

THE CHILDREN'S WORK IN THE CHURCH IN ANAHEIM

“Proper care for the children also requires that the church have adequate children’s meetings at least once a week. This requires much labor but is worthwhile. If we take care of the saints’ children by laboring on them as a group through their six years in elementary school, by the time they reach twelve years of age, they will be clear about salvation and will be baptized. Through six years of care, we will gain a considerable number of young people as new believers. This is a profitable labor. If each family cares for their own children, the children have companions in the church life, and the church has adequate children’s meetings, most of our children will become remaining fruit and be useful to the Lord in His recovery” (*CWWL*, 1989, vol 1, p. 395).

“In order to do the children’s work well, we need to pay attention to these three aspects: the **teaching material**, the **training of the teachers**, and the **leading of the elders**; after brothers are designated to compile material, the leading of the elders and the training of the teachers should follow” (*CWWL*, 1967, vol. 1, p. 314).

TEACHING MATERIAL

Since the publication of the book *Raising Up the Next Generation for the Church Life* in 2011, and through the speaking in the SCYP Children’s Work Conferences, we started to pay particular attention to the “teaching material.”

A. Compiling Teaching Material

“To compile material for the teachers, we need a number of brothers who know the truth and are also skilled in writing” (*CWWL*, 1967, vol. 1, p. 312).

B. Three Levels

“We need only three levels—elementary, intermediate, and advanced. Each level can be used for two years” (*CWWL*, 1967, vol. 1, pp. 312-313).

C. 300 Stories

“Within the six years of elementary age, there are about three hundred Lord’s Days to build up the children in their human character. It is very helpful for us to do this” (*CWWL*, 1967, vol. 1, p. 503). Based on this a framework for the 300 stories, 100 stories for each level were produced.

D. Avoiding the Way of Sunday Schools

“The material that we prepare for the children’s work should not be influenced by the material used in the Sunday schools in Christianity. Not only should we not use their material; we should not even reference it. We must drop the way of Sunday school in Christianity. We must never consult their material. Their material will not help us in the children’s work; on the contrary, it will cause our work to deviate” (*CWWL*, 1967, vol. 1, p. 312). Through this ministry we should develop a strong awareness to not take the way of Sunday school and not to have the flavor of Christianity in our materials.

E. Concerning the Use of Bible Stories

“We should tell the children Bible stories. Use Bible stories to show them the proper standard of human life. But we have to beware of two things. First, there is the possibility of premature spiritual knowledge. Second, we can give away biblical truths too cheaply. Some teachers are too spiritual. They tell children teachings that are too high and too spiritual. For example, they may teach the children to pray, “Help us, Lord, to deal

with our flesh. May Your cross work on us.” This gives the children premature spiritual knowledge. It will not help them. Other teachers treat spiritual things too lightly in an attempt to make the children understand. Their speaking does not do justice to the spiritual weight of their subject. This is also wrong. This gives away the truth too cheaply. We have to use the stories in the Bible to teach the children some lessons that they can apply in their daily life. We have to teach them to live a normal human life. Of course, we should not tell too many Bible stories. Otherwise, they will go home only with a bag of stories. Before children are old enough, we should never give them things that are too high or too spiritual for them” (CWWL, 1950–1951, vol. 1, p. 73).

F. Writing Stories Under His Light

“We need to learn to apply the light that we have seen from the Bible and the Life-study messages so that the light may increase within us. The more we apply the light, the more light we will receive. For instance, depending on the anointing, we may apply a Life-study message to the children, the young people, the middle-aged saints, or the elderly saints. If we apply the light that we have received from the Lord to these various groups under His anointing, we will have an increase in fresh light and utterance” (CWWL, 1980, vol. 2, pp. 37-38).

After much prayer and fellowship, closely following the Bible and the pure revelation we have received from the Life-study messages and ministry books, we began to write stories for the children. Our goal is to pass on the inheritance we have received in this ministry to preserve the integrity of the Lord’s Recovery while sowing life and making each story applicable to the children in every level.

G. Sample Story

“We should not prepare uniform printed lessons to be read in each class. Perhaps half a page of points, illustrations, and instructions is adequate. It should be easy to prepare lessons in this way” (CWWL, 1967, vol. 1, p. 507).

“We need to train the teachers for the children’s meeting in such a way that they can find illustrations by themselves from practical situations” (CWWL, 1967, vol. 1, p. 312).

Before presenting the story, every teacher is responsible for seeking the Lord, praying with the ones they are serving with and knowing the children they will be speaking to. Each story has a point to emphasize, a reference reading, a memory verse, and a story sample. After much fellowship, we realized we needed to include a “story sample” as a further help to the storyteller. A story sample is not a uniform story to be read to the children. Rather, it is intended to give the storytellers some guidelines regarding how to speak to the children, to give some hints concerning how to illustrate the story with a personal story of their own. We encourage the storytellers to read the story multiple times, to fellowship with the ones they are serving with, and to give much consideration to the children under their care to find the best way to present the story to them.

PREPARING THE PROPER LESSONS FOR EACH AGE LEVEL

(A Master Chart of Levels and Subjects with a complete summary of the levels below can be found at the end of this document.)

A. Preschool Topics (2-4 years old) — Preciousness of Our Humanity

Regarding the preschool age group, although it is not part of the three levels brother Lee suggested, he did mention, “When we speak of the children’s work, we are referring to children who have not graduated from elementary school but are more than five years old. These are the target of the children’s work. If we are unable to take care of the children who are younger than this age group, we will leave them to the care of their parents” (CWWL, 1967, vol. 1, p. 311). However, we want to be able to take care of the preschool

children and impress upon them the truth that God is their Creator and that He has created them with a precious humanity. This will give them a good foundation before they go to elementary school.

“We can tell them how to behave themselves as persons who are altogether different from the lower creatures” (CWWL, 1967, vol. 1, p. 503).

Brother Lee told us to teach the children that they are different from plants and animals. We have taken this word and applied it to the **preschool age** for the children to discover the preciousness of their humanity. Preciousness means the quality of being beyond value. In the eyes of God, we are beyond value, more than any other living thing.

For this age group, we begin with the physical body which is “awesomely and wonderfully made” (Psalm 139:14) and then go on to explore some of the major traits of our humanity. In each instance we lead the children to discover the contrast between our humanity and plants or animals. This contrast is not the focus of our time with the children; but we use it to compare and highlight how we were created. We will not tell our preschoolers that they were made in the image and likeness of God. However, throughout these stories and lessons, they will discover that God made them very differently than the plants and the animals. Our humanity is precious because we were made to express and represent God!

B. Elementary level (Kinder/1st grade, 5-6 years old) — Inspiration / Aspiration

For the **elementary level**, we have selected the main persons in the Bible clearly revealed by the ministry as excellent persons that we use to **inspire** our children to be like them. We will present Adam, Enoch, Enosh, Moses, Samuel, Apostles, Jesus, Paul, among others. The children of this age are easily attracted to who people are. They want to be a princess, a fireman, or a doctor. They don't see or really care or understand what it takes to be that person, they are just inspired and they want to be like them.

We present the story of the crucial persons in the Bible with the emphasis on their humanity so that our children would aspire to be like them. We inspire them to aspire to grow as proper persons. We want them to be inspired that they are a man that can be proper in their conduct. “You can be diligent. You can be kind. You can be obedient.” In the Bible, we can find the best and top level of morality. In these stories, we do not seek to impart a lot of Bible knowledge, only enough to introduce the person and to be able to have our children aspire to be such a person.

Elementary Level: We inspire them to aspire to obey their parents.

C. Intermediate level (2nd/3rd grade, 7-8 years old) — Encouragement

For the **intermediate level**, we went through the Bible and picked the main events in which we could present who God is, what is God's intention and what God requires from us. These stories are not filled with doctrine, but with personal applications from the storyteller which the children can relate to and be **encouraged** to try to do what God says. Even though we use the events from the Bible, our focus is on how we can encourage the children to have the proper humanity.

We present the creation, the fall, the flood, Babel, time in Egypt, crossing the Red Sea, kingdom, recovery, spread and propagation, etc. We want to impress them with the facts in the Bible. By seeing HOW the persons in the Bible acted, what they did, how they did it they are amazed and encouraged. Our goal is not to give them more Bible knowledge. We don't want to give them too much doctrine but to encourage them with the facts of the Bible. The children of this age always want to know what, why, and how things happened. They are open and want to know stories. The Bible is full of the perfect stories which leave them in awe and cause them to be encouraged to be this way.

If we are good storytellers, our children will be encouraged as they hear stories of Who God is, His ways, and His doings with man. As we go through the Bible with them in this way, we want to encourage the

children that we need to follow and obey everything God has commanded us. We will encourage them to DO what God in the Bible is requesting of us. And even when it seems hard for them to do, or simply they don't want to, we will encourage them to keep trying. We will also present to them what it takes to follow what God says and the need to do what He says, showing the children that God often accompanies His commandments with a reward or with discipline.

Intermediate Level: We will see with them what it takes to obey and encourage them to do it because this is what God requires from them.

D. Advanced level (4th/5th grade, 9-10 year old) — Conviction

The **advanced level** is a crucial age group that already know many Bible stories and may not consider themselves children anymore. It is during these years that they start having inward transactions and start making choices that would shape the person they will be. Stories written for this level use some of the outcomes, results, and consequences, from choices and events in the Bible with the revelation of the ministry. We want to help strengthen the work of their conscience with the goal of **convicting** them in their heart.

We present the results of the fall, the outcomes of slavery, idolatry, and division, among other topics. By the time our children are this age, they have the human capacity to see that if they make the wrong choices there will be consequences and results. Some of these consequences are long-term consequences and their results can affect the rest of our lives.

Children hear and perceive things very concretely. So, we try to be specific in some of the matters our children need to hear. We use the outcomes from the Bible along with conversations, not theoretical discussions but real discussions, and we bring in examples of real life situations that can stay with them and help them when they go through the same experiences.

We want our children to see that they have not been like the persons in the Bible we inspired them to be; that they have not behaved or done the things that they have seen the persons of the Bible do; and that when they have failed and have made mistakes, there are always consequences. We want to guide them to talk to God and to always go to their parents and older ones among them who can help them deal with their feelings and what to do in each situation. "The kind of character building we practice is absolutely different. We should build up the children in the way of realizing that they can do nothing in themselves because they are fallen and need a higher life" (CWWL, 1967, vol. 1, p. 506). This level is critical in how they experience God's full salvation.

Advance Level: We will help strengthen their conscience and convict them in their heart for them to realize that there are consequences for not obeying their parents. We guide them to talk to God, their parents and older ones among them about not being able to obey.

E. Sixth Grade (11-12 Years Old) — Truth and Experience of Salvation

This is a one-year cycle in which we present the truth and experience of salvation. We present the story of the universe and man's fall. Then we present the Savior-God by seeing the provision of His death and resurrection. Later, we present to them the way of salvation and how to contact the Lord. After their salvation we help them to become functioning members in the church. All these lessons are presented with tangible examples appropriate to their age level.

TEACHING BY EXAMPLE

"The teachers of the children's meetings have to be very careful with their behavior and attitude. Their attire should be neat and simple. They should not wear flashy clothing, hair styles, or makeup. Teachers sometimes set improper examples for children, and this damages the children for their entire life. Frivolous

words and jokes and improper conduct and gestures should be avoided. The teaching material is not that important by comparison. Teaching by example is more important than teaching by word of mouth. The brothers and sisters who act as teachers should be very careful and sober in their character and conduct" (*CWWL, 1950–1951*, vol. 1, p. 73).

PREPARING THE PROPER SONGS FOR THE CHILDREN

From brother Lee's sharing about using tunes for the young people's songs (in a meeting with leading ones given in Irving, TX) we learned that we must select tunes with extreme care, otherwise, we could build up the soulish life. Using "Broadway or popular" tunes is against this principle. Children and young people are easily caught up in the tunes that have no positive impact on their heart or spirit. For this reason, he even states that it is best if children don't sing verses.

Our goal when composing and selecting songs to sing with the children is based on the fellowship we received in the ministry. "The children's songs should be of three levels, and each level should include at least fifty songs" (*CWWL, 1967*, vol. 1, p. 313). Children's songs should follow the same principles as stories. They should be of three levels—elementary (from a child's perspective), intermediate (with facts of the Bible), and advanced (general knowledge of the truth but with no doctrine or premature knowledge). The songs we write or select are not religious, but teach the children to be proper human beings, conveying that there is a God in the universe and share a general knowledge of the truth. The general criteria used in placing the songs in the levels are length of the songs, word choices in the lyric, and the message conveyed by the songs.

We don't insist on the level of the songs. The levels are guiding principles. However, by experience, we've seen how a child comes to enjoy a song that relates to his need. Also, to have a little child learning songs full of Bible stories with very little application (based on what the ministry shows) may result in "slippery ears" when at a later stage these truths or their practical applications are presented to them.

MEMORY VERSE

As parents and serving ones, we would like to see our children growing up in the Lord's recovery to know God and to have the word of Christ dwell in them richly. For this we encourage verse memorization as part of our time with the children. As parents in the Lord's recovery, our view is that we have been called to meet God's need in the present age. The richness in a local church can only be realized by "Timothies" being raised up in families that foster a love of these sacred writings.

Brother Witness Lee highlighted the importance of sharing Bible verses with our children. He stated, "By choosing the best verses concerning God... we can impress them (the children) in a brief and simple way that there is an almighty One in the universe, who is our God" (*CWWL, 1967*, vol. 1, pp. 504-505). Brother Watchman Nee shared with us that "In order to have the word of Christ dwelling in us richly, at least we have to memorize the Scriptures." Brother Nee gave the example that "the Lord Jesus memorized the Scriptures while He was on earth" (*CWWN*, vol. 54, p. 81). Brother Lee encouraged us to start early – The Bible verses memorization should begin early in the children's life. "...Parents should teach their children when they are young so that what has been taught can be wrought into their 'blood.' Then it will be impressed deeply within them and will be difficult to forget" (*CWWL, 1987*, vol. 1, p. 309).

ACTIVITIES / PROJECTS / CRAFTS

In our time with the children, the primary focus is on the topic/story/lesson, singing, and the memory verse. We use the snack time to sit among them and talk with them in a cherishing and personal way. In the remaining time, we do healthy activities together. Brother Lee never talked about crafts. We are not writing a curriculum where everything we do ties together. If time allows you might use an activity / project / craft to engage the children and teach them a skill. We don't bring holidays, traditions, cultures, or any kind of mixture with the world into any of our activities, projects or crafts.

USE OF AUDIOVISUALS

We realize the need for the use of audiovisuals during some gatherings. However, the use of audiovisuals should not be used to entertain the children. When we use audiovisuals (pictures, drawing, maps, audio clips, video clips) they should be aimed for a specific purpose and the result of much fellowship and wisdom. We don't assume every picture is appropriate. We prefer to show real animals and real people, and do not use any kind of animation or cartoons of figures with exaggerated features. We don't present pictures or drawings of any person or events in the Bible. We don't use pictures with personified animals—no bowties, no clothing on animals. We don't do skits or plays since they are in the realm of make-believe and not real.

FAMILY TIMES

We strongly recommend parents to have family times at home. The following excerpts are from brother Nee's writing in his chapter entitled "Parents": "We suggest having two home meetings a day, one in the morning and one in the evening. The father should lead the morning time and the mother should lead the evening time...Your meeting should be short, living, and never long...Ask everyone of them to read a verse. The father should take the lead to pick out a few phrases and speak about them. If the children can memorize something, ask them to memorize...At the end of the meeting the father or the mother should offer a prayer for God's blessing. Do not offer lofty or deep prayers. Pray about things that children can understand..."

The evening meeting should be a little longer, and the mother should lead it. It is not necessary to read the Bible at night, but the family needs to pray together. In particular, the mother has to gather the children together and talk to them. While the father is sitting next to her, the mother should encourage the children to speak up. Ask them whether they had any problems that day. Ask whether they fought with one another and whether anything was bothering them. If a mother cannot make her children speak up, something must be wrong...The mother must learn to bring out the things that are in her children's hearts...The parents should lead them to pray in a simple way one by one. Make sure that everyone prays. Finally, conclude with a prayer of your own. But do not be long. Once your prayer becomes long, children become bored. Feed them according to their capacity. Once you try to do too much, you will overburden them. Pray a few sentences with them and then let them go to sleep" (*CWWN*, vol. 49, pp. 543, 544).

CONCLUSION

This is what we have seen regarding the **teaching material** and how we have been applying it to all our stories and lessons. When we conduct neighborhood children's meetings, children's meetings during gospel meetings and blending conferences and family summer camps, the same application is being carried out. We don't consider our work to be a finished product but a work in progress.

Regarding the **training of the teachers**, we see the need to have them regularly. Training videos are available on our website. We are all learners and are open to be adjusted and perfected with one another.

We consider ourselves as ones who serve under the immediate **leading of the elders**. We continue to seek their fellowship regarding all of these matters so we can carry out this work, "in order to do the children's work well."

Finally, as stated in the Foreword of *Raising Up the Next Generation for the Church Life*, "We hope that all the saints and all the churches everywhere will be just as Brother Nee and Brother Lee were, focused on and laboring for the central line among us, especially when they touched 'the leaves and the branches.' Of course, some have been called to serve primarily among our children and young people, and we know that such a service is of the Lord and to the Lord. But we certainly feel that all of us should conduct our service so as to lead all in our care to apprehend and experience the central line in the Bible." May the Lord continue to guide us!

Pre-school Topics, Block 1—The Human Body

Week 2

I am different than flowers

Point to emphasize

God created the flowers. Flowers are beautiful, colorful with a fragrant smell but they are not at all like us. (Discover differences in physical appearance, anatomy, locomotion, and functions of physical features.)

References

Genesis 1:29; 2:9

Sample content and conversation with children

Have the children look at flowers. Lead them to admire their color, their shape, their texture, their fragrance. They are so beautiful! Ask-Are you the same as these flowers? How are you different? Explore with the children the following facts:

- Petals versus hair. Have them talk about characteristics and benefits of hair. Do you know why we have hair on our heads? Our hair keeps our head warm and it also provides a little cushioning for our skull. Eyelashes protect your eyes by decreasing the amount of light and dust that go into them, and eyebrows protect your eyes from sweat dripping down from your forehead.
- Leaves versus arms. Have them talk about arms and hands. We have two arms. Each arm can help us reach all kinds of things. Each arm has an upper arm, a forearm, a wrist and a hand. What are other things we can do with our arms? Let the children answer. Can you imagine if you had no arms? Every task would be so difficult! Let's try to reach for a book without using our arms. Impossible, right?
- Stem versus body. We have a physical body with which we can touch, smell, hear, see and taste. A flower can't do any of that!

We are the only in the whole creation that has two arms, two hands, a body and hair! A flower is beautiful but I prefer having hair, two arms and a body! I am happy God created me this way!

Suggested activities/games

- Use a ruler and measuring tape and explore your arms together and explore all the movements your arms can do.
- Talk about hair (grows and need to be cut, you need to brush/comb it).
- Explore your five senses.

Suggested songs

Hold out your hands! Aren't they wonderful?
Not one sparrow
Wonderf'ly

Pictures

Elementary Level, Block 1—Adam to Noah

Week 2

Adam—Having Important Responsibilities

Point to Emphasize: We can be responsible for the things we have and protect the ones around us.

Reference Reading: Genesis 2—3

Memory Verse: And Jehovah planted a garden in Eden...and there He put the man whom He had formed. (Genesis 2:8)

Story Sample

What is the name of the first man? Right, Adam! And why do we want to be like Adam? Yes, because he was the best! God created this perfect man that was so different from the animals. This man was God's top creation. Today I am going to tell you where God put this man and what he was doing there.

Listen to what the Bible says God did. It says that He planted a garden. What?!? Why a garden? What is a garden? A garden is a beautiful place with some soft warm dirt used for growing flowers, fruits, and even vegetables. And sometimes there are some rolling hills and bushes and trees, right? Oh, and what about water? There has to be water coming from somewhere right? Wow, what a place.

Now, listen to this. Once that garden was planted, God did something wonderful. He put that man, Adam, right there into the garden. You see, all God wanted was to make this man happy! How do you feel when you are in a library? Right, you have to be quiet, not running around. And what about at a police station? Oh my, so scary with all the serious people there, and you wouldn't let out a peep! Aha, but what about a garden? Who has been in a garden before? *[Discuss]* When you enter a garden you feel it is a most wonderful place where you can rest and enjoy. Everything is colorful and birds are happy, and maybe there is something tasty to eat.

Adam must have been so happy there, and so thankful God had put him there. In the same way God cared for Adam, He cares for us by placing us in our families! All our needs are met in our families. We have a roof over us, we have a bed to sleep in, and we have food to eat. It is in our families where we receive the care we need. *[Lead children to discuss how thankful they are.]*

Now, did God just leave Adam alone to do whatever he wanted? It's very interesting that right after putting Adam there, God gave him some very important instructions. You could even say God gave him a job to do. Who has ever heard this big word—responsibility? *[Write on board and discuss its meaning.]* So Adam's responsibility was to work and keep the garden. This beautiful garden that God had filled with happy living things, all of it, was now up to Adam to work in it and keep it and even protect it.

Wow! Isn't that interesting? On one hand God put Adam in such a pleasant place, but at the same time God depended on Adam to be responsible to keep everything clean and orderly. What an important responsibility.

Now I want to tell you a story about growing up in my house. I have three younger sisters, so our house was always amazing fun. We each had our own bed, and we had the best food, and mom and dad were always taking care of us. We had so many books and crayons and colored pencils. Oh, and the dolls! And the games! When we all played together, well just imagine, we had them all over the house. And sometimes I would sit and look around and see all the mess. And I realized that it was important for me to be responsible to keep up with all our things. It felt so good inside

Elementary Level, Block 1—Adam to Noah

to look after my sisters and all the toys and make sure everything was orderly. *[Insert your own story of having a sense of happiness and rest when you take care of your responsibilities.]*

So I hope each one of you will understand that in the same way that Adam had a responsibility, we also have responsibilities. He worked in the garden, and we get to work in our homes. We keep our rooms clean, and all our toys and books in order. Oh, and all the papers spilling out of our backpack. What else did Adam do? Adam needed to protect the garden. In the same way, we can be those who protect. What can we protect? Let's see... Who has a younger sibling? Who has a pet? Who has grandparents? When they need a drink, when they need a hug, when they lose something, we can help them and protect them in so many ways!

In this next week I challenge all of you to be like Adam! How can you do that? First let's enjoy and be thankful for where God has placed us in order to take care of us. Right? Think how much God has done to care for us just like He did for Adam. But what else? Aha, God gives us some things to take care of, right? To work there and care for the things we have. And also to protect the others around us. Today we can be so responsible in the place God has placed each of us.

Intermediate Level, Block 1—Creation, Fall, and Flood

Week 2 God Creating (2)

Point to Emphasize: We can be careful and thorough in all our work.

Reference Reading: Genesis 1—2

Memory Verse: Jehovah God formed man from the dust of the ground and breathed into his nostrils the breath of life, and man became a living soul. (Genesis 2:7)

Story Sample

The very beginning of the Bible tells us an incredible story of how God created so many things. He made the heavens, the earth, the plants. Oh, and then wow, all the animals! Can you imagine how that happened? God spoke and it came into being. That's right, out of nothing it just became.

Now listen to this: on the sixth day, after everything else was prepared, God created man! But wait a minute, how did God create man? Did He just speak "ADAM" and there he was? You will be happy to know that actually, He took His time and carefully considered, making a plan, and then He began to make man. Wow, this is different from everything else. With the plants and the animals God spoke, and it was done. However, with man, He thought about His creation, He made a plan, and then He set to work.

Does this ever happen to you? Some things you do are so important that you make a plan, right? Maybe you make some drawings first, and you think about your plan step by step. You have to gather the right materials. Or maybe you talk to some other helpers about how best to make it, right? What if this is a super important project at school? [*Discuss*] This kind of work requires us to be very careful and thorough. And that's what God did too. The Bible tells us that God **FORMED** [*Emphasize this word and write it on the board.*] man out of the dust of the ground. Did you know that our body contains the same basic ingredients that are found in dust: salt, copper, iron, and other minerals? And what did God do with this dust? He formed it, He shaped it, He took that material and made the form of a wonderful man. Awesome!

Then the Bible tells us something even more amazing. Because that form of a man made from the dust wasn't alive yet, right, how could it get to be alive? Did God speak it alive? Listen, God took that form of a man and He **BREATHED** [*Emphasize this word and write on board. Demonstrate by blowing into your hands.*] into his nostrils. And the Bible says that breath was not just any kind of breath. No, it was the breath of **LIFE**. And right then man became alive!

Remember the creation of the plants and of the animals? God didn't breathe into the plants to make them alive or breathe into the animals either. Aha, but here, in the creation of man, we see how careful God was. He formed man out of the dust of the ground and then God breathed into man the breath of life. What great care God took in His creation of man!

But God wasn't done yet. God cared for this man named Adam so much. He knew it wasn't good for Adam to be alone. He needed someone to stand by him and help him. So God took another step and created a woman. That's right, Adam would have a wife to be his companion. And because this was so important, again, God did this in a very careful and thorough way. He didn't just speak, "Let there be a woman." No, listen to this. God caused Adam to fall into a deep sleep. And while he was sleeping, God opened his side and took out one of his ribs. That's right—one of his bones— God actually removed it! He took it out while Adam was sleeping and carefully closed him back up. Then He took that rib, which had been in Adam before, and now **BUILT**

Intermediate Level, Block 1—Creation, Fall, and Flood

[*Emphasize this word, write on board if possible*] a woman. Isn't this amazing? How thorough and careful God was in His creation of a man and now also in His creation of a woman.

Aren't you happy at how wonderfully you were made? Wow, so many parts and pieces that all work together! Our ears were designed so we can hear. Our eyes were designed so we can see. Even think about how our face looks. What if our nose was upside down? That would be a big problem on a rainy day! But look how God purposely designed everything just right. How careful and thorough He was. Look at your hands. You have one thumb and four fingers. What if, instead of this, you had five thumbs? You might have a hard time picking up your fork to eat. But with your hands you can do anything. We were truly made by God so wonderfully!

So I hope you will really consider how important it is to be thorough and careful. Many times at home we have responsibilities we have to do. One of the chores in our house is for the children to set the table for dinner. Sometimes they do a very careful job remembering to place the fork on top of the napkin, to the left of the plate and the knife and spoon to the right of the plate. They put the glass in its place and everything looks so nice and orderly as we sit down for dinner. The meal is served and we can all enjoy it together. But what if the job was not done carefully? "Oh no! Where's my fork?" "Hey! I need a drink!" Oh my – you see what a disappointment that would be for everyone. [*Insert your own story, which demonstrates being thorough and careful in the work you do.*]

Aren't we all glad to hear that God didn't act so careless in His creation? He took the time to make a plan for His creation of man and woman. And He completed all the steps in the most perfect way. So in this next week, let's also try to be thorough and careful in all our responsibilities at school and at home.

Advanced Level, Block 1—Result of Fall

Week 2

Man Resembles God

Point to Emphasize: As those who resemble God, we will always feel uneasy inside until we like what God likes and love what He loves.

Reference Reading: Genesis 1:26-28; *The Subjective Experience of the Indwelling Christ*, ch. 5, *Life-study of Genesis*, msg. 8

Memory Verse: And God said, Let Us make man in Our image, according to Our likeness; and let them have dominion over the fish of the sea and over the birds of heaven and over the cattle and over all the earth and over every creeping thing that creeps upon the earth. (Genesis 1:26)

Story Sample

In the very first chapter of the Bible, we saw how the beautiful earth created by God became waste, emptiness, and darkness (Genesis 1:2). A lot of people don't know why this happened. There are many ideas about how this happened during that time, but at your age, you are all learning the truth. You are learning what the Bible tells us about what happened.

Do you think God gave up on the earth? No! You have to realize that God loved the earth, and He had already planned to change this situation of waste and emptiness. God restored the whole situation. He began by separating the light from the darkness. He called the light, Day and the darkness, Night. I hope you all can know how God continued His creation and what He did on each day. If you don't know what God did on each day, I encourage you to go home and read with your parents Genesis chapter 1.

Well, God created the animals one way and he created man in quite a different way. God created each animal after its own kind; after its own species. This means that all cows, whether it is a Texas longhorn or an Indian Brahman have something in common. *[Storyteller, show pictures.]* BUT man was made VERY differently. Man was made of red clay. God breathed into his nostrils and man became living. Man resembled God!

When I tell you that I resemble God, I am not referring to the outward appearance, which you can see with your eyes. I am referring to the inward resemblance. Let me explain this to you, *[Storyteller, bring a family picture and have the children point out how the children look like their parents.]* If you see my family here, you would see that my sons both look like their father. They have the same smile, the same nose, etc. This is the outward resemblance. Another kind of resemblance is the inward resemblance. As you get to know my sons you will see that my boys think like their father. They have the same likes and dislikes. They are very much alike in who they are in the inside.

In the very same way, the man created by God resembled God. Not in the outward resemblance, but in the inward resemblance. This means you can love your family, because God is love. You can be kind to others, because God is kind. God wants you to be loving and kind; He wants you to be honest and upright. Throughout the ages, anyone who steals will have a sense of shame. A person does not have to be educated to develop this sense, because this is just the way we were created. We have a desire to honor our parents and to love and care for others because these are qualities of the created human nature.

I once was your age and I had many experiences just like the ones you have now. For the most part, I was always happy with my parents. But there were some days that I would get upset at them. One day I wanted to go to a certain place with my older cousins and my parents said "no."

Advanced Level, Block 1—Result of Fall

I was upset, very upset. I was so upset that I told them they didn't know what was best for me and that I was not happy they were my parents. I left the conversation and went to my room and slammed the door. But no matter how upset I was, something inside of me would just not let me be upset at them for too long. I couldn't explain why, but I felt more ashamed than upset. I had to go back to my parents and apologize for the things I had said. When I apologized to them, I immediately felt so relieved. Even though I had this experience and knew better, this kind of thing happened over and over again, many times. [*Storyteller, share your own experience.*]

No matter how hard you try to convince yourself to feel good after dishonoring your parents, you will always feel bad. Why? Because you resemble God, this is the way you were created. As you are growing older, and as you become a young person and then an adult, you must remember how you were created. You will find that when you do things or say things that God doesn't like, you will feel uneasy inside. You will always feel uneasy inside until you dislike the things God doesn't like. You will always feel uneasy inside until you like what God likes and you love the things God loves. This is how and why you were created. You were created to resemble God.

Master Chart of Levels and Subjects

Level	Pre-school	Elementary	Intermediate	Advanced	Sixth-Grade
Target Grades	Pre-school	K-1st	2nd-3rd	4th-5th	6th
Subject Line	Preciousness of Humanity	Crucial Persons in the Bible	Key Events in the Bible	Main Outcomes in the Bible	The Truth and Experience of God's Salvation
Goal	Highlight how we were created	Aspiration / Inspiration	Encouragement	Conviction	Salvation
Block 1	The Human Body	Adam to Noah	Creation, Fall, and Flood	Result of Fall	The Story of the Universe
Block 2	Thoughtfulness	Noah to Isaac	Babel and Good Land	Result of Entering Good Land	"Where are You?"
Block 3	We wonder	Jacob and Joseph	Good Land to Egypt	Outcomes of Jacob and Joseph	The Savior-God
Block 4	Ingenuity	Moses	Egypt to Good Land	Wilderness	The Way of Salvation
Block 5	Language	Aaron to Ruth	Occupying the Land	Frustrations in the Land	How to Contact the Lord
Block 6	Artistic expression	Samuel to David	Establishing Kingdom	Struggling with a Kingdom	The Meetings
Block 7	Cognition	Solomon, Kings and Prophets	Kingdom Degrading	Idolatry and Division	—
Block 8	Smile and laugh	Ezra / Nehemiah / Esther	Recovery	Remnant Standing Properly	—
Block 9	Awesomely and Wonderfully Made	Jesus	Biographies of Jesus	Jesus' Closest Followers	—
Block 10	Families	Apostles / Paul	Spread and Propagation	Continuation and Increase	—