

# Firm Foundations

## Creation to Christ

### Christian Education Edition Teacher's Guide Part 1

### The Truth about God for Fifth and Sixth Graders

Developed and Written  
by  
Jan L. Harris

Based on *Firm Foundations: Creation to Christ*  
by  
Trevor McIlwain

*Firm Foundations: Christian Education Edition* was written in cooperation  
with Trevor McIlwain and with his approval.



Unless otherwise noted, Scripture quotations are taken from the Holy Bible, New King James Version, (© 1994 by Thomas Nelson, Inc., published by Thomas Nelson, Inc.)

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# About This Curriculum

*Firm Foundations: Creation to Christ, Christian Education Edition* is a Bible curriculum adapted by Jan Harris from the *Firm Foundations* series by Trevor McIlwain. Written for fifth or sixth grade students, the curriculum is presented in two parts. It can be taught in one year of daily classes or in two years of two to three classes per week.

The lessons present man's need for salvation and God's provision of a Deliverer – Jesus Christ – to meet that need. The first part covers creation to the giving of the Ten Commandments. The second part begins with the building of the tabernacle and ends with Christ's ascension into Heaven.

*Firm Foundations: Creation to Christ, Christian Education Edition Part 1* includes:

- Teacher's Guide – Part 1
- Student Guide – Part 1
- Home School Adaptation – Part 1

Supplementary materials which may be purchased separately:

- A Time Line covering the events referred to in the lessons
- A set of 8x10 Chronological Pictures in color showing some of the events referred to in the lessons
- Maps showing the locations referred to in the lessons

## Order information

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## About the Team



**Jan Harris** has a long and varied career in education. She received her Bachelor's degree in Education and English from Southwest Missouri State University and a Master's degree in Education as a reading specialist from the University of Arizona. She has done postgraduate work in the field of learning disabilities. In her 35-year teaching career, Jan has taught all grade levels. She has taught in both public and Christian schools, including the Master's College in California, where she taught "Teaching Reading in the Secondary Schools" and "The Role of the Family in Missions." She has served many years with New Tribes Mission, teaching in schools in Papua New Guinea, Colombia, and Brazil. Jan continues working with NTM where she writes Bible curriculum.



**Ruth Brendle** has served with New Tribes Mission for over 30 years. Since 1982, Ruth has worked with the Field Ministries Office at NTM's Home Office in Sanford, Florida, where she has been the editor for a variety of church planting resources and books. For much of that time, Ruth has worked extensively with Trevor McIlwain on chronological Bible lessons. She edited the *Building on Firm Foundations* series which is designed for cross-cultural teaching, as well as the *Firm Foundations* series which is designed for Western societies. In addition, Ruth has taught Middle School children for many years, both through Sunday School programs and by teaching art at Lake Monroe Christian Academy.

It takes a good team to produce any curriculum. Many thanks go to Bill Pittenger for the majority of the art work and to Doug Lotz for his expert formatting. We are grateful to the NTM Communications Department, to those who field tested the materials (both in a Christian school and home school environment), to Jane Hudson for help in streamlining the Teacher's Notes, and to many others who shared helpful creative ideas. We thank God for you.

# General Notes for the Teacher

“I never have time to look at the Teacher’s Notes.” I’ve often heard teachers make this statement. I’ve often made it myself! In this curriculum, however, **about half of the teaching** is in the Teacher’s Notes. You’ll find these notes essential to helping your students grasp the truth of Scripture as a foundation for their faith.

Why?

When Trevor McIlwain wrote *Building on Firm Foundations* for adults, he wanted to teach people (1) that God had a plan of salvation from the creation of the world, (2) that God’s plan involved His Son, and (3) that the Old Testament unrolls that plan like a mural that continually portrays Jesus.

In the Teacher’s Notes, you’ll find points you need to

stress and paragraphs you need to read to your students to show them God’s plan of salvation pictured in the Old Testament and fulfilled in the New Testament. You’ll discover demonstrations to focus your students’ attention and songs to reinforce what you’re teaching. You’ll see additional Scripture references to provide you with helpful background. You’ll also find repetition of certain key points. Never be afraid of repetition – it’s an important key to learning!

We’ve worked very hard to make this curriculum “teacher friendly.” Please feel free to send us any ideas to help us improve it.

Jan Harris  
New Tribes Mission  
1000 E. First Street  
Sanford, FL 32771

## Challenging Your Students to Think

*The entrance of Your words gives light; It gives understanding to the simple.*  
Psalm 119:130

For many of your students, this curriculum will be the first time they’ve had to read verses and answer questions based on those verses. Some of the questions may seem difficult, but the challenge is to **grow past** just parroting back the expected answer, and to **grow into** thinking about God’s Word for themselves.

As a teacher, your job is:

- (a) to ask questions that lead your students to think more deeply,

- (b) to give hints when needed,
- (c) above all – to give them *time* to think.

Don’t be afraid of the silence as they try to puzzle out the answers. *Thirty seconds* of silence can seem like a long time, but studies show that’s often what your students need.

## Prayer

*I have called upon You, for You will hear me, O God; Incline Your ear to me, and hear my speech.*  
Psalm 17:6

Please pray for each student. Pray that God will open their ears to hear and their hearts to understand truth. Ask God to give you His wisdom, patience and love as you interact with them. Pray for individual students as

you grade their papers. Walk around your classroom and pray for each student as you stand by their desk. Pray for their parents. Expect God to work.

# Memory Challenges

*Your word is a lamp to my feet and a light to my path.*

Psalm 119:105

The Holy Spirit uses Scripture to teach us truth about God and bring about conviction and a change in our lives. Your students are the perfect age to memorize Scripture. If you review frequently, those verses can be cemented into your students' minds for a lifetime. Anytime you have a few extra minutes at the end of class, turn to the list of **Memory Challenges** on page 188 or 224 of the Appendix and review some verses. To encourage review, the verses are tested on a cumulative basis, ie. verses from one week are often carried over to the second and third weeks.

In most of the lessons, we've suggested that you have the students write or recite the Memory Challenges on the day before the test and then add their score into the test score. This enables students to study for the test without also having to study the verse, and it allows more time for them to finish the test.

## Ideas for reviewing verses:<sup>1</sup>

- **Read the first three words**, ask a student to say the next four or five words, then choose a different student to say the next four or five words, etc. You can choose the students or allow the person who said the last words to choose a student. **Variation:** Use a small ball and toss it to the first student. That student will say the first few words of the verse, then toss the ball

<sup>1</sup>Taken from *Rooted and Grounded Curriculum*, Deeper Roots Publications. Used by permission.

to another student, etc. When the verse is finished, have everyone say it in unison.

- **Write parts of the verse** on the board or overhead. Have your students write the words you've omitted. Choose one student to go to the board and fill in the omitted words so everyone can check their work.
- **Write the verse** in phrases on slips of paper. Pass them out and have your students read their part at the correct time. **Variation:** Make copies of the verse for each student, cut them up and give the slips of paper to each student to arrange in order.
- **Divide students into pairs.** Have them take turns saying the words in the verse. Tell them to imagine they're hitting a ball back and forth with each word.
- **Make up a tune** and sing the verse. (Many verses have already been set to tunes. Look for a collection of those in your Bible bookstore or on-line. One site: <http://biblemelody.andyviar.com>)
- **Color** often helps hold a student's attention. Provide color markers for the students to use to write the verse.
- **Make up actions** to go with the verse or with individual words in the verse.
- **Copy these suggestions and give them to parents to use at home.**

# Time for Singing

*And my mouth shall praise You with joyful lips.*

Psalm 63:5b

On some days, we've suggested songs that reinforce the lesson, but you may know other songs that you prefer. Wonderful! It's important to allow your students to sing modern songs they know and enjoy. However,

it's also important for them to learn some of the old hymns that are a part of their Christian heritage. That's why we've included the words to some of these treasured songs in the curriculum.

# The Gospel

*For I delivered to you first of all that which I also received: that Christ died for our sins according to the Scriptures, and that he was buried, and that he rose again the third day according to the Scriptures.*

1 Corinthians 15:3-4

This curriculum is designed to gradually lead your students to an understanding of:

- The truth that God is the creator and therefore all people are accountable to Him,
- The truth that all people are born with a sin nature,
- Personal sin in the students' own lives,
- The recognition that God the Father has provided the Deliverer (Jesus),
- The acceptance of Jesus' payment by death on the cross for their personal sins.

**Important Note:** The lessons in this book are designed to be taught *as though* your students are not believers. While many of them may indeed have already heard

and accepted the Gospel, most of them will not be grounded in the basic doctrines that undergird their salvation. By presenting this material as though it is all new to them, you can help your students see the Gospel in a fresh way.

The curriculum presents the **Gospel message** in the final lesson. However, you should rely on the Holy Spirit to make you aware of any student who is ready to hear the plan of salvation earlier in the year. In Lesson 2, Day 7 and in Lesson 7, Day 9, we've provided a clear explanation of the Gospel. You should feel free to present the Gospel to individual students or the whole class *as you feel led by the Holy Spirit*.

## Homework

*Be diligent to present yourself approved to God, a worker who does not need to be ashamed.*

2 Timothy 2:15

The goal of the homework assignments is to reinforce the lesson of the day or to prepare for the coming lesson. Generally we've planned the assignments to take ten to fifteen minutes for the average student. Some days your students may have time to do their homework in class.

Many of the questions – in the homework and tests – have more than one possible answer. Remember that answers will vary and use your discretion in grading. The important thing is that their answer is based on Scripture. The answers to questions in the student workbook

correspond with the NKJV. The wording of the answers may be different based on the translation you use.

Should you grade the homework? That choice is up to you. Students are more motivated if they know they'll be rewarded in some way for doing homework. Usually, I give students points each day for homework that is completed. Then I randomly choose one day a week to actually grade the homework. You can also advise your students that you will grade class participation.

## Journal Pages

Journaling is an excellent way to encourage your students to think about the truth they're learning. You can

assign a journal topic or allow your students to choose what they want to write about.

## Curriculum Connections

*For the LORD gives wisdom; from His mouth come knowledge and understanding.*

Proverbs 2:6

All the Curriculum Connections are *optional*. Their value is in helping your students realize that God is not just in Bible class, but He is involved in all the world. A Christian worldview sees God at work in every aspect of life. We hope the Curriculum Connections will help you make that point in an enjoyable way.

Though the Curriculum Connections are planned to be done in other classes, if you have students who get their work done quickly, you can incorporate any of the projects into the Bible class for enrichment or on an individual basis for extra credit.

## Reviews and Tests

The goals of the reviews and tests are to motivate the students to review the material and to help you know if your teaching was effective. Don't be reluctant to re-

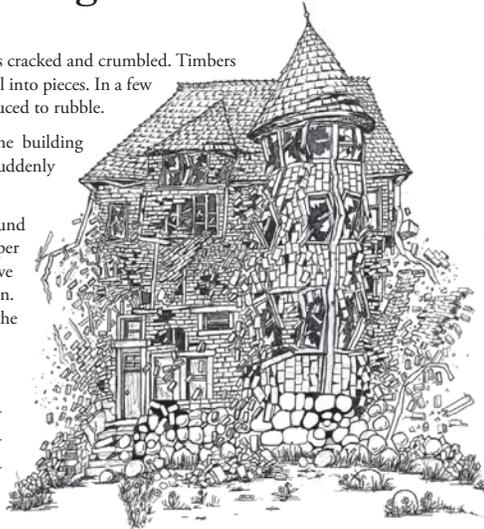
teach. As each truth builds on the one before it, it's essential that your students clearly understand each lesson.

Introductory Lesson  
**Building a Foundation**

With a thunderous sound, the walls cracked and crumbled. Timbers splintered. The roof buckled and fell into pieces. In a few moments, the tall building was reduced to rubble.

How did this disaster happen? The building looked sturdy. Why would it suddenly collapse?

When officials investigated, they found that the builder hadn't followed proper building plans. Wanting to save money, he built a weak foundation. When the foundation broke, the building fell.



1. What's a foundation?  
THE PART OF ANY BUILDING THAT IS USED TO SPREAD OUT THE WEIGHT OF THE BUILDING ON THE GROUND. IT'S USUALLY BELOW THE GROUND.

When a builder begins construction of a house, the foundation is the first thing he makes. Often we say he "digs a foundation" because a strong foundation goes below the surface dirt. The builder has to reach a level where the dirt is solidly pressed together. After the builder digs, he puts forms around the shape of the building and then pours concrete for the bottom layer.

2. Why would the builder go to all this trouble?

**Pass out** the Student Workbooks and have **students look** through them. Let **students make comments** and ask questions.

**Show** your students the Memory Challenge on Day 1 of Lesson 1. **SAY:** **In these lessons you'll have a Memory Challenge to memorize every week. Sometimes you'll recite them and sometimes you'll need to write them.**

Have students **look through** the book and notice the pictures. (See page 10, 86, etc.) **Tell** your students they'll need their **colored pencils or crayons** each day, because whenever there's time in the lesson they can color the pictures.

Have **students turn** to the Introductory Lesson.

**Read** the introductory paragraphs to your students.

1. **Discuss** the question. **Write** students' ideas on the board. **Circle** any correct answers. **Have students write** the correct answer on the lines.

(Note: The answers for **written questions** are underlined. The answers for **oral questions** are given in *italics*.)

**Answer Key: #1**

The part of any building that is used to spread out the weight of the building on the ground. It's usually below the ground.

**Demonstration**

Have a large, flat box with some dirt in it. As you read the next paragraph, use a tablespoon to dig the dirt into the shape of a house. Put some 'popsicle' sticks around the shape for the forms.

2. **Discuss** the question. **Guide** your students to understand: *If a builder wants a safe and strong house, he has to have a strong foundation.*

## Firm Foundations

**FOCUS:** God's Word is the Foundation for the Christian life.

Have **students write** the answers to questions #3-4. When everyone has finished, **talk about** the answers.

### Answer Key: #3-4

- Rocks.
- To get done quickly or to save money.

Have your **students look at** the cartoon and **read** the tag lines. **SAY:** You'll see a lot of this camel and lamb in these lessons. Watch for the camel in all his different disguises. (If you have time at the end of the lesson, allow your students to choose names for the camel and lamb.)

**Read** the next sentence and Matthew 17:24-27.

(Note: In the lessons in this curriculum, you can read the Scripture to your students or have them read it aloud.)

Have your **students answer** question #5 on their own. When everyone has finished, **talk about** the answers in class as indicated in the answer key.

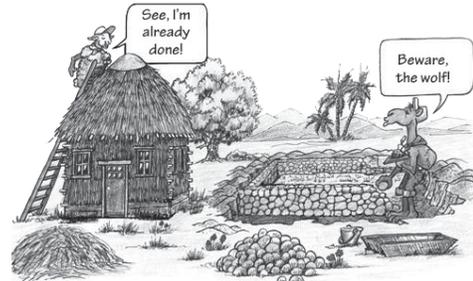
### Answer Key: #5

- (a) On the rocks. On the sand.  
**SAY: The foolish man had a weak foundation, like the one in the building that collapsed.**
- (b) Stood. Fell.
- (c) Anyone who hears His words and obeys them.

## Firm Foundations

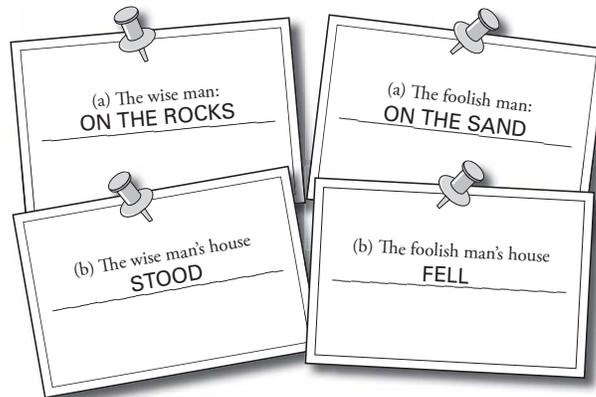
- In Bible days, the Hebrews didn't have concrete. What do you think they used for a foundation?  
ROCKS

- Why would a builder want to construct a house *without* a rock foundation?  
TO GET DONE QUICKLY OR TO SAVE MONEY.



In the New Testament, Jesus told a story about two different kinds of foundations.

- Read Matthew 7:24-27. Write your answers below.
  - What kind of foundation did the two men build?
  - And, what happened to each house?



- Who did Jesus compare to the wise man? ANYONE WHO HEARS HIS WORDS AND OBEYS THEM.

b

Introductory Lesson

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**FOCUS:** God's Word is the Foundation for the Christian life.

Introductory Lesson

Foundation has another meaning: *anything that gives support for something*. For example, before you could learn to read, you needed to learn **THE ALPHABET**

6. Can you think of other examples of "foundations" you had to "dig" before you could accomplish something?

Before you could:	You had to learn:
_____	_____
_____	_____
_____	_____
_____	_____

In the lessons in this book, you'll hear **God's Word** every day. You'll read verses and answer questions, act out dramas, do puzzles, draw pictures and write stories all based on God's Word.

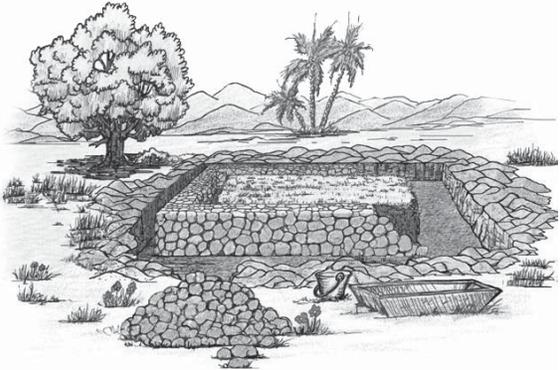
7. Before you can become the person you want to be, what do you have to learn? Write two to three sentences describing how you think you can build a foundation for your life.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**As you study and understand and believe God's Word, a foundation will be built in your life, a foundation based on the rock of truth.**



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Introductory Lesson

c



**The Wise Man Built His House Upon the Rock**

The wise man built his house upon the rock.  
 The wise man built his house upon the rock.  
 The wise man built his house upon the rock.  
 And the rains came tumbling down.

The rains came down and the floods came up.  
 The rains came down and the floods came up.  
 The rains came down and the floods came up.  
 But the house on the rock stood strong!

The foolish man built his house upon the sand.  
 The foolish man built his house upon the sand.  
 The foolish man built his house upon the sand.  
 And the rains came tumbling down.

The rains came down and the floods came up.  
 The rains came down and the floods came up.  
 The rains came down and the floods came up.  
 And the house on the sand fell flat!

*by Ann Omley*

Read the next paragraph, having a student fill in the blank. *The alphabet.*

**SAY:** The alphabet was the foundation that supported you as you learned to read. Now you read words without thinking about the alphabet, but you couldn't have learned to read without that support.

Read question #6. **SAY:** Use the columns to write as many examples as you can think of in three minutes. **Ready – go!**

When everyone has finished, have students share their ideas. Write them on the board or overhead and talk about them. **Possible answers:** *Do math...numbers. Multiply...addition. Play a musical instrument...the notes. Play a sport...the rules and the basic moves.*

Read the next paragraph to your students.

Have students write the answer to question #7. When everyone has finished, ask for volunteers to read their answer.

Read the final paragraph to your students. **Make** the homework assignment. **Sing** the song.

**FOCUS:** God's Word is the Foundation for the Christian life.

(Note: As you go through these lessons, you'll have some students who always finish first and have to wait on the rest of the class. Encourage those students to:

- (a) Study the Memory Challenge.
- (b) Work on a creative project for extra credit – write a short story, poem or song, draw a picture, etc. that goes with the main idea of the lesson – *extra credit* means you add 10-20 points to the student's total grade.
- (c) Begin their homework. (Exception: Some days they should *not* begin their homework until you've explained the assignment.)

**Homework**

(Note: The homework in these lessons is planned to take 5-15 minutes.)

Students' pictures will vary. Check the verses based on which pictures they choose to draw.

**Looking Ahead:** Tomorrow you'll need (1) a stack of different looking Bibles: leather binding, paperback, different covers and sizes, etc., (2) a scroll of some type that your students can handle, (3) pictures of a place you'll describe for your students – see the Activity after question #5, (4) a copy of the poster from the Appendix, page 191, for each student.

**Time for Singing**

"The Wise Man Built His House Upon the Rock."

Firm Foundations

## Homework

Reread Matthew 7:24-27. Draw two pictures to illustrate either the wise man's house **or** the foolish man's house. Write the reference in the corner of each picture.

(a) Building the House

v. \_\_\_\_\_

(b) The Storm

v. \_\_\_\_\_

d
Introductory Lesson
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Lesson 1

In the Beginning...

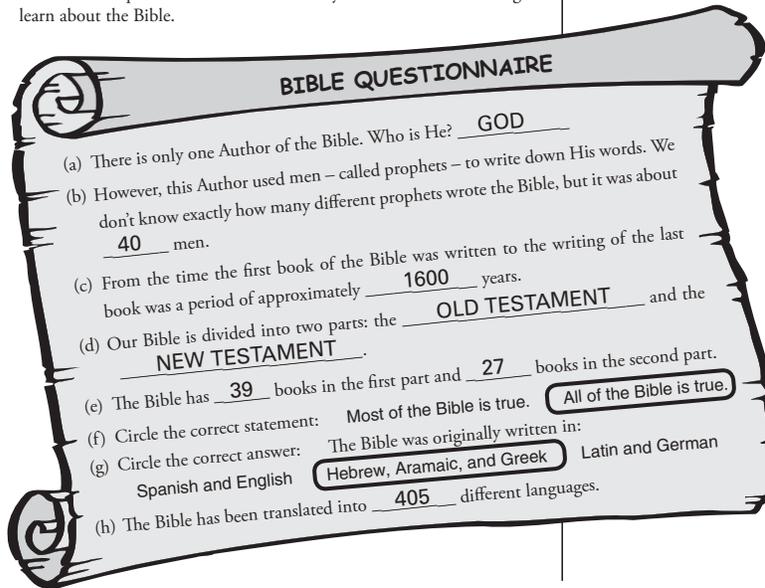
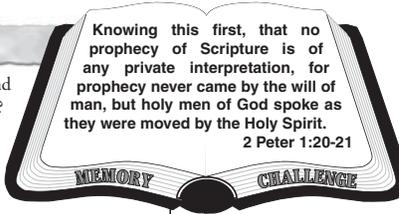
Day 1 - What is the Bible?

Today the Bible comes in many different sizes, styles and translations. What do you think the first Bibles looked like?

1. More important than what a Bible looks like is what the Bible **IS**. Fill in the blank below.

The Bible is TRUTH.  
**GOD'S MESSAGE (HIS WORD OR HIS LETTER**  
**TO US.)**  
**HIS-STORY**

2. Some of you probably know a lot about the Bible. Just for fun, fill in the blanks in the questionnaire below. You may find there are still things to learn about the Bible.



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Lesson 1

1

Word or His letter) to us. (3) His-story.

Have different students read the circled answers.

**SAY:** The Bible is the most important message in the world, because only God knows the truth about everything.

2. Read question #2. Have students answer the Questionnaire on their own. **SAY:** If you don't know the answers to some of the questions, try to guess.

When everyone has finished, talk about each point as indicated.

**Answer Key: #2**

- (a) God. **SAY:** God wanted everyone to have His message, so He gave us the Bible.
- (b) 40. **ASK:** How did God use men to write the Bible? *God guided their thoughts so they would write exactly what He wanted them to.*

**Stop here** and read the Memory Challenge.

**ASK:**

- **According to these verses, did men write the Bible from their own ideas?** *No.*
- **Who told them what they should write?** *God or the Holy Spirit.*

**SAY:** You should know the Memory Challenge on Day 5.

**Return** to question #2.

- (c) 1600. **Give** your students a **time period** to help them understand this number. The United States has been a country for about 230 years – 1600 years is almost 7 times as long as the USA has been a country. Or, think of someone who is 16 years old – 1600 years is 100 times as old. Or, choose something else that is relevant to your students.

**Day 1**

Before class, **write** the questions from “The Truth About God” on the board or overhead.

**Show the stack** of different looking Bibles.

**SAY:** All these books look very different, but they're all the same in one way; how are they the same?

Have your students **investigate** the books to discover that they are all Bibles.

**Read** the introductory paragraph in the Student Workbook to your students.

Someone will probably know the Bible was written on scrolls. **Take out a scroll** you've prepared and let your students handle it and pass it around. Have your students **turn** to page two in their workbook and look at the picture.

1. **Read** question #1 and have your students **write** their answers. When everyone is finished, have some students **share** their answers. **List** them on the board or overhead. **Use** tally marks to show repeated answers.

Using a bright color, **circle** the correct answers. (1) Truth. (2) God's message (His

**FOCUS:** The Bible is God's Word.

- (d) Old Testament...New Testament.
  - (e) 39...27.
  - (f) All of the Bible is true. **SAY: Since the Bible is God's Word, we can trust Him that all He says is true.**
  - (g) Hebrew, Aramaic, and Greek.
  - (h) 405 – the entire Bible; 1034 – most of the New Testament.
- (Note: There are 4147 languages with NO Scripture at all.\*  
\*www.wycliffe.org)

Talk about questions #3-4.

**Answer Key: #3-4**

- 3. In the beginning.
- 4. Answers will vary. Lead your students to see that in the beginning there was only God.

**SAY:** Nothing we see today – not even the earth, the sun, and the stars – existed before God created all things. Even the angels were created by God.

**Activity**

Choose a place – a city, tourist attraction, or foreign country – that you have visited, but your students have not. Give them five minutes to **draw** what they think the place looks like. Then **show** them the pictures that you brought.

**SAY:** Just as we depend on people who have actually *been there* to describe what a place is like, so we can depend on God to tell us how everything began. He was there before anything, so He's the One who knows what really happened.

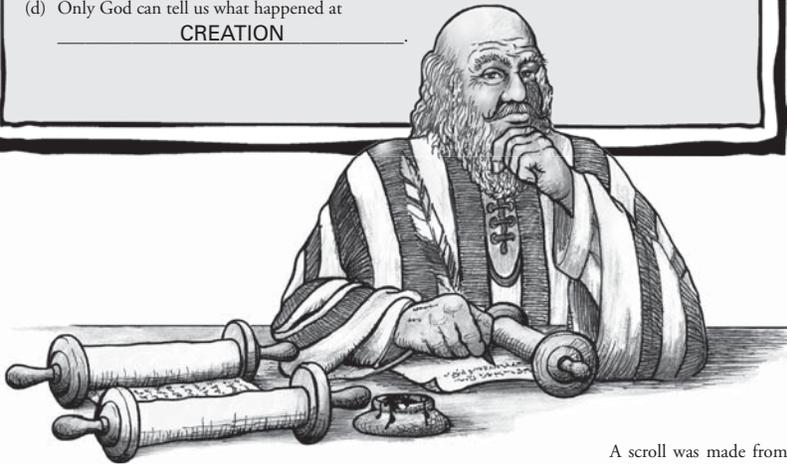
**SAY:** The first few times you do "The Truth About God" questions, we'll discuss them before you write the answers.

- Firm Foundations**
- 3. Open your Bible and read the first three words in the first chapter. What are they? IN THE BEGINNING
  - 4. What was there before the *beginning*? ANSWERS WILL VARY. IN THE BEGINNING THERE WAS ONLY GOD.

**The Truth About God**

When we think about the truth that only God was there *in the beginning*, what does that show us about Him?

- (a) God is the CREATOR of all things.
- (b) God has always BEEN; He is ETERNAL.
- (c) God is greater than ALL.
- (d) Only God can tell us what happened at CREATION.



A scroll was made from papyrus or leather.

**Homework**

Fill in the blanks in the poster your teacher gives you.  
Decorate the poster with color.

**Read and discuss** "The Truth About God" questions. As your **students share** their thoughts, **write** them on the board or overhead. Take time to **discuss**. Don't write anything that's obviously untrue. As your **students arrive at** correct answers, **fill in** the blanks and have your **students fill in** the answers in the Student Workbook. **Cover** the points in the Answer Key. **Allow** variation in wording. (Note: You may need to give your students some hints to help them generate these truths.)

**The Truth About God**

- (a) Creator.
- (b) Been (existed). Eternal (He has always been and He always will be).
- (c) All (anyone or anything). **SAY: God doesn't need anything. We need food, water, air, and sleep, but God doesn't need these things. He is greater than all.**
- (d) Creation. **SAY: Only God knows what happened, because God was the only one there *in the beginning*.**

In the Beginning

Day 2 - God Is Spirit

Your posters show some truths about the Bible. But it isn't enough to know about the Bible; we want to grow to know the God of the Bible.

1. Read Genesis 1:2.

Think about the truth that God is Spirit. Read the statements below. Circle the ones that are true. Put an X through the statements that are not true.

(a) God can be in all places at once (omnipresent).

(b) WE CANNOT SEE GOD.

(c) ~~We can hide from God.~~

(d) God sees everything that is happening.

(e) God is here right now.

2. Read Genesis 1:26.

- (a) Write the first three pronouns in this verse. US...OUR...OUR
- (b) Who do you think God was talking to? GOD THE SON; HOLY SPIRIT
- (c) What do we call this truth of three Persons who are equally one God?  
WE CALL THIS THE TRINITY.

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Lesson 1

3



Immortal, Invisible,  
God Only Wise

Immortal, invisible, God only wise,  
In light inaccessible hid from our eyes,  
Most blessed, most glorious, the Ancient of Days,  
Almighty, victorious, Thy great name we praise.

by Walter Chalmers Smith

Now to the King  
Eternal

by Barry Braman



Eternal  
Immortal  
Invisible

Now to the King eternal, immortal, invisible, to God who alone is wise, be honor and glory forever and ever. Amen.  
1 Timothy 1:17

Answer Key: #1

- (a) God can be in all places at once. **ASK: Is there anyone else who can be everywhere all the time? No. What does omnipresent mean? Present everywhere at the same time.**
- (b) We cannot see God. **SAY: Because God is a Spirit, He doesn't have a body like we do.**
- (c) Incorrect. **ASK: Why is it impossible to hide from God? Because God knows everything and He is present everywhere.**
- (d) God sees everything that is happening. **SAY: Nothing happens that God does not know about.**
- (e) God is here right now. **ASK: If God is here right now, where is He? His presence is all around us.**

2. Have your students look up Genesis 1:26. Have a student read it aloud.

Have your students write the answer to (a); then discuss (a), (b), and (c) as indicated in the Answer Key.

Answer Key: #2

- (a) Us...our...our. (Note: A pronoun is a word that takes the place of a noun.)
- (b) God the Son and the Holy Spirit. **SAY: There is only one God, yet there are three Persons who are equally God – the Father, the Son, and the Holy Spirit (or the Spirit of God).**
- (c) We call this the Trinity.

Write the word Trinity on the board or overhead. **SAY: The syllable tri means three. Can you think of some words that begin with tri? Tricycle, tricorned, trifold, trio, tridactyl, trident, etc. Draw a triangle on the**

Homework

Pass out the posters. Tell your students to fill in the blanks in the poster and color it as they wish.

1. Prophets.
2. To write.
3. Scrolls.
4. Translated.
5. God's Word!

Day 2

Review

Go over the homework. Admire the posters. Collect and display them.

Read the first paragraph to your students.

1. Have your students look up Genesis 1:2 and read it together.

Read the directions and have students do the exercise. When they're finished, read and talk about each statement as indicated in the Answer Key.

**FOCUS:**  God is Spirit.

board and **write** one of the persons of the Trinity by each point. As you write, **SAY: We'll study more about the Trinity of God the Father, God the Son, and God the Holy Spirit later.**

**Activity**

Have your **students draw** a rough map showing their house, school, church, etc. Ask them to **color** all the places where God is present. When they've finished, **emphasize** that God is present everywhere! **SAY: God is near each one of us all the time. He can see all of us all the time!**

**Homework**

1. Omnipresent.
2. All-powerful.
3. Trinity.
4. Truthful.
5. Creator.
6. Spirit.

Answer to the puzzle: ETERNAL.

**Time for Singing**

**Read** the verse in the right hand column on page 3. Both the songs in the Student Workbook use the words *immortal* and *invisible*. Have a **student define** these words. **Tell** your students that this verse inspired the song you're going to sing.

*Immortal* – living forever.

*Invisible* – not able to be seen.

*Light inaccessible* – light that is so bright we can't stand to look at it or approach it.

**Looking Ahead:** Provide a stick of modeling clay or play dough in a plastic bag for each student for Day 3.

For Day 5, prepare to present Genesis 1:1-25. See the Teacher's Notes for Day 5.

**Homework**

Use the definitions to help you write a word that describes God. If you have all the answers correct, you can unscramble the circled letters to match the clue at the bottom of the puzzle.

1. Everywhere all the time:

O M N I P R (E) S E N T

2. Able to do anything:

(A) L L - P O W E R F U (L)

3. Three persons who are equally one God:

T R I (N) I T Y

4. Never lies:

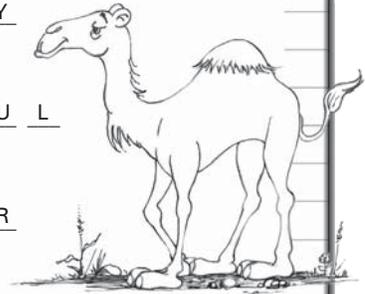
T (R) U T H F U L

5. Maker of all things:

C R (E) A T O R

6. Not confined to a body:

S P I R I (T)



God has always been and always will be!

God is E T E R N A L