

# Leader's Guide

## Let's Explore Our Faith

### Lesson 6 • Man: Created and Fallen

#### Aims:

- To recognize the special work of God in the creation of man
- To understand the consequences of man's fall into sin
- To admit their need to have a "fixed" relationship with God

#### Preparation:

- Read through the *Article of Faith 3.a. and 3.b.* (concerning man). Note questions that come to mind. Any question(s) you have may be the same one(s) your students ask.
- Read the Scriptural basis for the *Article of Faith 3.a. and 3.b.*: *Genesis 1:1-31, 2:7 and 16-17, 3:1-6, 13, 16-17; Isaiah 64:6; Romans 3:23, 5:12, 6:23, 7:7-20; Ephesians 1:5-6; 1 John 1:8*
- Review the *Article* again. Highlight the connections between the key points of the lesson and the Scripture passages referenced.
- Prepare the student lesson.

#### Needed:

- Student workbook, Bible and pencil for each student
- Copy(ies) of *MC Constitution with Articles of Faith and Practice*
- Marker, board, markers and eraser
- An obviously broken toy
- Mirror

#### Getting Started:

Begin your class with a short prayer. Ask God to help students understand what He wants to say to them about the effects of sin on how and why He made them.

Distribute *Student Workbooks*, Bibles and pencils. Students answer first question on page 1, telling what they do with a broken toy. Place the broken

toy on a table or hold it up so all students can see. Ask, **What do you do with a broken toy?** Volunteers answer. Give sample answers, if needed (throw it away, try to fix it, etc.) Ask the following questions to discuss the toy. Suggested answers are in *italics*. **Why did the factory make a broken toy?** (*Obviously, they didn't—when this toy first came from the factory it was in perfect, working condition; only in rare cases does a brand new toy come broken*) **So how do toys get broken?** (*Some by accident; most often—wrong use*) **What do you do with a toy that can't be fixed?** (*Throw it away*) Guide discussion to emphasize that the toy no longer does what it was made to do.

Students answer the second question, telling what they do with a broken person. **What do you do with a broken person?** Volunteers answer. Give sample answers, if needed (see a doctor, love him/her anyway, keep him). The question may arise, "What is a broken person?" Give examples, if needed—a child who loses a leg in an accident, a baby born with Down's Syndrome, a grandparent with Alzheimer's, a parent with mental illness, a brother or sister addicted to drugs, etc. Make the point: unlike toys, we don't throw broken people away. We should do everything we can to fix broken people, whatever it costs—in money, time and personal sacrifice. Read the last sentence of the introductory paragraph in the student workbook that says, "*In this lesson and lesson seven, we will discover the way God made people to be....*"

#### Study:

Direct the students' attention to the *Article of Faith* paragraph in the workbook. Read *Article 3.a.* from the Constitution one phrase at a time as students follow along. Have students circle any words that are new to them. (Words printed in **bold** are listed in the *Glossary*.) Take time for students to discuss possible meanings for new terms they identify and look those up in the *Glossary*. Then discuss the paragraph, noting any concepts that may require more explanation during the study time.

Have a volunteer read the paragraph after the *Article* that addresses evolution. It would be easy to become sidetracked into discussing the differences between evolution and creation. Students can be given a variety of other opportunities to learn in-depth about evolution vs. creation. Re-emphasize that the point of this lesson is to better understand that God created all living things—especially people—for a purpose.

Work through the study material as a group. As needed, ask students to read the Scripture passages aloud.

Truth 1. (Answers: *In the beginning*) Make the point that in the beginning only God was. The Bible tells us He made the earth and every living thing. God designed them, and from nothing spoke them into existence. Creation did not happen by accident. Then review the six days of creation. If possible, divide the class into six groups, and assign each group a day of creation. Instruct the groups to look up their Bible verses, and draw a picture for what God made on that day. Pictures will be shared with the class. If your class is small, have each student draw pictures for one or more of the days. When the groups or students have completed their assignment, let them share their creation day picture(s). As the pictures are shown, all students should draw pictures for what happened on that day.

Truth 2. (Answers: *image, likeness, rule, earth, creatures*) Like the animals, God created man. But that's where the similarities end. Emphasize the point that man is a special creation—made to reflect who God is. Hold up a mirror. Say, **When you look at yourself in a mirror, you see your image or reflection. When you look at people, you can see a little bit of God in them.** For example, looking at people tells us that God is creative—He enjoys creating and creating is part of His nature. Each of us is different in appearance, likes and dislikes. Now ask the students, **what else can we learn about God by looking at humans?** Volunteers answer. Say, **Many of your answers are related to the special abilities God gave us to think and reason, feel, know right and wrong, and make choices.** Have students use the alphabet code to learn the correct names for these God-given qualities. (Answers: *intellect, emotion, conscience, will*)

Truth 3. (Answers: *servants, friends, learned, Father*) Not only did God make man with special qualities that reflect who He is, God made man to be friends with him. Encourage the students to think of their friends. Ask, **How important are your friends to you? How would you feel without your friends?** Volunteers answer. Obviously, friends are very important, and make life happy. So when God created man, he wanted friends with whom He could share His love and glory always.

Ask, **so what happened? Why are people “broken?” The answer is: sin. How? Why? And what are the results of sin?**

Now direct the students' attention to part two of the *Article of Faith* in the workbook. Read Article 3.b. from the Constitution as before, one phrase at a time as students follow along. Have students circle any words that are new to them and look up **bold** words in the *Glossary*. Briefly discuss the paragraph, noting any concepts that may require more explanation as the study continues. Focus especially on the fact that the results of sin are passed on to **ALL** people.

Truth 1. (Answers: *free, garden, knowledge, eat, die*) Most, if not all of your students, are familiar with the story of Adam, Eve, and the serpent. For a quick review of the biblical account, have students get a partner, read Genesis 3:1-7, and number the events in the order they happened. (Answers: 6, 2, 1, 5, 3, 7, 4) Basically, man was created in God's image. God gave man the power to choose, taught him right from wrong. And rather than choosing right, man chose wrong; he chose to disobey God. Adam and Eve believed Satan's lie instead of God's truth. The Bible calls Adam and Eve's disobedience *sin*. Now the word “sin” can be hard to define because it has more than one meaning. Anything we “...think, say or do that displeases God” is sin. Sin also means falling short of God's expectations or “missing the mark.” Leader, your students need to know that sin is both the wrong things we do AND failing to live up to God's standards. They also need to know that no matter how you define it, sin has results.

Truth 2. (Answers: *sin, world, one, death, all, sinned*) Say, **When Adam and Eve did wrong and disobeyed God, one of the results was that all people born since fail to live up to God's standards, and do wrong things. We are all sinners, and suffer the results of sin.** Have students read Romans 3:23 and 6:23, then complete the short matching and fill-in-the-blank exercises. (Answers to matching: *We have an evil nature—or inner desire to do wrong, so we sin too; Someday we will die—physically which means our bodies will die; We are alienated or—separated from God and in danger of being separated from Him forever; We are dead spiritually or not able to stop—sinning and get right with God on our own*) (Answer to fill-in: *For the wages of sin is death...*)

Say, **At the start of our lesson we talked about broken toys and broken people. Toys break by accident or because of misuse. As for people, sin is why we are “broken.”** Make the point that sin is a serious thing and has horrible results—physical and spiritual. And because we are sinners, we are facing those results. We cannot fix ourselves. What a huge problem!

Only God could have the solution to a problem this big—and He does! Have students do the short cross-out exercise to find God's solution for our sin. (Answer: *salvation*)

## **Let's Review:**

Have students do the multiple-choice review individually.

(Answers: 1—*b*; 2—*a and c*; 3—*a, b and d*; 4—*a, b and c*)

Emphasize the *Scripture to Learn*. To teach Romans 5:12 to students, read the verse together a couple of times. Then divide students into two groups, sit in circles. Put a bell in the middle of each circle. Slowly say the verse, making several mistakes by adding, deleting or substituting words. Groups compete to ring the bell first each time a mistake is made. If the child who rings the bell first can correct the mistake, their team gets a point. If the child cannot correct the mistake or rings the bell when there was no mistake, their team loses a point. Have the group say the verse together again. Repeat the game procedure, making different mistakes.

## **My Response:**

Have students work alone to finish the statement in the *My Response* section of their workbook. Help them to think through the consequences of Adam and Eve's sin for themselves and for all people. Then have students complete the letter writing exercise, warning Adam and Eve about the results of the sin they are considering. If time permits, allow volunteers to read their statements and/or letters.

**Let's Explore Our Faith**  
**Lesson 6 · Man: Created and Fallen**

**What do you do with a broken toy?**

Write or draw your answers.

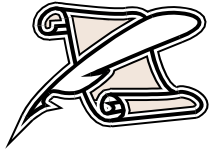
How does a toy get broken?

**What do you do with a broken person?**

Write or draw your answers.

How does a person get “broken?”

A broken toy is not the way it was made to be. Some broken toys can be fixed, and some we just throw away. Broken people, on the other hand, we don't throw away. We do everything we can to fix them, whatever it costs. In this lesson and lesson seven, we will discover the way God made people to be, why they are “broken,” and what it cost God to make repairs possible.



## Article of Faith - Part 1

The first part of our *Article of Faith* about man tells what the Bible teaches about his creation. Before reading on, you need to know that the word “man” used in this *Article* means all human beings (men and women, boys and girls). The word “man” simply shows that all people, not just guys, are special or separate from the other kinds of life God created.

*We believe that man was **created** by an immediate act of God and not by a process of **evolution**. He was created in the **image and likeness** of God, possessing **personality and holiness**; in his original state man enjoyed sweet **fellowship** with God, the purpose of his creation being that he might **glorify** God and enjoy Him forever. Man, having been created in the likeness of God, is a self-conscious personality capable of free and rational **choice**.*

Now in school, you may have heard about or been taught the theory of **evolution**. Evolution is the idea that all living things came from one simple life form that changed over thousands—even millions—of years into other kinds of living things. There’s only one problem with the idea of evolution: it’s not what the Bible teaches. Scripture says that everything was brought into existence or made by God *out of nothing*. This is known as **creation**.

Because our church believes the biblical record, this *Article* explains three important truths the Bible teaches about HOW people were created and WHY people were created.

**Truth 1. Man was created by God.**

**Read Genesis 1:1, the very first verse in the Bible. Fill in the missing words.**

“ \_\_\_\_\_, God created the heavens and the earth.”

Where did the heavens and earth come from? Where did all the plants, animals—and you—come from? God’s Word tells us that in six days He created our whole world and everything in it. **Using Genesis 1:1-31, draw a picture for what God made on each of the six days of creation.**

<p><b>DAY 1</b> (Genesis 1:2-5)</p>	<p><b>DAY 2</b> (Genesis 1:6-8)</p>	<p><b>DAY 3</b> (Genesis 1:9-13)</p>
<p><b>DAY 4</b> (Genesis 1:14-19)</p>	<p><b>DAY 5</b> (Genesis 1:20-23)</p>	<p><b>DAY 6</b> (Genesis 1:24-31)</p>

Like the animals, God created man. Genesis teaches that this was not a long, accidental process, but an immediate act by the all-powerful God. Light and darkness, sky, land, sea, plants, sun, moon, stars, sea creatures, birds, land creatures, and man—God spoke and they were created.

**Truth 2. Man was created like God.**

Like the animals, God created man. But God created man different from all of the animals. Man is a special creation. **Read Genesis 1:26-27 and 2:7. Then fill in the missing words.**

“Then God said, ‘Let us make man in our \_\_\_\_\_, in our \_\_\_\_\_,  
 and let them \_\_\_\_\_...over all the \_\_\_\_\_,  
 and over all the \_\_\_\_\_ that move along the ground.’”

How was the creation of man different from the creation of animals? Man was created above all other forms of life. He was made in the image and likeness of God. Man was also created to rule over all the animals.

Being created in God’s image and likeness does not mean that we look like God physically. Instead, it means that God gave us special qualities that all the other animals don’t have. The first people, Adam and Eve, shared **personality** and **holiness** with God. Created in **holiness** means they were perfect, without sin or evil of any kind. Created with **personality** means God gave man the ability to think and reason, feel, know right and wrong, and make choices.

Discover the correct names for man's God-given abilities. Complete the sentences by writing the letter of the alphabet that comes BEFORE each of the code letters (for example C=B, B=A, A=Z).

                              is the ability to think and reason.  
J O U F M M F D U

                     is the ability to feel love, joy, anger, etc.  
D N P U J P O

                              is the ability to know right and wrong.  
D P O T D J F O D F

            is the ability to make choices.  
X J M M

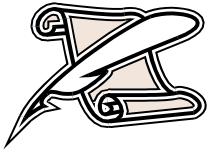
### Truth 3. Man was created to be with God.

Read John 15:15. Fill in the missing words.

"I no longer call you \_\_\_\_\_, because a servant does not know his master's business. Instead, I have called you \_\_\_\_\_, for everything I have \_\_\_\_\_ from my \_\_\_\_\_ I have made known to you."

In this verse, Jesus, God the Son and second Person of the Trinity, says He wants to have a friendship relationship with His created beings. That's because God gave man the abilities of being *like* God, so that man could be *with* God, loving and serving Him. In the beginning, man fulfilled his purpose of **glorifying** God—giving Him adoration, praise, and worship. Man also enjoyed **fellowship** with God—sharing time and thoughts together, walking with God in the early evening. Our article describes this fellowship with God as *sweet*. Man had pure joy from being with God. Everything was perfect.

## So why are people "broken?" What happened?



## Article of Faith - Part 2

You can find what happened in the second part of our *Article of Faith* about man. It tells what the Bible teaches about his fall, or the disobedience of Adam and Eve that brought sin and death to every human being.

*We believe that our first parents did not remain in the happy state of their original creation, but, being **deluded** through the subtlety of Satan, voluntarily disobeyed the positive command of God, and thus were **alienated** from God and incurred upon themselves and their posterity the sentence of death both physical and spiritual. Even the earth was cursed because of man's **sin**. In consequence of this act of disobedience, the entire human race has become so corrupted that in every heart there is by nature that evil disposition which eventually leads to responsible acts of sin and to just **condemnation**. Also through the **fall** of Adam, man has become so completely ruined that he has neither will nor power to turn to God and if left to himself would remain in his sin forever.*

### Truth 1. The first humans sinned.

God created Adam and Eve special, and put them in a perfect garden home. He taught them everything they needed to know to live with Him and enjoy that perfect home forever—but they had to choose to obey.

### Read Genesis 2:16-17. Fill in the missing words.

“And the LORD God commanded the man, “You are \_\_\_\_\_ to eat from any tree in the \_\_\_\_\_; but you must not eat from the tree of the \_\_\_\_\_ of good and evil, for when you \_\_\_\_\_ of it you will surely \_\_\_\_\_.”



Satan, a rebellious angel who is God's enemy, disguised himself as a serpent and **deluded** or tempted Adam and Eve into thinking they did not have to obey God completely.

Read Genesis 3:1-7. Number the sentences 1-7 in the order that they happened.

- \_\_\_\_\_ Eve gave some of the fruit to her husband, Adam, and he ate it.
- \_\_\_\_\_ Eve explained they could eat from all the trees of the garden, except one.
- \_\_\_\_\_ Satan, disguised as a serpent, asked Eve about God's command.
- \_\_\_\_\_ Eve disobeyed God and ate the fruit.
- \_\_\_\_\_ Satan tempted Eve, saying that she and Adam wouldn't die, but instead, be like God, "knowing good and evil."
- \_\_\_\_\_ Adam and Eve realized they were naked and covered themselves with fig leaves.
- \_\_\_\_\_ Eve looked at the fruit and wanted to be wise.

Man chose to disobey God. This was the first human **sin**.

### **Truth 2. All humans are sinners.**

Because Adam and Eve chose to disobey, sin and its consequences became a part of the entire human race, and have been passed on to every person born since, except Jesus.

Read Romans 5:12. Fill in the missing words.

"Therefore, just as \_\_\_\_\_ entered the \_\_\_\_\_ through \_\_\_\_\_ man;  
and \_\_\_\_\_ through sin, and in this way death came to \_\_\_\_\_ men,  
because all \_\_\_\_\_."

So the fall affected all of us. According to the Bible, all humans are sinners.

**Read Romans 3:23.** Not only are we all sinners, but we also all suffer the consequences or results of sin.

**Draw lines to match the phrases that make a complete sentence.**

Because of sin...

...We have an evil nature

...Someday we will die

...We are alienated or

...We are dead spiritually or not able to stop

sinning and get right with God on our own.

separated from God and in danger of being separated from Him forever.

or inner desire to do wrong, so we sin too.

physically which means our bodies will die.

So because the first humans sinned, all humans are sinners and under the penalty of spiritual death. **Read Romans 6:23.** Write the first seven words of the verse on the lines below.

“ \_\_\_\_\_ ”

So why are people “broken?” Sin is why we are broken. And, we cannot fix ourselves. Sounds pretty hopeless. But... God has chosen to fix what we broke. God has the solution for the problem of sin. Do you know what His wonderful gift is? **Cross out every other letter starting with the first letter. Write the remaining letters in the spaces below to discover the solution.**

W S H A A L T V Y A  
O T U I N O E N E

\_\_\_\_\_!

*If you are ready to learn about God's solution for your sin, ask your teacher TODAY!*



## Let's Review.

To complete the sentence, circle all the answers that apply—there may be more than one.

- 1) Man was created by:
  - a. lots of changes over thousands of years
  - b. an immediate act of the all-powerful God
  - c. a magic bean
  - d. computer design
  
- 2) Man was created in God's:
  - a. image
  - b. size and shape
  - c. likeness
  - d. workshop
  
- 3) Man was created to:
  - a. be with God
  - b. glorify God
  - c. compete with God
  - d. enjoy God
  
- 4) God created man with the ability to:
  - a. think
  - b. know right from wrong and choose
  - c. feel
  - d. fly



## Scripture to Learn.

“Therefore, just as sin entered the world through one man, and death through sin, and in this way death came to all men, because all sinned.” Romans 5:12

# My Response.



**Finish the statement:** It is important for me to know *how* and *why* people were created and what happened to God's creation because

---

**Imagine that Adam and Eve have just been tempted by Satan, but have not yet disobeyed God. Write a letter to persuade them not to sin.**

Dear Adam and Eve,

---

---

---

---

---

---

---

Signed, \_\_\_\_\_