

FALL 2022

Access® LEADER GUIDE

FOR ADULTS WITH
SPECIAL LEARNING NEEDS



Stories About How the World Began
Stories About Abraham

Access LEADER GUIDE

A guide for teaching Bible stories
to adults and older youth who have special learning needs

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Sharing Your Faith

Your ultimate purpose as a Bible study leader is to share your faith with the men and women who attend your class—to help them understand how they can live for Jesus every day. Use the ABCs to help your learners understand God's plan of salvation.

A—ADMIT

Admit to God that you are a sinner.
Repent, turning away from your sin.
Read Romans 3:23; Romans 6:23; Acts 3:19.

B—BELIEVE

By faith receive Jesus Christ as God's Son and accept Jesus's gift of forgiveness from sin. Read John 3:16; John 14:6; Acts 4:12; Romans 5:8; Ephesians 2:8-9; John 1:11-13.

C—CONFESS

Confess your faith in Jesus Christ as Savior and Lord. Read 1 John 1:9; Romans 10:9-10,13.

If you are choosing right now to believe Jesus died for your sins and to receive new life through Him, pray to God, calling upon Him alone to be your Savior and Lord.

After you have received Jesus Christ into your life, share your decision with another person and, following Christ's example, ask for baptism by immersion in your local church as a public expression of your faith (Romans 6:4; Colossians 2:6).

FEATURES

STORIES ABOUT HOW THE WORLD BEGAN

Overview	16
<i>Week of September 4</i>	
God Creates	17
<i>Week of September 11</i>	
Adam and Eve Sin	22
<i>Week of September 18</i>	
God Warns Cain	27
<i>Week of September 25</i>	
God Rescues Noah.	32

LEADER GUIDE CONTENTS

God's Sufficiency	4
Access Study Plan	6
How to Use Access	8
Over Their Heads?.....	10
In His Image and Likeness	12
Bombarded!	14

<i>Week of October 2</i>	
God's Promise	37
<i>Week of October 9</i>	
God Scatters	42

STORIES ABOUT ABRAHAM

Overview	47
<i>Week of October 16</i>	
God Calls Abram.	48
<i>Week of October 23</i>	
Lot Chooses	53
<i>Week of October 30</i>	
Abram, Sarai, and Hagar	58
<i>Week of November 6</i>	
God Renames	63
<i>Week of November 13</i>	
God Judges	68
<i>Week of November 20</i>	
Abraham's Two Sons	73
<i>Week of November 27</i>	
God Tests Abraham	78



CEREBRAL
PALSY
awareness

GOD'S SUFFICIENCY

While reading our weekly church prayer list, I noticed a request for a struggling premature baby recovering from a massive stroke. Our family faced a similar scenario six years earlier to the day.

Just as our child's head swelled with fluid after her birth, my heart filled with compassion for this family. I envisioned what they might be facing—a tiny infant with a swollen abdomen and tiny appendages, multiple wires, a cardiac monitor, breathing apparatuses, and plastic feeding tubes. For now, physical contact would be limited to the circumference of the incubator's portholes.

I imagined the emotions this mother and father must be feeling—from confusion to despair, yet gratefulness for each movement on the electrical monitoring screen as it signified life.

I remembered our journey. Knowing I needed to connect with this family, I pondered what comfort I could offer them. I remembered the rawness of our birth experience—the changing colors of our daughter's skin from slightly mottled to severely dusky; the polite smiles of the nurses as I entered the neonatal intensive care unit (NICU) after shift change and my trying to decide

if they were genuine expressions of kindness or of pity. Even though I was this child's mother and a registered nurse myself, I felt like such an outsider, a helpless observer to brutality.

No one offered promise for our daughter's life. After a difficult doctor conference informing us of her brain bleed, I struggled with what that meant. I asked, "Do you mean she will have cerebral palsy?"

The doctor shrugged his shoulders and said: "More or less. We will just have to wait and see how she develops."

I responded immediately, "We will take her, in any condition." It was almost as if I was saying my marriage vows in front of a minister and congregation.

Those words often echoed in my mind the next few weeks as my daughter's condition deteriorated. Our fragile two-pound daughter approached death. We kissed her goodbye as she was wheeled into the operating room to receive a shunt to remove the pressure in her brain. The doctors were not optimistic. One minute I was questioning what her reason and understanding would be if she survived this ordeal; the next moment I was planning a funeral.

Miraculously, our girl survived the surgery. Eventually she was able to take a bottle, although it sometimes took up to an hour for her to suck just a few ounces. Seven weeks after her birth, she came home.

We began round-the-clock feedings as well as meetings with physical and occupational therapists. Every day seemed like one long continuous moment. The dates written in our daughter's baby book are appointments with medical specialists more so than milestone achievements. Many of her problems were linked to poor trunk support—it was a year-and-a-half before she could sit up by herself. We found ourselves fighting mental battles with the foe of comparison, yet we found peace when we chose to reflect on how far our daughter indeed had come.

Our child endured numerous tests and injections. She underwent six surgeries by the time she was five. Hospitalitis, the quirky phobias of children who endure chronic illnesses, emerged. Once when our daughter was five, waiting in the hospital room, she would not let me anywhere near the stretcher, not even to get a blanket. The stretcher had become a monster, an usher into a theater of pain. I had to remind myself that despite the fact we have a God who is good, we still live in a fallen world.

God's grace is sufficient even when I am not searching for it. Throughout our whole ordeal, the verse "My grace is sufficient" (2 Cor. 12:9) became like a blood transfusion to my anemic soul. This grace is the light God provides on our paths, although it often seems to be just enough illumination for the next step.

I began to see specific instances in my life where God was shedding rays of light. Once while waiting in a doctor's office, a friendly older woman, unaware of my child's condition, began to share with me about her intellectually disabled sister. "After Momma and Daddy died, all of us took up caring for Mary. Since I was from a large family, we each kept her for a month or two so as to share her evenly. The funny thing is, we began to fight over where she stayed the longest. You see, she brings such love and joy into whichever house she stays that even the neighbors are glad when she comes."

God's grace is sufficient when I fear for my disabled child's future. Many times I was overwhelmed with

caring for this baby who cried most of the time. I had other children to care for and a house to run, so spending hours researching my child's condition was not an option. I prayed to the Lord and flat out said He would have to provide all the best care for our daughter; after all, He created her and placed her in our already hectic home.

God's grace is sufficient to meet my daughter's insecurities. One night while waiting to check out at the grocery store, I casually picked up a magazine. Inside was the story of Dr. Jan Brunstrom, a neurologist and an expert in cerebral palsy who has cerebral palsy herself. After an 18-month wait to see this new doctor, our four-year-old daughter, who was just beginning to notice her physical differences, immediately looked her new doctor in the eye and asked, "Is it true you walk just like me?"

God's grace is sufficient to provide perspective. Before this journey with our daughter, I felt as if I was sleepwalking. In fact, before her birth, I chuckled when our pediatric nurse asked me the routine developmental milestone questions. Of course my children were cruising furniture and trying to take steps. Weren't all children this age? I knew some children moved slower than others, but they were always other people's children.

Now I seem to see atypical individuals everywhere and feel we have joined their secret club. My family and I grafted a new branch on our tree—the special needs community. One acquaintance from church—Walt—became a lighthouse for us. He also has cerebral palsy, and we hung on to his every word to better understand our journey. He reminded us the brokenness of our daughter's body was only a visible picture of what we all suffer—separation from God. "My biggest problem is not that I walk crooked, but that I sin," Walt would say. "That is why I need a Savior."

When my children's feelings are hurt, I gently remind them some good is in their pain as it allows us to know what it means to be broken. This experience will help give us perspective like no other. God uses everything in our lives for His glory.

Remembering this, I know His grace will be sufficient as I take the steps to walk beside others who struggle. I'm ready to connect now.

Access Study Plan

Access is a 5-year study plan for adults and older youth who have special learning needs that utilizes a storytelling approach to studying the Bible. Each quarter, learners will follow the stories of Bible events or Bible people from the beginning to the end of the story.

The stories of the Old Testament are presented in chronological order so learners can better understand how the story of Israel unfolded. This will allow adults who have intellectual disabilities to gain some sense of Bible history and recognition of Bible book order. It also will help them know why it was necessary for God to send Jesus as our Savior and Lord.

Stories from Acts are told in sequence so learners can see how the first believers obeyed Jesus's command to share the gospel message first in Jerusalem, then in Judea and Samaria, and then throughout the earth.

Each year from the Christmas season through the Easter season, learners will study Jesus's life. Years 1–4 focus on one Gospel at a time, highlighting stories unique to each Gospel account. Year 5 overviews stories about Jesus's life and ministry that the Gospels share in common.

Here's a quick glance at what you'll study each quarter.

YEAR 1

FALL 2022
Stories About
How the World Began
6 stories from Genesis 1–11

Stories About Abraham
7 stories from
Genesis 11–22

WINTER 2022-23
Stories About Jesus's Birth
5 stories from Isaiah 9, Luke 1,
and Matthew 1–2

Matthew's Stories
About Jesus's Ministry
8 stories from Matthew 3–16

SPRING 2023
Matthew's Stories
About Jesus's Ministry
7 stories from
Matthew 17–28

Stories About
Isaac and Jacob
6 stories from
Genesis 24–33

SUMMER 2023
Stories About Life in Egypt
13 stories from
Genesis 37—Exodus 13

YEAR 2

FALL 2023
Stories from
the Wilderness
13 stories from Exodus 13–40;
Numbers; and Deuteronomy

Winter 2023-24
Stories About Jesus's Birth
4 stories from Jeremiah,
Micah, and Luke 1–2

Mark's Stories About
Jesus's Ministry
9 stories from Mark 1–10

SPRING 2024
Mark's Stories About
Jesus's Ministry
6 stories from Mark 10–16

Stories About Settling the
Promised Land
7 stories from Joshua and Ruth

SUMMER 2024
Stories About the Judges
3 stories from Judges

Stories About
Israel's First Kings
10 stories from 1 Samuel

YEAR 3

FALL 2024

Stories About Kings David and Solomon
13 stories from 2 Samuel; 1 Kings; 1 Chronicles; and 2 Chronicles

WINTER 2024-25

Stories About Jesus's Birth and Childhood
6 stories from Luke 1-2

Luke's Stories About Jesus's Ministry
7 stories from Luke 7-15

SPRING 2025

Luke's Stories About Jesus's Ministry
9 stories from Luke 17-24

Stories About Elijah
4 stories from 1 & 2 Kings

SUMMER 2025

Stories About the Prophets Who Warned Israel
14 stories from 2 Kings; Amos; Jonah; Hosea; Isaiah; and Micah

YEAR 4

FALL 2025

Stories About the Fall of Jerusalem
13 stories from 2 Kings; 2 Chronicles; and Jeremiah

WINTER 2025-26

Stories About Jesus's Birth
4 stories from Matthew 1-2 and Luke 1-2

Stories About Jesus's Ministry
8 stories from Matthew, Mark, Luke, and John

SPRING 2026

Stories About Jesus's Last Days on Earth
7 stories from Matthew, Mark, Luke, and John

Stories About the First Church
7 stories from Acts 1-8

SUMMER 2026

Stories About the First Church
5 stories from Acts 9-12

Stories from Ezekiel
4 stories from Ezekiel

Stories from Daniel
4 stories from Daniel 1-6

YEAR 5

FALL 2026

Stories from Esther
3 stories from Esther

Stories About Rebuilding Jerusalem
7 stories from Ezra and Nehemiah

Songs from Psalms
3 stories from Psalms

WINTER 2026-27

Stories About Jesus's Birth
4 stories from Matthew 1 and Luke 1-2

John's Stories About Jesus's Ministry
9 stories from John

SPRING 2027

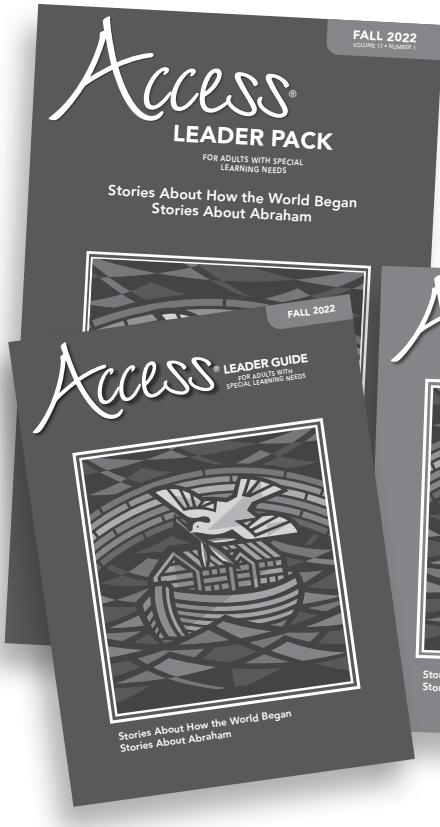
John's Stories About Jesus's Ministry
6 stories from John

Stories About Paul's Journeys
7 stories from Acts 13-17

SUMMER 2027

Stories About Paul's Journeys
6 stories from Acts 18-28

Stories About Letters
7 stories from Ephesians; Philippians; Colossians; 1 and 2 Thessalonians, James, 1 and 2 Peter; and 1 John



HOW TO USE Access

Your Access resources help you plan weekly Bible study sessions for adults with intellectual disabilities. The Personal Study Guide (for group members), works with the Leader Guide and Leader Pack to give you all you need to lead a group.

The Leader Guide includes more ideas than you can use during a one-hour session, giving you options for creating the perfect plan for your group. You know your learners better than anyone, so you need to determine what is best to do in any given Bible study session.

Read all the session plans, including the *Bonus Ideas!* at the bottom of the pages. Choose activities appropriate for your learners' skills, abilities, and chronological ages that will help learners understand the biblical truth and life application of each lesson.

Your teaching plans begin at "Gather Together."

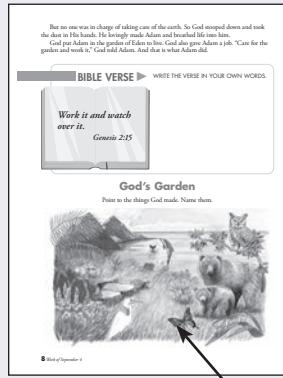
Leader Guide

WEEK OF SEPTEMBER 4

GOD CREATES

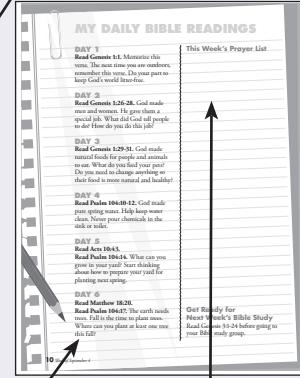
Scripture References:
Gen 1:1-2:1
Gen 1:2-3
God made the sun, moon and stars
Gen 1:10-12
Gen 1:13-15
Gen 1:16-17
Gen 1:18-20
Gen 1:21-25
Gen 1:26-28
Gen 1:29-31
Gen 1:32-33
Gen 1:34-35
Gen 1:36-37
Gen 1:38-39
Gen 1:40-41
Gen 1:42-43
Gen 1:44-45
Gen 1:46-47
Gen 1:48-49
Gen 1:50-51
Gen 1:52-53
Gen 1:54-55
Gen 1:56-57
Gen 1:58-59
Gen 1:60-61
Gen 1:62-63
Gen 1:64-65
Gen 1:66-67
Gen 1:68-69
Gen 1:70-71
Gen 1:72-73
Gen 1:74-75
Gen 1:76-77
Gen 1:78-79
Gen 1:80-81
Gen 1:82-83
Gen 1:84-85
Gen 1:86-87
Gen 1:88-89
Gen 1:90-91
Gen 1:92-93
Gen 1:94-95
Gen 1:96-97
Gen 1:98-99
Gen 1:100-101
Gen 1:102-103
Gen 1:104-105
Gen 1:106-107
Gen 1:108-109
Gen 1:110-111
Gen 1:112-113
Gen 1:114-115
Gen 1:116-117
Gen 1:118-119
Gen 1:120-121
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Gen 1:124-125
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Gen 1:128-129
Gen 1:130-131
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Gen 1:140-141
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Gen 1:148-149
Gen 1:150-151
Gen 1:152-153
Gen 1:154-155
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Gen 1:158-159
Gen 1:160-161
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Gen 1:164-165
Gen 1:166-167
Gen 1:168-169
Gen 1:170-171
Gen 1:172-173
Gen 1:174-175
Gen 1:176-177
Gen 1:178-179
Gen 1:180-181
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Gen 1:218-219
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Gen 1:271-272
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Gen 1:273-274
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Gen 1:275-276
Gen 1:276-277
Gen 1:277-278
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Gen 1:284-285
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Personal Study Guide



Help learners connect the Bible truth to their daily lives.

Read and discuss the real-life story in class, or recommend learners read it at home during a devotional time.



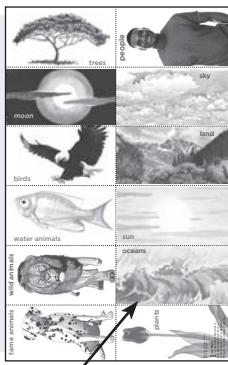
Each lesson includes a Bible story picture and a Bible story written just for adults who have intellectual disabilities.

The teaching plans in the Leader Guide explain how to use the review activity and the life application activity in the group time.

Encourage learners to read their Bibles daily.

Record class prayer requests here.

Leader Pack



Each Pack contains at least one poster for each lesson.



The Pack includes a card directing you to a digital pack on the Internet.



The digital pack includes Bible verse posters, Bible pictures, administrative forms, copies of the daily Bible readings from the Personal Study Guide, and teaching plans you can customize for your class.

Basic Classroom Supplies

- CD player or mobile device
- poster board
- newsprint
- construction paper
- large sheets of paper in various colors
- felt-tip markers
- colored pencils
- tempera paints
- colored chalk
- pens and pencils

- air-drying modeling clay
- paper towels
- dowel sticks
- scissors
- tape
- glue sticks
- rhythm instruments
- beach balls
- bandannas
- bean bags
- colored masking tape

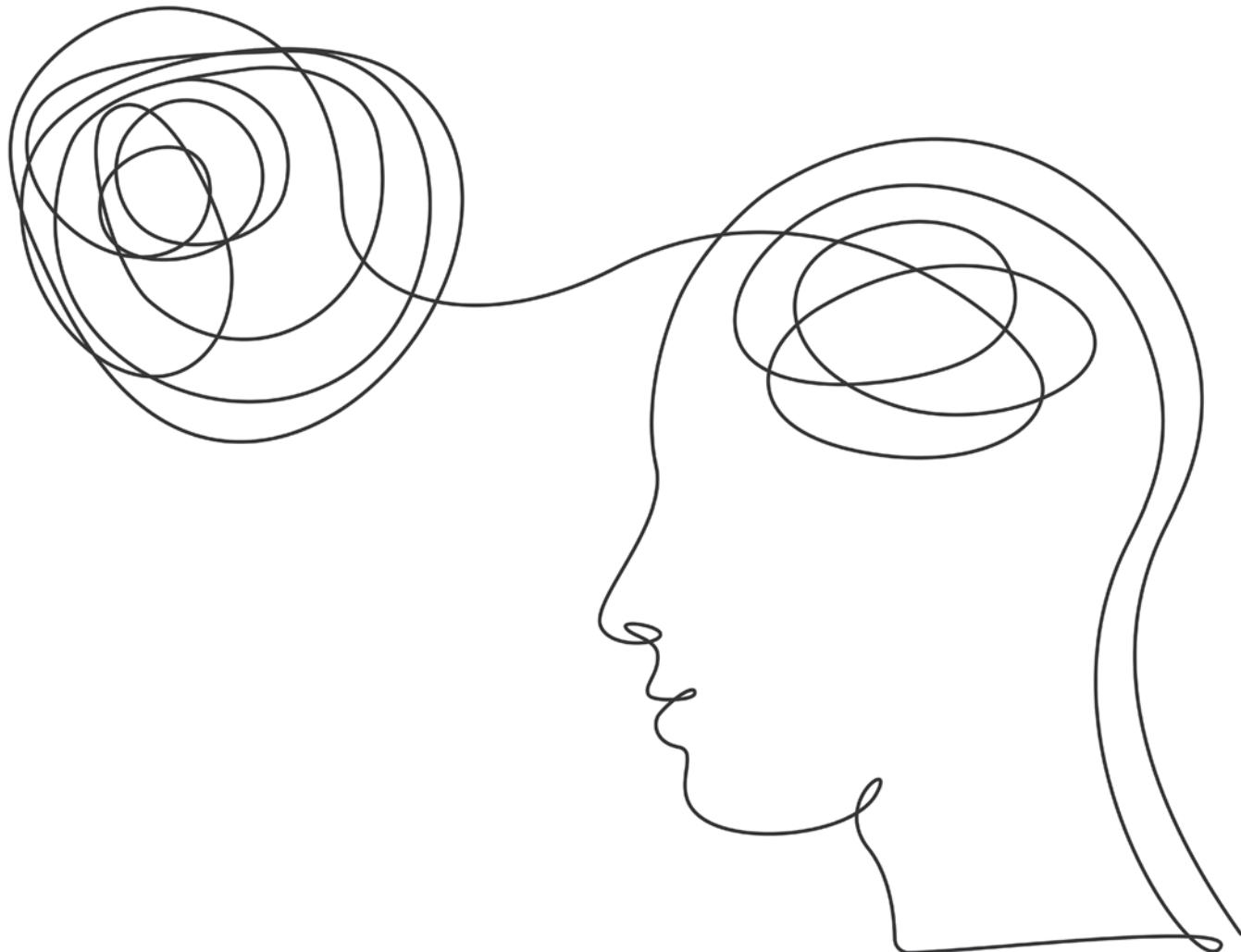
Video Viewing

To show videos and DVDs, talk to your church leaders about securing the appropriate license from the Motion Picture Licensing Corporation (mplc.com).

Song Lyrics

To project song lyrics, talk to your church leaders about securing a license from Christian Copyright Licensing International (ccli.com).

Over Their Heads?



Your class for adults with special learning needs provides a secure environment for learners to study the Bible. Because of learners' developmental and cognitive impairments, you and other leaders work diligently to develop an environment in which learners discover and apply biblical truths to their own lives. Challenges arise because each individual is inherently different from other learners. Yes, you want learners to feel good about coming to church, but you also are

challenged to prepare lessons that nurture learners' spiritual growth, no matter what their ability level.

So, how can you plan a lesson that nurtures without overwhelming learners with too much?

Tailored Lessons. Lifeway's *Access* curriculum has done much of the work to help you develop a lesson focused on one simple Bible truth and life application. These materials present a five-year plan for Bible study. It is a five-year chronological Bible study that begins in

Genesis and ends with selected passages in Revelation. As you work through the lessons, learners will eventually discover Bible stories they do not yet know. Each lesson is designed to encourage learners to listen to the Bible story and help you keep the point simple.

Stick to the Lesson Plan. Teachers and learners alike become frustrated when lesson presentations venture outside the parameters outlined in Access. These reminders can minimize common classroom problems.

1. Stick to the basics. It's tempting to tell everything you know about the Bible story. Granted, the Bible is the textbook for Sunday School, and leaders want to present every golden nugget found in it. Problems arise when the leader tries to tell more about the Bible story than learners can comprehend (or even sit still for).

2. Stay on task. A lesson focus to "live in peace with my family" should stop with the family, group home roommates, and church family. It is not intended to be a lesson on world missions or geopolitical issues.

3. Skip the details. Some teachers expand content too much. In a study on the creation, it is appropriate for learners to remember God made the world and all things in it. It is not necessarily best for them to learn what He created on each day. It certainly is not appropriate for them to hear the arguments on what constitutes a day in the creation story.

Get to Know Your Learners. For your Sunday School class to be the secure learning environment you desire, you must make certain it is learner-centered. Getting to know each learner in the class is a wise investment of time and energy. Also imperative is that you remain faithful to the purpose of the class—Bible study.

A learner-centered lesson is about the learning needs and abilities of the students who seek to know more about God and the Bible. Enthusiastically look for each adult's inherent difference, planning activities that are just right for each individual.

FOCUS ON INDIVIDUALS

Margie realizes learners in her class function at three general levels. Alex, with Asperger's syndrome, loves to read details and facts about his current obsession. Bob, with severe learning disabilities, cannot comprehend lengthy Bible stories. The majority of the class will tolerate a Bible story for about five to seven minutes. They respond best to drama or movement activities.

Margie provides outside resource books and tape records a Bible lesson for Alex to use independently. She uses the Bible story from *Access Leader Guide* to keep time constraints for the majority of the class. She also makes certain to include music and drama with each story so Bob can interact with it.

1. Recognize each individual learner's differences and learning styles.
2. Respect the different developmental and social factors represented in each learner.
3. Focus on one application point.
4. Present the Bible story simply within a limited time frame and within limited parameters. Support the Bible story with a mix of activities designed to meet learners' interests.

In His Image and Likeness



Being created in the image of God (Latin, *imago Dei*) is the reason for “the unique nature, status, and worth of all human beings.” Of all that exists, only humanity is said to have been created in the image of God, according to His likeness (Gen. 1:26–27). Early theologians felt the two Hebrew terms “image” (*tselem*) and “likeness” (*demuth*) referred to separate components of man’s character. Recent scholars suggest the two expressions are synonymous. References to the *imago Dei* only occur three times in Genesis (1:26–27; 5:1–3; 9:6).

Image

The Hebrew term translated “image” (*tselem*) in Genesis 1:26–27 derives from a verbal root (*slm*), which is not in the Hebrew Bible. The term *slm* might be related to an Arabic verb with the basic idea of hewing, cutting, or carving. Similar verbs occur in dialects of Aramaic and Syriac.

The noun, on the other hand, has a cognate in many Semitic languages, including Aramaic, Arabic, Syriac, Akkadian, and Ugaritic. In these languages,

the word can carry the meaning of image, statue, idol, or figurine. In Akkadian, the term (*salmu*) can refer to tangible items, such as a statue of a god or a king, a figurine, or a carved relief, as well as to an abstract shape, likeness, or representation. The Aramaic cognate (*tselem*) occurs seventeen times in Daniel; sixteen of these refer to a statue. The Aramaic noun also carries the meaning of “expression” when referring to the look on Nebuchadnezzar’s face when Shadrach, Meshach, and Abednego refused to worship his statue (Dan. 3:19).

The Hebrew noun “image” (*tselem*) occurs seventeen times in both tangible and abstract ways. The Lord instructed Moses to command the Israelites to destroy the Canaanites’ cast images or idols (Num. 33:52). The Philistines included replicas or likenesses of tumors and mice when they sent the ark back to Israel (1 Sam. 6:5,11). During Joash’s reign, the temple of Baal and its freestanding idols or statues were smashed into pieces (2 Kings 11:18; 2 Chron. 23:17). Both Ezekiel and Amos prophesied against the Israel’s idols (Ezek. 7:20;

Amos 5:26). Carved pictures of men are denounced in Ezekiel (Ezek. 16:17; 23:14). Transitory images or shadows appear to be the meaning of the term in two cases in the Psalms (Pss. 39:6; 73:20).

Genesis uses “image” (*tselem*) five times; three of these are in an abstract sense to describe humanity being created in the image of God. Two of the texts also use the Hebrew term “likeness” (*demuth*) in close proximity with “image” (*tselem*). In Genesis 1:26-27, God finished His creative work on the sixth day by choosing to make humanity in His image, according to His likeness. God speaks the term “image” once here (Gen. 1:26), but the narrator includes it twice in the poetic notice of the fulfillment of the creative act (v. 27). Exactly how the image of God is shown in humanity is not explained.

Genesis 5 records the genealogy of Adam. Prior to listing Adam’s descendants, the text reminds the reader that people were created in the “likeness” (*demuth*) of God (5:1). Then verse 3 goes on to state that Adam fathered a son “in his likeness [*demuth*], according to his image [*tselem*]”. Even though the two terms are reversed, the phraseology is exactly the same as Genesis 1:26. These verses signify that the image of God is passed down through Adam’s descendants.

Genesis 9:6 contains the term “image” (*tselem*) in God’s speech to Noah. Verses 4-6 stress the sacredness of life. Noah was prohibited from eating meat with the lifeblood still in it (v. 4). God then declared that He will require a penalty for shedding human blood (v. 5). The penalty’s justification arises (v. 6) from the fact that “God made humans in His image [*tselem*]”.

Likeness

The Hebrew noun translated “likeness” (*demuth*) in Genesis 1:26-27 derives from a verbal root (*dmh*) that occurs thirty-one times in the Hebrew Bible. The verb contains the idea of “be like, compare with, resemble” (Ps. 89:6; Isa. 14:14; 40:18). The root also appears in dialects of later Hebrew, Aramaic, and Syriac. It occurs twice in biblical Aramaic where it means to “be like” or “resemble” (Dan. 3:25; 7:5).⁷

The Hebrew noun “likeness” (*demuth*) is used twenty-five times in the Old Testament. It tends to be a more abstract and comparative term than “image” (*tselem*). It can identify a reflection or projection of reality, pointing to similarities sometimes left unclarified. That is, one item is stated to resemble another in appearance

without precisely stating how or why. For example, the Book of Ezekiel uses “likeness” (*demuth*) sixteen times in thirteen verses to describe what Ezekiel saw in his apocalyptic visions. Modern Bible versions sometimes translate the Hebrew term “likeness” (*demuth*) in these verses as “form,” “figure,” or even “some-one/something like” (Ezek. 1:5,26; 8:2). The comparisons here are not always clearly defined (1:16; 10:10).

The Hebrew text also uses this term to describe the likeness or form of abstract concepts or entities. Several texts speak about the likeness (*demuth*) of God (Gen. 1:26; 5:1; Isa. 40:18) and of the glory of the Lord (Ezek. 1:28). In one case, the described likeness is non-visual but audible. In an oracle against Babylon, Isaiah described the noise of the gathering of the Lord’s army as the “likeness of a mighty people” (Isa. 13:4).

Several other texts use “likeness” (*demuth*) to describe comparisons of common, tangible items. The metal basin standing in the Temple displayed two rows of the likeness of oxen (2 Chron. 4:2-3). Judah’s King Ahaz sent to the priest Uriah a “likeness” of the altar he saw at Damascus with complete plans for its construction (2 Kings 16:10). David declared the wicked possess venom like that of a snake (Ps. 58:3-4). The Old Testament also uses the term to make comparisons to the likeness of the human form (Gen. 5:1; Ezek. 1:5; 23:15; Dan. 10:16), human hands (Ezek. 10:21), and human faces (1:10; 10:22).

Image and Likeness

Both nouns can refer to concrete physical or abstract objects or attributes. “Image” (*tselem*) generally indicates a physical representation of something (1 Sam. 6:5; Ezek. 23:14). The image may be an idol (Num. 33:52; Amos 5:26), or as in the case of the Aramaic cognate, a colossal statue (Dan. 2:31,32; 3:1). “Likeness” (*demuth*) refers more to resemblance without always specifying the exact nature of the likeness (Ezek. 1:16; 10:10). People used this “likeness” in making concrete comparisons, such as the model of the altar (2 Kings 16:10) or venom of the snake (Ps. 58:3-4). Others used the term to make comparisons of abstract items (Isa. 40:18; Ezek. 1:28).

This article is adapted from an article previously published in *Biblical Illustrator*.



Bombarded!

We are bombarded every day with sensory information. Walk into any shopping area and bam! You get hit with food smells, perfume smells, and the scents of lotions and candles. You see bright lights and colorful window displays. You see things cluttered together in tight spaces and watch hurried shoppers press through the aisles. You hear music coming through overhead speakers and electronic whirring and beeping at the checkout areas. You feel air conditioners or heaters, depending on the season. People walk past you and bump into you.

Whoa! All of this can cause sensory overload in anyone, but imagine if your brain doesn't organize and process sensory information in a meaningful way. A simple shopping trip becomes distressing and overwhelming.

What Is Sensory Integration? Sensory integration is the way our brains process sensory information: smell, taste, touch, sight, and hearing. Also included is the awareness of our body position, or proprioception. The brain processes the sensory input, organizes it, and responds to it in a meaningful and appropriate way.

Sensory integration dysfunction, also known as sensory processing disorder, is a complex neurological problem that refers to the brain's inability to process, organize, and respond to sensory information in a meaningful way. People who struggle with sensory integration dysfunction can be hypersensitive, hyposensitive, or a combination of both.

Adults and children who struggle with hypersensitivity misinterpret stimuli as too intense. Often they will avoid touch and movement, may withdraw, be fearful,

and easily upset by changes in routine, loud noises, and crowded settings.

Hyposensitivity refers to people who process sensory input less intensely than normal. People with this dysfunction are not receiving enough sensory input. They may need to touch and feel things, be preoccupied with their inner world, fail to register important clues such as hot, and misinterpret nonverbal cues.

A person with a combination of hyper- and hyposensitivity may seek intense sensory input on some days and other days avoid them. He may appear out of sync in his environment. He may sometimes exhibit characteristics of ADHD such as distractibility, impulsivity, and a high activity level. He may be easily upset and have difficulty recovering.

One of the frustrations of working with adults and children who struggle with sensory integration dysfunction is the complexity of the disorder itself. It often is misdiagnosed or not diagnosed at all. Many physicians are not trained in identifying sensory problems. And no two people struggling with sensory problems look the same. All of these factors make it extremely difficult to deal with in the church environment.

Signs of Sensory Problems. Suspect you have a learner with sensory problems in your classroom? Watch for these signs:

- undersensitivity or oversensitivity to touch, sound, movement, taste, or smell
- apparent inability to hear speech
- dislike of getting dirty or messy
- resistance to change
- difficulty staying focused
- impulsive actions
- withdrawing or crying during group situations
- craving or avoiding particular food textures
- difficulty with fine-motor tasks
- sensitivity to noises
- touching walls or furniture when walking
- easily upset with difficulty recovering
- chewing on hands, clothing, or hair
- difficulty with transitions

If you find you need additional help working with a learner in your class, turn to a special education teacher or an occupational therapist for suggestions. A good source of capable hands-on assistance may be a student majoring in special education who is willing to volunteer in your class for the short or long term.

While easy to overlook, prayer is the most important thing you can do for a learner who has sensory integration dysfunction. Trying to reach such a learner may be frustrating for you, the teacher—but imagine the struggles and frustrations that learner experiences every day trying to make sense of his world. Ask God to show you the best ways to reach that learner for Him.

Including sensory activities may help you help a struggling learner adjust to the church environment. Remember to take cues from the learner. No one should be forced to participate. Here are some sensory activities you easily can include in your classroom:

- homemade modeling clay (experiment with different textures and smells)
- bubbles and a bubble machine
- relaxing music
- aromatherapy—oils, candles, or potpourri (you will have to experiment with smells tolerated, but lavender and peppermint often are soothing)
- bean bag chair
- rocking chair or glider
- water table
- playing with shaving cream on a table
- finger paint
- puzzles
- drawing with chalk

Shopping List

Begin gathering these items for upcoming lessons.

gardening catalogs and books	
fresh fruit, flowers, and plants	
celery stalks or Queen Anne's Lace	
food coloring	
video camera or smartphone	
laptop or tablet	
plastic cups	
small plants	Noah's ark model
potting soil	Noah's ark chart
8 large boxes	animal crackers
flashlight	dowels
globe beach ball	building blocks
fish stickers	Jenga®
bird's nest	bricks
stuffed animals	large plastic ball
mirror	
digital camera or smartphone	
<i>The Animated Kids Bible</i>	
plastic gloves	
trash bags	
2-liter bottle	
plastic fruit	
small bell	
balloons	
food platters	
farm or zoo animal playsets	
milk	
dish soap	
baking ingredients	
carpentry tools	
lumber scraps	
hammer and nails	

STORIES ABOUT HOW THE WORLD BEGAN

Memory Verse

God created the heavens and the earth.

Genesis 1:1

Six lessons from the early chapters of Genesis will help learners understand God made the world, people began to sin by giving in to temptation, and God promised salvation.

Stories include the creation, the fall into sin, Cain and Abel, the great flood, God's promise, and the scattering of people through the confusion of languages.

GOD CREATES

Bible Passages

Genesis 1:1–2:15

Bible Truth

God made the world and gave people responsibility for it.

Bible Verse

Work it and watch over it.
Genesis 2:15

Life Application

I will take care of God's world.



KNOW THE STORY

All things began with God. The Bible teaches that in the beginning God created the heavens and the earth. At first the earth was without clearly defined form. The Spirit of God moved over this formless mass, flowing divine presence around and through it. God began to give order to the earth by infusing it with light. He spoke and light came into existence! But light and darkness were mixed together, so God separated the light from the darkness. God named the light *day* and the darkness *night*. The movement from darkness to light and to darkness again signals the creation of time—evening and morning. God created day and night on the first day.

God then ordered an expanse to appear. The expanse separated the waters under the expanse from the waters above it. God named this great expanse *sky*. During this creative work, another evening and morning passed—the second day.

Next God arranged the waters in their places and dry land appeared. God named the land *earth* and the waters *seas*. God also created vegetation on the new earth. This vegetation was various kinds of seed-bearing plants such as fruit trees, grasses, plants, and flowers. All this happened on the third day.

Continuing His creative acts, God made lights in the sky to distinguish the day from the night. The greater light—the sun—gives light at day, and the moon—the lesser light—provides light during the night. Not only do these lights separate the day from the night, but they also serve as signs for festivals and for days and years. God made the stars as well. God created all these lights for the earth on the fourth day.

God then commanded living creatures to appear in the air and in the seas. Miraculously and suddenly, birds appeared and filled the sky, and various kinds of living creatures swam in the earth's seas. God created these living creatures on the fifth day.

On the sixth day, the final day of God's creative actions, God brought into existence wildlife, livestock, and living things that crawl on the ground. Now all was ready for God's greatest creative act—a living being who could enjoy communion with Almighty God! Although God spoke everything else into existence, He used a more personal touch with man. He shaped man from the earth's dust and personally breathed life into him. God placed His first people—Adam and Eve—in a beautiful garden and gave them the privilege and task of caring for His beautiful world.

UNDERSTAND THE SETTING

You create! Meals on the table, letters to friends, meaningful conversations, picture albums, children's crafts, bridges, spacecraft, automobiles—all these reveal people busy creating. And every created object reveals something about its creator.

God's cosmos (the universe seen as a well-ordered whole) also reveals truths about its Creator. First it displays God's infinite power. Even the most creative and gifted people can only make things out of existing matter, but God can create things from nothing by merely calling them into existence. Genesis 1 repeats the phrase, "God said ... and it was good." This is impossible for humans to understand fully, but our God has such power in endless measure.

The universe demonstrates God's intelligence. The Bible describes how God created the universe in methodical, harmonious steps. The days of creation built one on the other. With just one word God could have spoken the entire cosmos into existence, bringing it all about at the same time. Had He merely said: "Be!" all creation would exist. Instead, God worked progressively. First matter, then light, sky, dry land, seas, vegetation, and lights for the night. Then the earth was ready for animate life—living creatures—birds, sea creatures, livestock, wildlife, creatures that crawl, and finally, people. God is the God of order and intelligence.

God's world shows He delights in life. He prepared the earth to sustain life. He then filled the seas with life and the land with living creatures such as birds and animals. And God ordered life to produce more aliveness, continually filling and replenishing the earth with throbbing life. God is the life-giver and life-lover.

God's crowning creation—human beings—demonstrates God's authority. The Bible teaches that people are made in God's likeness and are to subjugate and care for the creation. In doing so, humans fulfill their roles as God's image bearers. We bear this responsibility under God, and He holds us accountable for the world He created us to govern. People have authority over the world, but God has authority over us!



DETERMINE THE RELEVANCE

Identify some of the environmental issues facing the world today.

What do you think about the work of environmental groups that try to "save the whales," the trees, spotted owls, and such?

Based on Genesis 2:15, how should Christians respond to environmental issues?

In what ways will you work and watch over the world God made for us?

EXAMINE A KEY WORD

subdue

(Genesis 1:28)

Subdue is one of several words in the Book of Genesis that describe Adam's relationship to the created world. The words means to "tread under," not in the sense of destroying but of ruling. Adam was not to be subject to creation but was to rule all living creatures.

This Week's Prayer Concerns

GATHER TOGETHER

Lesson Truth

Take care of God's world.

GET READY

- Gather attendance records.
- Prepare announcements.
- Choose hymns and praise songs your learners enjoy.

Tip! You can adapt your teaching plan and print a copy with your modifications. See "Teaching Plans" in the digital pack.

LEAD

Greet learners as they arrive. Take attendance. Collect offerings. Make announcements.

Lead learners to praise and worship God. Invite learners to call out the names of other songs they enjoy and choose two or three to sing.

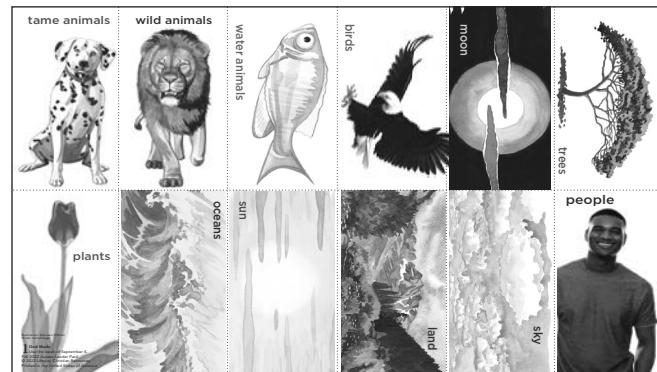
Call for prayer requests and praises. Invite learners to join hands in a prayer circle. Include thanking God for creating the beautiful world we live in.

CREATE INTEREST

- Secure several gardening catalogs and books that contain pictures of flowers, other plants, fruits, and vegetables.

LEAD

Distribute the catalogs and books for learners to review. Invite learners to point out the pictures they like best. Say: *We enjoy these colors and shapes. Some of us like to eat fruits and vegetables like the ones in the pictures. All these plants are part of the wonderful world God created. Today we'll hear the Bible story about how God made the world. Are you ready to hear it?*



POSTER 1

TELL THE STORY

GET READY

- Provide Bibles and *Access Personal Study Guide*.
- Print today's Bible picture from the digital pack.
- Find **Poster 1** in the Leader Pack. Cut apart the pictures.

GATHER TOGETHER

Labor Day is tomorrow. Provide materials for early arrivers to make thank you cards for those who "work" for them in some way—caregivers, van drivers, home health assistants, and such. As learners create cards, tell them in today's lesson we'll hear about the first work God gave people to do.

CREATE INTEREST

- (1) Purchase several fresh fruits, vegetables, plants, and flowers for learners to examine.
- (2) Fill a clear container with colored water. Place celery stalks or Queen Anne's Lace in the water. Watch the colored water rise through the veins of the stalk. Comment on the wonderful way God created plants to get water to their leaves. Explain we'll hear more about God's wonderful creation in the Bible story.

TELL THE STORY

- (1) Early in the week, enlist a woman to tell the story as a dramatic monologue from Eve's perspective. Provide a simple costume and props such as small plants and toy birds and animals. Video the monologue in advance and show on a laptop or tablet computer. Upload the video to your class social media page after the session.

Bonus Ideas!

LEAD

Tell learners: *Today is the first Sunday of a new month. It's a new beginning, and we are beginning a new study in our Bibles. We're beginning with the beginning—the Book of Genesis.* Direct learners to find Genesis 1 in their Bibles. Continue: *This month we will study Bible stories about how the world began. Our first story is about the creation of the world.*

Display the pictures from **Poster 1**. Invite each learner to choose one picture and hold it up when she hears about it in the story.

Tell the Bible story in words learners understand. Show the Bible picture at the appropriate time during the story.

God Creates

(based on Genesis 1:2–2:15)

“You should have seen the garden of Eden on the very first day,” Adam told Eve. Adam was the first person to live in the garden of Eden. He was Eve’s husband.

“God created the world and all things in it,” Adam said. “God took the empty, dark earth and made this beautiful world.”

Try to imagine it. God spoke the word and everything began. God said: “Let there be light,” and light brightened the darkness. Each time God called for something, it happened.

God created all things. He made water and formed oceans and rivers. He put sea life in them. At first the land was bare. No food or trees grew on it. But God caused the trees and plants to grow out of the ground.

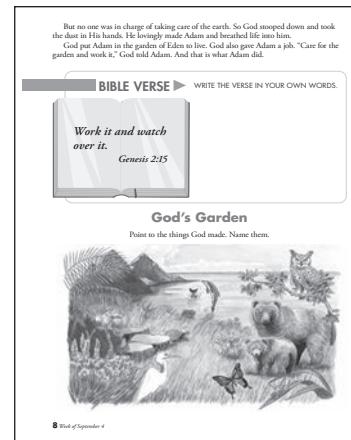
God also made birds, animals, and all living things. He taught the birds to fly, the fish to swim, and the animals to walk. God provided food and water for them.

But no one was in charge of taking care of the earth. So God stooped down and took the dust in His hands. He lovingly made Adam and breathed life into him.

God put Adam in the garden of Eden to live. God also gave Adam a job. “Care for the garden and work it,” God told Adam. And that is what Adam did.

REVIEW THE STORY

Ask: *Who made the world? What did God make?* Lead learners to complete “God’s Garden” on page 8 in the Personal Study Guide. Ask: *What did God tell Adam to do with the world God made?*



TEACH THE BIBLE VERSE

GET READY

- Mark Genesis 2:15 in your Bible. Pre-enlist a learner to read it.
- Print today’s Bible verse poster from the digital pack.
- Purchase large plastic cups, small plants such as pansies, potting soil, and bottled water.

Bonus Ideas!

(2) Set up creation stations. Find eight large boxes. Place the following items in the boxes. For *dark*, line the box with black paper and fill with crumpled black paper. For *light*, place a flashlight or battery-powered lantern inside a black-lined box. For *water and land*, use a globe beach ball or a bowl of water and a bowl of dirt. For *sea life*, place fish stickers on blue paper. For *plants and trees*, use leaves and potted plants. For *birds*, add a bird’s nest or feathers. For *animals*, fill the box with stuffed animals. For *people*, lay a mirror in

the bottom of the box. Invite learners to walk from station to station and look inside the boxes as you tell the story.

REVIEW THE STORY

Print today’s “Questions” from the digital pack. Provide digital cameras, iPads, or smartphones. Invite learners to go for a walk outside. Take turns asking a question to each learner. Each time someone answers correctly, invite him to point out something God made and take a picture. Upload the photos to your class social media page and encourage learners to add comments.

LEAD

Comment: God made the world and told Adam to take care of it. Our Bible verse for today is what God told Adam. Call on your preenlisted learner to read the verse from your Bible, then hold up the Bible verse poster. Guide learners to read the verse together. Explain taking care of the world was not just Adam's job; it's ours as well.

Give each learner a plastic cup. Help them write the verse on each cup, then guide them to pot the plants in the cups. Say: *These plants will help us remember God told us to take care of the world He made.* Send home the plants with instructions on how to care for them or transplant them in flowerbeds.

APPLY THE LESSON TO LIFE

Remind: God made the world. God told Adam to take care of it. God also expects us to take care of His world. How will you take care of God's world? Lead learners to complete "Care for God's World" on page 9 in the Personal Study Guide.



TEACH THE BIBLE VERSE

Place a large sheet of paper on the wall. Print the Bible verse across the top. Provide the pictures from **Poster 1** or nature pictures cut from magazines. Direct each learner to repeat the Bible verse and then add a picture to the poster. Remind learners God said to take care of all these things He made.

APPLY THE LESSON TO LIFE

(1) Provide plastic gloves and trash bags. Supervise as learners pick up trash around the church property. Talk about caring for God's world by keeping it clean.

(2) Create bird feeders by spreading peanut butter on bagel halves. Sprinkle generously with birdseed. Tie on yarn for a hanger. Talk about caring for God's world by helping animals.

CONCLUDE THE SESSION

GET READY

- Download "This Is My Father's World."

LEAD

Lead learners to sing or listen to "This Is My Father's World." Recap: *Today we learned God made the world and told people to take care of it.* Guide learners to repeat today's Bible verse. Direct learners to join hands as you close in prayer.

FOLLOW UP

- Send absentees today's Personal Study Guide pages.
- Remind learners to complete their daily Bible readings in the Personal Study Guide. Print and send home copies from "Daily Bible Readings" in the digital pack.
- Plan a fall work day to spruce up the churchyard. Rake and bag leaves. Set out mums and pansies. Plant bulbs for next spring. Recruit learners and other volunteers. Coordinate through your church grounds committee.
- Remind learners to care for God's world by properly disposing of trash.

Bonus Ideas!

ADAM AND EVE SIN

Bible Passage

Genesis 3:1-24

Bible Truth

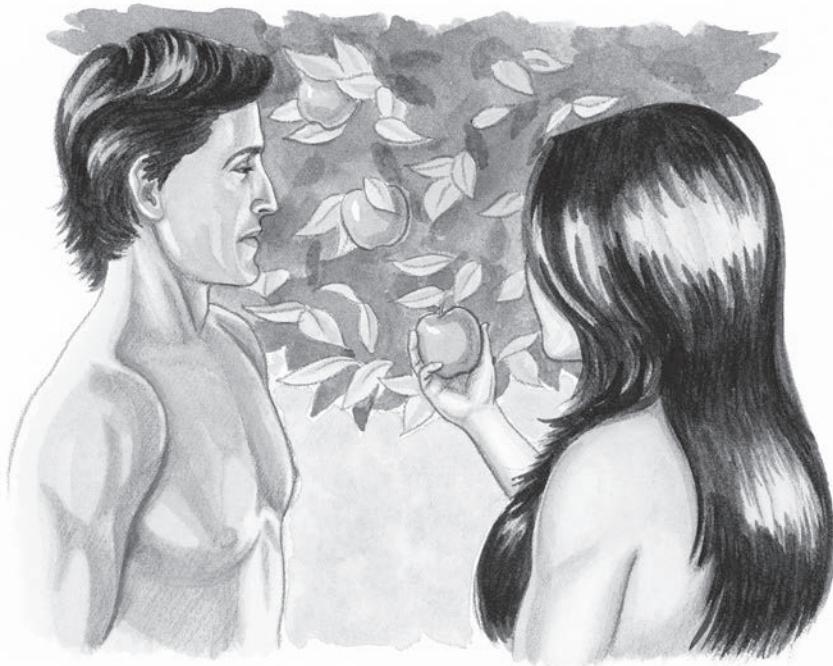
Adam and Eve gave in to temptation and sinned.

Bible Verse

With the temptation [God] will also provide the way out.
1 Corinthians 10:13

Life Application

I will say no to temptations to sin.



KNOW THE STORY

The sixth day of creation ended God's activity. The Scripture says God rested on the seventh day, meaning He ceased creating the heavens, earth, and life on earth. God created exactly as He wanted light, darkness, sky, seas, land, heavenly bodies (sun, moon, and stars), plants, birds, sea creatures, animals, creatures that crawl, and humans.

Adam and Eve inhabited a beautiful and bountiful garden God made for them on this new earth. In this idyllic setting, the garden of Eden, they were to work the garden and care for it. The food in the garden was plentiful and no doubt delicious. One of the fruit trees, however, was off-limits to Adam and Eve—the tree of knowledge of good and evil. Into this garden—the perfection of beauty—came a sinister intruder intent on bringing sin to God's perfect world. This intruder was the Devil who used a serpent to tempt Adam and Eve to throw aside God's warning about eating from the tree of knowledge of good and evil. The serpent tempted Eve first, and she fell into his trap.

Eve saw that the forbidden fruit looked good to eat, just like other fruit trees in the garden she ate from daily. Eve also noticed the tree's beauty and perhaps

thought, *How could such a lovely tree's fruit harm me?* Moreover, she wondered if the serpent's promise was true—was the tree's fruit indeed a source of wisdom, wisdom equal to God's? As Eve pondered these thoughts, doubt about God's warning grew in her mind and heart and finally led to sin. In a terrible and fatal moment, Eve took the fruit, ate it, and shared it with Adam.

Suddenly Adam and Eve felt the shame of being naked and tried to hide their shame by covering themselves with flimsy fig leaves. Then the man and woman heard God's presence in the garden. They ran and hid. God called out to the man and woman and led them to admit their disobedience to Him.

Then God judged the serpent, woman, and man. God cursed the serpent and made it crawl on the ground. Eve would experience intense pain in childbirth and live under the dominance of her husband. God also condemned Adam to produce food through difficult labor. Furthermore, all future generations would experience the impact of Adam and Eve's disobedience. From that day forward all people would sin, experience alienation from God, and die physically.

UNDERSTAND THE SETTING

Sin came into the world through God's highest creations, Adam and Eve. It continues in the world through the descendants of that first man and woman. Animals do not sin. Neither do trees or flowers. Only humans sin.

The doctrine of *original sin* refers to the result of the first humans' sin—the corruption of the human race. In disobeying God, Adam and Eve affected not only themselves but all who came after them. From that dark day in the garden, every generation has had a sinful nature like Adam and Eve's. Sin is part of our "original equipment."

Adam and Eve not only gave to all succeeding generations physical DNA that assured our basic likeness to them but also spiritual DNA leading to unbelief, disobedience, and selfishness. Our nature is to turn away from God and live for ourselves. We are sinners not because we sin but because we are sinners. King David said, "Indeed, I was guilty when I was born; I was sinful when my mother conceived me" (Ps. 51:5).

Due to this inherited sin, we are born alienated from God and thus make sinful choices. We are sinners by nature and sinners in practice. We cannot save ourselves from this state. Jesus, who was born into the world without sin and committed no sin, is the only One who can save sinners. Jesus came as the second Adam, and through faith in Him the Holy Spirit rebirths us with a new spiritual nature—a nature that desires to know, trust, and obey God.



DETERMINE THE RELEVANCE

When you were growing up, whom did you sometimes blame for your wrong actions?

How did your parents or guardians respond to your efforts to pass the blame to someone else?

In what ways do you attempt to pass blame or make excuses for your sinful behaviors today?

List some times when you are tempted to disobey God.

What can help you say no to the temptation to disobey God?

EXAMINE A KEY WORD

cursed

(Genesis 3:14,17)

In the Bible, *cursed* does not refer to base language but to the act of pronouncing a judgment on someone or something. God cursed, or ordered, the serpent to crawl on its belly and the ground to be unproductive.

This Week's Prayer Concerns

GATHER TOGETHER

Lesson Truth

Say no to temptations to sin.

GET READY

- Gather attendance records.
- Prepare announcements.
- Choose hymns and praise songs your learners enjoy.

Tip! You can adapt your teaching plan and print a copy with your modifications. See "Teaching Plans" in the digital pack.

LEAD

Greet learners as they arrive. Invite each learner to tell one way she took care of God's world this week. Take attendance. Collect offerings. Make announcements.

Lead learners to praise and worship God. Invite learners to call out the names of other songs they enjoy and choose two or three to sing.

Call for prayer requests and praises. Invite learners to join hands in a prayer circle. Pray sentence prayers.

Bonus Ideas!

GATHER TOGETHER

Show early arrivers how to make praise pockets. Decorate file folders with art supplies or gift wrap. Seal the sides closed with tape. Suggest learners write praises to the one true God on index cards and place the cards in their pockets. They can add additional praises at home or pull out cards to read whenever they want to praise God.

CREATE INTEREST

Say: *When you were in school, you probably heard about the gods of Greek mythology. What do you remember about them?* Use the information from "Understand the Setting" to briefly review the Greek gods. Continue: *Today we know the gods of Greek mythology were not real. They were just stories. But the people who lived in New Testament times thought they were real. Listen to hear what Paul said to some people who believed in the Greek gods.*

TELL THE STORY

(1) Borrow a trophy. Label the trophy *idol*. Display it as you tell the story. Point to the trophy when you say *idols*.

(2) Enlist a man to portray Paul and tell the story as a dramatic monologue.



POSTER 2

TELL THE STORY

GET READY

- Provide Bibles and *Access Personal Study Guide*.
- Find **Poster 2** in the Leader Pack. Cut apart the pictures and mount on poster board or card stock. Attach rulers for handles.
- Print today's Bible picture from the digital pack.

LEAD

Direct learners to find Genesis 3 in their Bibles. Remind: *This month we are studying Bible stories about how the world began. Last week we heard about the creation. God made the heavens and the earth and told people to take care of them. Today we will hear about the first sin. Sin is doing something our way instead of God's way. Listen to hear if Eve said yes or no to sin. Listen for the consequences of her choice.*

Invite three volunteers to stand in front of the group and hold the masks from **Poster 2** in front of their faces. Stand beside each person as you talk about him or her during the story.

Tell the Bible story in words learners understand. Show the Bible picture at the appropriate time during the story.

Adam and Eve Sin

(based on Genesis 3:1-24)

God told Adam: "You can eat from any tree in the garden—except one. You cannot eat from the tree of knowledge of good and evil. If you do, you will die."

God gave Adam that order before He made Eve. Eve knew about it from the day God created her. But the tree was so beautiful and so tempting.

One day the serpent said to Eve: "Did God really say you cannot eat any of the fruit in the garden?"

REVIEW THE STORY

Print today's "Questions" from the digital pack. Provide two sand buckets. Label one *True* and one *False*. Locate small beach balls or sea urchin squeeze balls.

Take turns asking each learner a question. Direct him to answer by tossing a ball into the correct sand bucket.

TEACH THE BIBLE VERSE

Fill a plastic tub or beach cooler with clean sand. Slightly dampen the sand and help each learner write the Bible verse in the sand. Use a sand shovel or rake to smooth the sand in between learners.

Tip! Write *Lord* in the sand and suggest learners trace the letters with their fingers.

Remind: *Paul told the people in Athens about the Lord, the one true God.*

"Oh, no!" Eve answered. "We can eat all the fruit except from that beautiful tree over there. If we even touch that fruit, we will die."

"No! You will not die," the serpent said. "You will become like God. You will know good and evil."

That was all Eve needed to hear. She ate some of the fruit. She convinced Adam to try it too. They felt strange! Suddenly they knew they were naked.

Adam and Eve hid from God when He came for their evening walk together. "You ate the fruit," God said. "You disobeyed Me. That is how you knew you were naked."

Adam said: "Eve made me do it."

Eve said: "It is the serpent's fault."

God said: "You sinned. You must leave the garden forever. You must work the ground and grow your own food."

Adam and Eve disobeyed God, so they had to move out of the beautiful garden. They paid a big price for a bite of fruit. Their sin was not worth it.

REVIEW THE STORY

Ask: *What were Adam and Eve tempted to do? Did they say yes or no? Lead learners to complete "Sinners" on page 12 in the Personal Study Guide. Ask: What were the consequences of Adam and Eve's choice? Was their choice to sin worth the consequences?*

Eve said: "It is the serpent's fault." God said: "It is mine. You must leave the garden forever. You must work the ground and grow your own food." Adam and Eve disobeyed God, so they had to move out of the beautiful garden. They paid a big price for a bite of fruit. Their sin was not worth it.

BIBLE VERSE ► WRITE THE VERSE IN YOUR OWN WORDS.

With the temptation [God] will also provide the way out.
1 Corinthians 10:13

Sinners

Point to the creature that lied about God. Circle the person who believed the serpent's lies. Draw a box around the person who agreed to do something he knew was wrong. What was the consequence of Adam and Eve's sin?

Bonus Ideas!

TEACH THE BIBLE VERSE

GET READY

- Mark 1 Corinthians 10:13 in your Bible. Preenlist a learner to read it.
- Print today's Bible verse poster from the digital pack.
- Provide small poster boards and markers.

LEAD

Comment: *Adam and Eve were tempted to sin, to do things their way instead of God's way. So are we. The Bible tells us God helps us say no to sin.* Call on your preenlisted learner to read the verse from your Bible, then hold up the Bible verse poster. Guide learners to read the verse together. Explain we always have a choice to say yes or no to temptation. When we rely on God, He helps us say no.

Hand out the poster boards and help each learner make a poster. Draw a large circle. Print *Temptation* in the center, then draw a no slash through the circle. Print the Bible verse under the circle.



CONCLUDE THE SESSION

Recap: *Today we learned Adam and Eve gave in to the temptation to sin, but God will help us say no to temptations to do things our own way instead of His way.* Guide learners to repeat today's Bible verse. Lead in prayer. Ask God to help us say no to sin this week.

FOLLOW UP

- Send absentees today's Personal Study Guide pages.
- Remind learners to complete their daily Bible readings in the Personal Study Guide. Print and send home copies from "Daily Bible Readings" in the digital pack.
- Earnestly pray about the temptations learners face.
- Do what you can to remove temptations—serve healthy snacks, provide G-rated social activities, and such.

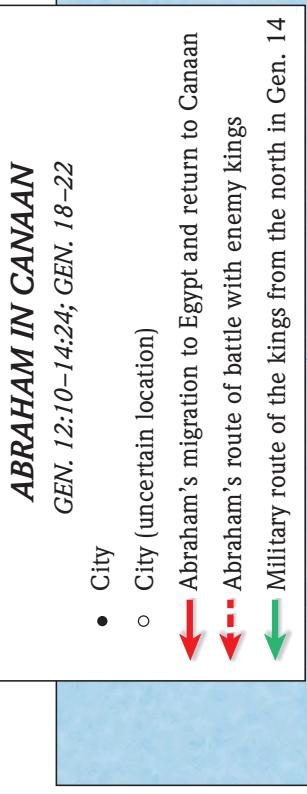
APPLY THE LESSON TO LIFE

(1) Talk about the different faiths prevalent in your community. Help learners understand why Christianity is different and the only way to be close to the one true God.

(2) Read and talk about "Idols in Today's World" on page 13 in the Personal Study Guide.

(3) Guide learners to complete the daily Bible readings on page 14 in the Personal Study Guide.

Bonus Ideas!



As we look at stories from the book of Genesis, we examine God's sovereign power in creation and His relationship to humanity. We see how God planned to redeem His people through the family of one man, Abraham. This study focuses on the steadfastness of God's love and grace in spite of sinfulness and disobedience.

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