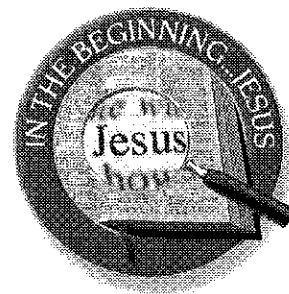


In the Beginning...Jesus



Lesson 3 God Creates His Image Bearer

Themes:

- God is the Sovereign Ruler of all creation.
- God created man to be His image bearer.
- God created man in His image so man might enjoy a special relationship with Him forever.
- Man is to love, trust, and obey God.

Scripture:

Genesis 1:1-27a; 2:7-9, 15-16

Memory Verse:

Isaiah 53:3b (and review verse 3a)

Visuals for Lesson:

- Bible.
- *In the Beginning...Jesus* poster (from previous lessons).
- 16" x 28" piece of poster board—Do not use the stiff Styrofoam™-type board because this visual will need to be torn in future lessons.
- Resource Packet:
 - JESUS IS THE KEY (from previous lesson).
 - ONE ETERNAL CREATOR GOD (from Lesson 2)—Cut out sign along border and glue the sign to the upper left-hand corner of the poster board.
 - SOVEREIGN RULER.
 - MAN: GOD'S IMAGE BEARER.
 - ANNOUNCEMENT.
 - PERFECT RELATIONSHIP.
 - TREE OF LIFE.
 - HEART.
 - GOD'S CREATION Activity Sheet—Make a copy for each child.
 - Bible Clue Card #1 (from Lesson 2).
 - Bible Clue Cards #2 and #3.
- Magnifying glass (for use in reading the clue cards).
- Bag of treats for the class.
- Paper bag with some dirt inside.

- Paper plate.
- Baby doll (or something similar).
- Tape.

Pre-Lesson Activity:

Before the lesson presentation, have each child complete the **GOD'S CREATION Activity Sheet** and make sure that they have it with them during the lesson presentation.

Note: In this lesson we will only be covering the creation of Adam. The creation of Eve will be covered in the next lesson.

Lesson

Point to the ***In the Beginning...Jesus*** poster and briefly review the following points presented concerning Jesus' death on the cross:

- We need the **WHOLE** Bible to solve the mystery of Jesus' death on the cross.
- The Bible is filled with clues, and we need to put those clues in the **CORRECT ORDER**—beginning with the Old Testament.

Display Bible Clue Card # 1. Ask the children how we were able to read the card. [By putting it behind the red paper in the **JESUS IS THE KEY** visual.]

JESUS IS THE KEY to understanding the clues.

Where do we start looking for clues? [In Genesis 1:1.]

What did we learn from Genesis 1:1?

Emphasize that the story of the mystery of the cross begins with God. The Bible is about God—the one eternal Creator God. The Bible is His story, and it is true.

*Comment: In the last lesson we started and ended with Genesis 1:1: **In the beginning, God created the heavens and the earth.** What happens next in the story?*

Tell the children to look at the activity sheets they completed before the lesson. Point out that the activity sheets are a review of what happened next in Genesis chapter 1. Briefly read through the activity sheet, stating the correct answers (just read the answers, not the text):

On day one, God created light and darkness.

On day two, God created the sky or heavens.

On day three, God created the dry land, seas, vegetation, and fruit trees.

*On day four, God created the sun, moon, and stars.
On day five, God created the birds and sea creatures.
On day six, God created the livestock, creeping things, and beasts.*

*Ask: According to the verses that you read when completing your activity sheet, how did God create these things? [By speaking them into existence: **And God said, "Let there be..."**] How could He do this? Because He is almighty and nothing is too hard for Him to do.*

*Did God create these things because He needed them in order to exist? No. God is eternal. He had no beginning and will have no end. He doesn't need anything in order to exist (**Acts 17:25**).*

Display the poster board visual: **ONE ETERNAL CREATOR GOD**

*Because God alone created everything by Himself, who owns everything? [God does (**Psalm 24:1**).] Because God created everything and owns everything, who has the right to be the ruler over everything? [God does.]*

Display the **SOVEREIGN RULER** visual and tape it under the **ONE ETERNAL CREATOR GOD** visual on the poster board. Point out that the words "Sovereign Ruler" mean that God is "in charge" of everything He created—He has the right, wisdom, and power to do all that He pleases.

Emphasize that the Bible says that the one eternal God created the whole world and everything in it in six days. However, there is one important piece missing from God's creation that was not included on the Activity Sheet.

Display the paper bag with the dirt inside and tell the children that a clue to what is missing is in the bag. Choose a child to come up and feel what is inside. Have him guess what the clue is without looking in the bag. Take a handful of dirt out of the bag to show the children. How does this clue hint at what is missing from our activity sheet?

Have the children turn to **Genesis 2:7**:

Then the LORD God formed the man of dust from the ground and breathed into his nostrils the breath of life, and the man became a living creature.

What did God form the man from? [The dust of the ground.] How did God cause the man to come to life? [God breathed the breath of life into him.]

Take some of the dirt and place it on a paper plate. Would you be able to form it into a person? Why not? Blow on the dirt. Will the dirt come to life if you blow on it? Why not? Point out that man could not give himself a body or life—only God could do that because He is the Creator of everything and gives life to everything (**Job 12:10**). Man is a creature and depends on God for life and breath.

God also gave this man a name: Adam. In verse 7 it says that God "formed" Adam. How is this different than the way that God had created every other thing? [God "spoke" the other things into existence.] Why do you think that God created Adam in a different way? The next verses in Genesis 2 will give us a clue.

Choose children to read **Genesis 2:8-9, 15**:

And the LORD God planted a garden in Eden, in the east, and there He put the man whom He had formed. And out of the ground the LORD God made to spring up every tree that is pleasant to the sight and good for food. The tree of life was in the midst of the garden, and the tree of the knowledge of good and evil.

The LORD God took the man and put him in the garden of Eden to work it and keep it.

Ask: God had a very important job for Adam to do. What was it? [To work and take care of the garden.] We might use the word "manager" to describe this kind of job. Man was to be the manager of the garden God had created. Did God give that job to any other creature? Did He tell the birds to do this? Did He tell the mice to do this? Why not?

Illustration: Choose a boy to come to the front. Tell the children that you have chosen the boy to be your "manager." You have a special job for him to do. Hand the boy the **ANNOUNCEMENT** visual and the bag of treats. Tell him that you want him to communicate the information that is in the announcement to the rest of the class. After he has done this, ask the children if the boy will be able to complete the job at the assigned time. Would a rock, plant, mouse, or monkey have been able to do this? Why not? Being able to do this type of job requires you to be able to think and act in certain ways—ways in which a person can think and act, but not an animal, rock, plant, etc.

Comment: God created the man in a special way because God had a special role for man in His creation. What was so special about the way in which God formed that man that made him different than all other things? [Allow the children to give some responses.] Where will we find the right answer?

Display Bible Clue Card #2. Choose a child to come up and get the clue. What needs to be done in order to read the clue? [It must be inserted in the **JESUS IS THE KEY** visual.] Quickly remind the children that the key to understanding the clues in the Old Testament is through Jesus and the cross. Have the child insert the clue card and read the clue:

*Scripture: Genesis 1:27a
Clue under Window # 30*

How is this Bible Clue Card different than the first card? What information is on this card that was not on our first card? [A window number.]

Point to the ***In the Beginning...Jesus*** poster. As the children have probably noticed, there are many small numbered windows on the poster. In the coming lessons, one by one, we will be discovering special clues under each of these windows. But we need to open these windows in the correct order. The Bible Clue Cards will tell us which window to open. But before we can open Window #30 we must read the Scripture.

Have the children turn to the text and read **Genesis 1:27a**:

So God created man in His own image, in the image of God He created him.

Note: Do not read the last part of the verse at this time. It will be used in the next lesson.

Choose a child to find Window #30 on the poster and reveal the clue: **GOD'S IMAGE BEARER. Display** the **MAN: GOD'S IMAGE BEARER** visual and tape it to the upper right corner of the visual opposite **ONE ETERNAL CREATOR GOD**.

Ask: What does it mean that man was created as God's image bearer? What does it mean to be created in the "image" of something?

Display a doll. Ask the children if you are holding a real baby. But is it like a real baby in certain ways? How? [Allow the children to respond.] The doll was made to be like a real baby in some ways. And to a child playing with it, it represents a baby—even though it is not a real baby.

This can help us to understand what it means to be created in the image of God. God created man to be like God in certain ways. Man is NOT God but he is patterned after God. That means man is like God in certain ways that animals and other creatures are not. Can you think of some ways that man is like God and represents God?

Display the bag of treats and the announcement that your "manager" read to the class earlier. What was he able to do with it? He was able to read, understand, and get excited about it. After the lesson, he will be able to decide whether or not he will do what it says, and if he decides to do it, he will need to decide how he will hand out the treats.

Point out that because man was created as God's image bearer, God not only made him the manager of His beautiful garden, He also gave man an important announcement—an announcement that the man could think about, understand, and respond to. What was it?

Display Bible Clue Card #3. Choose a child to come up and insert the clue card in the **JESUS IS THE KEY** visual to reveal:

*Scripture: Genesis 2:16-17
Clue under Window # 16*

Choose a child to read **Genesis 2:16-17**:

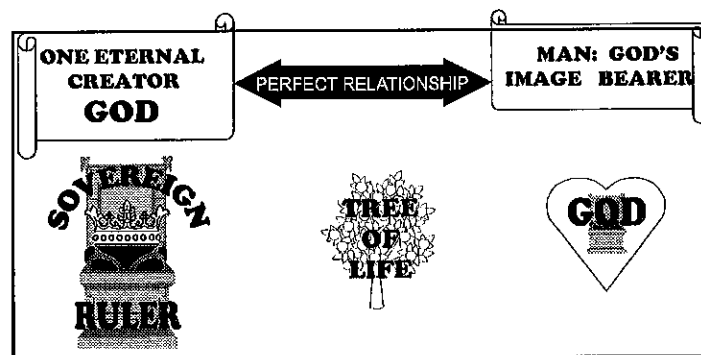
And the LORD God commanded the man, saying, "You may surely eat of every tree of the garden, but of the tree of the knowledge of good and evil you shall not eat, for in the day that you eat of it you shall surely die."

Ask: What did God want the man to understand in this command? Man could eat from what trees? [Every tree except one—the tree of the knowledge of good and evil.] What would happen to the man if he ate from this one tree? [He would die.] What would happen if the man perfectly obeyed this command and did not eat from this one tree?

Have a child open Window #16 on the poster to reveal the clue: **PERFECT OBEDIENCE—LIFE**. Emphasize that by obeying this command, the man would never die.

Begin to add the following visuals to the poster board and, as you do this, make the comments that follow below. Take the **PERFECT RELATIONSHIP** arrow and lightly tape it between **GOD** and **MAN**. Lightly tape the **TREE OF LIFE** underneath the arrow. Tape the **HEART** underneath **MAN: GOD'S IMAGE BEARER**.

The visual should now look this:



Adam understood that God created him and that God is the Sovereign Ruler over everything—including his life. The man understood that God had given him a wonderful, beautiful garden in which to live. He knew that God had given him an important job to do. And he knew that in order to be happy and enjoy a perfect relationship with God, he must love and trust

his Sovereign Ruler and perfectly obey this one command. As long as Adam obeyed this command, he would never die.

*Does this one command seem like it would be easy for the man to obey?
Why or why not?*

Point out that we know that this is just the beginning of the story of the Bible. In Lesson 4 we will find out what happens next and look for new clues.

Note: Give your “manager” the bag of treats and, sometime before the end of the class, have him distribute the treats to the children. Clearly state when this will happen so the children will not be distracted during the Application.

Note: After the lesson, carefully remove the tape from the visual pieces that were placed on the poster board and glue the pieces into place (except for the heart visual—keep this taped in place). In future lessons this will be referred to as the “**GOD—MAN** visual.”

Application

- **WORKBOOK**—Ask the children to recall today’s first clue. [**GOD’S IMAGE BEARER.**] Have the children turn to Lesson 3 in their workbooks and write this clue in the notebook space. What was the second clue? [**PERFECT OBEDIENCE—LIFE.**] Have the children write down this clue also. Next, instruct the children to follow the directions to complete the rest of their workbook page. Discuss the meaning of the throne, the tree, and the heart. Ask: *Why does God get to decide what things are right for His creatures?* Read **Psalm 24:1** and **Daniel 4:34-35**. *Did God want the man to be happy? Did God know best what would make the man happy? Why? Did God give the man a command for his happiness? What was it? Why would this command be good for the man?* Read and discuss **Psalm 16:11**. *What do you think that a perfect relationship with a good and loving God is like? Are we living in a garden like the one described in **Genesis 2**? What is different? Why is it different? Is God still the Sovereign Ruler over His creation? Over your life? Do you think that your heart demonstrates that you trust, love, and obey God as your Sovereign Ruler? Has God made known to you “the path of life”? Is it through obeying a command not to eat the fruit from one kind of tree? Why not? Can you think of any verses in the New Testament that show us what the path of life is?*
- Ask: *What does it mean that man was created in the image and likeness of God? Use the following illustration: Suppose you brought your pet dog to Sunday school. Could he understand the lesson? Why not? Could he*

join us in prayer? Why not? Could he read any of the verses? Would he be able to understand God's commands? Point out that man is very different from any other creature in God's creation. Even though dogs, monkeys, and other animals do understand and respond to some things, they do not have the ability to know God, love God, or respond to God in conscious trust and obedience. Ask the children how they show this "image bearer" quality. For example, when they read something from the Bible, what are they able to do with what they have read?

- Have the children imagine that you were to take them to a candy store that had thousands of different kinds of treats. Tell them that you will give them any of the treats they want—however much they want—except for one small treat in one small container on one small shelf in the store. Would your offer seem unfair? Why not? Have the children imagine for a few minutes what the garden was like as described in **Genesis 2:8-15**. *Try to imagine the most beautiful place that you have ever been. The garden of Eden was even better! What does this tell us about what God is like?* Read and talk about the following verses: **Psalms 145:1-7, 9-10, 15-16**. Although we no longer have the garden of Eden (what changed?), do we still see God's goodness, kindness, love, and greatness in the world that He has created? In what ways? In what ways does man still act as the "manager" of God's creation? Read and discuss **Psalms 8:3-9**.
- Using a whiteboard or large piece of paper, have the children help compile a list of God's attributes. Point out that as God's image bearer, man shares some of these characteristics to some degree. For example: Man has been given the ability to show love, goodness, wisdom, faithfulness, mercy, creativity, etc. However, there are some attributes of God that are not shared. For example, only God is eternal, independent, unchangeable, etc. Therefore, God alone is God and man is His creature—never will man BE God.

Send Home

- Parent Resource Page