satan had brought into the world. And God's promise came true many, many years later. The person He sent was JESUS!

7. Write "PROMISE." Add "JESUS."



Conclude the Story

Who convinced Eve to disobey? (Satan.) **What happened as a result? What did God promise He would do to stop sin from ruining the world He had made?** (Send Jesus—the only One who could stop Satan.)

Even though Adam and Eve had disobeyed God, God still loved them. And even when we do wrong, it's good to know that God's love is bigger than ANY sin!

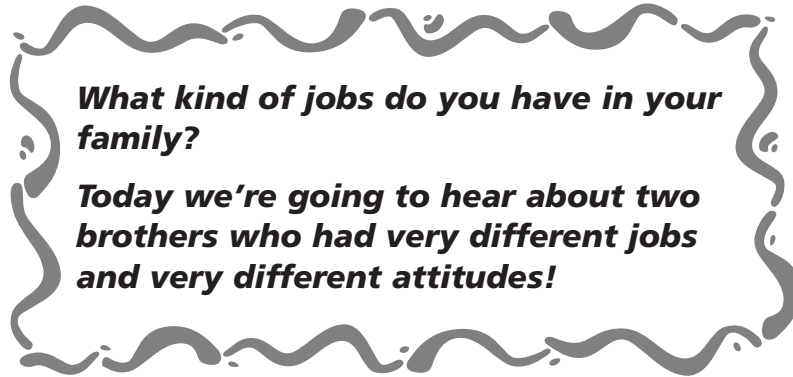
Cain and Abel

Before the Story

Guide students to briefly practice signs for underlined words.

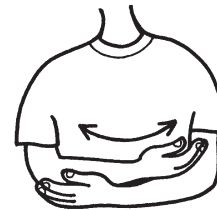
Tell the Story

As you tell the story, lead students in responding as shown when you say the underlined words.



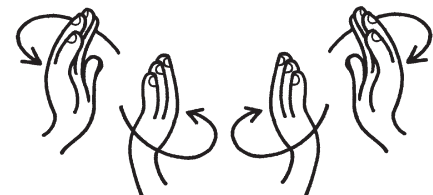
1. The very first baby born to the very first people was named Cain. Adam and Eve were thankful to God for their son. Later, they had a second son. They named this baby Abel. As the boys grew up, they learned how to work and help provide their family with food.

1. Baby: Rock crossed arms.



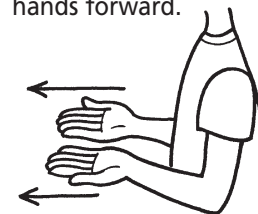
2. As the two brothers grew, they learned how to do different kinds of jobs. Cain, the older brother, became a farmer. He worked with plants and grew food for his family to eat. Abel, the younger brother, grew up to be a shepherd. He took care of the animals that his family used for milk, meat, wool and skins.

2. Grew: Palms face each other; hands flip positions.



3. It came time to give an offering of thanks to the Lord for all the good things He had given Adam and Eve's family. Since the brothers were grown up now, they brought their own offerings to God. Since he was a farmer, Cain brought an offering of some vegetables he had grown.

3. Offering: With palms up, move hands forward.



4. Abel also brought an offering to God. Since he was a shepherd, he selected from the first animals that had been born in his flocks. Abel gave his thanks to God by giving Him the best gift he could.

4. Thanks: Place fingertips of both hands against mouth and throw forward and down.

