

Growing in the Anglican Faith

STUDENT SUNDAY SCHOOL
13-WEEK GENESIS CURRICULUM
TEACHER'S GUIDE

Imprimatur: + William Bower, SSC, Episcopus,
Diocese of the Eastern United States
Anglican Catholic Church

TEACHERS' GUIDE

This Anglican Genesis curriculum supports teachers in guiding students in Grades 3(4)–8 through the foundational stories of the Genesis, inviting them to encounter God's work in creation, covenant, calling, and promise. Through these sacred texts, students explore how God reveals His character, faithfulness, and purpose throughout history.

As students journey through the Genesis, they are invited to see how these stories prepare the way for the coming of Jesus Christ and help us understand God's plan of redemption. This curriculum encourages learners to recognize God's guidance and mercy at work and to reflect on how faith, obedience, and trust shape their own lives. Teachers are supported in presenting Scripture with reverence and clarity while fostering thoughtful discussion, prayer, and a faithful response.

WHAT'S INCLUDED:

- Weekly Scripture reading (NKJV)
- Teacher story summary for presenting the lesson.
- Teacher notes.
- Discussion questions for Grades 3–4, 5-6, and 7–8
- Weekly memory verse with age adaptations
- Optional crafts with complete instructions
- Reflection or journaling prompts for older students.

TEACHING NOTES – GENESIS CURRICULUM

Begin each class with the **Opening Routine** found at the front of the curriculum to establish consistency, prayerful focus, and a sense of sacred time.

Read the assigned **Scripture passages in advance**, allowing the story to be shared thoughtfully, clearly, and age-appropriately.

Emphasize key themes of **God's faithfulness, covenant, calling, obedience, mercy, and redemption** as they unfold throughout Genesis.

Help students recognize how God reveals Himself through His actions in history and how these stories prepare the way for the coming of Christ.

Encourage students to reflect on how God's guidance, promises, and mercy shape their own lives of faith and daily obedience.

Close each class with **prayer and a review of the memory verse**, reinforcing both learning and spiritual formation.

OVERVIEW OF THE GENESIS CURRICULUM

The Genesis invites us to encounter the living God at work in creation, covenant, rescue, and promise. As you teach, guide students to see how God's faithfulness to His people points forward to the fullness of His revelation in Jesus Christ. These stories help students understand who God is, how He calls His people to live, and how faith, obedience, and trust grow over time.

Through this curriculum, students are invited not only to learn biblical history but to grow in love for God and neighbor, forming hearts shaped by God's promises and grace.

For questions or support in using this Anglican Lesson Plan, please contact: Linda Simmen — Christian Education & Curriculum Development • stpatricksresources@gmail.com • (321) 222-3947.

TABLE OF CONTENTS

WHAT'S INCLUDED:	2
TEACHING NOTES – GENESIS CURRICULUM	2
OVERVIEW OF THE GENESIS CURRICULUM.....	3
GENESIS SUNDAY SCHOOL TEACHER GUIDE.....	12
TEACHER PREPARATION	12
OPENING ROUTINE	12
CLOSING ROUTINE	12
INTRODUCTION FOR TEACHERS: TEACHING THE BOOK OF GENESIS	13
TEACHING TIPS BY AGE GROUP	14
FALL FEAST DAYS (MAJOR)	14
GENESIS – WEEK 1	16
THEME: GOD THE CREATOR	16
SCRIPTURE	16
TEACHER FOCUS & CAUTIONS FOR THIS LESSON	16
LESSON OVERVIEW FOR TEACHERS	16
KEY TEACHING TIPS BY AGE GROUP	17
MEMORY VERSE	17
KEY TRUTHS.....	18
DISCUSSION QUESTIONS BY AGE GROUP	18
CRAFT & ACTIVITY OPTIONS.....	18
1. CREATION DAYS WHEEL (GRADES 3–5)	18
2. “MADE IN GOD’S IMAGE” MIRROR CRAFT (GRADES 4–6)	18
3. CREATION CARE POSTER (GRADES 5–8)	18
4. QUIET REFLECTION PRAYER (ALL AGES)	18
5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)	18
COLORING PAGE.....	19
GENESIS – WEEK 2	20
THEME: THE FALL AND GOD’S PROMISE	20
SCRIPTURE (NKJV REFERENCE ONLY):.....	20

TEACHER FOCUS & CAUTIONS FOR THIS LESSON	20
LESSON OVERVIEW FOR TEACHERS	21
KEY TEACHING TIPS BY AGE GROUP	21
SCRIPTURE READING.....	22
MEMORY VERSE	22
KEY TRUTHS.....	22
DISCUSSION QUESTIONS.....	22
CRAFT & ACTIVITY OPTIONS.....	23
1. CHOICE PATH ACTIVITY (GRADES 3–5)	23
2. “GOD SEEKS US” FOOTPRINT CRAFT (GRADES 4–6)	23
3. SERPENT AND APPLE MOBILE (ALL AGES)	23
4. RELATIONSHIP CIRCLES DIAGRAM (GRADES 5–8).....	23
5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6).....	23
COLORING PAGE.....	25
GENESIS – WEEK 3	26
THEME: CAIN AND ABEL: JEALOUSY AND FORGIVENESS	26
SCRIPTURE	26
TEACHER FOCUS & CAUTIONS FOR THIS LESSON	26
LESSON OVERVIEW FOR TEACHERS	26
KEY TEACHING TIPS BY AGE GROUP	27
SCRIPTURE READING.....	27
MEMORY VERSE	27
KEY TRUTHS.....	28
DISCUSSION QUESTIONS.....	28
CRAFT & ACTIVITY OPTIONS.....	28
1. “STOP & PRAY” FEELINGS HAND (GRADES 3–5)	28
2. “GOD WARNS ME” TRAFFIC LIGHT (GRADES 4–6)	29
3. HEART CHOICES CHART (GRADES 5–8).....	29
4. HEART OF FORGIVENESS (ALL AGES)	29
5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6).....	30

Anglican Genesis Curriculum

COLORING PAGE.....	31
GENESIS – WEEK 4	32
THEME: NOAH AND GOD’S COVENANT.....	32
TEACHER FOCUS & CAUTIONS FOR THIS LESSON	32
SCRIPTURE (NKJV REFERENCE ONLY):.....	32
LESSON OVERVIEW FOR TEACHERS	32
TEACHING TIPS BY AGE GROUP	33
SCRIPTURE READING.....	33
MEMORY VERSE	33
KEY TRUTHS.....	33
DISCUSSION QUESTIONS BY AGE GROUP	34
CRAFT & ACTIVITY OPTIONS.....	34
1. RAINBOW COVENANT STRIP (GRADES 3–5).....	34
2. COVENANT CHAIN LINKS (GRADES 4–6)	34
3. CUP TOWER CHALLENGE (GRADES 5–8)	34
4. MINIATURE ARK (ALL AGES).....	34
5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6).....	34
COLORING PAGE.....	34
GENESIS – WEEK 5	35
THEME: GOD CALLS ABRAHAM.....	36
TEACHER FOCUS & CAUTIONS FOR THIS LESSON	36
SCRIPTURE	36
LESSON OVERVIEW FOR TEACHERS	36
KEY TEACHING TIPS BY AGE GROUP.....	36
SCRIPTURE READING.....	37
KEY TRUTHS.....	37
DISCUSSION QUESTIONS BY AGE GROUP	37
CRAFT & ACTIVITY OPTIONS.....	38
1. FAITH FOOTSTEPS PATH (GRADES 3–5).....	38
2. STARS OF PROMISE CRAFT (GRADES 4–6)	38

3. SUITCASE OF FAITH DRAWING (GRADES 5–8)	38
4. TRUST PRAYER CIRCLE (ALL AGES).....	38
5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6).....	38
COLORING PAGE.....	38
GENESIS – WEEK 6	40
THEME: GOD KEEPS HIS PROMISE	40
TEACHER FOCUS & CAUTIONS FOR THIS LESSON	40
SCRIPTURE	40
LESSON OVERVIEW FOR TEACHERS	40
KEY TEACHING TIPS BY AGE GROUP	41
SCRIPTURE READING.....	41
MEMORY VERSE	41
KEY TRUTHS.....	41
DISCUSSION QUESTIONS.....	42
CRAFT & ACTIVITY OPTIONS.....	42
1. PROMISE TIMELINE (GRADES 3–5)	42
2. “WAITING WITH FAITH” PAPER CLOCK (GRADES 4–6).....	42
3. ABRAHAM AND THE STARS IN THE SKY (GRADES 3-6).....	42
4. GOD PROVIDES’ BANNER (ALL AGES)	42
5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6).....	42
COLORING PAGE.....	43
GENESIS – WEEK 7	44
THEME: FAITH TESTED: GOD PROVIDES	44
TEACHER FOCUS & CAUTIONS FOR THIS LESSON	44
SCRIPTURE	44
LESSON OVERVIEW FOR TEACHERS	44
KEY TEACHING TIPS BY AGE GROUP	45
SCRIPTURE READING.....	45
MEMORY VERSE	45
KEY TRUTHS.....	45

DISCUSSION QUESTIONS BY AGE GROUP	46
CRAFT & ACTIVITY OPTIONS.....	46
1. “GOD PROVIDES” PROVISION BAG (GRADES 3–5).....	46
2. MOUNTAIN PATH CRAFT (GRADES 4–6)	46
3. “GOD PROVIDES” SUBSTITUTE CARD (GRADES 5–8)	47
4. RAM IN THE THICKET DIORAMA (ALL AGES)	47
5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6).....	48
COLORING PAGE.....	49
GENESIS – WEEK 8	50
THEME: GOD WORKS THROUGH IMPERFECT FAMILIES.....	50
TEACHER FOCUS & CAUTIONS FOR THIS LESSON	50
SCRIPTURE	50
KEY TEACHING TIPS BY AGE GROUP.....	51
MEMORY VERSE	51
KEY TRUTHS.....	52
1. “GOD IS WITH ME” BOOKMARK (GRADES 3–5)	52
2. JACOB’S LADDER CRAFT (GRADES 4–6)	52
3. GRACE PUZZLE (GRADES 5–8)	52
4. FORGIVENESS HEART CHAIN (ALL AGES).....	53
5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6).....	53
COLORING PAGE.....	54
GENESIS – WEEK 9	55
THEME: GOD IS WITH US IN HARD TIMES	55
TEACHER FOCUS & CAUTIONS FOR THIS LESSON	55
SCRIPTURE (NKJV REFERENCE ONLY):.....	55
LESSON OVERVIEW FOR TEACHERS	55
KEY TEACHING TIPS BY AGE GROUP.....	56
SCRIPTURE READING.....	56
MEMORY VERSE	56
KEY TRUTHS.....	56

DISCUSSION QUESTIONS.....	57
CRAFT & ACTIVITY OPTIONS.....	57
1. STORY STRIP COMIC (GRADES 3–5).....	57
2. “GOD IS WITH ME” POCKET CROSS (GRADES 4–6).....	57
3. PRESENCE CANDLE REFLECTION (GRADES 5–8)	58
4. COAT OF MANY COLORS (ALL AGES).....	58
5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6).....	59
COLORING PAGE.....	60
GENESIS – WEEK 10	61
THEME: GOD BRINGS GOOD FROM EVIL	61
TEACHER FOCUS & CAUTIONS FOR THIS LESSON	61
SCRIPTURE	61
LESSON OVERVIEW FOR TEACHERS	61
KEY TEACHING TIPS BY AGE GROUP	62
SCRIPTURE READING.....	62
MEMORY VERSE	62
KEY TRUTHS.....	62
DISCUSSION QUESTIONS.....	63
CRAFT & ACTIVITY OPTIONS.....	63
1. FORGIVENESS HEART (GRADES 3–5).....	63
2. “GOOD FROM BAD” FOLDABLE (GRADES 4–6)	63
3. RECONCILIATION HANDSHAKE CRAFT (GRADES 5–8)	63
4. REUNION PUPPET SHOW (ALL AGES).....	63
5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6).....	63
COLORING PAGE.....	63
GENESIS – WEEK 11	65
THEME: JONAH: GOD’S MERCY FOR ALL	65
TEACHER FOCUS & CAUTIONS FOR THIS LESSON	65
SCRIPTURE (NKJV REFERENCE ONLY):.....	65
LESSON OVERVIEW FOR TEACHERS	65

TEACHING TIPS BY AGE GROUP	66
SCRIPTURE READING.....	66
MEMORY VERSE	66
KEY TRUTHS.....	67
DISCUSSION QUESTIONS.....	67
CRAFT & ACTIVITY OPTIONS.....	67
1. JONAH’S JOURNEY MAP (GRADES 3–5)	67
2. SECOND CHANCES CARD (GRADES 4–6).....	67
3. MERCY SCALE ACTIVITY (GRADES 5–8)	68
4. THE BIG FISH (ALL AGES)	68
5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6).....	69
COLORING PAGE.....	69
GENESIS – WEEK 12	71
THEME: MOSES: GOD FREES HIS PEOPLE	71
TEACHER FOCUS & CAUTIONS FOR THIS LESSON	71
SCRIPTURE	71
LESSON OVERVIEW FOR TEACHERS	71
KEY TEACHING TIPS BY AGE GROUP.....	72
SCRIPTURE READING.....	72
MEMORY VERSE	72
KEY TRUTHS.....	72
DISCUSSION QUESTIONS.....	73
CRAFT & ACTIVITY OPTIONS.....	73
1. BURNING BUSH CRAFT (GRADES 3–5)	73
2. FREEDOM CHAINS ACTIVITY (GRADES 4–6)	73
3. RED SEA SPLIT ART (GRADES 5–8)	73
4. BURNING BUSH LUMINARY (ALL AGES)	74
5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6).....	74
COLORING PAGE.....	75
GENESIS – WEEK 13	76

THEME: MOSES AND THE TEN COMMANDMENTS	76
TEACHER FOCUS & CAUTIONS FOR THIS LESSON	76
SCRIPTURE (NKJV REFERENCE ONLY):.....	76
LESSON OVERVIEW FOR TEACHERS	76
KEY TEACHING TIPS BY AGE GROUP	77
SCRIPTURE READING.....	77
MEMORY VERSE	77
KEY TRUTHS.....	78
DISCUSSION QUESTIONS.....	78
CRAFT & ACTIVITY OPTIONS.....	78
1. TEN COMMANDMENTS TABLETS (GRADES 3–5)	78
2. COMMANDMENT MATCH GAME (GRADES 4–6)	79
3. LOVE GOD / LOVE OTHERS CHART (GRADES 5–8)	79
4. ROCK PAINTING (ALL AGES)	79
5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6).....	80
COLORING PAGE.....	81

GENESIS SUNDAY SCHOOL TEACHER GUIDE

Grades 3rd–8th | Imprimatur: + *William Bower, SSC, Episcopus, Diocese of the Eastern United States, Anglican Catholic Church*

TEACHER PREPARATION

Before teaching the week's lesson, teachers need to read the Lesson Scripture so that they can tell the story and lead the discussion. Use an NKJV Bible or the same Bible version used in class.

OPENING ROUTINE

1. Pledge of Allegiance

"I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

2. The Lord's Prayer (Anglican Version)

Our Father, who art in heaven, Hallowed be thy Name. Thy kingdom comes. Thy will be done, On earth as it is in heaven. Give us this day our daily bread. And forgive us our trespasses, As we forgive those who trespass against us. And lead us not into temptation, But deliver us from evil. For thine is the kingdom, and the power, and the glory, For ever and ever. Amen.

3. Opening Prayer (Anglican)

Heavenly Father, we gather today with open hearts and minds to learn about your love and grace, as revealed through your Son, Jesus Christ. Open our ears to hear your word, guide our understanding, and fill our hearts with the Holy Spirit, that we may grow in faith and live as your children. Amen.

CLOSING ROUTINE

1. Have students clean up all projects and put everything away.

2. Closing Prayer (Anglican)

Heavenly Father,

We thank You for the time we've spent together learning about Your love and grace. Thank you for the lessons we've heard, the stories we've shared, and the friendship we've built today. Help us to carry these lessons with us, and may we continue to grow in faith, hope, and love.

Bless each of these students, their families, and our church community. Guide us through the week ahead and help us to live out the teachings of Your Word in all that we do.

INTRODUCTION FOR TEACHERS: TEACHING THE BOOK OF GENESIS

The Book of Genesis is the foundation of all Scripture. It introduces us to God as **Creator, Judge, Redeemer, and Covenant-Keeper**, and it establishes the great themes that will unfold throughout the Bible: creation and fall, promise and covenant, sin and grace, judgment and mercy.

When teaching Genesis, it is important to remember that this book is not meant to answer every scientific or historical question children may ask. Instead, Genesis tells us **who God is, who we are, and why the world is the way it is**. It reveals a God who creates with purpose, who grieves over sin, who remains faithful to His promises, and who continually moves toward His people in love.

For children, Genesis answers some of life’s biggest questions:

- *Where did we come from?*
- *Why do people make wrong choices?*
- *Does God still love us when we fail?*
- *Can God be trusted to keep His promises?*

Throughout these lessons, students will encounter both the beauty and the brokenness of the world. They will see families struggle, make mistakes, and sometimes fail deeply — yet again and again, God shows Himself to be patient, merciful, and faithful. Genesis teaches that while sin has real consequences, **God’s grace is always greater**.

As teachers, our role is not to rush students toward “right answers,” but to help them listen carefully to Scripture, notice God’s actions, and reflect on how His faithfulness shapes their own lives. Encourage questions. Allow space for wonder. Emphasize that God’s story is still unfolding — and that through Jesus Christ, we are part of it.

Finally, remember that Genesis is ultimately a book of hope. From the very first promise of redemption in Genesis 3, the story points forward to Christ. Every covenant, every rescue, and every act of forgiveness prepares the way for the Gospel. Teaching Genesis is an invitation to help students see that **God has always been at work to restore His creation — and He is still at work today**.

TEACHING TIPS BY AGE GROUP

Grades 3–4

- Keep teaching concrete and visual.
- Use simple discussion questions.
- Provide hands-on activities.
- Repeat key themes more than once.

Grades 5–6

- Encourage deeper thinking and application.
- Allow students to explain answers in their own words.
- Introduce simple theological vocabulary.
- Include small group conversations.

Grades 7–8

- Invite open discussion and reflection.
- Use journaling or personal application activities.
- Encourage Scripture exploration and independent thinking.
- Ask layered questions that require reasoning.

FALL FEAST DAYS (MAJOR)

AUGUST

August 1 – St. Peter’s Chains (Apostle)

August 6 – Transfiguration of Our Lord (*Principal Feast*)

August 15 – St. Mary the Virgin (*Principal Feast*)

August 24 – St. Bartholomew the Apostle

August 29 – Beheading of St. John the Baptist

SEPTEMBER

September 8 – Birth of St. Mary the Virgin

September 14 – Holy Cross Day (*Major Feast*)

September 21 – St. Matthew the Apostle and Evangelist

September 29 – St. Michael and All Angels (*Major Feast*)

OCTOBER

October 4 – Francis of Assisi

October 15 – Teresa of Ávila, Teacher

October 18 – St. Luke the Evangelist

October 23 – James of Jerusalem

October 28 – Saints Simon and Jude, Apostles

NOVEMBER (Before Advent)

November 1 – All Saints’ Day (*Principal Feast*)

November 2 – All Souls’ Day (Commemoration)

November 16 – Margaret of Scotland

November 19 – Hilda of Whitby

GENESIS – WEEK 1

Teachers: Begin class with the Opening Routine located at the front of this curriculum.

THEME: GOD THE CREATOR

SCRIPTURE

Genesis 1:1–2:3 (NKJV)

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This

- God existed before all things
- God created intentionally and with care
- God called creation “good.”
- People have value because God made them.

Avoid

- Science vs. faith discussions
- Timelines, ages of the earth, or evolution
- Treating Genesis as a science textbook

BY AGE GROUP

Grades 3–4: God made everything and loves what He made.

Grades 5–6: God created with purpose and care.

Grades 7–8: Being made in God’s image gives responsibility.

If Students Ask

“How old is the earth?” or “How did this really happen?”

→ “*Genesis teaches us that God is the Creator and that His creation is good.*”

LESSON OVERVIEW FOR TEACHERS

Genesis opens the Bible by answering the most important question first: **Who is God?** Before Scripture explains anything about people, it reveals God as the eternal Creator who brings all things into existence by His word. Creation is not accidental or chaotic; it is ordered, purposeful, and good.

This lesson is not about explaining how creation happened. Instead, it focuses on **God’s character** — His power, wisdom, and care — and on the truth that every person has value because they are made in God’s image. God delights in what He has made and calls creation “very good.”

By the end of this lesson, students should understand that God created the world intentionally, that He cares for His creation, and that their lives have meaning because God made them.

KEY TEACHING TIPS BY AGE GROUP

Grades 3–4

- Use simple, reassuring language.
- Repeat key phrases: “God made it” and “It is good.”
- Emphasize that God made *them* on purpose.

Grades 5–6

- Introduce the idea of purpose.
- Explain “God’s image” as the ability to love, choose, and care.
- Encourage short answers rather than long explanations.

Grades 7–8

- Discuss God as Creator before all things.
- Explore the responsibility that comes with being made in God’s image.
- Allow quiet reflection time.

SCRIPTURE READING (GUIDED)

Have a student or teacher read Genesis 1:1–2:3 (NKJV or Bible used in class).

Key highlights to emphasize as you retell the passage:

- God existed before anything else.
- God created by speaking
- Creation happened in order
- God made people in His image.
- God called creation “very good.”
- God rested and blessed the seventh day.

Teachers may paraphrase for younger students while keeping the meaning faithful.

MEMORY VERSE

Full (Grades 5–8)

“In the beginning God created the heaven and the earth.”

— Genesis 1:1 (NKJV)

Short (Grades 3–4)

“In the beginning God created.”

KEY TRUTHS

- God is the Creator of all things.
- God created with purpose and care.
- Everything God made is good.
- People are made in God's image.
- Our lives have meaning because God made us.

DISCUSSION QUESTIONS BY AGE GROUP

Grades 3–4

1. Who made the world?
2. What did God say about what He made?
3. Did God make you on purpose?
4. How should we treat what God made?

Grades 5–6

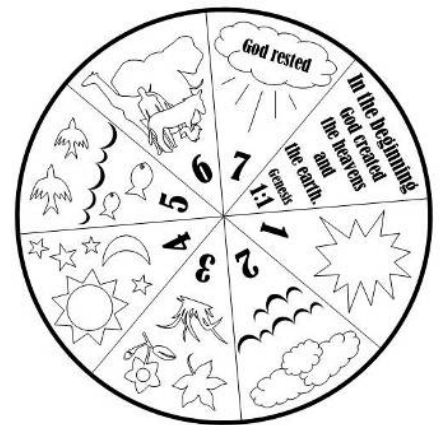
1. What does it mean that creation is “good”?
2. Why are people special to God?
3. What does being made in God's image mean?
4. How can we care for God's creation?

Grades 7–8

1. Why does the Bible begin with God as Creator?
2. What responsibilities come with being made in God's image?
3. How should belief in God as Creator affect daily choices?
4. How does this lesson prepare us for the rest of Scripture?

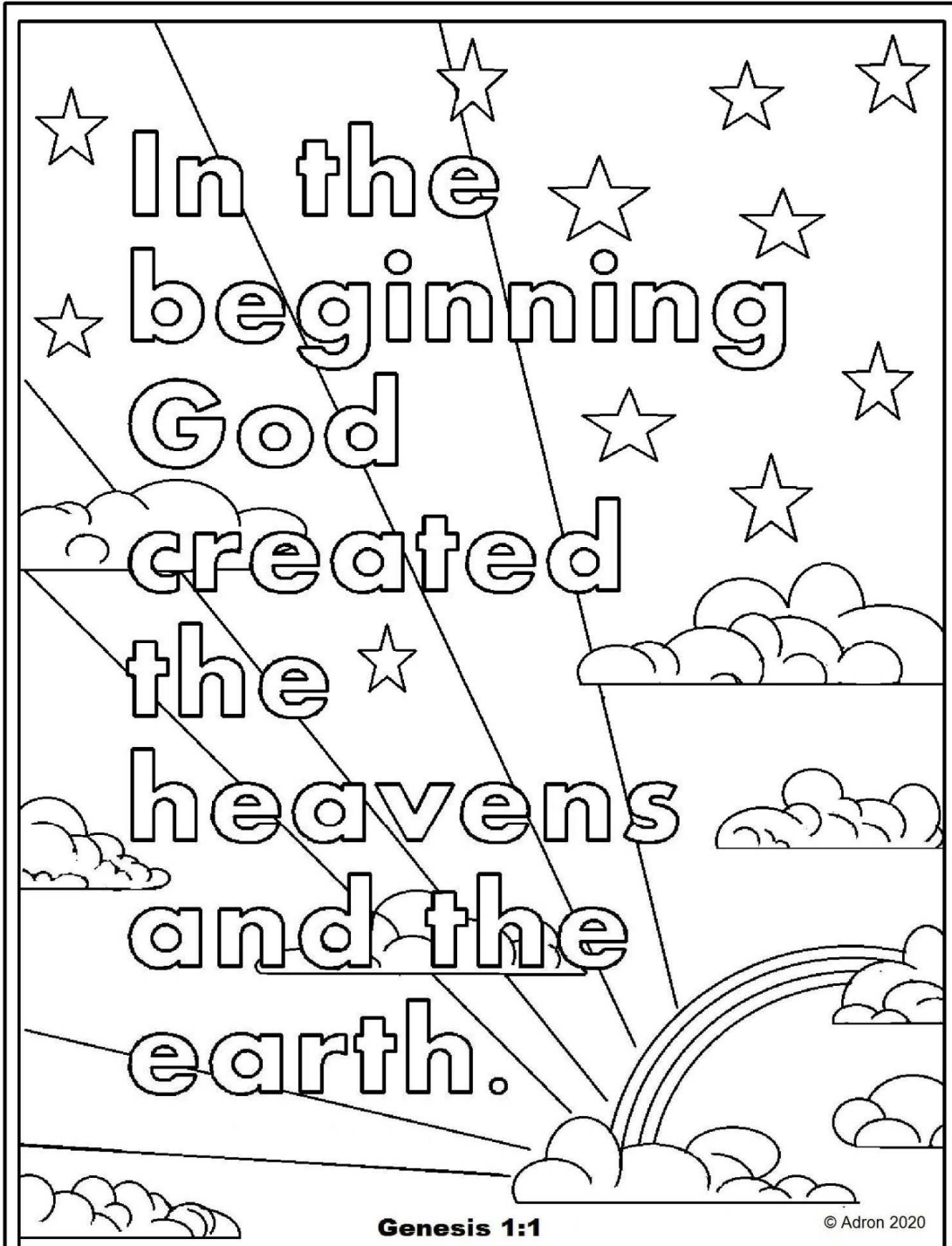
CRAFT & ACTIVITY OPTIONS

1. CREATION DAYS WHEEL (GRADES 3–5)
2. “MADE IN GOD’S IMAGE” MIRROR CRAFT (GRADES 4–6)
3. CREATION CARE POSTER (GRADES 5–8)
4. QUIET REFLECTION PRAYER (ALL AGES)
5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)



COLORING PAGE

Teachers: Conclude class with the Closing Routine located at the front of this document.



GENESIS – WEEK 2

Teachers: Begin class with the Opening Routine located at the front of this curriculum.

THEME: THE FALL AND GOD’S PROMISE

SCRIPTURE (NKJV REFERENCE ONLY):

Genesis 2:4–3:24 (NKJV)

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This

- God existed before all things
- God created intentionally and with care
- God called creation “good.”
- People have value because God made them.

Avoid

- Science vs. faith discussions
- Timelines, ages of the earth, or evolution
- Treating Genesis as a science textbook

BY AGE GROUP

Grades 3–4: God made everything and loves what He made.

Grades 5–6: God created with purpose and care.

Grades 7–8: Being made in God’s image gives responsibility.

If Students Ask

“How old is the earth?” or “How did this really happen?”

→ “*Genesis teaches us that God is the Creator and that His creation is good.*”

Stress This

- God created people for relationship with Him.
- Sin is choosing our own way instead of trusting God.
- Sin affects relationships.
- God seeks His people even after sin.
- God responds with mercy and care.

Avoid

- Shame-based or fear-based language
- Blaming Eve or focusing on gender
- Overemphasizing punishment
- Detailed discussion of temptation mechanics

By Age Group

Grades 3–4: God still loved Adam and Eve and took care of them.

Grades 5–6: Choices have consequences, but God does not abandon people.

Grades 7–8: Sin breaks trust and relationship; God begins restoration.

If Students Ask

“Why did God let this happen?”

→ *“God gives people the ability to choose, and even when people make wrong choices, God continues His plan and cares for them.”*

LESSON OVERVIEW FOR TEACHERS

This lesson explains **why the world is broken** while also revealing **how God responds to human failure**. Adam and Eve are placed in a good world and given freedom, including the freedom to obey or disobey God. Their choice to trust themselves instead of God introduces sin, which damages relationships with God, with one another, and with creation.

Teachers need to emphasize that **God does not abandon Adam and Eve**. God seeks them out, speaks with them, clothes them, and continues His plan. While sin has real consequences, God’s response is not rejection but mercy and care. This lesson sets the foundation for understanding the need for restoration and redemption throughout Scripture.

By the end of this lesson, students should understand that sin affects relationships, but God continues to love His people and work toward restoration.

KEY TEACHING TIPS BY AGE GROUP

Grades 3–4

- Keep language simple and reassuring.
- Emphasize that God still loved Adam and Eve
- Avoid focusing on consequences.
- Reinforce that God helps us when we make mistakes.

Grades 5–6

- Discuss choices and consequences gently.
- Explain sin as choosing our own way instead of God’s.
- Highlight God’s mercy and care.

Grades 7–8

- Discuss how sin affects trust and relationships.
- Introduce the idea of restoration.
- Connect this story to humanity’s need for a Savior.

SCRIPTURE READING

Have a student or teacher read Genesis 2:4–3:24 (NKJV or the Bible used in class).

- God created people and placed them in a good garden.
- God gave instructions meant to protect and guide.
- Adam and Eve chose not to trust God.
- Sin entered the world, and relationships were harmed.
- God sought Adam and Eve instead of abandoning them.
- God provided for them and continued His plan.

Teachers may paraphrase sections for younger students while maintaining the meaning's fidelity to Scripture.

MEMORY VERSE

Full (Grades 5–8)

“The LORD God called unto Adam, and said unto him, Where art thou?”
— Genesis 3:9 (NKJV)

Short (Grades 3–4)

“The LORD God called to Adam.”

KEY TRUTHS

- God created people for a relationship with Him.
- Sin is choosing our own way instead of trusting God.
- Sin affects relationships and the world.
- God seeks His people even after sin.
- God responds with mercy and care.

DISCUSSION QUESTIONS

Grades 3–4

- Did Adam and Eve obey God?
- What did God do after they made a wrong choice?
- Does God still love people when they make mistakes?
- Who helps us when we make wrong choices?

Grades 5–6

- Why is it sometimes hard to obey God?
- What happens when people choose their own way?
- How did God show care in this story?
- What can we do when we make mistakes?

Grades 7–8

- How did sin affect Adam and Eve’s relationship with God?
- Why do you think God asked, “Where are you?”
- How does this story explain what is wrong in the world?

- How does this lesson point toward the need for a Savior?

CRAFT & ACTIVITY OPTIONS

1. CHOICE PATH ACTIVITY (GRADES 3–5)

Materials: paper, crayons or markers

Steps:

1. Draw two paths on paper.
2. Label one “Trust God” and the other “My Own Way.”
3. Draw simple examples of choices on each path.
4. Discuss which path leads to life with God.
5. Emphasize that God helps us choose well.

2. “GOD SEEKS US” FOOTPRINT CRAFT (GRADES 4–6)

Materials: construction paper, pencil, scissors, markers

Steps:

1. Trace a foot shape on paper and cut it out.
2. Write “God looks for us” on the footprint.
3. Add Genesis 3:9 (teacher may write for younger students).
4. Discuss how God came looking for Adam and Eve.

3. SERPENT AND APPLE MOBILE (ALL AGES)

Materials: red construction paper, green construction paper, scissors, Markers, paint, crayons, string, hole punch

1. Cut a spiral from a green paper plate to make a snake.
2. Decorate with eyes and tongue.
3. Attach red apple cutouts with verses or 'temptation vs. truth' examples.
4. Hang as a mobile.

4. RELATIONSHIP CIRCLES DIAGRAM (GRADES 5–8)

Materials: paper, pencil

Steps:

1. Draw three circles labeled God, People, Creation.
2. Show how sin breaks connections between the circles.
3. Discuss how God begins restoring relationships.

5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

Ideal for Grades 7–8, optional Grades 5–6)

Materials

- Journals or lined paper
 - Pens
- Step-by-Step



Anglican Genesis Curriculum

1. Introduce journaling.
2. Have students re-read — Genesis 1:1 (NKJV) “In the beginning God created the heaven and the earth.”
3. Writing prompt

Students write for 5–8 minutes on:

Prompt:

“When people choose their own way instead of God’s, relationships are hurt. One way God shows mercy is...”

Optional sharing

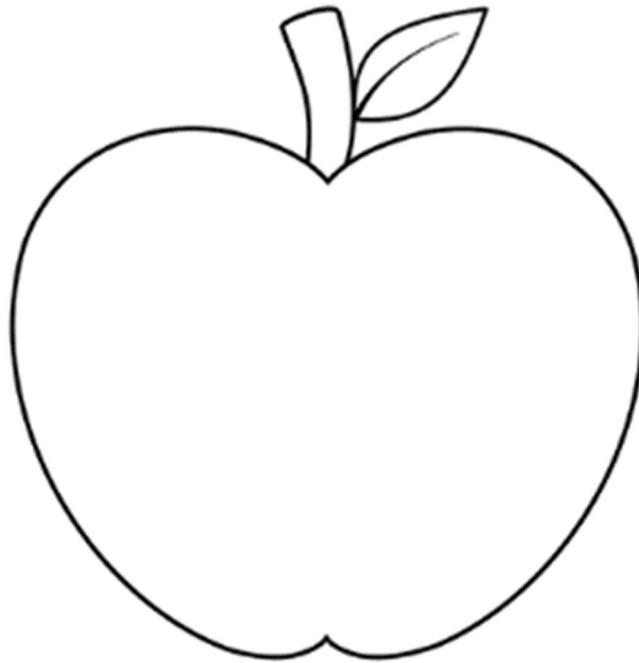
- a. Invite volunteers to share one idea or phrase.

Closing reflection

- b. Encourage students to keep the journal page and revisit it later.

Apple Template for Serpent Craft

Apple for Serpent Craft



COLORING PAGE

Teachers: Conclude class with the Closing Routine located at the front of this document.



GENESIS – WEEK 3

Teachers: Begin class with the Opening Routine located at the front of this curriculum.

THEME: CAIN AND ABEL: JEALOUSY AND FORGIVENESS

SCRIPTURE

Genesis 4:1–16; 6:5–8 (NKJV)

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This

- God sees what is happening in people’s hearts.
- God warns people because He cares.
- Sin grows when it is ignored.
- God shows mercy even after wrongdoing.

Avoid

- Graphic descriptions of violence
- Turning the lesson into moral lecturing
- Presenting God as harsh or unforgiving
- Overemphasizing punishment

By Age Group

Grades 3–4: God wants us to choose kindness and do what is right.

Grades 5–6: God warns us before harm happens.

Grades 7–8: Sin affects others and grows when ignored; mercy remains.

If Students Ask

“Why didn’t God stop Cain?”

→ “God warned Cain and gave him the chance to choose what was right.”

LESSON OVERVIEW FOR TEACHERS

This lesson shows how sin grows when it is ignored and how God responds with both justice and mercy. Cain becomes angry and jealous when his offering is not accepted. Before Cain acts, **God speaks to him**, warning that sin is close and urging him to choose what is right. This shows that God is attentive and caring, even when people are struggling with wrong desires.

Cain ignores God’s warning and harms his brother. Even then, God does not destroy Cain. Instead, God places limits on his punishment and protects him from further harm. This lesson teaches students that **God sees the heart, God warns out of love, and God’s mercy remains present even when people sin.**

By the end of this lesson, students should understand that God wants people to choose what is right, that ignoring sin leads to harm, and that God’s mercy is still offered.

KEY TEACHING TIPS BY AGE GROUP

Grades 3–4

- Focus on feelings such as anger and jealousy.
- Reinforce that God wants us to choose kindness.
- Avoid discussing violence.
- Keep the message reassuring.

Grades 5–6

- Talk about listening to warnings.
- Discuss consequences gently.
- Emphasize God’s care and mercy.

Grades 7–8

- Explore how sin grows when ignored.
- Discuss responsibility for choices.
- Highlight God’s mercy alongside justice.

SCRIPTURE READING

Have a student or teacher read Genesis 4:1–16 and briefly reference Genesis 6:5–8 (NKJV or the Bible used in class).

- Cain and Abel both brought offerings to God.
- Cain became angry and jealous.
- God warned Cain before harm occurred.
- Cain ignored the warning.
- God held Cain responsible but showed mercy.
- God saw the growing brokenness of the world.

Teachers may paraphrase details for younger students while keeping the meaning faithful.

MEMORY VERSE

Full (Grades 5–8)

“If thou doest well, shalt thou not be accepted?”

— Genesis 4:7a (NKJV)

Short (Grades 3–4)

“Do what is right.”

KEY TRUTHS

- God sees what is in our hearts.
- God warns us because He cares.
- Sin grows when it is ignored.
- God holds people accountable.
- God still shows mercy.

DISCUSSION QUESTIONS

Grades 3–4

- Why was Cain angry?
- Did God talk to Cain before he made a bad choice?
- What should we do when we feel angry or jealous?
- Does God want us to choose what is right?

Grades 5–6

- Why does God warn people before harm happens?
- What happened when Cain ignored God’s warning?
- How did God still show mercy?
- How can we choose what is right?

Grades 7–8

- How does sin grow when it is ignored?
- Why does God warn Cain instead of stopping him immediately?
- What does this story teach about responsibility?
- How do justice and mercy work together in this passage?

CRAFT & ACTIVITY OPTIONS

1. “STOP & PRAY” FEELINGS HAND (GRADES 3–5)

Materials: paper, pencil, crayons or markers

Steps:

1. Trace a student’s hand on paper and cut it out.
2. On each finger, write a feeling word: *angry, jealous, sad, worried, hurt*.
3. In the palm, write: “God, help me choose what is right.”
4. Decorate the hand.

Practice saying: “When I feel ____, I can stop and pray.”

2. “GOD WARNS ME” TRAFFIC LIGHT (GRADES 4–6)

Materials: paper plate or cardstock, crayons or markers

Steps:

1. Draw or color three circles like a traffic light.
2. Label them: **STOP, THINK, CHOOSE RIGHT.**
3. On the back, write Genesis 4:7a (teacher may write).
4. Discuss situations where students should stop and think.

3. HEART CHOICES CHART (GRADES 5–8)

Materials: paper, pencil, markers

Steps:

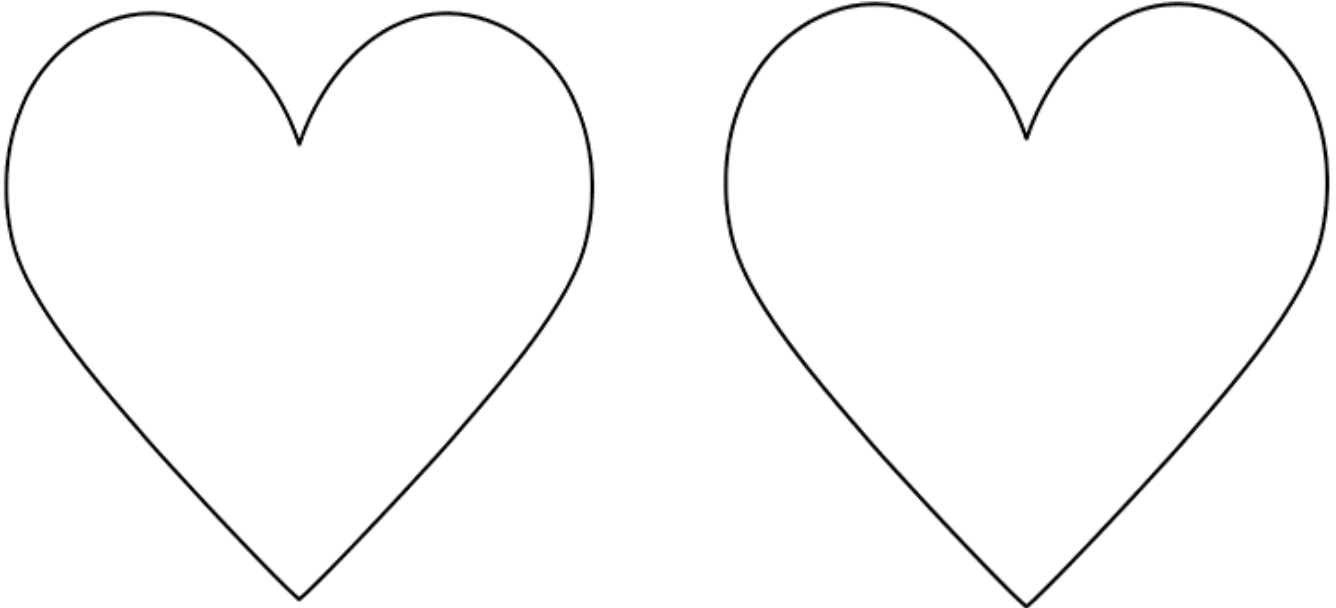
1. Draw a large heart on paper.
2. Divide it into two sections: “My Way” and “God’s Way.”
3. Write examples in each section.
4. Discuss how choosing God’s way helps others.

4. HEART OF FORGIVENESS (ALL AGES)

Materials: construction paper, scissors, markers, stickers, and stamps

Steps:

1. Cut out heart shapes from red or pink paper.
2. Inside, write or draw examples of kindness and forgiveness.
3. Decorate with stickers or stamps.



5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

Materials (per student):

- Journal or lined paper.
- Pen or pencil

Steps:

1. Provide **7–10 minutes of quiet writing time**.
2. Invite students to write a **3–4 sentence reflection** responding to the lesson's guiding question(s) below.
3. Emphasize that journaling is **private**; students may share **one sentence only if they wish**.
4. Close with a **brief prayer** asking God to help students apply the lesson to their daily lives.

Prompt:

“When I feel angry or jealous, one right choice I can make is...”

Teacher Note:

Journaling encourages personal reflection and prayer. Sharing is always optional.

COLORING PAGE

Teachers: Conclude class with the Closing Routine located at the front of this document.



GENESIS – WEEK 4

Teachers: Begin class with the Opening Routine located at the front of this document.

THEME: NOAH AND GOD’S COVENANT

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This

- God cares deeply about His creation.
- God acts to preserve life and restore what is broken.
- God keeps His promises.
- A covenant is a promise God makes and keeps.

Avoid

- Fear-based teaching.
- Graphic details of destruction or death
- Emphasizing punishment over restoration
- Treating the flood as the main point rather than God’s promise

By Age Group

Grades 3–4: God saved people and animals and made a promise.

Grades 5–6: God keeps promises and wants people to obey Him.

Grades 7–8: God’s justice and mercy work together through covenant

If Students Ask

“Why was God angry?”

→ “*God saw how broken the world had become and acted to protect life and begin again.*”

SCRIPTURE (NKJV REFERENCE ONLY):

Genesis 6:9–9:17 (NKJV)

LESSON OVERVIEW FOR TEACHERS

The story of Noah is not primarily about destruction; it is about **God’s commitment to preserve life and restore creation**. As the world becomes increasingly violent and broken, God chooses Noah, a righteous man, to participate in God’s plan to save life.

After the flood, God makes a **covenant** with Noah, his family, and all living creatures. This covenant is a promise that God will never again destroy the earth with a flood. The rainbow is given as a sign of God’s faithfulness.

This lesson teaches students that God responds to evil with justice, but He also responds with mercy, restoration, and promise. God’s covenant shows that He remains committed to His creation.

By the end of this lesson, students should understand what a covenant is and know that **God always keeps His promises**.

TEACHING TIPS BY AGE GROUP

Grades 3–4

- Keep the focus on God’s promise.
- Use the rainbow as a sign of hope.
- Avoid frightening details.

Grades 5–6

- Introduce the word “covenant” as a promise.
- Talk about obedience and trust.
- Emphasize God’s care for animals and people.

Grades 7–8

- Discuss why God makes covenants.
- Explore justice and mercy together.
- Connect this covenant to later biblical promises.

SCRIPTURE READING

Have a student or teacher read Genesis 6:9–9:17(NKJV or the Bible used in class).

- God saw the world was broken.
- Noah listened to God
- God saved Noah, his family, and the animals.
- God made a covenant promise.
- God placed a rainbow in the sky.
- God promised to protect life

Teachers may paraphrase the flood portion for younger students.

MEMORY VERSE

Full (Grades 5–8)

“I do set my bow in the cloud, and it shall be for a token of a covenant.”

— Genesis 9:13 (NKJV)

Short (Grades 3–4)

“God keeps His promises.”

KEY TRUTHS

- God cares about His creation.
- God keeps His promises.

- A covenant is a promise God makes.
- God wants to restore what is broken.
- God is faithful.

DISCUSSION QUESTIONS BY AGE GROUP

Grades 3–4

- Who listened to God?
- What promise did God make?
- What reminds us of God’s promise?
- Does God keep His promises?

Grades 5–6

- What is a covenant?
- Why did God choose Noah?
- How does God show care for creation?
- Why can we trust God’s promises?

Grades 7–8

- Why does God make covenants with people?
- How do justice and mercy work together in this story?
- Why is the rainbow an important sign?
- How does this covenant prepare us for later promises in the Bible?

CRAFT & ACTIVITY OPTIONS

1. RAINBOW COVENANT STRIP (GRADES 3–5)

2. COVENANT CHAIN LINKS (GRADES 4–6)

3. CUP TOWER CHALLENGE (GRADES 5–8)

5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

COLORING PAGE

Teachers: Conclude class with the Closing Routine located at the front of this document.





GENESIS – WEEK 5

Teachers: Begin class with the Opening Routine located at the front of this curriculum.

THEME: GOD CALLS ABRAHAM

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This

- God calls people into relationship and purpose.
- Faith means trusting God even when the future is unknown.
- God's promises are meant to bless others.
- Obedience often begins with a single step.

Avoid

- Overloading students with geography or family trees
- Presenting faith as blind or reckless
- Suggesting, Abraham understood the whole plan.

By Age Group

Grades 3–4: Abraham trusted God and followed Him.

Grades 5–6: Faith means trusting God step by step.

Grades 7–8: Faith involves trust, obedience, and patience.

If Students Ask

“Why did Abraham leave his home?”

→ “Abraham trusted God’s promise, even without knowing where it would lead.”

SCRIPTURE

Genesis 12:1–9; 15:1–6 (NKJV)

LESSON OVERVIEW FOR TEACHERS

God’s call to Abraham marks a turning point in the story of Scripture. God chooses Abraham, not because he is powerful or important, but because God desires to build a relationship and begin a plan to bless the whole world. Abraham is asked to leave his home and trust God without knowing the outcome.

Faith is introduced here as **trusting God’s promises**, not having all the answers. Abraham believes God, and God counts that faith as righteousness. This lesson helps students understand that faith often begins with listening to God and taking one faithful step at a time.

By the end of this lesson, students should understand that God calls people to trust Him, that faith involves obedience, and that God’s promises are meant to bless others.

KEY TEACHING TIPS BY AGE GROUP

Grades 3–4

- Focus on Abraham listening and trusting God.
- Emphasize that God helps us when we are unsure.

Anglican Genesis Curriculum

- Keep discussion simple and encouraging.

Grades 5–6

- Talk about trusting God even when unsure.
- Introduce the idea of God’s promises.
- Encourage students to think about following God daily.

Grades 7–8

- Discuss faith as trust, not certainty.
- Explore why obedience sometimes requires courage.
- Emphasize that God’s promises affect others.

SCRIPTURE READING

Have a student or teacher read Genesis 12:1–9 and Genesis 15:1–6 (NKJV or the Bible used in class).

- God spoke to Abraham.
- God asked Abraham to leave his home.
- God promised to bless Abraham
- Abraham trusted God
- God counted Abraham’s faith as righteousness.

Teachers may paraphrase sections for younger students.

MEMORY VERSE

Full (Grades 5–8)

“And he believed in the LORD; and He counted it to him for righteousness.”

— Genesis 15:6 (NKJV)

Short (Grades 3–4)

“Abraham trusted God.”

KEY TRUTHS

- God calls people to trust Him.
- Faith means trusting God’s promises.
- Obedience begins with listening to God.
- God’s promises are meant to bless others.
- God is faithful.

DISCUSSION QUESTIONS BY AGE GROUP

Grades 3–4

- Who did God call?
- Did Abraham know where he was going?
- Did Abraham trust God?
- Who helps us trust God?

Grades 5–6

- Why was it hard for Abraham to leave his home?
- What promises did God make to Abraham?
- What does it mean to trust God?
- How can we trust God today?

Grades 7–8

- Why does God call Abraham at this point in the story?
- What does Genesis 15:6 teach about faith?
- How does faith require action as well as belief?
- How do God’s promises affect other people?

CRAFT & ACTIVITY OPTIONS

1. FAITH FOOTSTEPS PATH (GRADES 3–5)
2. STARS OF PROMISE CRAFT (GRADES 4–6)
3. SUITCASE OF FAITH DRAWING (GRADES 5–8)
4. TRUST PRAYER CIRCLE (ALL AGES)
5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

COLORING PAGE

Teachers: Conclude class with the Closing Routine located at the front of this document.



GENESIS – WEEK 6

Teachers: Begin class with the Opening Routine located at the front of this curriculum.

THEME: GOD KEEPS HIS PROMISE

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This

- God always keeps His promises.
- God’s timing is not the same as our timing.
- Waiting is part of faith, not failure.
- Nothing is too hard for God.

Avoid

- Making waiting feel like punishment
- Comparing students’ lives directly to Abraham and Sarah
- Suggesting that doubt cancels faith

By Age Group

Grades 3–4: God did what He promised.

Grades 5–6: Waiting can be hard, but God is faithful.

Grades 7–8: God’s timing shapes faith and trust

If Students Ask

“Why did God wait so long?”

→ “*God’s promises are always kept at the right time, even when waiting is hard.*”

SCRIPTURE

Genesis 17:1–8; 18:9–14; 21:1–7 (NKJV)

LESSON OVERVIEW FOR TEACHERS

God promised Abraham and Sarah that they would have a child, but many years passed before that promise was fulfilled. During that time, Abraham and Sarah experienced doubt, impatience, and uncertainty. Even so, God did not forget His promise.

When Isaac is finally born, it becomes clear that God’s promises do not depend on human ability or perfect faith. This lesson helps students understand that **waiting is part of trusting God**, and that God’s timing is purposeful and good.

By the end of this lesson, students should understand that God always keeps His promises, that waiting does not mean God has forgotten, and that nothing is too difficult for God.

KEY TEACHING TIPS BY AGE GROUP

Grades 3–4

- Emphasize the joy of God keeping His promise.
- Keep the waiting part simple and reassuring.
- Focus on God’s faithfulness.

Grades 5–6

- Talk about waiting patiently.
- Explain that God’s timing is different from ours
- Encourage trust even when answers are slow.

Grades 7–8

- Discuss how waiting strengthens faith.
- Talk about doubt as part of faith, not failure.
- Explore how God works beyond human limits.

SCRIPTURE READING

Have a student or teacher read Genesis 17:1–8; 18:9–14; 21:1–7 (NKJV or the Bible used in class).

- God repeated His promise to Abraham.
- Sarah wondered if the promise could really happen.
- God said, “Is anything too hard for the LORD?”
- God fulfilled His promise with the birth of Isaac.
- God did exactly what He promised.

Teachers may paraphrase details for younger students.

MEMORY VERSE

Full (Grades 5–8)

“Is any thing too hard for the LORD?”

— Genesis 18:14a (NKJV)

Short (Grades 3–4)

“Nothing is too hard for God.”

KEY TRUTHS

- God keeps His promises.
- God’s timing is perfect.
- Waiting is part of faith.
- God’s power is greater than human limits.
- God is faithful.

DISCUSSION QUESTIONS

Grades 3–4

- Did God keep His promise?
- What did God give Abraham and Sarah?
- Was God too late?
- Can God do hard things?

Grades 5–6

- Why was it waiting hard for Abraham and Sarah?
- What did God say when Sarah wondered?
- How can waiting help us trust God?
- What promise of God can we trust?

Grades 7–8

- Why does God sometimes allow long waiting periods?
- How does waiting shape faith?
- What does Genesis 18:14 teach about God’s power?
- How can we trust God when answers are slow?

CRAFT & ACTIVITY OPTIONS

1. PROMISE TIMELINE (GRADES 3–5)

2. “WAITING WITH FAITH” PAPER CLOCK (GRADES 4–6)

3. ABRAHAM AND THE STARS IN THE SKY (GRADES 3-6)

4. GOD PROVIDES’ BANNER (ALL AGES)

5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

COLORING PAGE

Teachers: Conclude class with the Closing Routine located at the front of this document



GENESIS – WEEK 7

Teachers: Begin class with the Opening Routine located at the front of this curriculum.

THEME: FAITH TESTED: GOD PROVIDES

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This

- God desires trust, not harm
- God provides what is needed.
- God keeps His promises even when faith is tested.
- This story points forward to God’s care and provision

Avoid

- Graphic or frightening descriptions
- Suggesting God wants people to lose loved ones.
- Presenting God as unpredictable or cruel
- Asking students to imagine personal loss scenarios

By Age Group

Grades 3–4: God took care of Abraham and Isaac

Grades 5–6: Trusting God can feel scary, but God provides.

Grades 7–8: God tests faith to strengthen trust, not to cause harm.

If Students Ask

“Why would God ask Abraham to do this?”

→ “*God was teaching Abraham to trust Him completely, and God provided what was needed.*”

SCRIPTURE

Genesis 22:1–14 (NKJV)

LESSON OVERVIEW FOR TEACHERS

This passage is one of the most challenging stories in Genesis and must be taught with great care. God tests Abraham’s faith, not to bring harm, but to reveal trust and obedience. At the crucial moment, God provides a substitute and stops the sacrifice, making it clear that **God does not desire harm**.

The heart of this lesson is **trust and provision**. Abraham trusts God even when he does not understand, and God proves faithful by providing what is needed. This story also points forward to God’s own provision and care for His people.

By the end of this lesson, students should understand that God can be trusted, that God provides what is needed, and that faith involves trusting God even when we do not see the whole picture.

KEY TEACHING TIPS BY AGE GROUP

Grades 3–4

- Keep the story gentle and reassuring.
- Emphasize that God stopped Abraham and took care of Isaac.
- Focus on God helping and protecting.

Grades 5–6

- Talk about trusting God when things feel confusing.
- Emphasize that God always provides.
- Avoid detailed explanations of sacrifice.

Grades 7–8

- Discuss faith as trust, not understanding everything.
- Emphasize God’s character as faithful and caring.
- Briefly note how God provides a substitute.

SCRIPTURE READING

Have a student or teacher read Genesis 22:1–14 (NKJV or the Bible used in class).

- God tested Abraham’s trust.
- Abraham obeyed God.
- Isaac asked a question, and Abraham trusted God.
- God stopped Abraham.
- God provided a ram.
- God showed He is faithful.

Teachers may paraphrase the story carefully for younger students.

MEMORY VERSE

Full (Grades 5–8)

“And Abraham called the name of that place The LORD will provide.”

— Genesis 22:14a (NKJV)

Short (Grades 3–4)

“The LORD will provide.”

KEY TRUTHS

- God desires trust
- God provides what is needed.
- God keeps His promises.
- God can be trusted completely.

- God cares for His people.

DISCUSSION QUESTIONS BY AGE GROUP

Grades 3–4

- Did Abraham trust God?
- Did God take care of Isaac?
- Who provided what was needed?
- Can we trust God?

Grades 5–6

- Why was this a hard moment for Abraham?
- How did God help at the right time?
- What does it mean that God provides?
- How can we trust God today?

Grades 7–8

- What does faith mean to be tested?
- Why is it important that God stopped Abraham?
- What does this story teach us about God’s character?
- How does this story help us trust God when life is uncertain?

CRAFT & ACTIVITY OPTIONS

1. “GOD PROVIDES” PROVISION BAG (GRADES 3–5)

Materials: small paper bag or envelope, paper slips, markers

Steps:

1. Label bag: “The LORD will provide.”
2. On slips of paper, write needs: *help, courage, forgiveness, peace*.
3. Place slips in the bag.
4. Explain that God knows what we need.
5. Take bags home as reminders.

2. MOUNTAIN PATH CRAFT (GRADES 4–6)

Materials: paper, crayons or markers

Steps:

1. Draw a mountain with a path going upward.
2. Write “Trust God” at the top.
3. Along the path, write *pray, trust, obey*.
4. Add the memory verse at the bottom.

3. “GOD PROVIDES” SUBSTITUTE CARD (GRADES 5–8)

Materials: index cards, markers

Steps:

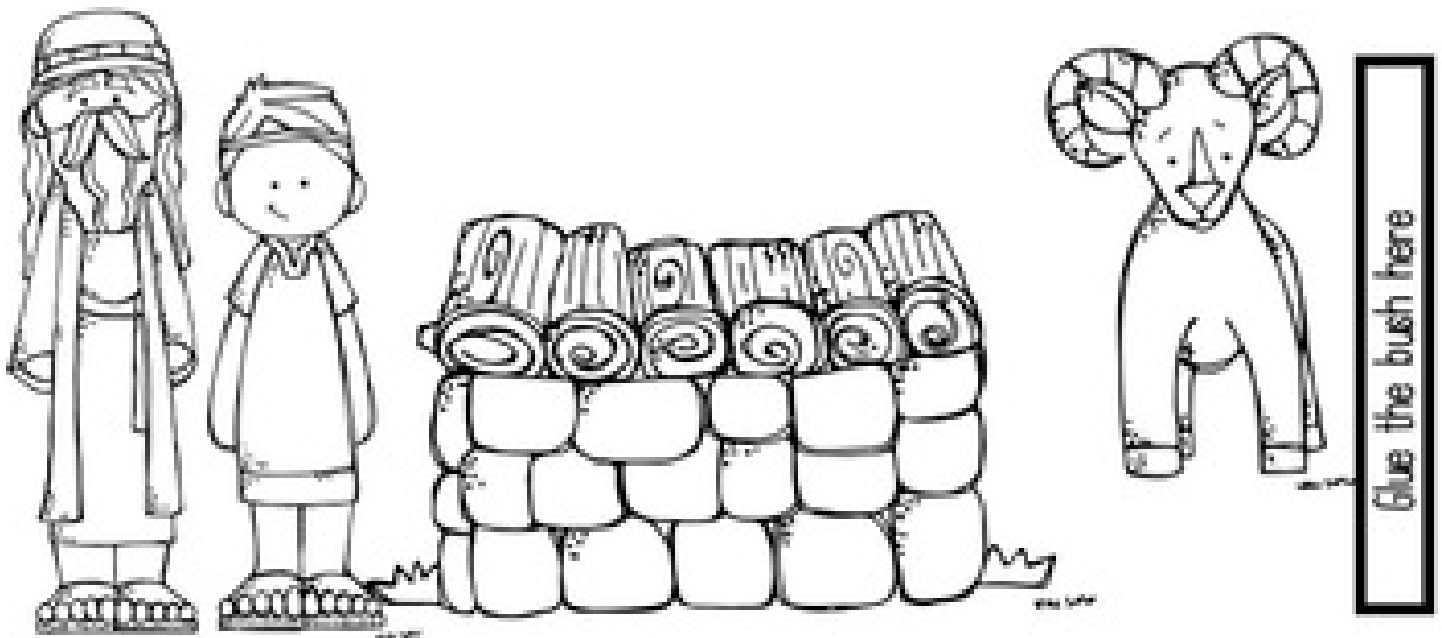
1. On one card write “I don’t know how.”
2. On another write “God provides.”
3. Discuss how God provided in the story.
4. Keep the second card as a reminder of trust.

4. RAM IN THE THICKET DIORAMA (ALL AGES)

Materials: shoebox/cardstock, scissors, glue, crayons, markers

Steps:

1. Use a shoebox or folded cardstock to make a scene.
2. Create cutout figures of Abraham, Isaac, the altar, and the ram.
3. Glue into place with background drawn or colored.



5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

Materials (per student):

- Journal or lined paper.
- Pen or pencil

Steps:

1. Provide **7–10 minutes of quiet writing time**.
2. Invite students to write a **3–4 sentence reflection** responding to the lesson's guiding question(s) below.
3. Emphasize that journaling is **private**; students may share **one sentence only if they wish**.
4. Close with a **brief prayer** asking God to help students apply the lesson to their daily lives.

Prompt:

"A time I needed help was... I can trust God to provide by..."

COLORING PAGE

Teachers: Conclude class with the Closing Routine located at the front of this document.



GENESIS – WEEK 8

THEME: GOD WORKS THROUGH IMPERFECT FAMILIES

Teachers: Begin class with the Opening Routine located at the front of this curriculum.

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This

- God works through imperfect people and families.
- God’s promises are not stopped by human failure.
- God remains present even in broken situations.
- God’s grace continues even when people make poor choices.

Avoid

- Excusing dishonesty or wrongdoing
- Turning the lesson into blame or family criticism
- Suggesting that God approves of bad behavior.
- Encouraging students to judge their own families

By Age Group

Grades 3–4: God stayed with Jacob even when things were messy.

Grades 5–6: God helps people even when they make mistakes.

Grades 7–8: God’s grace works despite human failure.

If Students Ask

“Was it okay for Jacob to lie?”

→ “*Jacob made wrong choices, but God did not give up on him.*”

SCRIPTURE

Genesis 27:1–29; 28:10–22 (NKJV)

LESSON OVERVIEW FOR TEACHERS

Jacob’s story shows clearly that God’s plan is not carried out through perfect people. Jacob and his family make dishonest and hurtful choices that damage relationships. Yet even in the midst of brokenness, God remains faithful to His promises.

In Jacob’s dream at Bethel, God meets Jacob not because Jacob deserves it, but because God is gracious. God promises His presence and protection, showing that His covenant does not depend on human perfection.

This lesson helps students understand that God’s grace is greater than human failure, and that God continues to work in and through imperfect families and people.

By the end of this lesson, students should understand that God stays with His people, even when they make wrong choices, and that God’s promises continue.

KEY TEACHING TIPS BY AGE GROUP

Grades 3–4

- Keep focus on God staying with Jacob.
- Avoid details about deception.
- Emphasize God’s care and presence.

Grades 5–6

- Acknowledge wrong choices without dwelling on them.
- Emphasize God’s grace.
- Encourage honesty and trust.

Grades 7–8

- Discuss consequences of deceit.
- Emphasize grace without excusing sin.
- Reflect on God’s faithfulness.

SCRIPTURE READING

Have a student or teacher read Genesis 27:1–29 and Genesis 28:10–22 (NKJV or the Bible used in class).

- Jacob’s family made poor choices.
- Jacob left home and was alone.
- God met Jacob in a dream.
- God promised to be with Jacob
- God promised protection and blessing.

Teachers may paraphrase earlier family conflict for younger students.

MEMORY VERSE

Full (Grades 5–8)

“Surely the LORD is in this place; and I knew it not.”

— Genesis 28:16 (NKJV)

Short (Grades 3–4)

“God is with me.”

KEY TRUTHS

- God works through imperfect people.
- God’s grace is greater than human failure.
- God remains present in difficult situations.
- God keeps His promises.
- God does not abandon His people.

DISCUSSION QUESTIONS

Grades 3–4

- Was Jacob alone when he slept?
- Who came to Jacob in his dream?
- Does God stay with us when we are afraid?
- Can God help us when we make mistakes?

Grades 5–6

- Did Jacob make good choices?
- What did God promise Jacob?
- How does God show grace in this story?
- How can God help us do better?

Grades 7–8

- Why is it important that God meets Jacob anyway?
- How does this story show grace without approving wrong behavior?
- What does God’s promise at Bethel teach us about faithfulness?
- How can this lesson bring comfort to people from difficult families?

CRAFT & ACTIVITY OPTIONS

1. “GOD IS WITH ME” BOOKMARK (GRADES 3–5)

2. JACOB’S LADDER CRAFT (GRADES 4–6)

3. GRACE PUZZLE (GRADES 5–8)

Materials: paper, scissors, markers

Steps:

1. Write: “God’s grace is greater than my mistakes.”
2. Cut the paper into puzzle pieces.
3. Mix pieces and reassemble.
4. Discuss how God restores broken things.

4. FORGIVENESS HEART CHAIN (ALL AGES)

Materials: construction paper, scissors, stapler or tape, markers

Steps:

1. Cut strips of paper and write one kind of forgiving action on each.
2. Loop into a chain.
3. Hang it in the classroom as a visual reminder.

5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

Materials (per student):

- Journal or lined paper.
- Pen or pencil

Steps:

1. Provide **7–10 minutes of quiet writing time**.
2. Invite students to write a **3–4 sentence reflection** responding to the lesson's guiding question(s) below.
3. Emphasize that journaling is **private**; students may share **one sentence only if they wish**.
4. Close with a **brief prayer** asking God to help students apply the lesson to their daily lives.

Prompt:

"God stayed with Jacob even when things were broken. One way God stays with me is..."

COLORING PAGE

Teachers: Conclude class with the Closing Routine located at the front of this document.



GENESIS – WEEK 9

Teachers: Begin class with the Opening Routine located at the front of this curriculum.

THEME: GOD IS WITH US IN HARD TIMES

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This

- God is present even when life is unfair.
- God does not abandon His people in hard times.
- God can work through difficult circumstances.
- God’s presence does not mean life is easy.

Avoid

- Promising that hardship will end quickly.
- Suggesting suffering is punishment.
- Comparing students’ struggles
- Saying “everything happens for a reason” in simplistic ways.

By Age Group

Grades 3–4: God stayed with Joseph when he was sad and scared.

Grades 5–6: God was with Joseph even when others were unkind.

Grades 7–8: God’s presence sustains us through injustice and hardship.

If Students Ask

“Why did Joseph’s brothers do this?”

→ *“They made wrong choices, but God did not leave Joseph.”*

SCRIPTURE (NKJV REFERENCE ONLY):

Genesis 37:1–36; 39:1–6 (NKJV)

LESSON OVERVIEW FOR TEACHERS

Joseph’s story introduces the theme of **God’s presence in suffering**. Joseph is favored by his father, which leads to jealousy and cruelty from his brothers. Joseph is betrayed, sold, and taken far from home through no fault of his own.

Despite the injustice Joseph experiences, Scripture repeatedly emphasizes that **the LORD was with Joseph**. This lesson helps students understand that God’s presence does not guarantee comfort or fairness, but it does provide strength, guidance, and hope.

By the end of this lesson, students should understand that God stays with His people during difficult times and continues to work even when circumstances seem hopeless.

KEY TEACHING TIPS BY AGE GROUP

Grades 3–4

- Focus on God staying with Joseph.
- Avoid graphic details of betrayal.
- Emphasize comfort and care.

Grades 5–6

- Talk about unfair situations.
- Emphasize that God sees and stays.
- Encourage empathy.

Grades 7–8

- Discuss injustice and faith.
- Emphasize endurance and hope.
- Avoid simplistic answers.

SCRIPTURE READING

Have a student or teacher read Genesis 37 and briefly reference Genesis 39:1–6, (NKJV or the Bible used in class).

- Joseph’s dreams
- His brothers’ jealousy
- Joseph being taken far from home.
- God being with Joseph.
- God helping Joseph succeed even in hardship.

Teachers may paraphrase carefully for younger students.

MEMORY VERSE

Full (Grades 5–8)

“And the LORD was with Joseph.”

— Genesis 39:2a (NKJV)

Short (Grades 3–4)

“God is with us.”

KEY TRUTHS

- God is with us in hard times.
- God does not abandon His people.
- Life is not always fair.
- God can work through difficulty.

- God's presence gives hope.

DISCUSSION QUESTIONS

Grades 3–4

- Was Joseph treated fairly?
- Did God leave Joseph?
- Who stayed with Joseph?
- Does God stay with us too?

Grades 5–6

- Why were Joseph's brothers angry?
- How did God help Joseph?
- What does it mean that God was with Joseph?
- How can we trust God when things are unfair?

Grades 7–8

- Why is it important that Joseph was innocent?
- How does this story show God's presence without removing hardship?
- What helps people keep faith during difficult times?
- How can this story comfort people facing injustice?

CRAFT & ACTIVITY OPTIONS

1. STORY STRIP COMIC (GRADES 3–5)

Materials: paper, crayons or markers

Steps:

1. Fold paper into four boxes.
2. Draw: Joseph's coat → brothers angry → Joseph leaving home → "God is with Joseph."
3. Add simple captions.
4. Review the story together.

2. "GOD IS WITH ME" POCKET CROSS (GRADES 4–6)

Materials: cardstock, scissors, markers

Steps:

1. Cut out a small cross shape.
2. Write "God is with me" on one side.
3. Add Genesis 39:2 (teacher may write).
4. Keep as a reminder.

3. PRESENCE CANDLE REFLECTION (GRADES 5–8)

Materials: battery tea light or paper candle drawing

Steps:

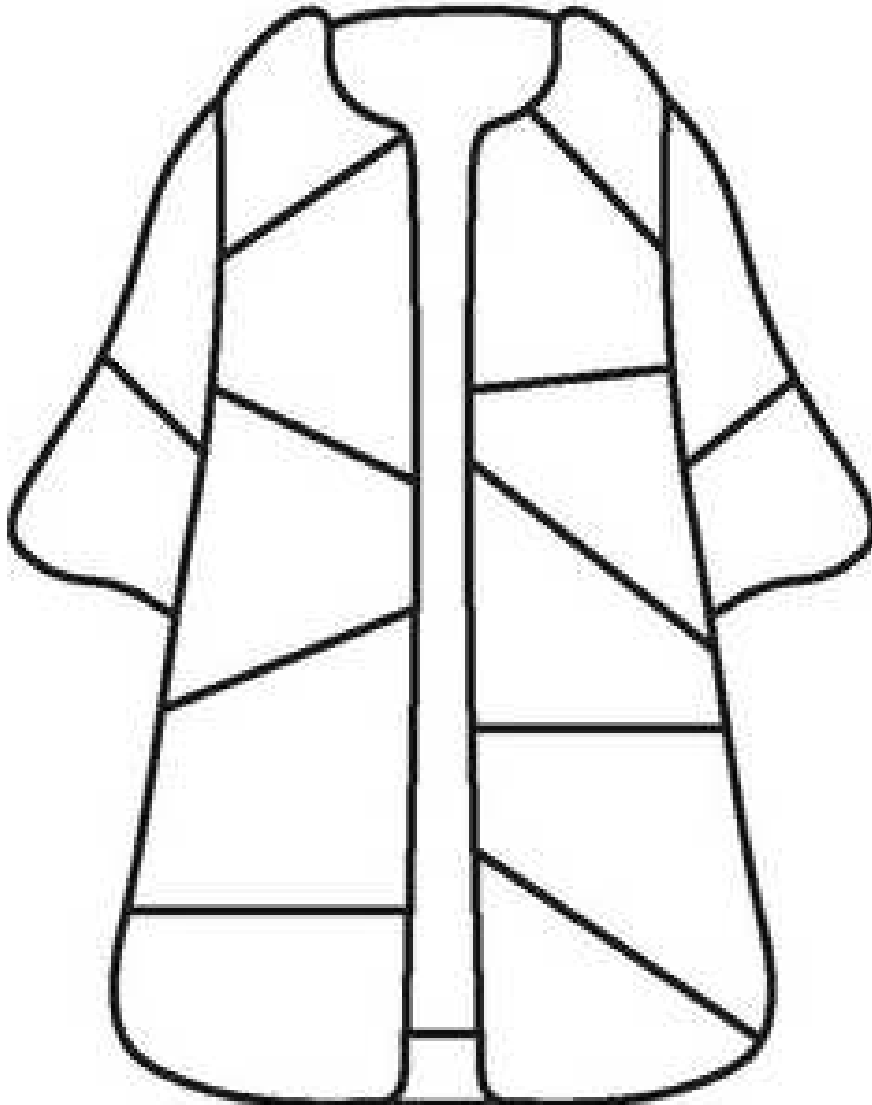
1. Show candle as a symbol of God's presence.
2. Invite quiet reflection on a hard moment.
3. Write or think of a prayer.
4. Close with prayer.

4. COAT OF MANY COLORS (ALL AGES)

Material: Coat Template, Fabric scraps or tissue, glue, scissors, markers

Steps:

1. Cut out coat shapes from paper.
2. Decorate with fabric scraps, tissue paper, or crayons.
3. Write 'God is with me' on the back.



5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

Materials (per student):

- Journal or lined paper.
- Pen or pencil

Steps:

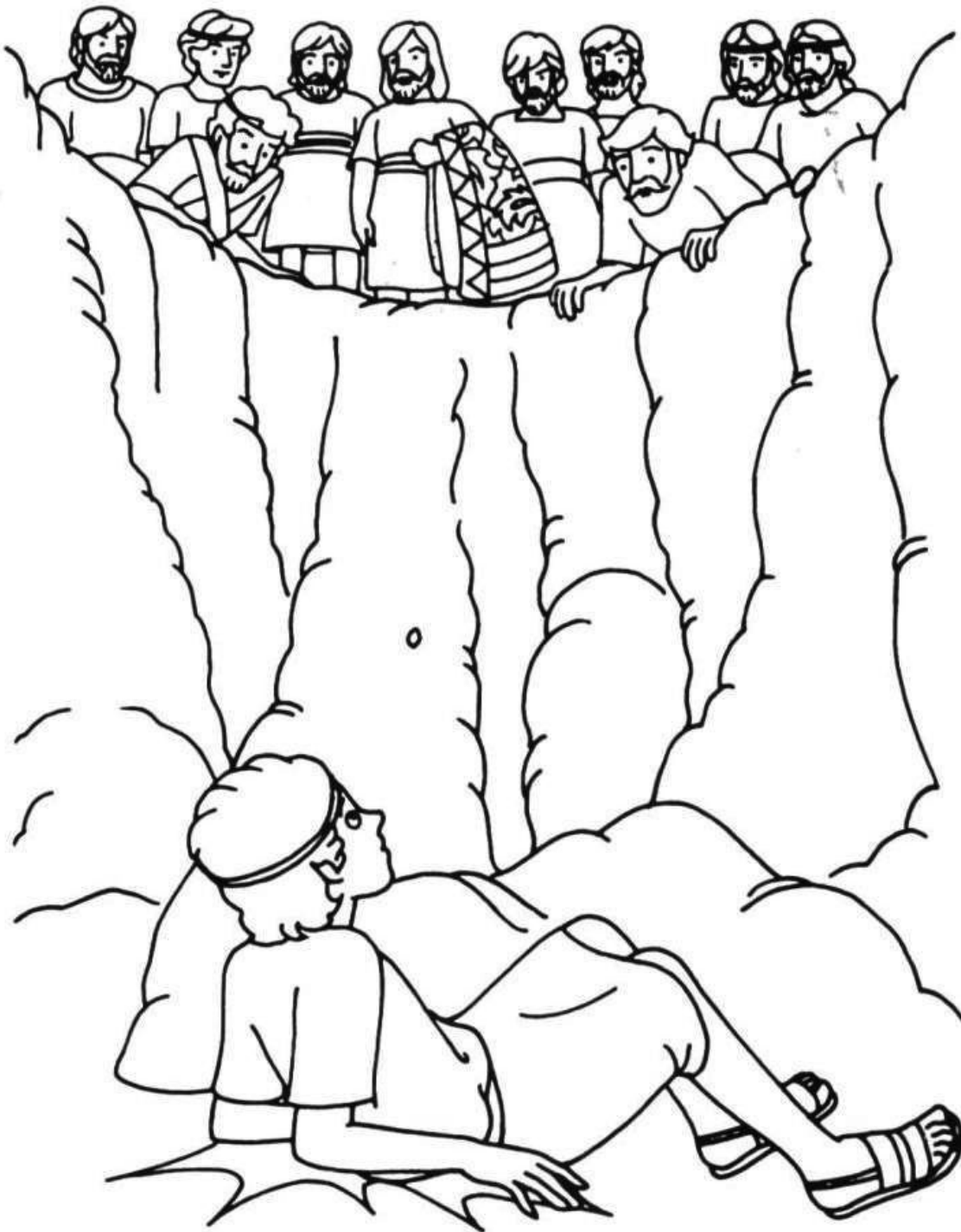
1. Provide **7–10 minutes of quiet writing time**.
2. Invite students to write a **3–4 sentence reflection** responding to the lesson's guiding question(s) below.
3. Emphasize that journaling is **private**; students may share **one sentence only if they wish**.
4. Close with a **brief prayer** asking God to help students apply the lesson to their daily lives.

Prompt:

“When life feels unfair, I can remember God is with me by...”

COLORING PAGE

Teachers: Conclude class with the Closing Routine located at the front of this document.



GENESIS – WEEK 10

Teachers: Begin class with the Opening Routine located at the front of this curriculum.

THEME: GOD BRINGS GOOD FROM EVIL

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This

- God can bring good even out of terrible situations.
- God’s plan is larger than human wrongdoing.
- Forgiveness is powerful but cannot be forced.
- God’s goodness does not erase past harm.

Avoid

- Forcing forgiveness or reconciliation
- Suggesting evil actions were “good.”
- Minimizing pain or injustice
- Saying “everything happens for a reason.”

By Age Group

Grades 3–4: God helped Joseph and brought good things later.

Grades 5–6: God can make good come from bad situations.

Grades 7–8: God redeems evil without approving it.

If Students Ask

“Does this mean bad things are okay?”

→ “No. What Joseph’s brothers did was wrong, but God was still able to bring good.”

SCRIPTURE

Genesis 45:1–15; 50:15–21 (NKJV)

LESSON OVERVIEW FOR TEACHERS

Joseph’s story reaches its conclusion with forgiveness and restoration. After many years, Joseph’s brothers come to Egypt seeking food. Joseph reveals his identity and chooses forgiveness instead of revenge. He recognizes that while his brothers intended harm, **God worked through the situation to preserve life.**

This lesson must be taught carefully. Forgiveness does not mean pretending harm never happened. Joseph names the wrongdoing honestly, yet he chooses mercy and trust in God’s greater plan. God does not approve of evil, but He is powerful enough to redeem it.

By the end of this lesson, students should understand that God can bring good from evil, that forgiveness is a choice rooted in trust, and that God’s purposes are not defeated by human sin.

KEY TEACHING TIPS BY AGE GROUP

Grades 3–4

- Emphasize that Joseph was kind and forgiving.
- Keep the message reassuring.
- Focus on God helping people.

Grades 5–6

- Talk about forgiveness as a brave choice.
- Emphasize that wrong actions are still wrong.
- Encourage empathy.

Grades 7–8

- Discuss forgiveness vs. reconciliation.
- Explore how God redeems without approving harm.
- Encourage thoughtful reflection.

SCRIPTURE READING

- Read or summarize Genesis 45:1–15 and Genesis 50:15–21, emphasizing:
- Joseph revealed who he was.
- Joseph’s brothers were afraid.
- Joseph chose forgiveness.
- Joseph trusted God’s greater plan
- God brought good out of evil intentions.

Teachers may paraphrase sections for younger students.

MEMORY VERSE

Full (Grades 5–8)

“But as for you, ye thought evil against me; but God meant it unto good.”

— Genesis 50:20a (NKJV)

Short (Grades 3–4)

“God brings good.”

KEY TRUTHS

- God can bring good from evil.
- Evil actions are still wrong.
- God’s purposes are greater than harm.
- Forgiveness is a powerful choice.

- God's goodness is constant.

DISCUSSION QUESTIONS

Grades 3–4

- Did Joseph forgive his brothers?
- Was what the brothers did right or wrong?
- Who helped bring good things later?
- Can God help us forgive?

Grades 5–6

- Why were Joseph's brothers afraid?
- What choice did Joseph make?
- How did God use a bad situation for good?
- Why is forgiveness sometimes hard?

Grades 7–8

- Why is Genesis 50:20 an important verse?
- How does Joseph name wrongdoing while forgiving?
- Why shouldn't forgiveness be forced?
- How does this story help people who have been hurt?

CRAFT & ACTIVITY OPTIONS

- 1. FORGIVENESS HEART (GRADES 3–5)**
- 2. “GOOD FROM BAD” FOLDABLE (GRADES 4–6)**
- 3. RECONCILIATION HANDSHAKE CRAFT (GRADES 5–8)**
- 4. REUNION PUPPET SHOW (ALL AGES)**
- 5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)**

COLORING PAGE

Teachers: Conclude class with the Closing Routine located at the front of this document.



GENESIS – WEEK 11

Teachers: Begin class with the Opening Routine located at the front of this curriculum.

THEME: JONAH: GOD’S MERCY FOR ALL

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This

- God’s mercy is for all people.
- God gives second chances.
- Obedience includes changing our hearts, not just our actions.
- God cares deeply about people, even those we struggle to love.

Avoid

- Turning the lesson into only a “fish story”
- Fear-based teaching about punishment.
- Making Jonah the hero of the story
- Presenting God’s mercy as unfair or weak

By Age Group

Grades 3–4: God loves everyone and wants to help them.

Grades 5–6: God gives people second chances.

Grades 7–8: God’s mercy challenges our ideas of fairness.

If Students Ask

“Why didn’t Jonah want to go?”

→ “Jonah struggled to understand God’s mercy, especially for people he didn’t like.”

SCRIPTURE (NKJV REFERENCE ONLY):

Jonah 1–4 (NKJV)

LESSON OVERVIEW FOR TEACHERS

The book of Jonah teaches more about **God’s mercy** than about Jonah himself. God calls Jonah to bring a message of repentance to Nineveh; a city Jonah dislikes and fears. Instead of obeying, Jonah runs away. God does not abandon Jonah, but pursues him, not to destroy him, but to restore him to his calling.

When Jonah finally obeys and Nineveh repents, God shows mercy to the city. Jonah becomes angry because God’s compassion challenges Jonah’s sense of fairness. God responds by teaching Jonah that His mercy is wider and deeper than human judgment.

This lesson helps students understand that God’s mercy is not limited by nationality, behavior, or our opinions. God cares about all people and calls His followers to reflect that mercy.

By the end of this lesson, students should understand that God’s mercy is for everyone, that God gives second chances, and that obedience includes aligning our hearts with God’s compassion.

TEACHING TIPS BY AGE GROUP

Grades 3–4

- Keep the story simple and reassuring.
- Emphasize that God helped Jonah and the people of Nineveh.
- Focus on God loving everyone.

Grades 5–6

- Discuss second chances and obedience.
- Emphasize God’s patience with Jonah.
- Avoid focusing on Jonah’s anger too long.

Grades 7–8

- Explore Jonah’s struggle with mercy and fairness.
- Discuss why mercy can feel difficult.
- Encourage thoughtful reflection on compassion.

SCRIPTURE READING

Have a student or teacher read Jonah 1–4 (NKJV or the Bible used in class).

- God called Jonah.
- Jonah ran away.
- God rescued Jonah.
- Jonah obeyed the second time.
- The people of Nineveh repented.
- God showed mercy.
- Jonah struggled with God’s mercy

Teachers may paraphrase sections for younger students, especially Jonah 1–2.

MEMORY VERSE

Full (Grades 5–8)

“Salvation is of the LORD.”

— Jonah 2:9b (NKJV)

Short (Grades 3–4)

“The LORD saves.”

KEY TRUTHS

- God's mercy is for everyone.
- God gives second chances.
- God cares about people everywhere.
- Obedience includes our hearts.
- God is compassionate.

DISCUSSION QUESTIONS

Grades 3–4

- Did Jonah listen to God the first time?
- Did God still help Jonah?
- Did God care about the people of Nineveh?
- Does God care about everyone?

Grades 5–6

- Why did Jonah run away from God?
- What happened when Jonah obeyed?
- How did God show mercy?
- Why are second chances important?

Grades 7–8

- Why was Jonah angry when God showed mercy?
- What does this story teach about God's character?
- Why can mercy feel unfair sometimes?
- How can this lesson change how we treat others?

CRAFT & ACTIVITY OPTIONS

1. JONAH'S JOURNEY MAP (GRADES 3–5)

Materials: paper, crayons or markers

Steps:

1. Draw land and sea on paper.
2. Draw Jonah running away and then going to Nineveh.
3. Label: "God did not give up on Jonah."
4. Review Jonah's choices.

2. SECOND CHANCES CARD (GRADES 4–6)

Materials: cardstock or folded paper, markers

Steps:

1. Fold paper into a card.
2. Write on front: "God gives second chances."
3. Decorate with hearts or waves.
4. Inside, write Jonah 2:9 (teacher may write).

3. MERCY SCALE ACTIVITY (GRADES 5–8)

Materials: paper, pencil

Steps:

1. Draw a balance scale.
2. Label one side “Judgment” and the other “Mercy.”
3. Discuss why God chooses mercy.
4. Write one way to show mercy.

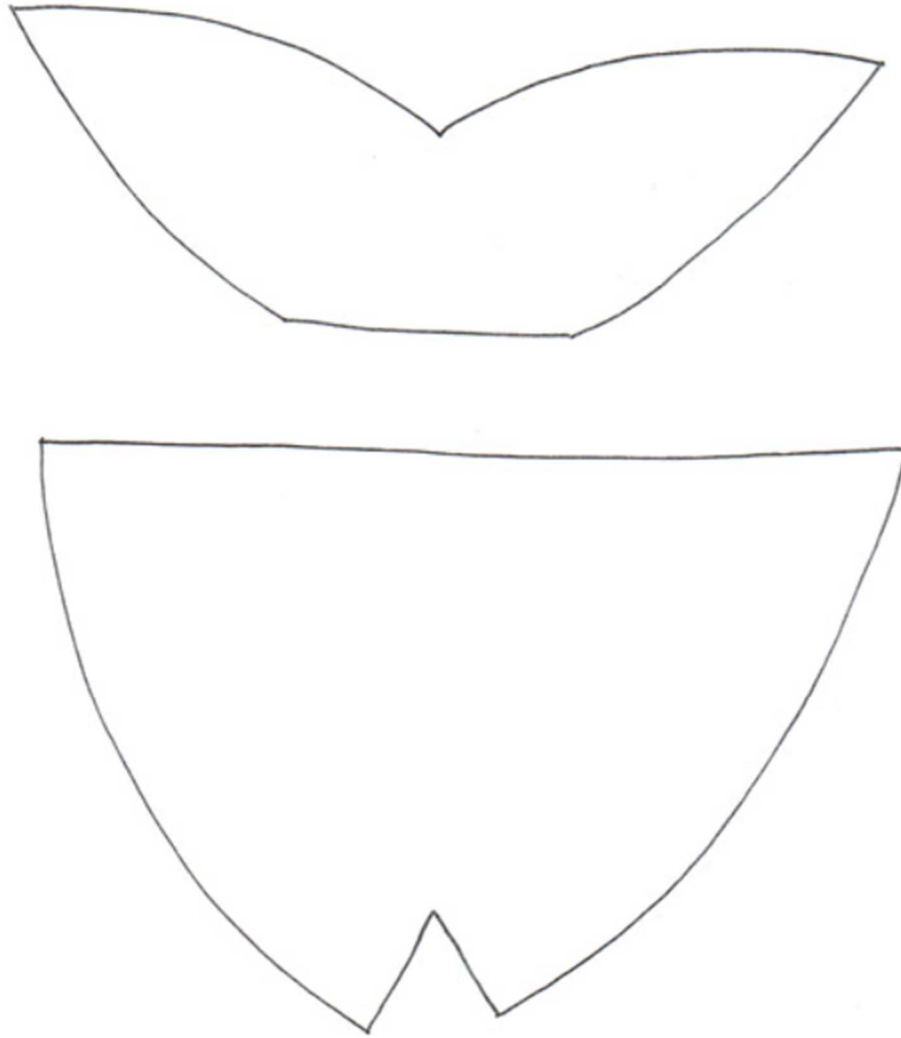
4. THE BIG FISH (ALL AGES)

Materials: felt (precut into fish shape), glue, plastic straws, pipe cleaners, wiggle eyes, scissors, hole punch, pony beads (glitter)

Steps:

1. Cut pattern from pattern sheet. Use pencil to trace onto felt sheet then carefully cut out with scissors.
2. Cut away bending section from straws (if you have straws without bend this is not an issue). Use hole punch to create hole in center of each straw. Line up straws in desired color order.
3. To create body, insert bead then straw onto pipe cleaner repeating step with all straws. Press together. Cut ends of pipe cleaner to about 2”. Connect the pipe cleaner to the head and tail. Add a drop of glue to ends of pipe cleaner then insert into holes.
4. Use scissors to carefully cut straws at an angle from head to tail as shown.
5. Glue eye into place.
6. To create a hanger, tie a knot in center of string. Determine length then trim ends leaving about 2” overlap to back. Glue in place to back.





5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

COLORING PAGE

Teachers: Conclude class with the Closing Routine located at the front of this document.



GENESIS – WEEK 12

Teachers: Begin class with the Opening Routine located at the front of this curriculum.

THEME: MOSES: GOD FREES HIS PEOPLE

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This

- God hears the cries of His people.
- God acts to rescue and free.
- God keeps His promises.
- God works through imperfect and reluctant leaders.

Avoid

- Graphic or frightening descriptions of plagues
- Fear-based teaching.
- Making Moses the hero instead of God
- Overemphasizing punishment

By Age Group

Grades 3–4: God helped His people escape and be safe.

Grades 5–6: God rescued His people because He loves them.

Grades 7–8: God’s power and faithfulness bring freedom.

If Students Ask

“Why didn’t Pharaoh listen?”

→ *“Pharaoh chose not to listen, but God remained faithful to His people.”*

SCRIPTURE

Exodus 3:1–12; 12:31–42; 14:21–31 (NKJV)

LESSON OVERVIEW FOR TEACHERS

For many years, the Israelites suffered as slaves in Egypt. God heard their cries and acted to rescue them. God called Moses, a reluctant leader, to speak for Him and lead His people to freedom. God promised Moses that He would be with him every step of the way.

This lesson emphasizes that **God is the rescuer**, not Moses. God shows His power by freeing the Israelites and leading them safely through the Red Sea. God’s rescue

is an act of love and faithfulness, showing that He keeps His promises to His people.

By the end of this lesson, students should understand that God hears His people, that God rescues and protects, and that God remains faithful even when situations seem impossible.

KEY TEACHING TIPS BY AGE GROUP

Grades 3–4

- Focus on God helping His people.
- Keep the story reassuring and hopeful.
- Avoid scary details.

Grades 5–6

- Emphasize God’s power and protection.
- Introduce Moses as a servant of God.
- Reinforce God’s faithfulness.

Grades 7–8

- Discuss freedom and obedience.
- Explore God’s justice and mercy.
- Reflect on God’s faithfulness to promises.

SCRIPTURE READING

Have a student or teacher read Exodus 3:1–12; 12:31–42; 14:21–31 (NKJV or the Bible used in class).

- God heard the Israelites’ cries.
- God called Moses and promised to be with him.
- God freed His people from slavery.
- God led them safely through the Red Sea
- God showed His power and faithfulness.

Teachers may paraphrase details for younger students, especially Exodus 12–14.

MEMORY VERSE

Full (Grades 5–8)

“The LORD will fight for you, and you shall hold your peace.”

— Exodus 14:14 (NKJV)

Short (Grades 3–4)

“The LORD will fight for you.”

KEY TRUTHS

- God hears His people.
- God rescues and saves.

- God keeps His promises.
- God is powerful and faithful.
- God leads His people to freedom.

DISCUSSION QUESTIONS

Grades 3–4

- Did God hear His people?
- Who helped the Israelites escape?
- Did God keep them safe?
- Does God help us too?

Grades 5–6

- Why did God rescue the Israelites?
- How did God help Moses?
- What does it mean that God fights for His people?
- How can we trust God?

Grades 7–8

- Why is it important that God—not Moses—is the rescuer?
- How does this story show God’s faithfulness?
- What does freedom mean in this story?
- How does God’s rescue shape trust and obedience?

CRAFT & ACTIVITY OPTIONS

1. BURNING BUSH CRAFT (GRADES 3–5)

Materials: paper, crayons or markers

Steps:

1. Draw a bush on paper.
2. Add flames around the bush.
3. Write “God is with me” near the bush.
4. Discuss God’s call to Moses.
5. Take home as reminder.

2. FREEDOM CHAINS ACTIVITY (GRADES 4–6)

3. RED SEA SPLIT ART (GRADES 5–8)

Materials: paper, crayons or markers

Steps:

1. Fold paper in half.
2. Draw water on both sides.
3. Open the paper to show a path through the sea.
4. Write the memory verse at the bottom.

4. BURNING BUSH LUMINARY (ALL AGES)

Materials: mason jar or small jar, black or brown construction paper, yellow and orange tissue paper, small tea candle battery-powered.

Steps:

1. Cut out of construction paper a bush.
2. Using liquid school, glue yellow and red tissue paper on the outside of the glass jar.
3. You should not be able to see the outline of the bush from the outside.
4. Once the tissue is dry, put a lit tea light in the jar and watch the bush magically appear to be burning without being consumed!



5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

Materials (per student):

- Journal or lined paper.
- Pen or pencil

Steps:

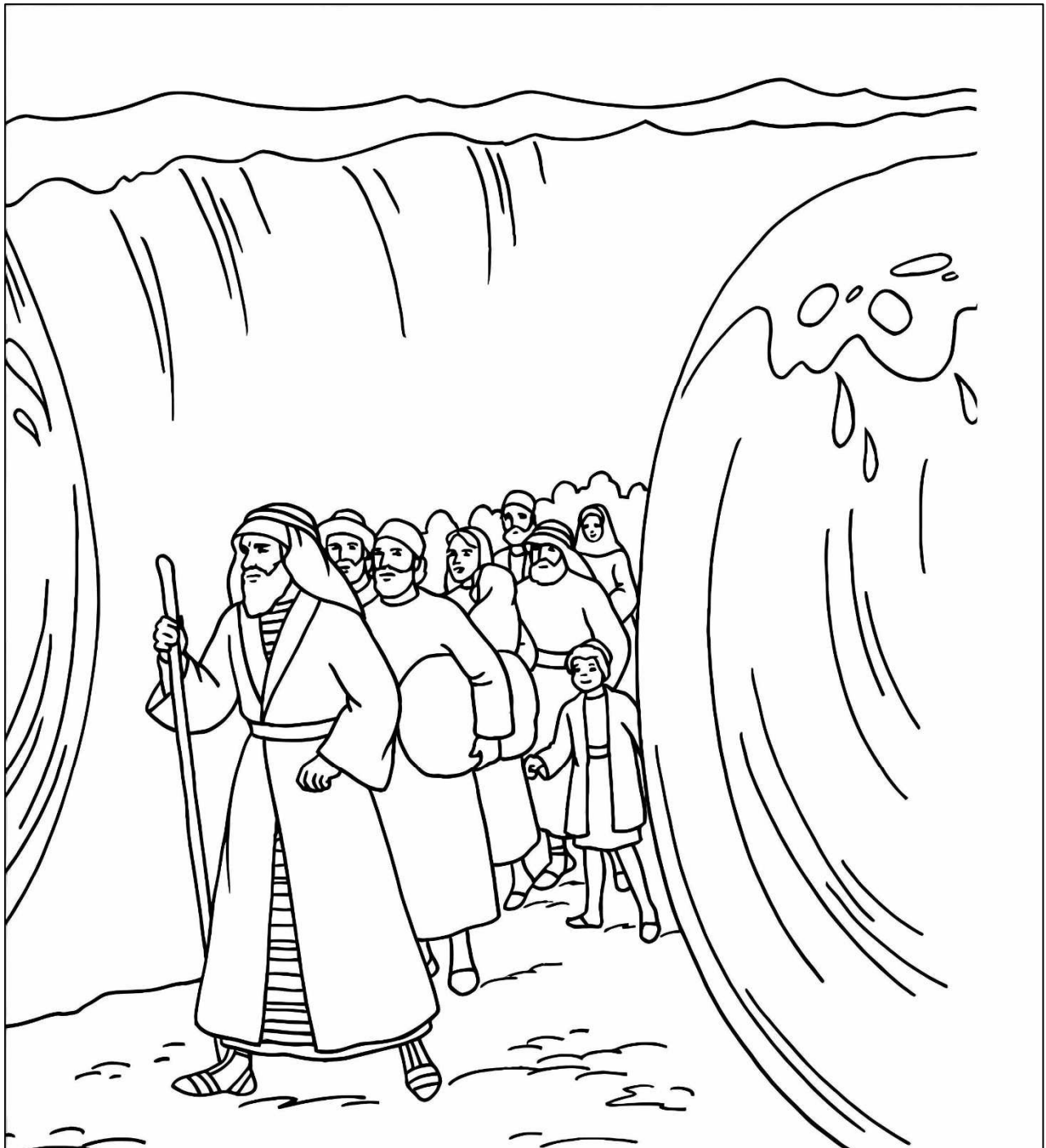
1. Provide **7–10 minutes of quiet writing time.**
2. Invite students to write a **3–4 sentence reflection** responding to the lesson's guiding question(s) below.
3. Emphasize that journaling is **private**; students may share **one sentence only if they wish.**
4. Close with a **brief prayer** asking God to help students apply the lesson to their daily lives.

Prompt:

“God helped His people when they felt trapped. A time I needed help was...”

COLORING PAGE

Teachers: Conclude class with the Closing Routine located at the front of this document.



GENESIS – WEEK 13

Teachers: Begin class with the Opening Routine located at the front of this curriculum.

THEME: MOSES AND THE TEN COMMANDMENTS

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This

- God gives His law as a gift, not a punishment.
- The Ten Commandments show how to love God and love others.
- Obedience grows out of relationships.
- God’s guidance helps people live well and safely.

Avoid

- Presenting the commandments as a checklist for earning God’s love
- Expecting perfection
- Using fear-based language
- Long debates about legalism

By Age Group

Grades 3–4: God gave rules to help His people.

Grades 5–6: God’s laws teach us how to love.

Grades 7–8: God’s law reveals His character and desire for relationship.

If Students Ask

“Do, we have to follow all the rules perfectly?”

→ “*God gives His commandments to guide us. When we fail, God is still merciful and helps us grow.*”

SCRIPTURE (NKJV REFERENCE ONLY):

Exodus 19:1–6; 20:1–17

LESSON OVERVIEW FOR TEACHERS

After rescuing Israel from slavery, God leads His people to Mount Sinai. There, God gives the Ten Commandments. These commandments are not given to make people earn God’s love. Instead, they are given **after** God rescues His people, showing that obedience flows from relationship, not fear.

The Ten Commandments can be understood in two parts: commandments that teach love for God and commandments that teach love for others. Together, they show how God’s people are meant to live as a faithful and caring community.

This lesson helps students understand that God’s law is a gift meant to guide, protect, and shape God’s people. God desires obedience rooted in love and trust.

By the end of this lesson, students should understand that God’s commandments help us live well, love God, and love others.

KEY TEACHING TIPS BY AGE GROUP

Grades 3–4

- Focus on rules as helpful and loving.
- Keep commandments simple and positive.
- Emphasize that God loves His people.

Grades 5–6

- Group commandments into loving God and loving others.
- Explain why rules exist.
- Encourage practical examples.

Grades 7–8

- Discuss law as guidance, not salvation.
- Explore how commandments reflect God’s character.
- Encourage thoughtful application.

SCRIPTURE READING

Have a student or teacher read Exodus 19:1–6 and Exodus 20:1–17 (NKJV or the Bible used in class).

- God rescued His people before giving the law.
- God spoke to Moses on the mountain.
- God gave commandments to guide His people.
- The commandments teach love for God and others.

Teachers may paraphrase and summarize the commandments for younger students.

MEMORY VERSE

Full (Grades 5–8)

“Thou shalt love the LORD thy God.”

— Exodus 20 (summary focus; cf. Deut. 6:5)

Short (Grades 3–4)

“Love the LORD.”

KEY TRUTHS

- God gives guidance out of love.
- God’s law helps us live well.
- Obedience grows from relationships.
- God desires love for Him and others.
- God is faithful and merciful.

DISCUSSION QUESTIONS

Grades 3–4

- Why did God give rules to His people?
- Do rules help keep people safe?
- Does God love His people?
- How can we show love to God?

Grades 5–6

- When did God give the commandments—before or after rescue?
- How do the commandments teach love?
- Why are rules important?
- How can we follow God’s guidance?

Grades 7–8

- Why is it important that the law comes after rescue?
- How do the commandments reflect God’s character?
- What happens when people treat rules as a way to earn love?
- How should God’s law shape daily life?

CRAFT & ACTIVITY OPTIONS

1. TEN COMMANDMENTS TABLETS (GRADES 3–5)

Materials: paper, scissors, crayons or markers

Steps:

1. Cut two stone-shaped tablets from paper.
2. On each tablet, write simplified commandments (teacher writes for younger).
3. Decorate with stone patterns.
4. Review how rules help God’s people.

2. COMMANDMENT MATCH GAME (GRADES 4–6)

Materials: index cards or paper

Steps:

1. Write commandments on one set of cards.
2. Write real-life examples on another set.
3. Match each commandment to an example.
4. Discuss how rules guide actions.

3. LOVE GOD / LOVE OTHERS CHART (GRADES 5–8)

Materials: paper, markers

Steps:

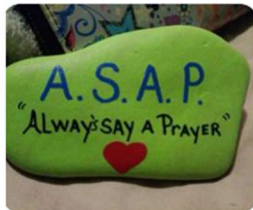
1. Divide paper into two columns.
2. Label “Love God” and “Love Others.”
3. Sort commandments into each column.
4. Discuss how love fulfills the law.

4. ROCK PAINTING (ALL AGES)

Materials: Smooth River Rocks (I got them from Lowes or Home Depot), acrylic paint, brushes, glitter, stickers

Steps:

1. I pre painted the rocks in my garage with spray paint white, red, and black but this is only optional.
2. Have students paint and decorate the rocks with hearts, commandments, words, crosses.
3. Students can add glitter, stickers, etc.
4. When your done and they are dry, cover the rocks with mod podge to protect them.





5. JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

Materials (per student):

- Journal or lined paper.
- Pen or pencil

Steps:

1. Provide **7–10 minutes of quiet writing time**.
2. Invite students to write a **3–4 sentence reflection** responding to the lesson's guiding question(s) below.
3. Emphasize that journaling is **private**; students may share **one sentence only if they wish**.
4. Close with a **brief prayer** asking God to help students apply the lesson to their daily lives.

Prompt:

"God's commandments help me live well. One commandment I want to live out more faithfully is..."

COLORING PAGE

Teachers: Conclude class with the Closing Routine located at the front of this document.

