

# 10. Adam and Eve (Genesis 2:10–3:24)

“Your word is a lamp before my feet and a light for my journey.” (Psalm 119:105)



## PLAN

### Session Outline

#### 1. Gather

Greeting  
Puzzlers  
Unusual Animals  
Transition to Explore

#### 2. Explore

Sacred Conversations  
Hear and See the Bible Story  
Interact with the Bible Story  
Say the Bible Verse  
Transition to Respond

#### 3. Respond

Nature Walk  
Farmer Visit  
Loving God, Loving Neighbor  
Transition to Bless

#### 4. Bless

Inviting  
Praising  
Blessing  
At Home with God

### Supplies

**Basic Supplies:** Pencils | Crayons

**Gather:** TV/DVD player | Internet access  
(optional) Printer

**Explore:** TV/DVD player

**Respond:** Outdoor area | Weather forecast | Farmer | LED candle | Tablecloth | House plant | Small container of water and dropper

**Bless:** TV/DVD player | LED candle | Tablecloth | House plant | Small container of water and dropper

### Before You Teach

Today, we explore the story of Adam and Eve in the garden of Eden. Our story begins when God put Adam in the garden “to farm it and take care of it” (verse 15). God told Adam to eat what he wanted from the trees except for the tree of the knowledge of good and evil, which would cause Adam’s death. Eventually, God decided that it was not good for Adam to be alone, so he brought the animals to Adam. Adam gave all the animals names, but the animals were not good enough companions.

So God decided to create a companion for Adam by putting Adam into a deep sleep and taking one of Adam’s ribs. Adam called her a *woman* because she was taken from a man; we know her as Eve. At this point, the man and woman were naked but not embarrassed because they did not know to be embarrassed. Then the snake came along and convinced the woman to eat from the tree of knowledge of good and evil and to give fruit from it to Adam as well. Afterward, Adam and Eve became aware of their nudity and covered themselves with leaves and hid from God when he next came into the Garden because they were ashamed of being unclothed. God questioned them. Adam blamed Eve, and Eve blamed the snake. God condemned the snake to an existence of slithering on the ground and Eve to painful pregnancy and being ruled by her husband. God banished Adam from the Garden to farm the land from which he was taken, which would now be difficult to work.

Though we read the full story in the Scriptures for this session and cover it in the retelling and video, our focus for this session is on Adam and Eve’s assignment to care for the Garden. The session will focus on exploring nature and how we and others in our community care for God’s creation. You’ll want students to explore not only ways to help care for the plants, animals, and people who are part of creation but also how those things nourish them in return.

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# GATHER

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### Greeting

*Before class: Display your choice of “Attendance Chart” (Class Kit—pp. 15 & 18, or 16–17) at eye level.*

- Play “God’s Stories” (Adventure DVD), as you welcome each child.
- Show the children where to place their offerings on the worship table.
- Have each child mark the “Attendance Chart.” For the “Community Attendance Chart,” the children can write their first names or initials on the building marked #10.

**SAY:** Our Bible story is about the first man and woman that God made.

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### A—Puzzlers (Activity Sheets)

*Before class: Tear out the Session 10 Activity Sheets for each child.*

- Give each child a copy of “The Animals” (Activity Sheets—p. 21). Let them complete the puzzle.
- Allow them to work on the “Garden of Eden” activity (Activity Sheets—p. 22).

**SAY:** Today’s Bible story reminds us that we are all responsible for caring for God’s creation.

OR

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### B—Unusual Animals (Activity/Discussion)

*Before class: On the internet, locate pictures of the animals listed in “Unusual Animals” (Leader Guide—p. 66) and either print them or bookmark the pages on a computer so that you can easily show them to the children. Photocopy “Unusual Animals” (Leader Guide—p. 66) for each child. Have pencils and crayons on hand.*

**SAY:** Animals play a big role in today’s Bible story.

**ASK:** Did you know that there are some very unusual animals in the world?

**SAY:** I’m going to describe some of these unusual animals while you draw what you “think” they might look like. Afterward, we’ll look at some pictures of the real animals to see how they compare.

- Describe the animals while the children draw.
- Show the pictures of the real-life animals.

**ASK:** Are you surprised by what these animals look like?

- Allow discussion of each animal.
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### Transition to Explore

- Encourage children to bring chairs or to sit on the floor in a carpeted area.
- Invite children to form a circle on the floor.

**TIP:** *Transitions are a useful way to help children easily move from one activity to the next.*



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# EXPLORE

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### Sacred Conversations

- Encourage children to join and sit in the circle.
- Demonstrate a listening position for the children.
- Ask wondering questions.

**ASK:** I wonder:

- What are some things that you do at home or school to help care for creation?
  - What are some things we could do at church to care for creation?
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### Hear and See the Bible Story

- Read the Bible story together (*CEB Deep Blue Kids Bible*—Genesis 2:10–3:24).
- Watch the Adventure DVD Session 10.

**SAY:** Today, we’re learning about how the first man and woman cared for creation.

**ASK:** How do you care for creation?

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### Interact with the Bible Story

- Assign parts and act out “Adam and Eve” (Bible Story Sheets—Session 10).
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### Say the Bible Verse

*Before class: Display the “Unit 3 Bible Verse” poster (Class Kit—pp. 10 & 23).*

- Read the memory verse to the children: “Your word is a lamp before my feet and a light for my journey” (Psalm 119:105).
  - Have the children repeat the verse after you.
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### Transition to Respond

- Encourage children to put away their chairs and/or get back to their places.

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# RESPOND

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### Nature Walk (Nature)

*Before class: Check the weather forecast for your class time.*

**TIPS:** Send out a reminder ahead of time to parents to send jackets or sweaters if the weather is going to be cool in your area. Be sure to only walk in safe areas where there are no moving cars or other hazards.

**SAY:** Today, we are learning about how Adam and Eve took care of the garden of Eden. Let's take a walk and observe nature around our church.

- Take a walk around the grounds of your church.
- Point out interesting sights to the children, and encourage them to point out interesting things that they see as well.
- Go back to your classroom and have a group discussion about what you observed.

**ASK:** Was there anything surprising about what you saw on our walk?

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OR

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### Farmer Visit (Discussion)

*Before class: Locate a farmer or a person who works on a farm (or a gardener) in your church or community. Invite the person to speak with the class about how they take care of plants and/or animals on a farm. Encourage the guest to bring visual aids and to be prepared for questions.*

**SAY:** Farmers know a great deal about taking care of creation. Today, we have a special guest who works on a farm. (He or she) is going to tell you a little about caring for plants and animals.

- Introduce the guest to the children and let him or her tell the children about what he or she does.
- Allow time for the children to ask questions.

**ASK:** Was there anything our guest told you about farmwork that surprised you?

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### Loving God, Loving Neighbor

*Before class: Display the “Community” poster (Class Kit—pp. 12 & 21).*

**ASK:** What are some ways that you think the people on the poster help take care of creation?

- Let each child who would like to select a person from the poster and share how he or she thinks the person helps care for creation. (For example, a doctor takes care of the people in creation.)

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### Transition to Bless

- Ring a bell to announce the transition.
- Create a worship center on a small table with a tablecloth, LED candle, a houseplant, and a small container of water with a dropper.

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# BLESS

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### Inviting

*Before class: Display “Unit 3 Bible Verse Signs” poster (Class Kit—p. 31) on a wall or bulletin board.*

**SAY:** Let’s learn to sign today’s Bible verse.

- Gather the children around the “Bible Verse Signs” poster. Have the children read the Bible verse.
- Teach the children to sign the verse.

**PRAY:** Thank you, God, for giving us the responsibility of caring for the creation. Amen.

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### Praising

**SAY:** Today, we learned about how God made the first man and woman. Let’s learn a song about God’s stories.

- Play “God’s Stories” (Adventure DVD), and let the children sing along.
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### Blessing

**SAY:** Let’s pray for creation and each person in our class as well.

- Have the children form a circle around the worship center, and light the candle.

**SAY:** As I call your name, take the water and water our plant with two or three drops of moisture, as I say a prayer for you. The rest of you can join in and help me pray as you begin to remember the words of the prayer.

- Pray the following prayer after each child’s name you call.

**PRAY:** God, thank you for giving us the ability to care for creation. Please guide (insert child’s name) as (he or she) cares for creation and as creation cares for (him or her) by providing food, people to care for (him or her), and animals to love. Amen.

- Continue until all children have had a turn.
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### At Home with God

**SAY:** What is one thing that you learned today about God and Adam and Eve? What is one thing that you learned about caring for creation? Can you share what you learned with your family?

- Send Bible Story Sheets, Session 10, and the Unit 3 Song Sheet home with each child.

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### Unusual Animals

<b>Blobfish</b>	<b>Giraffe Weevil</b>
<b>Glass Frog</b>	<b>Goblin Shark</b>