

## **ENRICHMENT LESSON 1**

# **SECOND CREATION: "THE FALLING APART"**

### **LESSON NOTES**

**FOCUS: "THE FALLING APART" AND COMING BACK TOGETHER  
IN A NEW WAY (GENESIS 2:4-3:24)**

- SACRED STORY
- ENRICHMENT LESSON

### **THE MATERIAL**

- LOCATION: OLD TESTAMENT SACRED STORY SHELVES, MIDDLE SHELF, UNDER "CREATION"
- PIECES: HOLLOW WOODEN APPLE CONTAINING "DIFFERENCES," 2 TREES, ADAM, EVE, SERPENT
- UNDERLAY: GREEN FELT

### **BACKGROUND**

The key people whose stories are told in this volume enrich and extend the core narrative (*Volume 2*), which tells how the People of God sought the elusive presence of God. In *Volume 2* we began at the beginning with the first creation story. Here we also begin at the beginning with *Adam-Eve* and how they "fell apart" from God, from each other, from God's creation, and from the image of God in their deep selves. We learn how these relationships were restored.

### **NOTES ON THE MATERIAL**

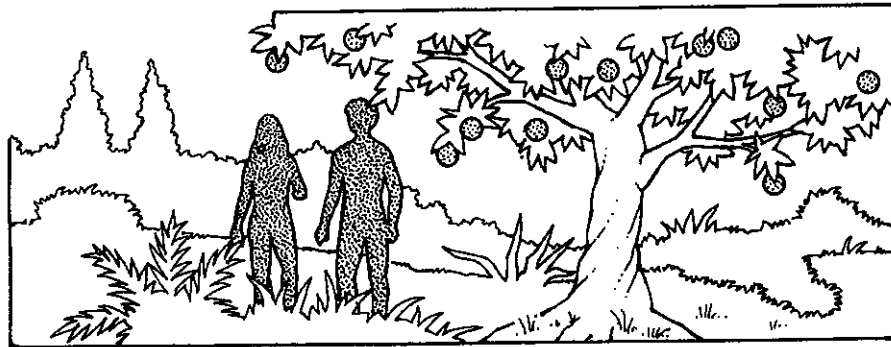
The material is placed in a deep-sided wicker or wooden tray (12" x 8" x 3"). The story icon (5" x 2.5") is an image of Adam and Eve. It can be attached to the end or the side of the tray depending on the size of the shelves, the classroom or other considerations. The underlay is a piece of green felt, approximately 18" square with slightly rounded corners. It is folded to fit in the tray. In addition you will need two wooden fruit trees, figures for Adam and Eve, a wooden serpent, a hollow wooden apple containing the "differences." The differences are mounted on card stock or to make them more permanent on small, thin pieces of wood.

## **SPECIAL NOTES**

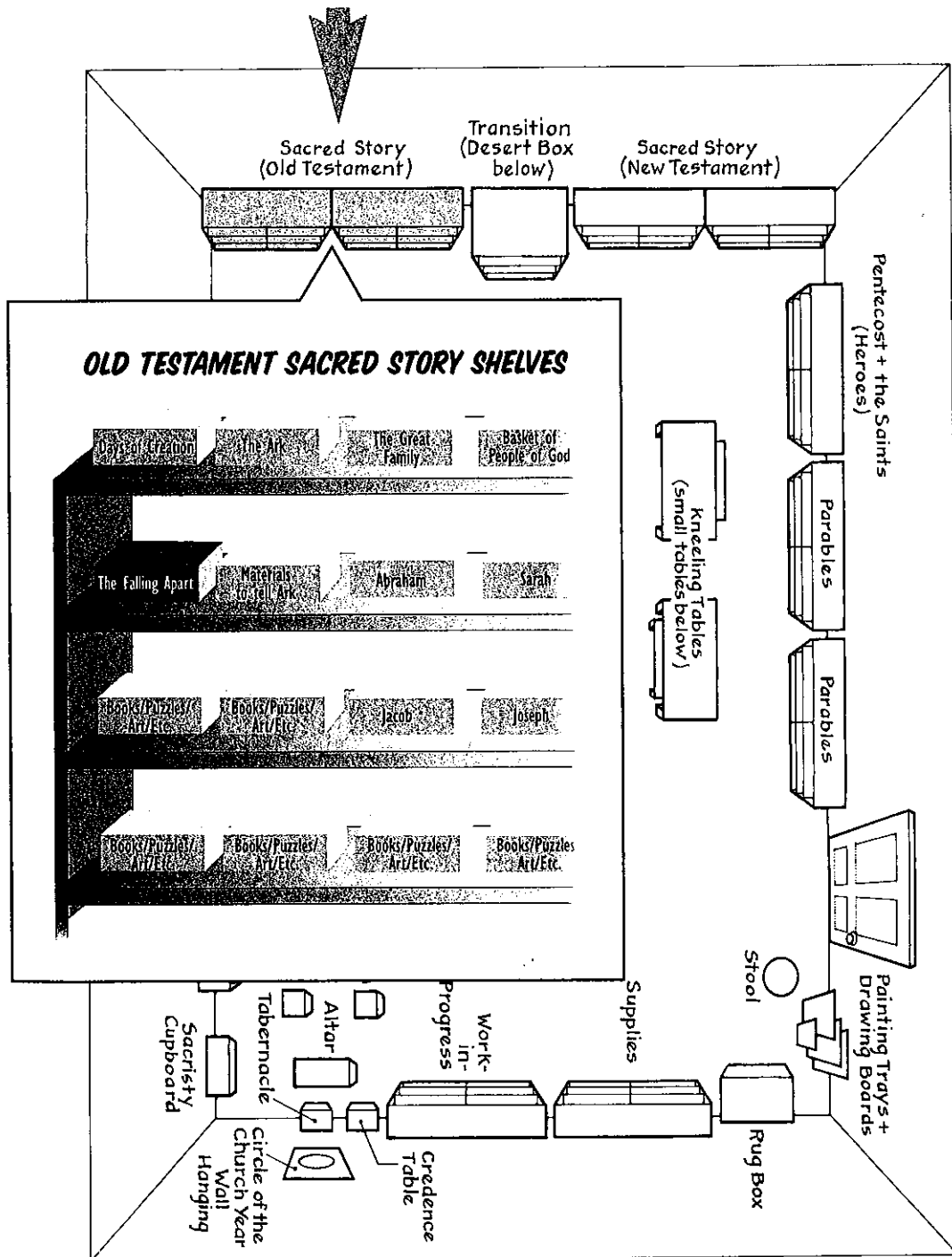
The core stories about the People of God are placed on the top of the sacred story shelves. The enrichment stories about the key people in the core stories are placed on the lower shelves of the sacred story section in the room, under the core stories they enrich and extend (see diagram below).

When you introduce the stories in this volume, take care to set them in the larger context of the sacred story of which they are a part. You can accomplish this by:

- presenting the top shelf story the week before and then following up with this,
- presenting the top shelf story briefly on the same day you present this, or
- standing by the shelf and reminding the children of the top shelf story before bringing this one to the circle.



**STORY ICON FOR SECOND CREATION: "THE FALLING APART"**



WHERE TO FIND MATERIALS (TEACHING OBJECTS)

## MOVEMENTS

*Move with deliberation to the shelf where the material waits.*

*Pick up the tray containing the material and return to the circle. You may need to say:*

*Spread out the underlay in front of you. Lower your hand onto the underlay as you say, "It is good," like a blessing—just like you do when you tell story of the first creation (Volume 2, p. 41) and "bless" each day.*

*Place the figures for Adam and Eve on the underlay so that they are physically touching, as if they are one person (Adam/Eve).*

*Place the two trees behind Adam-Eve.*

## WORDS

Watch. Watch where I go.

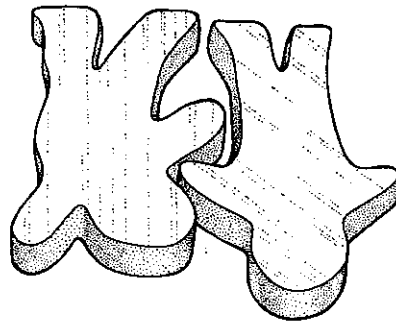
Everyone needs to be ready.

When God created everything, God said, "It is good." And God put God's own image in the creatures that walk on the earth.

In the midst of the creation there was a wonderful garden. It was God's garden.

Everything was there, but everything was so close it was all together. God was with the rocks and plants and animals, and they were with God and each other.

All the people were also together in one person who was called "Everyone" or, in their language, "Adam."



### ADAM AND EVE AS ADAM-EVE (STORYTELLER'S PERSPECTIVE)

Eve was there too. She was always there, for she came from Adam. She and Adam were a kind of *Adam-Eve*.

In the middle of the garden grew two trees.

God told *Adam-Eve* that they should not eat the fruit from these trees. One tree was about *differences* and one tree was about *forever*. If you ate the fruit of the tree of differences, you would know about differences, and if you ate from the forever tree, you would live forever.

## MOVEMENTS

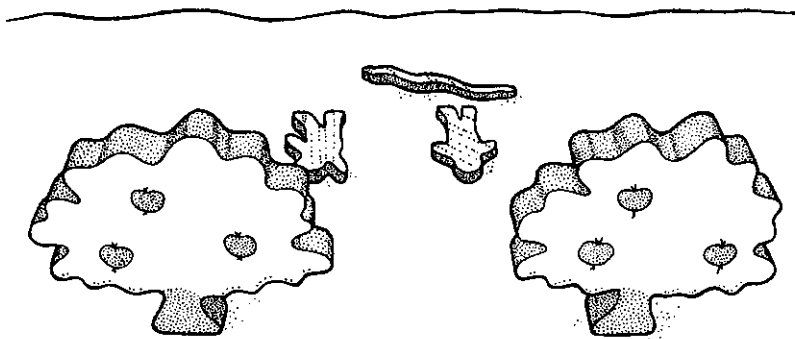
*Put the serpent beside Adam-Eve.*

*Separate Adam-Eve so they are now Adam and Eve.*

## WORDS

Now, the serpent was more clever than any other creature that the Lord God made. And he suggested that *Adam-Eve* taste the fruit from the tree of differences. And they did.

*Adam-Eve* ate from the tree of differences and things fell apart for them. They became Adam *and* Eve. The difference between them and God also came apart. And the difference between good and evil did too.



**ADAM AND EVE AFTER EATING FROM TREE OF DIFFERENCES (STORYTELLER'S PERSPECTIVE)**

*Cover Adam and Eve with your hand when you say that they hid. Uncover them when you say that God found them.*

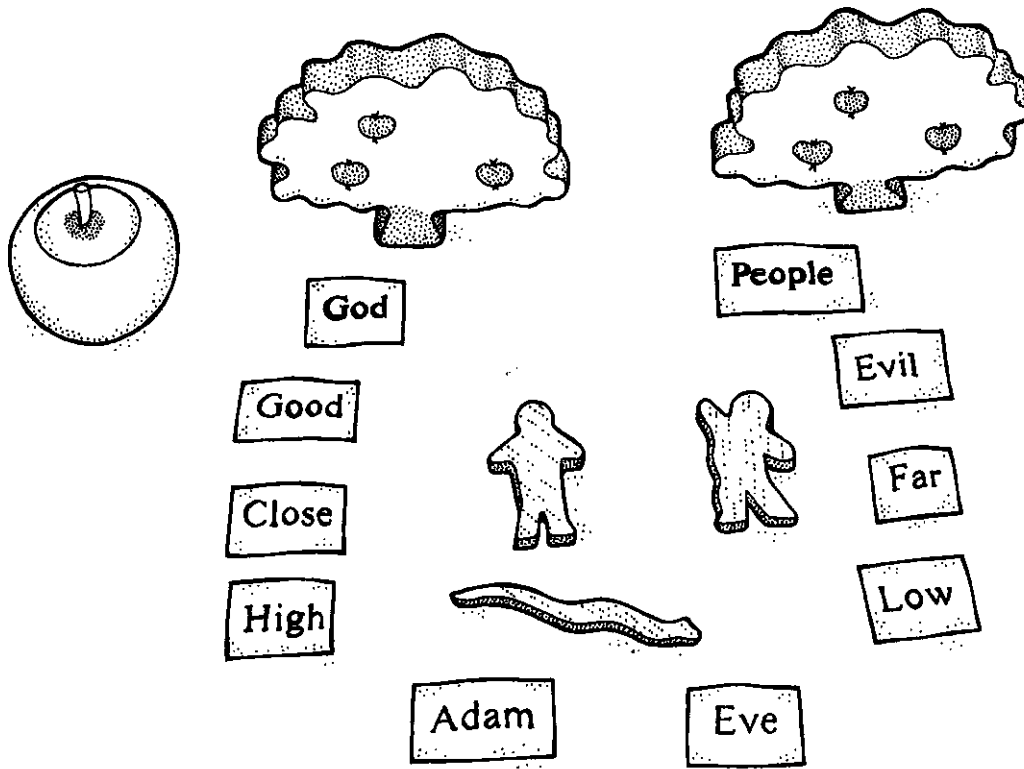
*Pick up the wooden apple and open the lid. Pull out the "differences" and place them on the underlay beside the figures—good and evil, close and far, high and low, God and people, Adam and Eve.*

God called for them and they hid, but God found them. They did not know how to be with God anymore, because of all the differences.

There were: good and evil, close and far, high and low, God and people, Adam and Eve...and many more.

## MOVEMENTS

## WORDS



### THE MANY DIFFERENCES (CHILDREN'S PERSPECTIVE)

The differences also did something wonderful. Now Adam and Eve could take things apart and put them back together again. They could be creators, almost like God. They couldn't make something out of nothing, but they could make something out of differences.

After the differences, Adam and Eve could not go back to when everything was all together in the Garden. They could only go forward and they did.

*Push Adam and Eve to the edge of the garden and place your hand at their backs when you speak of the sword and the angel.*

God sent Adam and Eve out of the Garden. An angel and a sword was put at the edge of the Garden so they could not go back, but only go forward. God went with them on their journey to help them be the best creators they could be, and to be with God in this new way, and to stay one with God.

## **MOVEMENTS**

*Sit for a moment and look at the story to let the story rest. Then begin the wondering.*

*After the wondering is over, put the story away carefully. Name each item, saying for example, "Here is the tree of differences. And here is the tree of forever." After all of the story is back in the tray, carefully model how to fold the underlay and place it in the tray as well. Return the lesson to its place on the shelf. Then return to your spot in the circle and dismiss the children one by one to their work.*

## **WORDS**

I wonder what part of this story you liked the best?

I wonder what part was the most important?

I wonder what part of the story was about you, or what part you were in?

I wonder if we can leave out any of the story and still have all that we need?