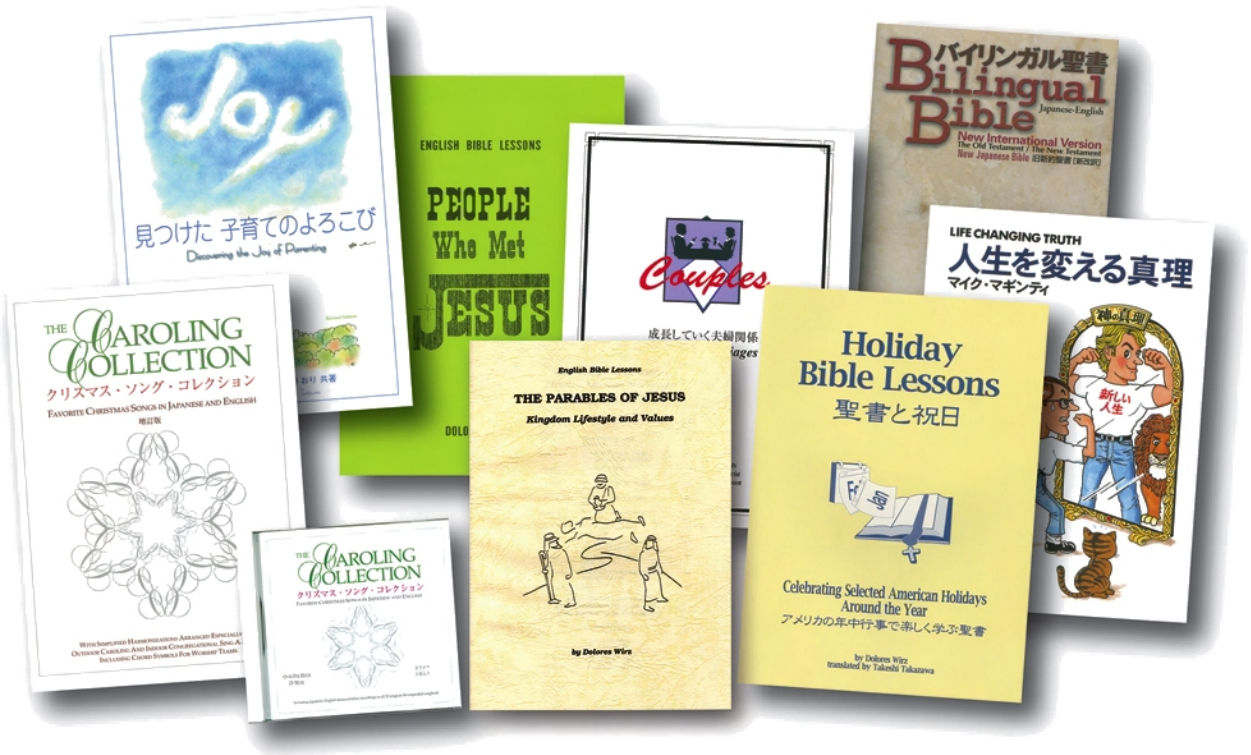
Teacher's Guide

ENGLISH BIBLE LESSONS

WHO IS GOD?

written by

DOLORES WIRZ



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Visual Aids (to be cut out for classroom use)

Illustrations in Teacher's Guide by Michi Hattori

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Introduction

This teacher's guide should be used in conjunction with the regular text, ***Who Is God?*** Follow the teacher's notes found on pages 40-44 of the regular text as an overview identifying the goals and some introductory activities and a transition into the lesson. Since there is no Japanese-English bilingual Old Testament, Genesis chapters one, two and three have been arranged in a bilingual pattern on pages 46-53 of the regular text.

This teacher's guide provides more detailed suggestions on how to handle each section of the lesson. The answers are provided for the content questions with comments written in italics for the teacher to highlight the significance of the content. Some of the questions use a 'fill-in-the-blank' pattern. These questions can be treated as a *'cloze'* exercise, which is useful for improving listening/comprehension. The teacher (or another student) reads at natural speed and students listening write in the missing words they hear. This helps them to focus on the skill of listening rather than depending on reading. However, students should look at the Bible text or dramatic reading to confirm their answers.

For the section on thought questions, there may be a wide range of answers since students are asked to give their own thoughts and opinions. These thought questions call for interpretation and application. A variety of answers are included to reflect the thinking of students from different backgrounds. Try to have as many students as possible answer each of the thought questions. Don't ask just one person to answer. Write the various answers on the board so that people can think and interact with the significance of who God is, what he has done and the meaning that has for us personally today.

The English section of each lesson can be integrated into the various parts of the lesson as appropriate. Directions are self-explanatory.

As you begin each lesson, be sure to review the previous lessons. Keep the focus on introducing God. He is the one true and living God who is our Creator, Provider, Lord, Communicator, Judge and Savior.

Lesson 1
God Is the Creator
Genesis 1:1-19

Introductory Activity
Since this is the first lesson, each person should give a self introduction. Suggestions are given on page 40 of the text for the content of the self introduction. Having each student write his or her name in the middle of the paper and then draw pictures helps them to focus and to think more concretely. It also provides a prop for them while speaking for the first time in front of the other members. For those who are listening it is also an interesting visual aid to confirm their listening skills and help them begin to get acquainted with each other and remember things that help build relationships. Demonstrate the activity on the board by introducing yourself first. This will clarify the directions and also give the class a chance to get to know you. Draw a box on the board, put your name in the middle, and four simple drawings as follows:

top left-hand corner-- something you like (e.g., tennis racket or other symbol to represent sport you like; favorite food representing your interest in cooking or things you like to eat; musical symbol representing an instrument you like to play or music you like to listen to; etc. Choose only one thing even though there are many things you like.)

top right-hand corner-- something you have made (e.g., a sweater you knitted; a cake or other food you cooked; a bookcase or other things; etc.)

bottom left-hand corner--something you have done (e.g., climbed Mount Fuji; traveled some place; won a prize; etc.)

bottom right-hand corner-- your birthday, something representing the time of year you were born (e.g., cherry blossoms for April; hot sun for August, pumpkins for October; etc.)

Write the following **kernel sentences** on the board so that each person can easily do the self introduction regardless of their English level. Intermediate or advanced students may choose to go beyond these in expressing themselves.

My name is _____
I like _____
I have made _____
My birthday is _____

Collect the papers so that you can remember the people and follow up on their interests and also celebrate their birthdays as they come up.

Transition into the Lesson
We have just introduced ourselves. Now we are going to begin to introduce God through our English Bible lessons. We will find out what he likes, what he has made and what he has done. Does he have a birthday? Our text is called Who Is God? Let's open our books to lesson 1 page 4.

I. Read Genesis 1:1-19
Have both an English and a Japanese Bible and show the students that this first lesson is from the first book of the Bible and is the story of creation. The Japanese name for the first book of the Bible (*Sosekt*) means the record of creation, but the English title, *Genesis*, means "beginning." Both are suitable and applicable. Since there are no bilingual English/Japanese editions of the Bible available, the first three chapters have been arranged in a bilingual pattern on pages 46-53 of the text. Have the students read (taking turns or in unison) Genesis 1:1-19 in Japanese first.

Before you read the text in English, tell the story simply in your own words. This will help prepare the students to listen to the account with greater understanding. The teacher should read the passage directly from the Bible in English at natural speed but with clear pronunciation and meaningful intonation. Students may follow the text looking at either the English or the Japanese according to their preference. Advanced level students may want to close their books and just listen.

II. Word List

Model the pronunciation of each word and have the class repeat after you. In some cases, you may suggest synonyms or antonyms to expand their understanding of the vocabulary. Look at the English practice on page 9 for suggestions. If there is time, students may look for the words in the dramatic reading and underline them or read aloud the sentences in which the words are found.

III. Dramatic Reading

Model and have students repeat after you the following phrases (which are repeated frequently in today's text) with appropriate weight and rhythm. Students should have their books closed and their eyes and ears open to the teacher:

> And God said:
> Let there be . . .
> And it was so.
> And there was evening and there was morning.
> That was the (first, second, third, fourth) day.
> And God saw that it was good.

After the class gains fluency and ease with the phrases, model and have them repeat after you for natural pronunciation, intonation and fluency each of the parts through Day One. If they are doing quite well, assign individuals the parts of Readers 1, 2 and 3 and God. Make sure that the person who takes the part of God has a strong voice and speaks with authority and power. Practice God's part with the whole class first and then select someone. If there are less than four people in the class, the teacher may take the role of God. If there are many people in the class, divide them into three groups so that several people will be speaking together in the parts of Readers 1, 2 and 3 respectively.

In order to simplify and clarify the content of the first four days of creation, use the following visual aids:

First Day
God made light. God made day and night.

Second Day
God made the sky and the sea.

Third Day
God made the land. God made plants.
The plants had seeds to bear fruit and reproduce.

Fourth Day
God made the sun, moon and stars.
They mark the seasons, the days and the years.

IV. Content Questions

Have students take turns reading aloud the questions, but have everyone in the class participate in finding the answers and sharing them. Point out clearly the chapter and verse references that give the context for the answer so that the students focus on the record from the Scripture. (See pp. 46-47)

1. Point out that there are two correct answers to completely answer this question:
   b. formless and empty
   d. darkness over the surface of the deep.
2. Write the answers on the board as the students find them in the text. The visual aids introduced earlier should help them.
   First day: light, day & night
   Second day: sky & sea
   Third day: land and seed-bearing plants
   Fourth day: sun, moon & stars; seasons, days and years marking time

Comment: God made/created many things. In getting acquainted with God, we find that He is the Creator. God is very creative. He made things out of nothing. We make things out of materials that already exist. Refer to and review some examples of what the people in the class said they made. For example, cookies out of flour, sugar, eggs etc. or a skirt out of cloth. But God created the most important and life-giving things out of formless empty mass.

3. The phrase that shows God was pleased is found in verses 10, 12 & 18:
   "And God saw that it was good."

Comment: God liked what he made. He said it was good. We can see that God liked the world that he made. He liked his creation.

4. Have the students find the action verbs. These verbs show how active God is. Write them on the board as the students find them. Have them mark them in the text to leave a strong impression of how God is a person who acts.

Action Verbs	**Number of Times Used**
create	1
move	1
said	4
saw	3
separate	2
call	5
make	3
set	1

In addition to these verbs directly showing God's actions, there is the command form used 8 times: "Let . . . " God spoke and said let something happen or come into being and it happened exactly as he said.

There are other action verbs in the text such as *gather, appear, produce, bear, give, govern,* but the subject is not God. However, it is often an action or a result of his creation.

Comment: The purpose of this exercise is to demonstrate that God is alive, active, and personal. We can do many things (review some examples from the self introduction of what people in the class have done), but God has done greater things since he made everything.

5. Every time God spoke and ordered something to be made, it happened exactly as he ordered. For example, "God said 'Let there be light.' And there was light." (v. 3) When God said let something happen, we read in verses 9, 11 & 15, "And it was so."

Comment: God's word is so powerful that whatever he says happens. His word always comes true.

6. Write the phrases on the board as students identify them.
Phrases repeated include the following:

And God said . . .
Let there be . . .
And it was so . . .
And there was evening and there was morning. That was the ___ day.
And God saw that it was good.

Comment: There is a beautiful consistency and rhythmic pattern that reflects God's sense of order and organization. The repetition also contributes to the literary beauty and power of this record of creation.

7. light is found 12 times
darkness is found 4 times

8. Choose someone in the class to read verse 12 directly from the scripture. Everyone else fills in the blanks. To reinforce this, the teacher should highlight the answers again in case someone missed them during the reading.

"Plants bearing seed according to their kinds, trees bearing fruit with seed in it according to their kinds."

Comment: The creation of the plants was also orderly and consistent. Apples reproduce apples from their seeds. Cucumbers reproduce cucumbers from their seeds, etc. God was creative in planning productivity and reproduction.

9. The functions of the light were:

to separate the day from the night
to mark seasons and days an years
to give light on the earth

for the sun to rule the day
for the moon and stars to rule the night

Comment: God's plan to mark time with day and night and seasons shows his creativity and perfect sense of order.

V. Thought Questions

Have students take turns asking the questions, but have everyone contribute to the answers. If care has been taken to answer the content questions thoroughly, the thought questions will easily build on this base. There may be a variety of answers to the questions since the thoughts and opinions of the students are called for.

1. God's word is very powerful in creation. He says something and it happens exactly as he said. By just giving a command, God can bring something into existence. He can create by his words. He has power and authority.

2. Light is important because it is needed for life. Nothing can live or grow in the dark. Plants die without life. We cannot see without light. Without the light there is no way to separate day and night and no way to mark the seasons. Light also makes us feel brighter and have a more positive outlook on life.

3. God is very active and creative. He speaks, acts, sees, plans and does many things, and everything he did was good. God's personality is awesome. He is powerful, authoritative, well organized and purposeful.

4. God is the **Creator**. He made all the basic things necessary for life--light, air, water, plants, the whole universe with sun moon and stars, sky, sea and land.

VI English Practice
Many of these exercises can be integrated into the lesson as it is taught, especially teaching the Word List. However, having them altogether at the end of the lesson helps to review and reinforce and expand vocabulary in Parts A & B. Part C helps to build fluency in using ordinal numbers.

Lesson 2
God Is the Provider
Genesis 1:20-2:3

Introductory Activity
Write the word '*day-off*' on the board. Discuss the meaning--a day when you don't have to go to work or school and can be free to do what you want, a day for rest and recreation. Have each person draw a picture of three things they like to do when they have a day off.

Transition into the Lesson
We all have at least one day off during each week. This is a pattern that was set by God in the beginning. Today we will see the model God set of work and rest. We will think about the purpose of that day. We will see how God provided everything we needed to live and also a time for rest and renewal.
God is the provider. He provided a world with everything needed for a healthy happy life.

I. Read Genesis 1:20-2:3
Before reading today's scripture passage, review the first four days of creation using the visual aids in the teacher's guide for lesson 1. Teacher asks, 'What did God make on the first (second, third, fourth) day?' Students answer. In our first lesson we began to get to know God. We found that God is the **Creator**. God created basic things needed for life such as light, air, water and plants in the first four days of creation. Today we will see that God is the **Provider**. He provided an interesting world for us to live in and to enjoy. He provided relationships for us. He provided rest for us. Let's read what God did on the fifth, sixth and seventh days of creation.

Have everyone read the selection aloud in Japanese (pages 47 & 49 of the text) taking turns reading verses or paragraphs or everyone in unison. Then the teacher reads it in English clearly but at natural speed with appropriate intonation and rhythm. After reading it once, use the following visual aids to summarize what God did on the fifth, sixth and seventh days.

Fifth Day
God made the birds of the air.
God made the fish of the sea.

Sixth Day
God made the animals.
God made man.

Seventh Day
God rested.

II. Word List
Model and have the students repeat after you the pronunciation of each of the words on the list. Give example sentences and situations that help to explain the usage. Have the students find the sentence in the dramatic reading that uses the words. It might be helpful for them to underline the ones they are not sure of and write the number of the word from the word list. "Let the water teem1 with living creatures2 . . ." Advanced students may make up sentences using words from the list that you think are the most important.

III. Dramatic Reading
Model and have the students repeat after you the first section on Day Five. Choose a strong reader to take the role of God. Divide the rest of the class into three groups to respectively take the parts of Readers 1, 2 and 3. Have them practice their parts together for a few minutes. Help them with correct intonation and phrasing. Then have them all work together taking their parts as you do the complete dramatic reading on pages 11-12.

IV. Content Questions
In order to reinforce the pattern of looking at the scripture for the answer, have one student read the question and the student next to that person read the scripture passage that answers the question. Then highlight the specific answer. Continue this in a chain-drill pattern around the class.

1. God made the living and moving creatures in the sea and the birds of the air.

2. Be fruitful and increase in number and fill the water in the seas, and let the birds increase on the earth.

3. wild animals according to their kinds
livestock according to their kinds
creatures that move along the ground according to their kinds.

Ask students to give examples of wild animals--bears, lions, tigers etc.
livestock--cows, pigs, horses, sheep etc.

4. a. in God's image & c. in God's likeness

5. God said man should rule over:
   fish of the sea
   birds of the air
   lifestock
   all the earth
   all the creatures that move along the ground

6. Be fruitful and increase in number;
fill the earth and subdue it.

7. God provided the following food for man and for the living creatures:
   seed-bearing plants
   every tree that has fruit with seed in it
   every green plant for food

Comment: In God's original creation God provided plants for food. It was a vegetarian diet--vegetables, nuts and fruits. It was not until after the fall of man that animals were sacrificed and used for food of man and other living creatures.

8. It was good.

Comment: God made a perfect world and he liked it. He had provided a beautiful world of harmony and productivity.

9. God worked and made things the first six days. However, on the seventh day he rested. God blessed the seventh day as a holy day. It was a special day set apart from the other days.

Comment: The word holiday means 'holy day' a special day different from the others, a sacred day set apart for a special purpose. It was set apart for rest and for remembering God.

V. Thought Questions

1. God was a great provider. He made lots of plants that had delicious fruit for man and animals to enjoy eating. There was enough of everything needed. Every living creature could have enough for living. Everything was in perfect harmony. There was enough of everthing for every living creature to be satisfied. It was the Garden of Eden!

2. God gave man the responsibility to take care of the world. Man was made with ability to think and to develop. He could learn more and more about God--his great creativity, his wonderful way of providing. But man could also use his special abilities to take care of God's creation.

3. It's a healthy pattern to have six days of work and one day of rest. This pattern based on God's creation has been followed since the beginning of time and continues in today's world almost everywhere.
The day off from work should be used for rest. It should be devoted to remembering God and his creation and honoring God. It should be used for recreation. We should all remember God and his creation. But after working hard all week, we need to be re-created. We need new perspective and energy and be renewed for a new day of work.

4. God is the provider. God gave us a model of a good pattern of work and rest.

Lesson 3
God Is the Lord
Genesis 2:4-25

Review Activity
Begin with a brief review. Hand each class member a strip of paper summarizing what God did on one of the days of creation. Here are the seven different strips which should be handed out at random:

First Day: God made light. God made day and night.

Second Day: God made the sky and the sea.

Third Day: God made the land and the plants.

Fourth Day: God made the sun, moon and stars.

Fifth Day: God made the birds of the air and the fish of the sea.

Sixth Day: God made the animals. God made man.

Seventh Day: God rested.

Teacher asks: What did God make on the first (second, third, etc) day?
The person who has that particular strip answers. An alternative to using the strips is to give each person a copy of the picture highlighting God's work for each day of creation. Have the persons describe in their own words what God made on a particular day as assigned to them at random.

Introductory Activity
Write the expression 'in charge of. . ." on the board. Explain that means in command of; having the care or management of. When someone is in charge, you must do what that person says. For example, the teacher is in charge of the class at school. Students must obey the teacher's instructions and rules. If the teacher gives an assignment, students must do it. If the teacher makes a rule that students must be on time (must not smoke at school, etc.), they must follow the rule. If they do not obey the rule, there will be some punishment. The person who is in charge makes the rules. Those who are under that person's care must follow the rules/commands of that person.

If class members are primarily working adults, ask who is in charge in their work place. What are some of the rules? Who do they report to? Who corrects them when they don't do their work well or when they fail to come on time? That person is the boss and is in charge.

Ask the class members who is in charge in their home. Probably it will be the father and mother. Ask what the rules or guidelines are in the house. If they are parents, ask what rules they have made and why they made them. For example, children must be home no later than 10:00 p.m. on weekdays and midnight on weekends or no watching television until homework is finished, etc. These rules are made to protect the health and well-being of the children and to help them develop their talents and abilities by studying and establishing a good foundation for their future. Ask what happens if the rules are not followed. Elicit the concept that there are consequences for not following rules. Without some kind of punishment, the rules have no meaning.

Transition into the Lesson
God created a beautiful world. He wanted man to be happy and healthy and to have good relationships. God wanted man to develop his heart and his mind, so he gave him the Garden of Eden to take care of. God is the Lord. He is in charge of everything. God gave the man one command/rule to obey. He also told him what would happen if he broke the commandment. God had a right to make a command because He made everything and he is the Lord of the creation. The Lord gave the following command and included the consequence of disobeying it. "You are free to eat from any tree in the garden; but you must not eat from the tree of the knowledge of good and evil, for when you eat of it you will surely die."

I. Read Genesis 2:4-25
Have the class members read the passage first in Japanese (pages 49 & 51). The teacher reads it next in English. Tell the class to listen for the following things:

1. How God made man.
2. What command God gave.
3. How God made woman.

When they hear the part about how God made man, they should hold up one finger for the first point; two fingers when they hear the command and three fingers when they hear the part about God making woman.

Now tell the highlights of today's story in your own words using simple English. If the class is advanced English level, have them summarize the account in their own words.

II. Word List
Model each of the words and have the students repeat after you. After going through the list giving synonyms (see English Practice p. 21, parts A & C) or explanations and examples of the word usage, select several key words and have them find them in the dramatic reading (pp. 17-18). Have them read the sentence(s) where that word (or phrase) is used so they can understand the meaning in context. Suggested words/phrases to highlight in the reading:

breathe the breath of life
knowledge of good and evil (used in 2 sentences)
flesh (used in 3 sentences)

III. Dramatic Reading
Model and have the whole class repeat after you any phrases, sentences or parts of the reading that might be difficult for them. Then go around the class in order having each person read one paragraph of the dramatic reading at a time. When you come to the part that God speaks, have everyone read together in unison. That way everyone will have read the commandment of God with their own mouth. They will have spoken it and heard it both. Also have everyone read the part of Man in unison since this is a very famous passage often quoted in literature and ceremonies.

IV. Content Questions
Following the chain drill pattern go around the class having the first person read the question and the next person read the verse from the Scripture (pp. 48 & 50) where the answer is found. Treating the answer section of each question as a 'cloze' exercise, the teacher should read the answers at moderate speed while the students fill in the blanks. Questions 1-8 & 12 can be done as 'cloze' exercises. Questions 9-11 can be answered by everyone together after one person has read the specific verse(s) that give the answer.

1. No shrub of the field had yet appeared.
No plant of the field had yet sprung up.
God had not yet sent rain.
There was no man to work the ground.
Streams came up from the earth and watered the whole surface of the ground.

2. He formed man from the dust of the ground.
He breathed into his nostrils the breath of life.
and man became a living being.

3. They were pleasing to the eye.
They were good for food.

4. The tree of life.
The tree of the knowledge of good and evil.

5. To work it and to take care of it.

6. "You are free to eat from any tree in the garden, but you must not eat from the tree of the knowledge of good and evil.

7. "When you eat of it, you will surely die."

8. "I will make a helper suitable for him."

9. The man (Adam) named the animals and the birds.

10. God made the woman out of the man's rib.
First God put the man to sleep. While he was sleeping, God took out one of his ribs. Then he closed up the place with flesh. God took the man's rib and made a woman out of it.

11. "This is now bone of my bones
and flesh of my flesh;
she shall be called woman,
for she was taken out of man."

12. They felt no shame.

V. Thought Questions
1. The Lord God gave the man responsibilities because:
he knew the man needed some work to do
the man could use his mind and develop his abilities
God wanted the man to take care of the garden
this made the man's life more interesting and meaningful
it gave the man a purpose
it gave the man satisfaction to have some responsibility and work

2. Yes, the Lord God had a right to command the man not to eat from the tree of the knowledge of good and evil because:
God is the Lord.
God made the world and it belongs to him.
Breaking the command would destroy harmony.
God knew that breaking the command would bring death into the world.
God did not want man to suffer from the consequences of evil, but he wanted man to have a free will to choose to obey God.
The maker and owner has a right to set the limits.
God wanted to protect what he had made.

God knew what was best to make sure the world stayed good and beautiful.
The command was made to insure good relationships--between God and man; between man and man; and between man and nature.

Comment: Allow students to freely express their opinion. If they think God did not have a right to make a command, let them tell why. Thought questions offer a chance for them to express their real thoughts and opinions. Below are some potential answers you may hear from them. However, if there is genuine recognition that God has the right to make the commands for man to obey, there is no need to elicit extra resistance or rebellion toward God or to have to deal with the following answers in the negative.

No, God didn't have a right to make such a command because:
He knew it was too hard for man to follow.
He knew man couldn't keep the command.
He should not have put the tree in the garden if he didn't want man to know good and evil.

3. The Lord God made a command for man to obey because:
He wanted man to have a free will to choose to obey him.
He wanted to have a relationship with man that was by man's own will.
He wanted man to do what pleased him.
God wanted man to act responsibly and do what was right.
He wanted to protect man from death
He wanted man to realize the importance of respecting and obeying him.
He wanted man to express his appreciation and thanks by obeying God.

4. God is the Lord.
God has a right to make commands.
God loves man and made a beautiful place for man to live.
God wants a relationship with man.
God wants man to love, respect and honor him.
God understood man's needs for a relationship with others.
God provided everything man needed including a partner to share his life.
God communicated with man. He gave him a command to protect him and to keep harmony.
We must obey God.

VI. English Practice
Try to integrate these English exercises into the lesson during the study of the word list or the dramatic reading. At the end of the lesson use this section to review and reinforce the English practice introduced.

Lesson 4
God Is the Communicator
Genesis 3: 1-13

Review Activity
God is the **Creator** (L-1) and he made a beautiful world. He is the **Provider** (L-2), and he made everything needed for healthy life. God is the **Lord** (L-3), and he made one rule/command. (2:16-17) There are three parts to the rule. Put the three parts on separate pieces of paper and have each person draw one at random. Tell the students to find the two other persons who have the parts needed to complete the command in the correct sequence. They should get into groups of three as quickly as possible with the parts of the command in the right order. Then they should read it together as a team. If there are not enough to make complete groups of three, the teacher may take one part, or two parts may be given to one person. Each group of three should read the command in the right sequence. Prepare as many strips as are suitable for your class. Here are the strips:

"You are free to eat from any tree in the garden;

but you must not eat from the tree of the knowledge of good and evil,

for when you eat of it you will surely die."

Introductory Activity
Now have your class members brainstorm together and make a list of various forms of communication (e.g. personal conversations, announcements, letters, Fax, telephone, telegraph, television, video, books, newspaper, magazines and other mass media, rules for driving,). Be sure to include the concept of person-to-person communication, personal conversations, messages in person. Ask them to tell which of these forms of communication they like best and tell why.

Transition into the Lesson
Communication is very important to us. Probably the form of communication most of us like best that which is personal and direct--the kind where there is a message that has personal relevance for us. God is a communicator. In today's lesson we will see how and what he communicated to man.

I. Read Genesis 3:1-13
Have the class members read the passage first in Japanese (pages 51 & 53). The teacher reads it next in English. Tell the class to think about the following questions as they listen to you read in English:

1. What did the serpent say to the woman to tempt her to eat from the tree of the knowledge of good and evil?

2. Did the woman remember the command God had communicated?

3. What happened after the woman and the man ate from the tree of the knowledge of good and evil?

Now tell the highlights of today's story in your own words using simple English. If the class is advanced English level, have them summarize the account in their own words.

II. Word List
Model each of the words and have the students repeat after you. After going through the list giving synonyms (see English Practice p. 27) and examples of the word usage, select several key words and have them find them in the dramatic reading (pp. 23-24). Have them read the sentence(s) where that word (or phrase) is used so they can understand the meaning in context. Suggested words/phrases to highlight in the reading: crafty, desirable, deceive

III. Dramatic Reading
Model and have the whole class repeat after you any phrases, sentences or parts of the reading that might be difficult for them. Then go around the class in order having each person read one paragraph at a time to have a complete reading of the account. Then divide the story into scenes and have people take the various roles.

Next, divide the class into pairs taking these parts--the serpent and the woman. Dramatize putting the dialog into their own words. Choose one or two of the groups to perform in front of the class after they have practiced with each other. If there is time, they may switch roles. Here is an example (They can use their own words. Model it with one of the students):

Scene 1: The Serpent and the Woman

Serpent: Hello woman. How are you today?

Woman: Fine thanks. How are you?

Serpent: I'm fine too. By the way, have you seen the tree in the center of the garden called the tree of the knowledge of good and evil? Did God really say, 'You must not eat from any tree in the garden?'

Woman: Well, actually God said we could eat from any of the trees in the garden except one. He said we must not eat from the tree of the knowledge of good and evil and also that we must not touch. If we do, we will die." That's what God said. He communicated that message to us clearly.

Serpent: No, no, no. You will not surely die. Actually, God knows that when you eat of the fruit of the tree of the knowledge of good and evil your eyes will be opened, and you will be like God.

Woman: I will be like God? Wow, that would be great. I think I'll have a look at that tree again more carefully. Yeah, it does look good for food. I bet it's delicious. And besides that, it's beautiful. Maybe, what the serpent said is true. I heard him say it. We will not surely die. Actually, we will become like God. The fruit looks good. It smells good. I think it will taste good. I will take it. I'll have a little bite.

Scene 2: The Man, the Woman and the Lord God

Woman: Here is some fruit from the tree of the knowledge of good and evil. Try it. The serpent told me that if we eat it we will become like God.

Man: Really. Give it to me and I'll eat it. *(He eats the fruit.)*
Oh no, we are naked. This is awful.

Woman: Yes, this is terrible. We better take some fig leaves and sew them together to cover ourselves.

Man: What are we going to do when the Lord God comes to talk with us. I'm afraid to see him. I'm so ashamed. He told us not to eat from the fruit of the tree of the knowledge of good and evil. . .

Woman: Let's hide among the trees of the garden. I don't want to face God either.

Lord God: Adam, where are you?

Man: Lord, I heard you in the garden, but I was afraid because I was naked. So I hid. I feel terrible.

Lord God: Who told you that you were naked? Have you eaten from the tree that I commanded you not to eat from?

Man: I wasn't planning to eat from the fruit of that tree, but you know the woman you made and put here with me. She's the one who gave me the fruit from the tree and I ate it. It's the woman's fault. It wasn't my idea. She gave it to me. I couldn't help it. So I just ate it.

Lord God: Woman, what have you done?

Woman: It wasn't my fault either. I was just walking around in the garden and the serpent came and told me I would become like you if I ate it. It's the serpent's fault. The serpent deceived me and I ate it. Then I gave some to the man because I didn't want to be the only one. . .

IV. Content Questions

Following the chain drill pattern go around the class having the first person read the question and the next person read the verse from the Scripture (pp. 48 & 50) where the answer is found. Answers can be confirmed by the class as a whole or by the person who read the scripture passage where the answer is found.

1. The serpent.

2. "Did God <u>really</u> say, 'You must not eat from any tree in the garden'?"

Comment: The serpent made the woman doubt what God had clearly communicated. The serpent wanted the woman to think that God had not really said they must not eat from the tree of the knowledge of good and evil. But instead of talking to God to confirm what he had communicated in his command, the woman listened to the serpent and began to doubt what God had said.

3. God said: "You are free to eat from any tree in the garden; but you must not eat from the tree of the knowledge of good and evil, for when you eat of it you will surely die."
The woman added, "You must not touch it."

Comment: When we begin to add things to what God has communicated (or take away parts of what God has said) we begin to get into trouble. The woman added to what God had communicated and began to distort the command.

4. You will <u>not</u> surely die.

Comment: Here the serpent denies what God has communicated. He tells the woman that she 'will not surely die'. The serpent sets himself above God when he contradicts God's word.

5. "Your eyes will be opened and you will be like God knowing good and evil.

Comment: Temptation often brings a promise that good things will come. You will be great or happier or given some immediate satisfaction. Here the serpent tempts the woman by saying you will 'be like God'.

6. She looked at the fruit with her eyes. She saw that it was good for food and pleasing to the eye. Then she took some and ate it. Then she gave some to her husband.

Comment: We can use the five senses God gave us to know many things and enjoy the world. But we can also use our five senses to fall into temptation. The woman used her ears to listen to the temptation of the serpent who made her doubt God and believe his lies that she would become like God and would not surely die. She used her eyes when she looked longingly at the forbidden fruit. She probably used her nose to smell the fruit. Then she reached out her hand to touch the fruit and take it. And finally she used her mouth to taste the fruit.

7. After the man and woman ate the fruit:

b. They realized they were naked.
d. They sewed fig leaves together and made coverings for themselves.

Comment: This verse should be answered according to verse 7. They did not become like God, they became sinful human beings who were no longer pure. They felt naked and ashamed. Instead of being wise and free, they had become foolish and bound to sin and the consequences of sin--death.

8. They hid because they were afraid.

Comment: When we do something bad, we are afraid to face the person we disobeyed or disappointed.

9. "I heard you in the garden, and I was afraid because I was naked; so I hid."

Comment: If we break the rule(s) or rebel, we do not want to face the person in charge who made the rule(s) we broke. We want to hide. We want to cover up.

10. "Who told you that you were naked? Have you eaten from the tree that I commanded you not to eat from?"

11. The woman you put here with me--she gave me some fruit from the tree, and I ate it.

*Comment: The man did not want to admit his fault. Instead he shifted the blame first to the woman--'**she** gave me some fruit from the tree, and I ate it'. So it's really her fault, not mine. In another more basic sense he shifted the blame to God because God made the woman and gave her to the man to be his companion. The man said, 'The woman **you** put here with me--she . . .' When we do wrong, we often try to avoid taking responsibility for our wrong doing by blaming some one else.*

12. The serpent deceived me and I ate it.

*Comment: The woman also immediately shifted the responsibility for her breaking God's commandment. She said, 'The **serpent** deceived me, and I ate it.' The implication is that it was not her fault, it was the serpent's fault.*

V. Thought Questions

1. Yes. God clearly communicated his command. Review the three parts of the commandment (2:16-17).

He told them (a) what they could do, (b) what they must not do, and (c) God warned them what would happen if they did what he told them not to do.

Part A: You are free to eat from any tree in the garden;

Part B: but you must not eat from the tree of the knowledge of good and evil,

Part C: for when you eat of it you will surely die.

They disobeyed because they wanted to be on the same level as God or above God. Even though they had plenty to eat and enjoy in the garden, they were greedy and wanted to have more. They wanted to have everything. Their desire became stronger and stronger as they looked at what was forbidden and wanted to have it. When the tempter came and contradicted God's communication, they failed to talk with God honestly and directly about their questions. They ignored God and broke the good relationship of open communication they had had with God. They rebelled and disobeyed and displeased God. They wanted to be their own God and go their own way. They thought God was denying them something important by not letting them eat from the tree of the knowledge of good and evil.

2. After disobeying God's command, the man and the woman did not want to face God. They were afraid. They were ashamed of what they had done. They now became aware that they were naked. They were no longer free and open with pure bodies. They had sinned and began a lifestyle of covering up. They also knew that the commandment included a warning that there was a punishment for breaking the command. 'You will surely die.' The natural consequence of their wrong doing was that they would face death. Instead of living happily and freely forever, they knew they would die.

3. The first response of the man and the woman was to try to cover up. They realized they had disobeyed God's command, so they wanted to cover up and hide. They wanted to cut off communications. They didn't want to face God and admit their sin and face the consequences. They wanted to deny what they had done and escape from taking responsibility.

When confronted with the undeniable fact of their sin, the second response of the man and the woman was to blame something or someone else. They did not want to take responsibility for their actions. They shifted the blame to another person. The man blamed the woman for giving him the fruit. He also blamed God for making the woman and putting her in the garden with him. The woman blamed the serpent and claimed that it was because he deceived her that she ate the forbidden fruit.

In the same way today, when we have done something wrong we try to avoid admitting our wrong doing. We sometimes try to cover it up or we try to blame others or say it was some circumstances beyond our control.

4. Their disobedience affected the following:

a. It made them feel bad about themselves. They were ashamed and afraid. Before disobeying God, they felt confident, free, open, positive and bright. After disobeying God, they felt frightened, cautious, closed, negative and dark. Sinning creates a negative self-concept.

b. The relationship between the man and the woman also was spoiled. They realized they were naked and they had to cover their bodies since they felt ashamed for the first time in their lives. They were no longer completely free and open in their relationship. Instead of enjoying and appreciating each other, they began to find fault with each other. The man blamed the woman for getting him into trouble. The woman probably felt angry and resentful that the man blamed her. Instead of friendly and open communication with each other, they were probably quarreling and suspicious of one another. They didn't trust each other completely any more. There was tension between them. However, they may have felt the companionship of both having indulged in sin, though this offers little comfort and destroys self respect and true respect for each other.

c. The relationship and communication with God was also broken. After disobeying God, the man and woman tried to cover themselves up and hide from God. They were afraid to face God. They could no longer talk openly and freely with God. The harmony and happiness of their peaceful happy life in the world God had created was spoiled by disobeying God's command. Man had used his free will to go against God and now there were natural consequences. Harmony and peace were destroyed. The consequence of sin is death. In order to restore broken relationships a Savior was now needed.

VI. English Practice

Try to integrate these English exercises into the lesson during the study of the word list or the dramatic reading. At the end of the lesson use this section to review and reinforce the English practice introduced.

Lesson 5
God Is the Judge
Genesis 3: 14-24

Review Activity
God is the **Creator** *(L-1)* and he made a beautiful world. He is the **Provider** *(L-2)*, and he made everything needed for healthy life. God is the **Lord** *(L-3)*, and he made one rule/command (2:16-17). God is the **Communicator** *(L-4)*, and he spoke to the man and woman, but they disobeyed his word. As a review ask two people who participated in lesson 4 to take the roles of the man and woman respectively. The teacher takes the role of the Lord God and asks them what they did. The the man cannot deny that he ate the fruit, but he blames the woman. She blames the serpent.

Introductory Activity
When we do something wrong there is some kind of a consequence. Often there is a punishment. Explain the meaning of punishment and give some common examples. (Disobeying parents may lead to a scolding or a spanking or restriction of time watching television, cutting of allowance, etc.; boss at work may cut salary or benefits; teacher may send the student to the principal's office and the school may suspend the student, etc.) Have each person in the class tell about some experience in which they received some punishment. Use the pattern on page 41 of the text. Probably most of them have not done any serious bad thing, but they should each give some example of something they did in which there was a consequence of punishment following disobedience or some behavior that was not good.

Transition into the Lesson
God is the judge. He knows everything and therefore can make the best judgments. Today we will see the punishment God gave when his command was disobeyed.

I. Read Genesis 3:14-24
Have the class members read the passage first in Japanese (pages 53). The teacher reads it next in English. Tell the class to think about the following questions as they listen to you read in English:

1. What punishment was given to the serpent?

2. What punishment was give to the woman?

3. What punishment was given to Adam?

Now tell the highlights of today's story in your own words using simple English. If the class is advanced English level, have them summarize the account in their own words.

Punishment for the serpent: reduced to low level; defeat in conflict with God
Serpent will be the lowest of all the animals and will have to crawl on its stomach instead of having feet to walk. There will be hostility (hatred) between the serpent and the woman. Through the woman's offspring the savior will be born. The offspring (Jesus the savior) and the serpent (Satan) will be enemies. The serpent (Satan) will strike the heel of the savior (Jesus' death on the cross), but the offspring (Jesus) will crush the serpent's head (defeat Satan by his resurrection from the dead). This is actually the first prophecy in the Bible. God had to punish the disobedience of man, but he loved human beings and wanted to save them. So God made a plan to send a Savior into the world to defeat Satan and save man.

Punishment for the woman: pain in bearing children; submission to husband
She would have pain in giving birth to children. Her husband would rule over her.

Punishment for the man: pain in working for a living; death in the end
He would have pain in having to work hard since the ground would be cursed and therefore more difficult to work with. The man and the woman would have pain and in the end they would die.

God made clothes from animal skins (the first time animals were used to help meet man's basic needs for clothing and food) for the man and woman (named Adam and Eve). Adam and Eve were not allowed to eat from the tree of life. They were put out of the Garden of Eden and had to work hard with pain.

II. Word List
Model the pronunciation of each of the words and have the students repeat after you. After going through the list giving synonyms (see English Practice p. 33), antonyms (e.g. curse vs. bless; pain vs. pleasure; allow vs. prohibit) and examples of the word usage, select several key words and have them find them in the dramatic reading (pp. 29-30). Have them read the sentence(s) where that word (or phrase) is used so they can understand the meaning in context. Suggested words/phrases to highlight in the dramatic reading: curse; garment (clothing); allow; guard

III. Dramatic Reading
There are several important phrases in the reading that should be emphasized. With their books closed, have the class repeat these phrases after you:

Because you have done this . . .

Because you ate from the tree . . .

Because you did not obey the command . . .

Now have them open their text books (p. 29). Model and have the whole class repeat after you the three passages in which the Lord God tells the punishment. After this practice, assign three different people to take the part of the Lord God. The first one reads the punishment given to the serpent. The second person reads the punishment given to the woman. The third reads the punishment given to the man. The rest of the class can be divided into two groups to take the parts of Readers 1 & 2 respectively. The final part of the Lord God (p. 30) may be read by the teacher.

IV. Content Questions
Following the chain drill pattern *(one person asks the question to the one sitting next to him/her; then that person answers the questions and asks the next question to the neighboring person)*, go around the class having the first person read the question and the next person read the verse from the Scripture (p. 52) where the answer is found. Then teacher should read at moderate speed the complete answers as listed below for numbers 1-4 & 8 as cloze exercises *(cloze exercise is filling in the blanks by listening to the one reading)*. Students fill in the blanks as they listen. The other questions (5-8 & 9-10) can be answered by the person who reads the scripture passage where the answer is found.

1. The Lord God said to the serpent:
"Cursed are you above all the animals.
You will crawl on your belly and
you will eat dust all the days of your life.

2. The woman's offspring would crush the serpent's head, and the serpent would strike his heel.

3. The Lord God said to the woman:
"I will greatly increase your pain in childbearing;
with pain you will give birth to children.
Your desire will be for your husband,
and he will rule over you."

4. The Lord God said to the man:
"Cursed is the ground because of you;
through painful toil you will eat of it. . .
all the days of your life.
It will produce thorns and thistles for you, and you
will eat the plants of the field. By the sweat of
your brow you will eat your food until you
return to the ground."

5. Adam named his wife Eve, because she would become the mother of all the living.

Comment: The name Eve means the life-giving one.

6. Garments of skin. She looked at the fruit with her eyes. She saw that it was good for food and pleasing to the eye. Then she took some and ate it. Then she gave some to her husband.

Comment: Animals were needed for the first time to provide clothing for covering man. Sin had made man want to cover up. They were ashamed of their nakedness.

7. He must not be allowed to take fruit from the tree of life.

Comment: If they ate from the tree of life, they would have lived forever. But eternal life in a state of sin would mean forever trying to hide from God. The separation would be eternal. God wanted to save them, so not permitting them to eat from the tree of life was both a punishment and a protection.

8. The Lord God banished him from the Garden of Eden to work the ground from which he had been taken.

Comment: Man was put out of the Garden and not allowed to return. The ground outside of the Garden of Eden was cursed so he had to work very hard to get the food needed for physical life.

9. Cherubim (angels) were placed on the east side of the Garden of Eden.

10. To guard the way to the tree of life.

Comment: Adam and Eve were expelled (banished) from the Garden of Eden. Angels were set to guard the way to the tree of life, so that they could not try to get back in and eat from the Tree of Life.

V. Thought Questions

1. *There are often differences in response to this question. Some people recognize and accept the fact that the punishment was necessary, just, fair and right. Others respond that the punishment was too severe and they sit in judgment on God. Let each of the students express their opinions and thoughts openly. However, as kindly as possible without looking down on anyone, make sure they understand the implications of recognizing and accepting God's judgment or continuing to rebel against it.*

God's commands cannot be taken lightly. God's character cannot be compromised. Anything other than complete obedience to God's commands is disrespect, dishonor and rebellion against God.

The **snake** played the role of tempter and deceived the woman, so the snake deserved to be made the lowest of the animals and to crawl on the ground with no feet.
The **woman** would have to suffer in giving life--bearing children. However, through her offspring there would be hope of the Savior coming to defeat sin, suffering and death. Though the woman would die physically, she had the hope of eternal life spiritually.

The **man** also deserved to pay for his disobedience. Hard work would cause pain and suffering, but it would also produce food for life and probably some satisfaction in being able to do something to continue life. Though the man would die physically, he also had the hope of eternal life spiritually through the promised Savior that would be born through the offspring of the woman, but would be God's holy perfect Son of God.

Therefore, we can conclude that God's punishment was very severe, but was necessary. Breaking God's command meant breaking the relationship that gives meaning to life. But God made a way in his plan to restore the relationship and give eternal life even though physically the man and woman would face death and die.

Some people may think the punishment was too strict and severe for the crime. They might argue that God let it happen and therefore the man and the woman should not be blamed. They thought God was denying them something important by not letting them eat from the tree of the knowledge of good and evil.

2. *Students with no background in Bible knowledge will need help to understand the meaning of 3:15, but it is important to show God's love in planning a way of salvation. Put the following on the board for them to see:*

Prophecy/Promise	**Meaning/Fulfillment**
Serpent	**Satan**
Woman's Offspring	**Jesus the Savior**
crush the snake's head	**defeat Satan by the resurrection of Jesus**
bite the heel of the offspring	**try to kill the Savior.**

The snake is symbolic of Satan. The woman's offspring refers to the Savior whom God would send into the world to be born of a woman. This was God's Son Jesus born of a woman named Mary. Satan tried to harm (bite the heel of) the woman's offspring (Jesus) many times in his life (Herod tried to kill the baby Jesus; the Devil tempted Jesus in the wilderness; Jesus was betrayed by Judas and was crucified and died on the cross). The woman's offspring will crush the snake's head refers to the defeat of Satan by the resurrection of Jesus from the dead. Jesus defeated sin and death and therefore has power to save and to give eternal life to everyone who believes and receives.

3. *Make two lists on the board with Before and After written below the following title:*

The Condition of the Man and the Woman:

Before their disobedience:
free, open communication; good relationship with each other--trust, love, joy, peace; good relationship with God; perfect environment; harmony and beauty in the Garden; plenty to eat and enjoy without any trouble or difficulty; no need for clothes because there was nothing to be ashamed of; no worries or trouble; no pain or suffering or sickness; no death.

After their disobedience:
broken relationship with God; trust broken between the man and the woman--tendency to blame others, to feel anger, resentment, suspicion irritation, the ground cursed and therefore requiring hard work by the "sweat of one's brow" to produce enough for food to eat; pain in childbearing; sickness, suffering, death

4. God is the judge. God is strict and serious. God does what is right and just. He punishes according to the seriousness of the crime. Breaking God's command is very serious and has severe consequences. God punishes, but he also makes a way to be saved. God gives us hope through his promise that the serpent will some day be defeated by the offspring of the woman--Jesus the Savior. That means that through the Savior we can still have eternal life even though we have sinned. However, we must believe in and receive Jesus as our Savior. Without Jesus there is no way for us to have eternal life.

VI. English Practice
Try to integrate these English exercises into the lesson during the study of the word list or the dramatic reading. At the end of the lesson use this section to review and reinforce the English practice introduced.

Lesson 6
God Is the Savior
John 8:12; 1:1-14; 3:36

Review Activity
From Genesis 1-3 we learned that God is the **Creator** *(L-1)* the **Provider** *(L-2)*, the **Lord** *(L-3)*, the **Communicator** *(L-4)* and the **Judge** *(L-5)*
Ask: How do we know that God is the _____? *(Choose one of the following from the list on the left, which you should have written on the board.)*

Who Is God?	How do we know? What has God done?
Creator	**God made the world and everything in it.**
Provider	**God made plants that are pleasing to the eye and good for food to eat. The plants also reproduce after their kind.**
Lord	**God is in charge, so he has a right to make the rules that must be obeyed.**
Communicator	**God clearly spoke to the man and the woman. He clearly communicated his command and warning of punishment for disobedience.**
Judge	**God had to give a punishment in order to keep justice. However, in his mercy he promised a savior.**

At random, distribute one sentence to each person in the class from the list on the right under 'What has God done?' The person who has the sentence that answers that question reads it. This helps to review and reinforce an understanding of who God is by what he has done.

If you have a larger class, write only the two questions on the board. Divide the class into two groups. Give each person in the first group one of the answers to 'Who is God?' Give each person in the other half of the class one of the answers to 'What has God done?' Have them talk with each other to find the matching pair as listed above. Give one example of a pair as a model before they begin to find their pair. As soon as they have found each other, they should go to the board and write their parts in the appropriate place. The order does not matter (e.g. Provider may be first, second, third, etc. in the list. The idea is to see who God is and the evidence for that.)

Introductory Activity
For many years the magazine *Readers Digest* had a monthly feature article called, 'The Most Unforgettable Person.' Explain that unforgettable means that we can not forget. The nuance is that there is something so special or memorable that we will always remember and don't want to forget. Give an example of an unforgettable person in your own life. Then ask class members to tell about some person in their life who is very special and unforgettable and tell why.

Transition into the Lesson
Today we are going to see why God the Savior is the most important and the most unforgettable person. It is important to know him and receive him because he gives us light and life as our Savior.

I. Read John 8:12; 1:1-14; 3:36
Use a bilingual Bible to look up the references in John and be sure to give the page numbers. Have the class members read the passage first in Japanese. The

teacher reads it next in English. Tell the class to think about the following questions as they listen to you read in English:

1. Who is the Light?
2. Who is the Word?
3. How can we get eternal life?

After reading the text, ask the students to answer the three questions above. Explain that Jesus is the Savior who brings light into the darkness that was caused by the disobedience of man. This is the new creation. A man named John introduced Jesus as the light that gives light. In the beginning God created light. God created the world with his words. For example, he said, 'Let there be light,' and there was light. Now we find that Jesus is the light and Jesus is the Word. He makes a new creation in our hearts as he is our light, and he is the living Word. In order for us to have eternal life, we must believe in him and receive him into our hearts as our savior.

II. Word List

Model the pronunciation of each of the words and have the students repeat after you. Integrate the pronunciation exercise on page 39 of the English Practice section into this part of the lesson. Explain the words on the list using synonyms, antonyms and example sentences to clarify the meaning. After going through the list giving synonyms, antonyms (e.g. receive vs. reject; born vs. die) and examples of the word usage, select several key words and have them find them in the dramatic reading (pp. 34-35). Have them read the sentence(s) where that word is used so they can understand the meaning in context. Suggested words to highlight in this dramatic reading: light; word; life.

III. Dramatic Reading

With their books closed, have the class repeat after you:

"I am the light of the world.
Whoever follows me will never walk in darkness,
but will have the light of life."

Divide the group into Reader 1, Reader 2 and Reader 3 so that everyone will be reading one of the parts. Have everyone read the part of Jesus together.

III. Content Questions

Following the chain drill pattern, go around the class having the first person read the question. The next person reads the verse from the Scripture where the answer is found. Then the teacher should read at moderate speed the complete answers as listed below for numbers 4-6 and 9-10 as cloze exercises. Students fill in the blanks as they listen. The other questions can be answered by the person who reads the scripture passage where the answer is found.

1. Jesus is the light of the world.
Comment: Remind them that the first thing God created was light. This was the key to life, to development and growth. Jesus is also the key in that through his light and life, we also can have light and life.

2. b. Whoever follows Jesus.
Comment: The key to having light from Jesus is not our own hard work or good efforts, but is rather following Jesus.

3. b. The Word was with God.
c. The Word was God.
Comment: This is important to show that Jesus is God. He was with God, and he was and is God.

4. Through the Word all things were made.
Without the Word nothing was made that has been
made.
Comment: Jesus is the Word and he was with God in the creation. So everything was made by him.

5. In the Word was life.
That life was the light of men.
Comment: The source of light is in Jesus who is the Word.

6. The light shines in the darkness.
Comment: The light is Jesus shining in the darkness of this world.

7. b. To testify as a witness concerning the light, so that through Jesus all men might believe.
Comment: John came before Jesus and announced to people that the light was coming and that people should prepare by repenting and turning from darkness.

8. a. Though the world was made through him, the world did not recognize him.
c. He came to that which was his own, but his own did not receive him.
Comment: Jesus was born as a man through the Jewish race, but the Jewish people did not recognize him as their messiah (savior). They rejected him and plotted to have him killed.

9. All who received Jesus, to those who believed in Jesus' name.
Comment: Every person has the right to become God's children. Those who believe in Jesus and receive him as their savior are born into God's family.

10. The Word became flesh and lived for a
while among us.
Comment: God sent his son Jesus to be born as a man and to live on the earth among ordinary people. God became a human being in order to communicate his word to us of salvation.

11. Whoever believes in the Son has eternal life.
Comment: The key to eternal life is believing and receiving Jesus as one's personal savior.

12. Whoever rejects the Son will not see life, for God's wrath remains on him.
Comment: The judgment for those who reject Jesus is that the punishment given in the Garden of Eden will remain--death, separation from God.

V. Thought Questions
1. *Write the following topic and two comparisons on the board:*

The Importance of Light

in creation--first thing created; essential for life; made it possible to see, necessary for growth

in salvation--light brings knowledge of the truth; essential for eternal life; makes it possible for us to grow spiritually

2. *Write the topic and comparisons on the board as before:*

Power and Authority of God's Word

in creation--When God spoke his word, everything happened just as he said. With his word he said, 'Let there be light.", and there was light. His word was

powerful and authoritative. Jesus, the living Word was with God in creation and through him all things were made.

in salvation-- Jesus is the Word. He is the living word and he is authoritative and powerful. The thing that he said in words were true and carried authority and power. But he is also the living word that we can have a personal relationship with. Jesus is the living Word who makes salvation for us.

3. According to verse 11, "he came to that which was his own, but his own did not receive him." However, according to verse 12, "Yet to all who received him, to those who believed in his name, he gave the right to become children of God." So the response of some people was to reject Jesus the Savior, but others who receive Jesus the Savior have eternal life.

4. In order to become a child of God and have eternal life, a person must believe in Jesus the Son.

5. This is an opportunity for those who have studied this text to make a decision to receive Jesus as their personal savior. They have a foundation for understanding who God is-- the Creator, Provider, Lord, Communicator, Judge and the Savior. Have those who want to receive Jesus pray and tell God they recognize their sin and want to be forgiven. Ask Jesus to be their Savior and give them eternal life.

VI. English Practice

Try to integrate these English exercises into the lesson during the study of the word list or the dramatic reading. At the end of the lesson use this section to review and reinforce the English practice introduced.

Lesson 6
Review Activity

(refer to page 25 of the Teacher's Guide)

Write the following questions on the board. Cut out the answers in each section and give them to the students. One group is given one of the boxes that answers the question Who Is God? They try to find the person who has the strip that tells how we know who God is based on what He has done.

Who Is God?

Creator

Provider

Lord

Communicator

Judge

Savior

How Do we know? What has God done?

God made the world and everything in it.

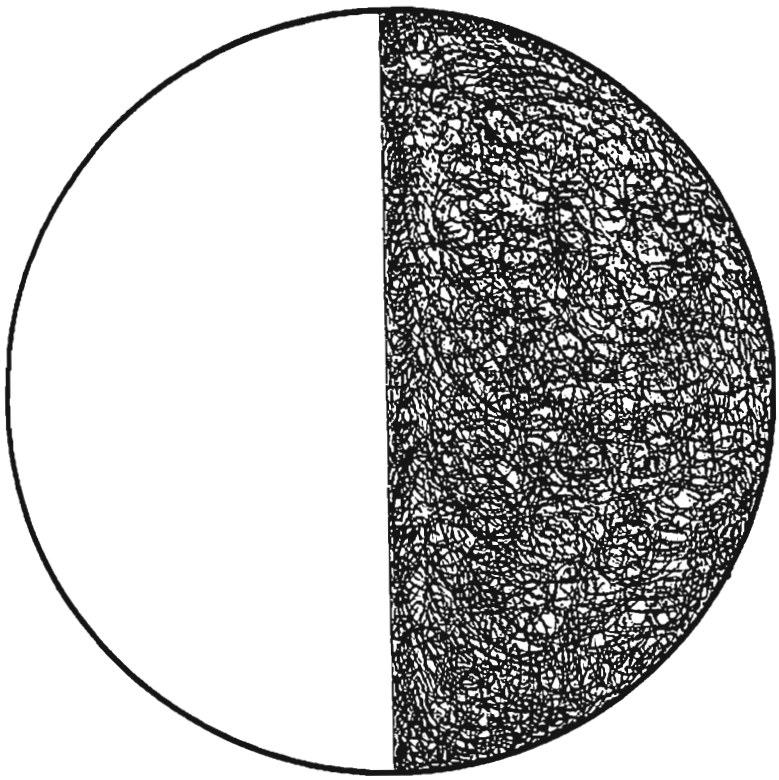
God made plants that are pleasing to the eye and good for food to eat. The plants also reproduce after their kind.

God is in charge. Therefore, he has a right to make the rules that must be obeyed.

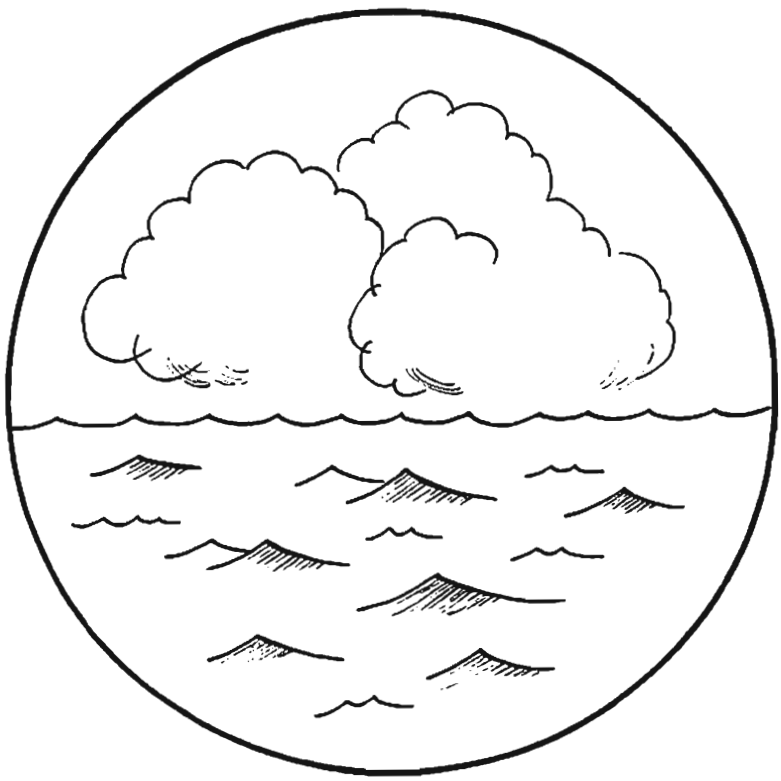
God clearly spoke to the man and the woman. He clearly communicated his command and warning of punishment for disobedience.

God had to give a punishment in order to keep justice.
However, in his mercy he promised to send us a Savior.

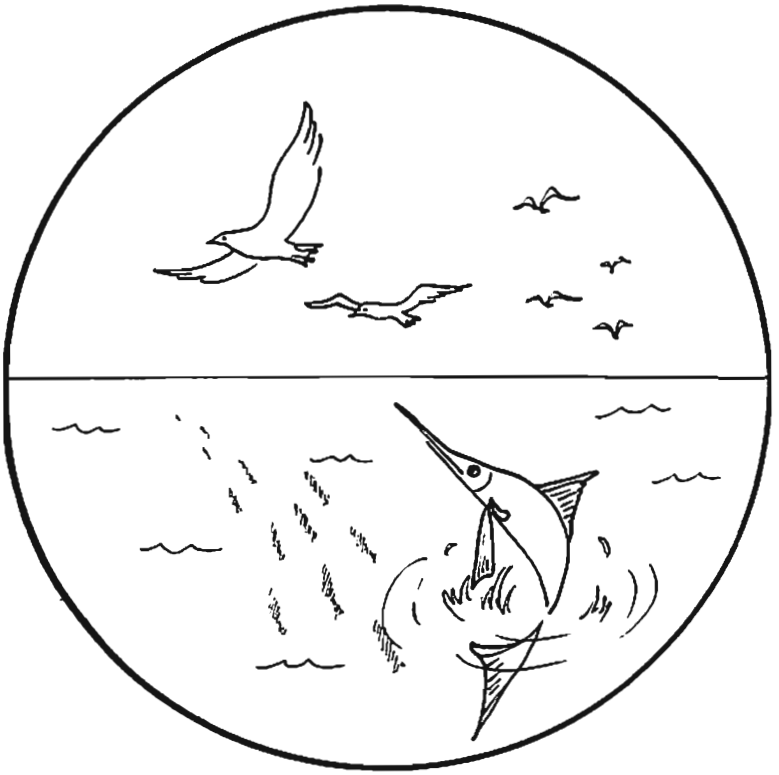
God sent Jesus, the Living Word, to be our Savior.



First Day: **God made light.**
God made day and night.



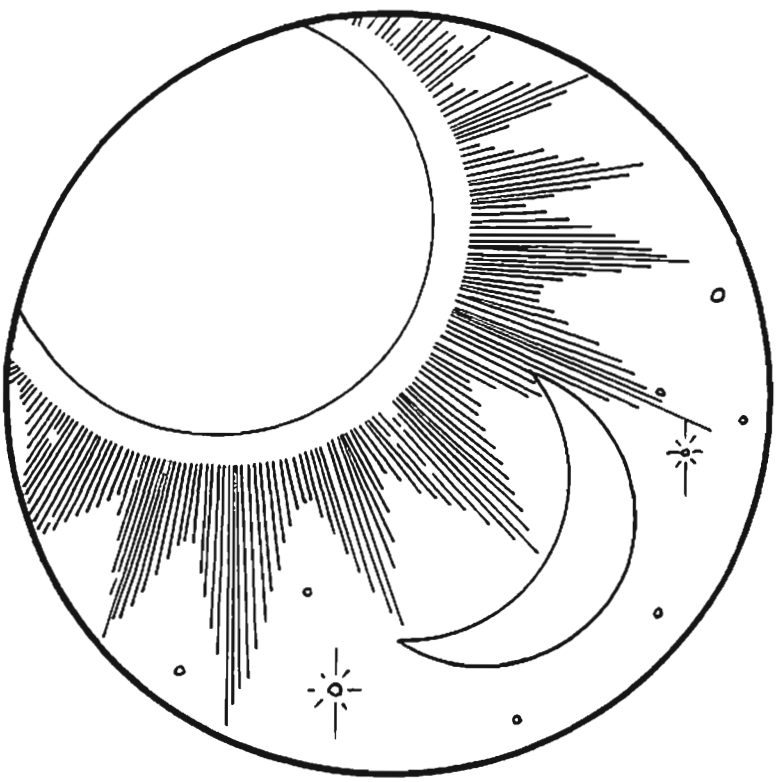
Second Day: **God made the sky and the sea.**



Fifth Day: **God made the birds of the air and the fish of the sea.**

Sixth Day: **God made the animals. God made man.**

Third Day: **God made the land and the plants.**



Fourth Day: **God made the sun, moon and stars.**

Seventh Day: **God rested.**