

Gen. 2:15–17; 3:1–7

Ps. 32

Rom. 5:12–19

Matt. 4:1–11

Knowledge Wanted

Goal for the Session

After hearing the story of the temptation of Adam and Eve, children will examine their own lives for temptations.

■ PREPARING FOR THE SESSION

Focus on Genesis 2:15–17; 3:1–7

WHAT is important to know?

—From “Exegetical Perspective” by Judy Fentress-Williams

The serpent’s question is an invitation to question the command of God. The serpent responds with authority, first denying the consequences for trespassing the boundaries established by God and then redirecting Eve by offering an intriguing possibility. Eating of the tree will result in their eyes being “opened.” Then they will be “like God, knowing good and evil” (3:5). The opening of the eyes connotes a kind of seeing that is beyond the physical ability they already possess. It connotes perception and understanding, as does the word for knowing. The promise of the serpent could mean they will understand the difference between good and bad and/or they will have a broad range of experiences, both good and bad.

WHERE is God in these words?

—From “Theological Perspective” by William Joseph Danaher Jr.

The Genesis narrative offers a stark depiction of the advent of a sin-sick humanity looking for love in all the wrong places, helplessly yearning for health and wholeness. Augustine uses this perspective to emphasize the utter gratuity of God’s forgiveness and grace. Precisely because the decision to disobey God began in the will, it is the will that must be healed, and this healing can happen only through love. The will is not only the seat of all obedience, but the root of all love, and love alone can heal us—first, God’s transformative love working conversion in us, and then, our love returning to God, which is the end of all human striving and the source of true fulfillment.

SO WHAT does this mean for our lives?

—From “Pastoral Perspective” by Allen C. McSweeney Jr.

Read from a pastoral perspective, the story lends itself to an exploration of the role of human freedom within limits set by the wisdom and grace of God. The limits God sets to our freedom are not a matter of enforcing conformity to arbitrary rules. The *torah* of God is intended for the well-being of the “image-bearing creature” to whom God has entrusted the stewardship of creation. The flourishing of human life in a good and bountiful, but limited, creation requires both freedom and appropriate constraints on the exercise of that freedom.

NOW WHAT is God’s word calling us to do?

—From “Homiletical Perspective” by Jon L. Berquist

Even our nakedness becomes distracting, and we know wardrobes to cover our nakedness can also distract us. Human excuses for avoiding our mission may start in the garden, but we experience a full range of such excuses today that distract us from our mission. For people of faith, distraction may prove more frequently troublesome than temptation. We think of ourselves for a while, or we focus more on other humans than on God’s mission. With just a glance away, we start to wander from God’s mission. God’s mission has not changed, and in the aftermath of our stumbling, God still calls us back to the right path. God calls us back every day, and every Lent.

FOCUS SCRIPTURE

**Genesis 2:15–17;
3:1–7**

Focus on Your Teaching

For children, the season of Lent has little attraction, unlike Advent with Christmas at the end. Introspection is not something most children do on a regular basis, unless encouraged. Nevertheless, by the time they reach their fifth birthday, few children have not experienced punishment of some kind for breaking a rule or disobeying an adult in authority. The story of the temptation of Adam and Eve provides an opportunity for them to ponder consequences and their relationships with God.

Merciful God, as I examine my life in preparation for teaching the children, may I discover anew your forgiveness. Amen.

YOU WILL NEED

- ☐ purple cloth
- ☐ tall candle
- ☐ matches
- ☐ offering basket
- ☐ Bible
- ☐ *Singing the Feast*,
bit.ly/SingingTheFeast
- ☐ Color Pack 1, 2, 3
- ☐ Resource Sheet 1
- ☐ Resource Sheet 3 and
supplies listed there
- ☐ piece of artificial fruit

For Responding

- ☐ option 1: copies
of congregational
worship bulletins or
copies of the Lord's
Prayer, newsprint,
marker
- ☐ option 2: Color Pack
34; *Singing the Feast*,
bit.ly/SingingTheFeast
- ☐ option 3: colored card
stock, scissors, broken
eggshells, Easter egg
dye, white glue (not
glue sticks)
- ☐ option 4: Resource
Sheet 2, Bible, egg
cartons, scissors,
markers, scrap paper

■ LEADING THE SESSION

GATHERING

Before the session, place a marker at Genesis in the worship table Bible. For option 3 in Responding, cut 3" hearts from colored card stock, one per child. Also dye broken eggshells with Easter egg dyes, following package directions. Break into smaller pieces. For Closing, see Resource Sheet 3 (Lenten Table). For the Lenten Table, print Genesis 3:2–3 on a paper plate.

As the children arrive, have them help you prepare the worship table with the purple cloth, tall candle, Bible, and offering basket. When you are ready to begin, invite the children to be seated. Light the tall candle.

Play “Do Lord, O Do Lord” ([*Singing the Feast*](#)), and invite the group to listen to it. Ask:

✠ What mood or feelings does the song suggest?

Welcome the children to the season of Lent. Show Color Pack 1, and ask volunteers to read the information on it. It is not necessary to discuss the questions on the sheet. Have everyone stand in a circle. Lead the children in this opening prayer, asking them to echo each phrase:

*Thank you, God, / for bringing us together today. / During this season
of Lent, / help us learn to follow Jesus more closely. / Amen.*

If you take an offering, receive it now. Extinguish the candle.

Show the group the piece of artificial fruit that will be the symbol for the Bible story. Ask:

✠ What is your favorite fruit?

✠ When do you like to eat it?

Explain that a piece of fruit is an important part of today's Bible story.

EXPLORING

Invite a child to retrieve the Bible from the worship table and open it to the bookmark. Ask that child to read the name of the book or to request another child to do so. Ask the children to tell you what they know about Genesis. Some will know it is the first book in the Bible, and some may know some stories in it.

Show Color Pack 2. Ask:

- ✠ Who might these people be?
- ✠ What do you think is happening?

Tell the story on Resource Sheet 1 (Sudden Knowledge). Review the story by looking first at Color Pack 3. Note that the story the children heard begins with creation. Ask:

- ✠ How does creation take place in the story?
- ✠ What did God create first?
- ✠ What was created second?

Remind the children that the story of Jesus is found in four Gospels in the New Testament: Matthew, Mark, Luke, and John.

Children familiar with the account of creation in Genesis 1 may interject it into what they heard in the story on Resource Sheet 1, which is based on Genesis 2 and 3. Ask:

- ✠ Who are the people in the story?
- ✠ What rule did God give the human?
- ✠ When was the woman created? Why?
- ✠ How did the woman and the human, her husband, break the rule?

Show Color Pack 2 again. Explain that this illustration is what happened when the Lord God discovered that the humans had eaten from the tree of the knowledge of good and evil. Ask:

- ✠ What do you think God did to the woman and the human?

For the children, it is sufficient to know that God made clothes from animal skins for the woman and the human, but God also sent them out of the garden of Eden. Ask:

- ✠ How do you think the woman and her husband felt?
- ✠ Have you ever felt that way when you did something wrong or broke a rule?

RESPONDING

Offer at least two options so the children have a choice. One might be more challenging to interest children who can work on their own.

- 1. Prayer of Confession** Children will be assured that everyone, young and old, makes mistakes. However, we can confess our errors to God in prayer. The whole church does so in the prayer of confession in worship. Distribute copies of worship bulletins used by your congregation. Ask the children to find the prayer of confession, and read it aloud together. Point out that the prayer of confession is followed by a forgiveness or pardon. God is always ready to forgive us. If your congregation does not use a printed prayer of confession, distribute copies of the Lord's Prayer and have the children look for words of confession. Working in pairs, have the children think of ways to tell God they are

EASY
PREP

Do Lord, O Do Lord

Do Lord, O do Lord,
O do remember me.
Do Lord, O do Lord,
O do remember me.
Do Lord, O do Lord,
O do remember me,
Way beyond the blue.

Yes, Lord, O yes, Lord,
I know I need to pray.
Yes, Lord, O yes, Lord,
I know I need to pray.
Yes, Lord, O yes, Lord,
I know I need to pray,
Way beyond the blue.

Do Lord, O do Lord,
O do help me to pray.
Do Lord, O do Lord,
O do help me to pray.
Do Lord, O do Lord,
O do help me to pray,
Way beyond the blue.

sorry about something they did. Then help the group compose a prayer of confession that can be given to the worship leaders.

2. **Song** Children will sing to seek God's forgiveness and help. Listen to "Do Lord, O Do Lord" or read aloud the words (Color Pack 34, [Singing the Feast](#)). Recall that they heard this song at the beginning of the session. Ask:

- ✻ To whom are you singing in this song?
- ✻ What might "Way beyond the blue" mean?
- ✻ When might you sing this song?

Sing the song together.

3. **Eggshell Mosaic** A mosaic of broken eggshells provides a visual representation of making something good from something broken, as God helped the woman and the human after they broke the rule in the garden of Eden. Show the group the broken eggshells. Ask the children if they can put them back together to make eggs. Explain that this would be an impossible task, but the broken shells can be used to create lovely art. Give each child a card-stock heart. Set out white glue. Demonstrate how to put a dot of glue on the heart and place a piece of eggshell on it, pressing down lightly. Suggest that the children display their eggshell mosaic hearts at home where they will be reminded of God's love.
4. **Serpent's Head Prayers** Children will turn the snake in the story into a reminder that God's love is with them. Follow the directions for this activity on Resource Sheet 2 (Serpent's Head Prayer). The serpent is an ancient Christian interpretation of Genesis 3:15. This activity can take the horror of the snake or serpent out of the story for the children. It may be so much fun that children will want to make more serpent's heads to stomp.

CLOSING

Gather at the worship table. Listen to "Do Lord, O Do Lord" ([Singing the Feast](#)). Suggest that the children think about how God remembered and cared for the woman and her husband.

During Lent, an object will be added to the Lenten Table each week to remind the children of the stories explored during this season. Read Genesis 3:2–3 on the paper plate for the first Sunday in Lent. The object for today's session is a piece of artificial fruit.

Say to each child:

(Name), *go out and love your neighbor.*

Thank the children for coming, and encourage them to return next week.

Sudden Knowledge



After the Lord God created the heavens and the earth but before the plants and animals were created, the Lord God formed a human from the soil. After the trees, plants, and all the animals were created by the Lord God, the human was placed in the garden of Eden to farm the land. But the fruit of one tree was off-limits to the human; it was the tree of the knowledge of good and evil. The Lord God said to the human, “You can eat all you want of everything in the garden, but do not eat of the tree of the knowledge of good and evil. If you eat the fruit from it, you will die.”

After the Lord God created the animals, the human was still lonely, so the Lord God created a woman for the human.

Of all the animals in the garden of Eden, the snake was the smartest. The snake said to the woman, “Is it true that there is a tree in the garden that the Lord God told you not to eat its fruit?”

“We can eat as much as we want of any tree in the garden, but we are not to eat from the tree in the middle of the garden,” the woman said. “If we eat from it, we will die.”

“Ha! You won’t die,” said the snake. “If you eat from that tree, you will know the difference between good and evil. You will be like the Lord God.”

The woman looked at the tree. The fruit hanging from it looked delicious, and wouldn’t it be good to be wise like God? So she took fruit from the tree and gave some to the human, her husband.

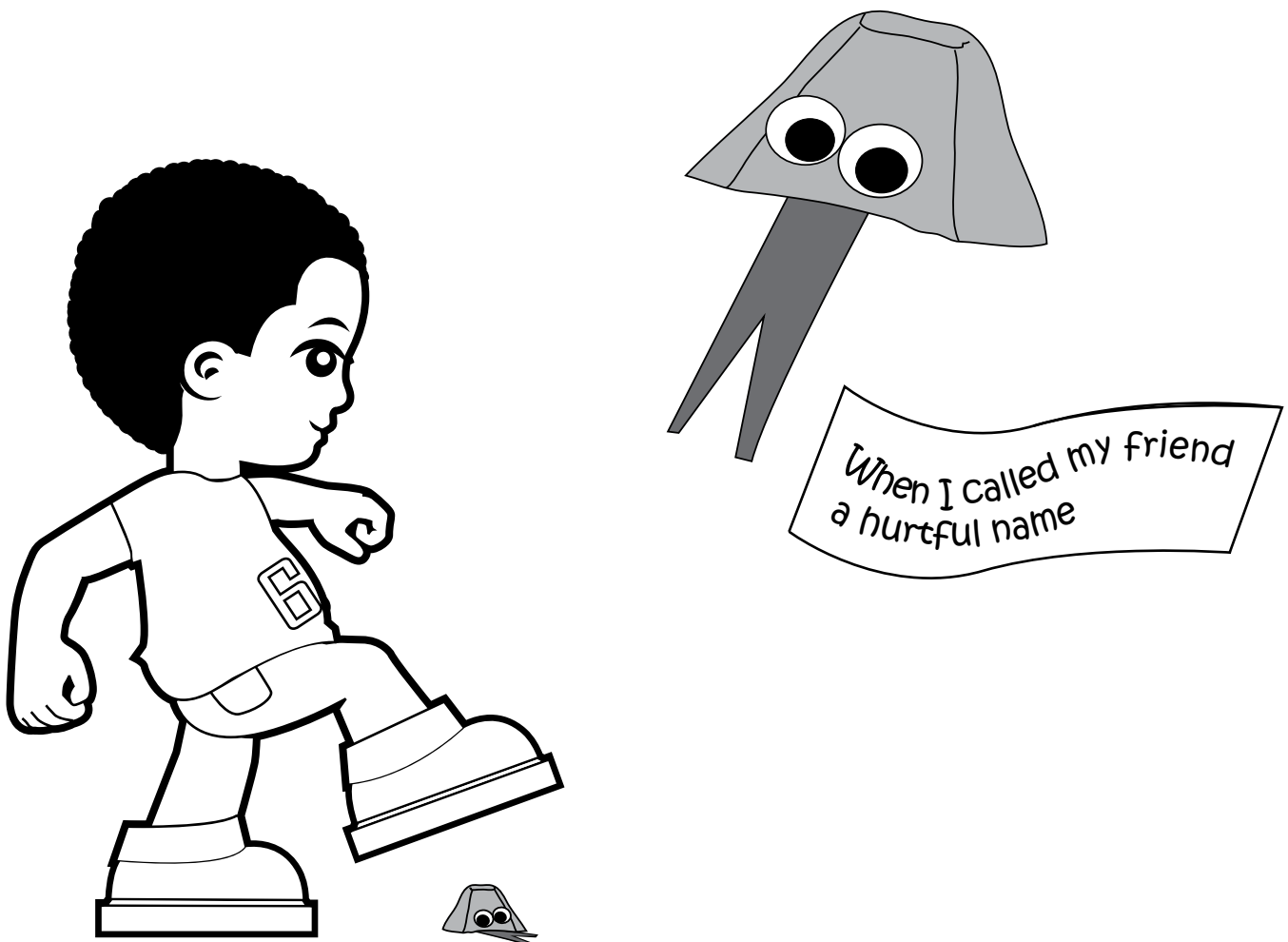
As soon as they tasted the fruit, the woman and her husband looked at each other and recognized that they had no clothes on. They were suddenly embarrassed and sewed fig leaves together to make clothes for themselves.

I wonder what the Lord God thought about the woman and the human now.



Serpent's Head Prayer

1. Read Genesis 3:14–15. How do you understand the actions of the woman's offspring?
2. Decorate a section of an egg carton to look like a serpent's head.
3. On a scrap of paper, write or draw about a time you chose to break God's boundaries and caused damage to your relationship with another person, with the natural world, or with God. No one will see this paper but you.
4. Crumple the paper into a ball, and put it inside the serpent's head.
5. Pray a prayer of thanksgiving to God for sending Jesus Christ to be your Savior from sin and death.
6. As you say "Amen," stomp on the serpent's head to symbolize your trust in Jesus' victory over sin!



Lenten Table

Setup

- ☐ table or box large enough to hold six plates
- ☐ purple cloth
- ☐ six paper plates without plastic coating
- ☐ marker

Cover the table or large box with a purple cloth. Arrange the six paper plates on the cloth.

For the six Sundays in Lent, create a Lenten Table to be the focus for Closing.

For each Sunday, write these Bible verses from the Common English Bible on paper plates:

First Sunday in Lent: The woman said to the snake, “We may eat the fruit of the garden’s trees but not the fruit of the tree in the middle of the garden. God said, ‘Don’t eat from it, and don’t touch it, or you will die.’” (Genesis 3:2–3)

Second Sunday in Lent: “I will make of you a great nation and will bless you.” (Genesis 12:2a)

Third Sunday in Lent: “Hit the rock. Water will come out of it, and the people will be able to drink.” (Exodus 17:6b)

Fourth Sunday in Lent: “Humans see only what is visible to the eyes, but the Lord sees into the heart.” (1 Samuel 16:7b)

Fifth Sunday in Lent: Jesus shouted with a loud voice, “Lazarus, come out.” (John 11:43)

Palm Sunday: The crowds in front of him and behind him shouted, “Hosanna to the Son of David! Blessings on the one who comes in the name of the Lord! Hosanna in the highest!” (Matthew 21:9)

For each session, bring the following objects, adding one each week:

- ☐ First Sunday in Lent: piece of artificial fruit
- ☐ Second Sunday in Lent: packing list
- ☐ Third Sunday in Lent: small glass of water
- ☐ Fourth Sunday in Lent: eyeglasses (real or costume)
- ☐ Fifth Sunday in Lent: paper tear drop
- ☐ Palm Sunday: piece of palm frond



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Rom. 5:12–19

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Our Limited Freedom

**Goal for
the Session**

In the creation story, adults will hear God’s commands and identify what these commands mean for their lives.

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Focus on Your Teaching

Most adults understand that the evil they experience is the result of what is often referred to as sin. However sin is defined, it results in hurting our relationships with other human beings, the planet, and its environment. Adults also know that they have the ability to do good. They know they are capable of following God’s command to care for creation and serve their neighbors. But they also recognize that they often disobey God’s commands, and this has negative results. Today’s session will help the participants explore what it means to live and serve as God’s children in the world.

Creator God, give me a spirit of wisdom and discernment as I lead this session. Amen.

YOU WILL NEED

- ☐ newsprint or board
- ☐ marker
- ☐ Bibles
- ☐ copies of Resource Sheet 1
- ☐ purple cloth or placemat
- ☐ pillar candle, lighter
- ☐ copies of Resource Sheet 1 for the next session

For Responding

- ☐ option 1: newsprint or board, marker, paper, pens
- ☐ option 2: computer, projector, screen, paper, pens
- ☐ option 3: Resource Sheet 2, colored paper, scissors, markers, glue, old magazines, string

If open flames are not allowed in your building, use a battery-powered candle.

■ LEADING THE SESSION

GATHERING

Greet participants as they arrive. Tell adults that this is the First Sunday in Lent as you spread the purple cloth or placemat in the center of your learning space. Place the candle on the cloth and light it. Pray this prayer or one of your choosing:

God of creation and new life, guide our discussion and open our eyes to see the truth about ourselves and you. Amen.

Ask participants to think of an example of “good” in the world and an example of “evil” in the world. Invite volunteers to tell their examples. Write the headings “good” and “evil” on the board or newsprint and ask participants to identify what they believe to be the cause(s) of both good and evil. Write these under the appropriate heading. (*In most cases human beings are the actors for both good and evil.*)

Introduce the session theme by saying that they will explore the role and limits of human beings as seen in the story of Adam and Eve in the garden of Eden.

EXPLORING

Assign volunteers to read Genesis 2:15–17; 3:1–7 by taking the following parts: narrator, God, serpent, woman (Eve). Encourage people to read their parts dramatically.

Following the reading, ask the participants to review the focus text in their Bibles and name the two commands God gives first to the man (Adam) in 2:15–17. The first command is implied by “put him in the garden . . . to till and keep it.”

Have participants read Genesis 1:26–28 and compare it to 2:15. Then ask them to discuss:

- ✠ What role does God give humanity in these passages?
- ✠ How are these passages similar and how are they different?

Two independent creation stories, 1:1–2:4a and 2:4b–25, have been identified in Genesis. The first story uses the Hebrew name *Elohim* for God, while the second uses two names, *Yahweh Elohim*, translated Lord God.

- ✠ Is there a difference between “having dominion over” something or “caring for” something? If so, what?

Distribute copies of Resource Sheet 1. Invite a volunteer to read the “What?” excerpt aloud. Ask the group:

- ✠ What “boundary” did God establish that the serpent invited the woman and the man to cross?
- ✠ What was Eve’s sin? Some may mention that her sin was questioning God, disobeying God, trying to be like God, or knowing all that God knows.
- ✠ Why do you think God would set such a boundary?

Tell the class that scholars disagree as to the exact significance the tree of knowledge held, but we do have the rest of the Bible, which offers clues about what God expects of humans. Have participants name some examples in the Bible of expectations or rules God gives humans. (Some Scriptures that may stimulate thought include Exodus 20:1–17, Leviticus 19:18, Micah 6:8, and Mark 12:28–31.

According to Genesis 3:7, the direct consequence of disobeying God was that Eve and Adam realized they were naked. Ask:

- ✠ What do you think was the bigger consequence: Adam and Eve’s eyes were opened, or their relationship with God was changed? Why?

Have the participants read the “So What?” excerpt on Resource Sheet 1. The writer speaks about “the role of human freedom within the limits set by the wisdom and grace of God.” Discuss:

- ✠ Why does God set limits, and what is good about this?
- ✠ Why does God also grant human beings freedom?

Lead into Responding by having the participants consider their role in, as well as the limits and consequences of, taking care of the garden today.

RESPONDING

Choose one or more of these activities depending on the length of your session.

- 1. I Am Responsible** To make this study more personal, the participants will consider their own responsibilities and how they fulfill them. On the board or a sheet of newsprint, write the phrase, “I am responsible for . . .” Give each participant a pen and paper. Ask them to complete this phrase by writing down as many answers as they can in one minute. Then have pairs or groups of three compare lists. Ask each person to evaluate how well he or she is doing with their lists and make a commitment to fulfilling their responsibilities in at least one particular area. If there is time, consider forming small groups of those with like interests so they can support each other through prayer and contact outside the class.

EASY
PREP

2. **Keeping the Earth** One responsibility that grows from the focus scripture is to care for God's creation. Have the participants watch a short film about global climate change. Consider one of the following options:

✿ From the United Church of Christ:

bit.ly/EnvironmentUCC

✿ From National Geographic:

bit.ly/GlobalWarmingNG

bit.ly/GlobalWarmingNG2

After watching the movie, have the class work in groups of three or four. Give each group a piece of paper and pens. Ask each group to list ways they either have been practicing or could practice keeping (caring for) the earth. Have them also suggest one way their faith community could practice earth care in a meaningful way. After a few minutes, ask the groups to report. Have them identify one way they could practice responsible earth care as a group. Ask a volunteer to write about this decision to put in the church newsletter or on the church Web site to invite others to join them.

3. **Care Ads** Working with their hands, the participants may find their minds are freed for new thoughts. Provide copies of Resource Sheet 2 (Faithful Earth Care Ads) for each participant. Ask them to follow the instructions on the resource sheet. Provide the participants with a variety of items they can use to make their visual items. For example, provide colored paper, markers, glue, old magazines, and string. Encourage the participants to be creative. After participants have shown their visuals and discussed them, invite them to commit themselves to identify ways they can practice responsible earth care in their daily lives.

CLOSING

Light the candle, if necessary. Invite adults to focus on the flame as they pray silently for wisdom in being faithful stewards of creation. After a few moments of quiet, read aloud Psalm 32:1–7, from the psalm appointed for the First Sunday in Lent.

Form two groups to read the psalm aloud, alternating verses between groups.

Distribute copies of Resource Sheet 1 for the next session, or e-mail it to the participants during the week. Encourage participants to read the focus scripture and Resource Sheet 1 before the next session.

Focus on Genesis 2:15–17; 3:1–7

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Faithful Earth Care Ads

Take a moment to read the following quotes. Then choose one quote that is most meaningful to you. Using the items provided by your leader, create a poster or other visual item incorporating your quote. Think about how this quote and your visual item support the message of Genesis 2:15 that God entrusts human beings with the care and keeping of the earth.

“Treat the earth well: it was not given to you by your parents, it was loaned to you by your children. We do not inherit the earth from our ancestors, we borrow it from our children.”

Native American saying

“There are no passengers on spaceship earth. We are all crew.”

Marshall McLuhan

“Take care of the earth and she will take care of you.”

Unknown

“Christ has no body on earth but yours, no hands but yours, no feet but yours. Yours are the eyes through which Christ’s compassion for the world is to look out; yours are the feet with which He is to go about doing good; and yours are the hands with which He is to bless us now.”

Teresa of Avila

Joining the Feast

Year A, Spring
First Sunday in Lent—Day of Pentecost



What you will find in *Joining the Feast*!

The Church Year Calendar

Describes the important church festivals and special days for the coming season. It provides theological reflections on their importance for the church's life and our own lives.

The Shape of the Season

Presents an overview of the focus scriptures for the weeks in the coming season. It discusses the biblical and theological significance of each of the passages.

Joining Worship and Learning: Making the Connections and Time with Children

A helpful feature in this section of *Joining the Feast* is the inclusion of the stories on the focus scriptures from the multi-age course. These stories can be used in the children's time during worship. Notice that some songs are used by several age levels but not in the same session. If you are interested in including a prayer, poetry, or artwork from an age level, speak with the leader in advance. May your congregational worship be enlivened by these suggestions to join worship and learning.

Joining Mission and Learning

Help the participants in the *Feasting on the Word Curriculum* connect with existing service opportunities in your congregation. Review this list, and offer suggestions to the leaders. Give this chart to the chair of the mission or outreach committee so that the work of the committee can be strengthened through the church school.

Litanies and Prayers

A selection of poetic prayers and responsive readings that helps worship leaders connect the church's educational and worship experiences to find fullness and blessing in the praise and service of God.

Children's Bulletins

A fun activity page is provided weekly to give children a sense of belonging and help them feel welcome in the worship experience. These special children's bulletins connect their worship experience to the education themes.

Joining the Feast

We invite you to “Join the Feast”!

Our exciting *Feasting on the Word Curriculum* offers great opportunities for the local church. Pastors, educators, and participants can experience the wonder of God’s nourishing word to us. For church schools, for study groups, and in preparation for teaching and preaching, the resources here will deepen and strengthen our faith. We have an amazing “feast” set before us! We desire and can find further understanding in our faith—of who God is and what God has done!

Joining the Feast helps pastors, educators, and worship leaders plan for education and worship. We want to assist in reflecting on how to incorporate scriptural and seasonal emphases across different parts of the church’s life.

Joining the Feast can be shared in education and worship committees. It enables important biblical themes to be integrated into the church’s study and worship experiences. A chart of suggestions for ways educational emphases can be used in worship is a feature of what follows here. Church school teachers can discuss these materials with each other to enhance education for all age levels in the church. Pastors who plan their lectionary preaching will find taking an overall look at this church season to be useful for their preparations. In all this we want to join teaching and preaching. We want the church’s educational and worship experiences to find fullness and blessing in the praise and service of God!

An important goal for pastors and educators in the church is to connect or join the church’s educational experience with the church’s worship experience. People of all ages who participate in church school study can find their Christian faith enhanced when the Scriptures read and proclaimed in worship reinforce and expand what they have been considering in their educational time. Education and worship can be mutually supportive in helping God’s word in Scripture come alive in the Sunday morning experience. Consideration of the same lectionary reading in preaching can deepen the insights gained in church school.

Pastors who want to build on what has been done in education welcome this *Feasting on the Word Curriculum* as a way to prepare congregational members for directions into which the sermon can lead. Those who participate in the education time will find the insights gained there enhanced by preaching which considers the same passage and brings God’s word to bear in fresh and nourishing ways. So as we “Join the Feast,” joining the church’s educational and worship dimensions can bring to life the richness of God’s word in Scripture.

Donald K. McKim





Sudden Knowledge

Genesis 3:1-7

Adam and Eve lived in the garden of Eden, a wonderful, peaceful place. They had everything they wanted to eat. But the Lord God told them not to eat from the tree in the middle of the garden. If they ate fruit from it, they would die.

Of all the animals in the garden, the smartest was the snake. It asked Eve, "Is it true that there is a tree in the garden that the Lord God told you not to eat its fruit?"

"We can eat as much as we want from every tree in the garden," answered Eve, "but not the tree in the middle of the garden. If we eat from it, we will die."

"Ha! You won't die if you eat from it," said the snake. "You will know the difference between good and bad. You will be like the Lord God."

Eve looked at the tree. The food looked delicious. Wouldn't it be good to be like God, she thought. She picked fruit from the tree and gave some to Adam.

When they bit into the fruit, Adam and Eve knew they had no clothes on.

They were embarrassed and sewed fig leaves together to make clothes. What would God say now?



Beginning at "A," write every other letter on the lines below. Cross out the letters as you use them. When you get to the end, go backward and write each of the remaining letters on the lines to see who disobeyed God and what they did.

