

FALL

“The First Sin: Consequences of Sin and Role of Humans”

Series Objective: Students will learn:

- Consequences of sin and the role of humans
- Object of worship and sacrifice
- Noah and the judgment and justice of God
- Humans wanted to be like God

Series Theme Verse: “Hear, O Israel: The Lord our God, the Lord is one. Love the Lord your God with all your heart and with all your soul and with all your strength.” Deuteronomy 6:4-5 (NIV)

Lesson Objective: While looking at the first sin story, students will understand the consequences of sin and how that changes the role of humans.

Lesson Passage: Genesis 3:1-24

Materials Needed: Bibles, theme verse on a poster, 2 pieces of paper per student

Lesson Plan:

The Story:

Talking Points:

- What was craftier than any of the wild animals God made? (serpent)
- What did the serpent ask the woman? (Did God really say you couldn't eat from any tree in the garden?)
- How did Eve respond? (We can eat from any tree, but we can't eat from the tree in the middle of the garden; we can't even touch it, or we'll die.)
- Was she telling the truth? (Yes, God told them not to eat from the tree of the knowledge of good and evil, but he didn't tell them they couldn't touch it. Refer back to Gen 2:17)
- How does the serpent twist her answer? (You won't die; You're eyes will be opened and you'll be like God.)
- Why do you think Eve ate the fruit? (It looked delicious, tempted to be like God, ...)
- Was the fruit an apple? (We don't know what kind of fruit it was.)
- Did Adam eat the fruit? (yes)
- What did Adam and Eve do when they heard God walking in the garden? (hid)

- Why do you think they hid? (Felt guilty, scared, didn't want God to know what they did...)
- What do you think it was like in the garden before they ate the fruit? How was their relationship with God? How was their relationship with each other? (Adam and Eve were taking care of the garden and animals, working together as equals, taking walks with God and talking with each other...perfect.)
- How would you describe the action of eating the fruit? (disobedience to God, sin)
- What is sin? (The Bible describes sin as breaking God's law (1 John 3:4). Disobedience. Merriam Webster defines sin this way - to do something that is considered wrong according to religious or moral law. The original translation means "to miss the mark" of God's holy standard of righteousness.)
- How did Adam respond when God asked him about what he did? (The woman you put here with me gave it to me and I ate it.)
- How did Eve respond when God asked her about what she did? (The serpent deceived me and I ate.)
- Were either one of them straight forward with God? (No)
- Why do you think they both responded this way? (Didn't want to own their sin. They tried to blame someone else for their actions. Adam blamed Eve. Eve blamed the serpent.)
- When we do not follow God's instructions, we do not end up living the perfect life God has for us. As a result, there are consequences to our sins.
- What was the serpent's punishment? (vs14-15 cursed, crawl on its belly, eat dust, hatred between it and women)
- What were Eve's consequences for her disobedience? (vs 16 pain in childbirth, husband will rule over you)
- When God created Adam and Eve was God's purpose for man to rule over woman? (no)
- So why is it like that? (It was a part of their consequences. God never intended for man to rule over women. As a result of their sin, life would no longer be perfect.)
- What were Adam's consequences for his disobedience? (17-19 & 23 ground he works is cursed, working the land will be harder, thorns, kicked out of the garden)
- Why were Adam and Eve kicked out of the garden? (So they couldn't eat from the tree of life and live forever, now they would eventually die – another consequence of their sin)
- How do you think the relationship between Adam & Eve and God has changed now? (It's broken. It is not as intimate or close as it was before. Sin has caused a separation.)
- Does God still care about Adam and Eve? How do we know? (Yes, he provides clothes for them & the bible doesn't end here, the story continues)

The Story Retold:

- Leader needs a copy of the Communication Exercise: Paper-Folding Activity (attached below)
- Give each student 2 pieces of paper. This activity will be done twice.
- The leader needs to read the “Suggested Process” to the students and when everyone is ready start reading the “Instructions” #1-4.
- Once the instructions have been completed, tell the students to open their eyes, unfold their paper, and hold up the results for everyone to see.
- Repeat the exercise with a new piece of paper, but tell the students they are now allowed to ask questions. Eyes should remain closed. Only their specific questions will be answered. No additional directions or clarification will be offered.
- Once the instructions have been completed, tell the students to open their eyes, unfold their paper, and hold up the results for everyone to see.
- In this activity, the first time we all got different results. Why? (Couldn't ask questions, could interpret the directions different ways)
- How did we do the second time? (hopefully better) Why? (allowed to ask questions, make sure everyone understands before moving on to the next step)
- This activity shows the importance of two-way communication. Listening to directions but also asking questions to clarify and understand the directions.
- In our walk with God we have to listen closely and seek God's guidance in our lives for our lives to turn out as God intended.
- What can you do this week to listen closely to God and seek God's guidance?

The Story and Me:

- Have Series Theme Verse printed on a poster.
- Read the verse together several times.
- Divide the class into groups: boys vs girls, everyone wearing blue, etc. to say the verse together until they have it memorized.
- Write it on a note card to keep it in the same place as our last verse – somewhere you will see it every day.
- How can we love God with all our heart? soul? & strength this week?

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COMMUNICATION EXERCISE

PAPER-FOLDING ACTIVITY

Objective: To understand the role of two-way communication in personal experience and interpretation.

Materials: 8 ½" x 11" piece of paper that can be destroyed (2 pieces of paper are included in the Student Folder)

Suggested Process: Stand and close your eyes for this exercise. Your group facilitator will read the instructions below to you once your eyes are closed. When you are given the directions, "top" means towards your head and "bottom" means towards your feet. During this exercise you will not be allowed to ask any questions. If you do ask a question, the instructions that you were given will be repeated.



Instructions:

1. Fold the paper in half, crease it, and tear off the top right hand corner.
2. Fold the paper in half again, crease it, and tear off the bottom right hand corner.
3. Fold the paper in half a third time, crease it, and tear off the top left hand corner.
4. Fold the paper in half again, crease it, and tear off the bottom left hand corner.

Once the instructions have been completed, open your eyes, unfold your paper, and hold up your results for everyone to see.

Then repeat the exercise with a new piece of paper, but you are now allowed to ask questions. Your eyes should remain closed. Only your specific question will be answered. No additional directions or clarification will be offered.

Summary: This exercise shows the importance of two-way communication. A leader will use two-way communication and encourage the use of it. However, a leader will also realize that even with two-way communication, there is still a need for constant communication and feedback from all parties involved in order to end up with the desired product.