

# Series: Family of Light

## Session Title: The Sixth Day

Date and Time: \_\_\_\_\_

Number of Students: \_\_\_\_\_

### Materials Needed:

- ☐ A “garden” (see room set-up)
- ☐ Five stones and five trees (or substitute according to room set-up)
- ☐ Copies of page A42 (Creation of Adam) (optional for Lead In One)
- ☐ A sheep, chicken, and dog or substitute (optional for Lead In Two)
- ☐ Five envelopes with ten slips of paper in each one according to task one
- ☐ Overhead projector
- ☐ Copy of page A43 on a transparency
- ☐ Overhead pens
- ☐ Building tools for Task Three

### Lesson Objectives:

As a result of this lesson students will be able to...

- Identify that humanity occupies a unique place in the created order as God’s fit partner in creation.
- Identify that God created humanity for both relationship and partnership.
- Identify five parameters of permission and prohibition established by God for humanity at the very beginning of time, which are:
  - Sexuality
  - Vocation
  - Relationship
  - Abundance
  - Worship/Intimacy with God

### Pastoral Objectives:

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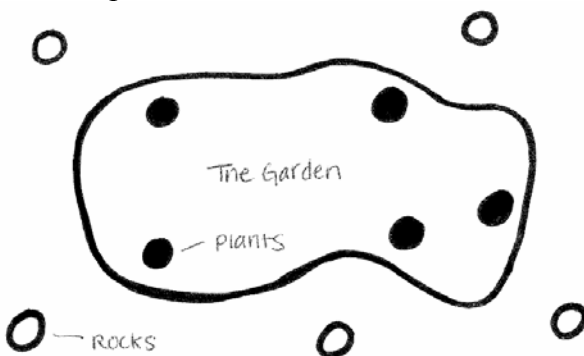
## Note to Leader:

This session looks at the very beginning of the story of a relationship between God and humanity. The story of Genesis is a complicated story that is often glossed over or made one dimensional when taught. The focus of this session is for the students to come to a clear understanding of the unique place that God had in mind for humanity from the very beginning of time, and the important lessons that we can learn from this very first story. You may not have noticed this before in your English language translation of the Bible, but if you read Genesis 1 carefully you will discover that “not all days are equal”. Unfortunately English translations do not help us to see that in the Hebrew, days one to five are listed as “a first day...etc.”, while only day six is referred to with the definite article (the): “*the* sixth day”. The sixth day is significant and the writer wants us to see it as distinct, for in it God creates men and women. As Christians, an important part of our worldview and understanding of creation is the reality that God made humanity as distinct from all other creation, as the epitome of his created order. Humanity is important to God and distinct from all other creation.

## Room Set-Up:

This session would benefit greatly from some creative work on the set up of your meeting space. You may need to choose a different meeting space than you normally meet in to accomplish this set up suggestion. Set the room up in such a way that you have a “garden area” marked out in the centre of the room. Use masking tape or something to mark out the garden. Put some plants or trees into the garden (it is actually very helpful if you had five prominent areas in the garden such as five fake trees or plants). Then also create some areas outside the boundary. One suggestion is to place five large rocks outside the boundaries of the garden, close to the walls of the room you are using. Your room must be large enough that the students can divide into five groups that meet between a boundary stone and one of the five garden markers (a tree or something like it). Use fake plants, cut out trees, stones, Bristol board if necessary, and design a creative room.

Here is a possible aerial view:



## Lead In:

### Note to leader:

Since we are working to keep the time frame of each of our lessons consistent, this session contains two lead ins that could both be used or in the consideration of time, we suggest that you as a leader choose one of the two following possibilities.

### Lead In Possibility One:

Michaelangelo has a painting, “The Creation of Adam”, that can be used to introduce the creation story to your students. Blow this picture up (see page A42 for original) and put it at enough stations to allow your group to split into groups of 6-8 at each of the stations. Each group must make ten observations about this painting, three of which must point to the significance that they believe Michelangelo is trying to communicate about the creation event. After giving the small groups two to three minutes to brainstorm ten observations, have the groups briefly report their observations back to the group as a whole. After the first group has shared, have all following groups simply share areas of difference or of special note rather than repeating similar observations.

### Lead In Possibility Two:

(This could be used as a replacement of the previous lead in or in addition to it. This is the more directive or focused possibility.)

A partnership drama.

Choose one student from your group to play the role of God. Tell the group that God has a plan for creation but he isn’t going to share it with them just yet; rather, they are to help God to make his decision.

Tell that students that one of God’s first acts is to choose a partner for his plan of creation. Help him to choose by stating the positive and negative aspects of the following potential partners:

- a. Chicken (bring out a chicken or have a leader act like one)
- b. Sheep (same as above)
- c. Dog (same as above)
- d. A human

Have the students list both the positive and negative aspects of each of the potential partners and then have the students argue and vote as a whole group as to which partner is best (we are guessing they pick the human) and why that partner is best.

Help the students to see some of the following important distinctions of humanity: the ability to make rational choices and to love; the ability to understand and choose between right and

wrong; the ability to defer gratification to pursue higher goals; the capacity to believe in things unseen; and so on.

### Task One:

Tell the students that you are going to divide them into groups and that you are going to give them an envelope full of strips of papers. Tell them that they are going to divide the statements into two categories. The categories are a) prohibition, and b) permission. They should refer to Genesis 2:8-25 to help them complete this. Check that they have understood the instructions by asking questions like, “How many categories are there?”, “Do you need a Bible?”, and “What are the categories?”. Now divide them into five groups and hand out the envelopes.

The ten slips of paper should contain the following words/phrases (we have sorted them for you as the leader but they should be put randomly into the envelope):

#### **Permission**

Sexuality  
Vocation  
Relationships  
Abundance  
Worship/Intimacy with God

#### **Prohibitions**

Domination and Power  
Self-determination  
Violence  
Over-indulgence  
Idolatry/Self-worship

Give the groups two or three minutes to sort the words into the two columns. Instruct the group leaders (if there are leaders in the groups) to allow the students freedom to choose the category that they believe to be most appropriate, while prompting small discussions as to the reasoning of their choices. You can walk around and monitor the progress. Once the groups have finished the task, put the correct answers (the phrases in their categories) up on an overhead (make the overhead by copying page A43 onto a transparency and cover the right hand column so that students cannot see it). At this point ask for the groups to report as to whether they have sorted in the same way that you have. If they have not, have them explain why they sorted differently. Don't feel the need at this point to “correct” their explanation as a follow up exercise should enable the students to self-correct.

### Task Two:

After each group has reported any differences, ensure that you have five groups (or adapt this task). Reveal the hidden half of the overhead. It contains ten Scripture verses that illustrate one of the permissions or prohibitions. Number the groups from one to five. Ask group one to match permission and prohibition one to the Scripture verses that illustrate those concepts. Assign each group the concepts that correspond to their number. The appropriate answers are as follows:

### **Permission**

1. Sexuality
2. Vocation
3. Relationships
4. Abundance
5. Worship/Intimacy with God

### **Matching Scripture verses**

- Genesis 2: 25  
 Genesis 2: 15  
 Genesis 2:18  
 Genesis 2: 9  
 Genesis 3:8a (\*note – part b will confuse)

### **Prohibitions**

1. Domination and power
2. Self-determination
3. Violence
4. Over-indulgence
5. Idolatry/self-worship

- Genesis 3:16  
 Genesis 11:4  
 Genesis 4:8  
 Genesis 9:21-23  
 Genesis 4:23 (\*note: a song to himself!)

After the groups are finished, ask them to report to you by shouting out the answers. Make connecting lines on the overhead for them according to their answers. Give each group a chance to shout out their answers before disagreeing with any incorrect answers. Now ask the students to review the answers of their peers and to disagree with any they object to. Review the answers yourself and ensure that the answers are ultimately appropriate.

### **Task Three:**

As the groups come to a final conclusion as to what verses properly fit with the permission and prohibition, tell each group that they are going to build physical models to add to the “garden” in the room. They are going to build one physical representation of each concept that they are working with already. For example, group four has the concept of abundance. They could build a cornucopia or an apple tree to symbolize this. Check that the students understand your instructions by doing an example or asking questions like, “How many models are you going to build?”.

Now provide for each group a physical building tool that they can use. Some possible materials include Mega blocks, Lego, plasticine, Playmobil (could be very funny, maybe even inappropriate), cardboard and markers, etc. Choose according to your imagination and your funds. Release students to create (about five to seven minutes).

When the groups have made their models, invite each group to place its model inside or outside the garden. Permission models should be placed inside the garden, near the trees or plants if you used them. Prohibition models should be outside the garden, on the rocks if you used them. Do the placing without any conversation. It should be silent. Now have everyone sit down around or in the garden and ask the groups to guess what the other models represent. Have the creating group clarify and make comments about the model that it has created: why they chose it, what it means in real life, etc.

After each group has finished, you could do a summary walk around. You could say something like what follows. This text is full so make a choice about what suits the students' learning at the time.

*A lot of people think that the creation story is only a religious contradiction to the science of evolution but really that is only a small part of the story. Yes, we believe that God created the world. There are lots of explanations as to how he did it. There are strong arguments that he created the world in seven days about 6,000 years ago, but there are also lots of smart Christians who believe that God created the world with a different process. Regardless, the creation story does much more than simply provide a Christian science textbook. The creation story sets up for us some of the most essential lessons we can learn about ourselves, our purpose and our destiny.*

*Tonight we studied five specific permissions and five specific prohibitions that God provided from the very beginning of human history. Some of you giggled or got embarrassed as one of the first permissions that we discovered was sexuality. But isn't that pretty cool? From the very beginning God created us as people who are sexual. He created sex as something wonderful, and beautiful. We read that Adam and Eve were naked in one another's presence and felt no shame. They weren't embarrassed. Adam didn't wonder about his six pack and Eve wasn't worried about plastic surgery. They were together and wonderfully naked. But because of humanity's sinfulness, sex has become a thing of domination and of selfish gratification.*

*Similarly God created us to have purpose and meaning in our lives. The big word for this is "vocation". From the very beginning God created humanity to care about his plan for creation and to be involved as his partner in that plan. God created us to work, and to find purpose and meaning in our work. Caring for creation, subduing creation, being stewards of the land and the resources of our world was all in God's original intent. The gifts and skills and calling that God has placed in your life were God's intent from the very beginning of creation.*

*God also created us for relationship. He allowed Adam to name the animals and see the two-gendered nature of animals so that he would experience the reality of the need for a partner, not just a sexual partner, but a friend, someone who he could relate to. God desired from the very beginning that we live in community, that we enjoy our family and our friends. Just think of how troubling it must have been for God when Cain murdered his own brother Abel. Violence, selfishness, hatred, racism have all replaced God's original plan that we humans live together as brothers and sisters.*

*God also created this world with abundance. We read that God gave Adam great freedom to enjoy creation and to explore. The food that God provided was delicious, the garden was beautiful, the cool breeze and the warm sun were all God's idea. Do you enjoy hiking? Go do it! Do you like oranges? Eat them! Unfortunately we have taken the good things in this world and abused them. The Western world has over-indulged in the good things of this world and contributed to shortages in other places of the world. Our consumerism creates*

*greed and covetousness. Our over-indulgence has led to addictions and obesity. God created this world to be enjoyed but sometimes we have been gluttons.*

*Ultimately, God's plan was that humanity would live in intimacy with him. Imagine how awesome it would be to walk in the Garden of Eden with God! That is what Adam and Eve had the privilege of doing. They lived in intimate connection with God and worshipped him as their creator and Lord. But then because of their sin, what happened? They hid themselves from God. They were ashamed and afraid because they knew what they had done was wrong. Then later a guy named Lamech comes along, and he writes songs about himself. All of us worship something, but Lamech chose himself instead of God. Later entire nations, even God's people Israel would choose to worship idols instead of God. We have separated ourselves from God through our sin, but God still longs to walk with all of us in the cool breeze of the garden. So much that he sent his own son Jesus Christ to be a sin-offering, a way for you and I to experience forgiveness and therefore to put our shame aside and to again embrace God in worship and intimacy!*