



Unit Review

A review of Lessons 11–19.

Come On In

Choose a Come On In activity.

Lesson Time

You will use the Flip Chart to quickly review each lesson and sing the songs together.

Review Game

Review Roll: Students will answer questions and roll a ball to each other.

Puppet Review

Students will watch the special class puppets as they review some of the important points of the past lessons.

Memory Verse

Students will review the memory verse by singing the Memory Verse Song and taking turns reciting the verse. You may want to offer special prizes or treats.

Wow! Justin was pretty mad at Jessie for changing his white play dough to pink. But he learned that sin can be like that. One bad thing like staying angry with someone can ruin a good friendship. It's sort of like what happened in the garden of Eden.

When Adam and Eve ate the fruit from the one tree God told them NOT to eat from, they disobeyed and sinned against God. And that sin corrupted God's perfect creation and their relationship with God. Ever since that very first sin, ALL people sin. We ALL have a hard time obeying God.

Just like Adam and Eve, we are tempted to do what is wrong. We get tempted to sin every day, when we feel like disobeying our parents, staying angry at someone, hurting somebody, or taking something that doesn't belong to us.

But when we are tempted to sin and start thinking about doing something we know is wrong, we can pray that God would help us do the right thing instead. He will help us say, "No!" to sin, and not let it ruin our relationships with our family, friends, and God.



Memory Verse Game

Use the Flip Chart Memory Verse Page as you play a memory verse game. Explain the verse to your students as you review it together.

Psalm 8:3–4 When I look at your heavens, the work of your fingers, the moon and the stars, which you have set in place, what is man that you are mindful of him, and the son of man that you care for him?



Song Time

Use the downloaded music to practice the songs. Find the lyrics on the Song Sheet at the end of this lesson or on the Flip Chart Song Time Lyrics Page. You may want to add stomping, clapping, and musical instruments, or make up hand motions to any of the songs!

God Created

Let's sing the song about all the wonderful things God created. Review the words then sing the song together.

According to Their Kinds

God created things in a special way—according to their kinds. Let's sing about that. Review the words then sing the song together.

Psalm 8:3–4

Turn to the Flip Chart Memory Verse Page. Okay. It's time to sing our memory verse song now. Review the words then sing the song together once or twice.

Come On In

As students arrive, direct them to the activity you chose for today.

Lesson Time

Have the students assemble in a circle away from the tables—either on the floor or in their chairs.

Bring your stuffed animal, Bible, Flip Chart, and any items you prepared for this lesson.

Prayer

This prayer time is designed to help the students begin to understand some simple concepts about prayer and to encourage them to pray.

We start our Bible lesson with prayer. *Turn to the Prayer Page in the Flip Chart. Briefly review the different types of prayer presented there.*

- I love you prayers—Adoration
- I'm sorry prayers—Confession
- Thank you prayers—Thanksgiving
- Please prayers—Supplication

Today let's say prayers of adoration and tell God we love him.

I'll start. *Dear God, I love you because . . . (insert personal prayer here).*

Pass a special stuffed animal—prayer bear—around the circle, giving all the students an opportunity to pray, or choose a volunteer to stand beside you and pray.

Very good! Now let's put our stuffed animal away, and we'll answer our Bible Truth questions.

Bible Truths

These four questions will be repeated each week to help the students learn foundational truths.

- Who made you? *God made me!*
- What else did God make? *God made ALL things!*
- Why did God make you and all things? *For his glory.*
- Is there more than one true God? *No. There is only one true God.*

K-1st Lesson continues next. Go to page 163 for the Pre-K Lesson.



K-1st Review

Lesson 11

In this lesson, we heard a lot of important things. First of all, the Bible is the history book of the universe! It is not made up. We know that because God cannot lie. God is the only one who is eternal. He has been here all the time—he knows everything that has happened.

Refer to the Lesson 11 Flip Chart. The Bible tells us the history of the world. And it's easy to remember the things that have happened by using the Seven C's of History. They start at the beginning of the Bible and end in the last part of the Bible. First, God created everything to be perfect and very good. That was Creation, the first C. But sin corrupted creation and brought in sin and death. That was the second C, Corruption.

It's because of sin that the next C's happened. All people are sinners, and God has to punish sin. God did that with the catastrophe of a worldwide flood. Then he had to punish sin again when he confused the people's language. But then came Jesus Christ, God's perfect Son. He never sinned. Only he could pay for our sins. And he did that by dying on the cross. And all who believe in Jesus and trust in him to forgive their sins will be able to live with him forever in the new heaven and new earth at the Consummation.

Refer to the Flip Chart or the Seven C's of History Poster and have the students repeat them with you in order. Let's say the seven C's together. They are Creation, Corruption, Catastrophe, Confusion, Christ, Cross, and Consummation.

Lesson 12

- ? *Open the Flip Chart to Lesson 12. So, tell me again, what is the first C? Creation.*
- ? *God's creation is amazing, but what makes it even more amazing is HOW God made it all. What did God do when he created everything? Did he need to use a hammer and nails or paint to make everything? No! He just spoke.*

That's right. All God had to do was speak, and his creation appeared. He is omnipotent! No one else is omnipotent. No one has the power that God has.

- ? *What does that mean, omnipotent? All-powerful.*

Yes! Only God is all-powerful to create the whole universe and everything in it. And he did it by speaking!

- ? *How many days did God use to create everything? Six days!*

Let's take a look at our Flip Chart again and review what God created in just six normal days. On day one—light, day and night; day two—sky and air (the expanse), and water below; day three—dry land and plants;

- Don't forget! Review the Optional Supplements and determine where you can use them.

day four—sun, moon, stars, planets; day five—flying creatures and sea creatures; day six—land animals and people.

God is the only omnipotent Creator! He made heaven and earth and ALL that is in them.

Lesson 13

Open the Flip Chart to Lesson 13. The Bible says that on each day of creation when God made the world, evening and morning passed.

- ? How many mornings are there in one normal day? *One.*
- ? How many evenings are there in one normal day? *One.*

That's right! One morning and one evening passed on each of these days. That means each day was ONE day!

Now, we talked about something else during this lesson. It isn't on the Flip Chart, but it did have to do with the plants God created. The Bible says they were created according to their kinds.

- ? What does that mean—according to their kinds? *Allow discussion.*
- ? Maybe this will give you a hint: if I plant an apple seed what kind of tree will grow? *An apple tree.*

That's right! And the same goes for roses, tomatoes, oranges, and all kinds of plants. When God created them, he created them to grow according to their kinds. That means he made sure there would be seeds in them so more of the same kind of plants could grow.

According to Their Kinds

Everybody up. We are going to sing again about the plants and animals all created according to their kinds. *Sing the song together with hand motions or clap as you sing.*

Lesson 14

- ? *Open the Flip Chart to Lesson 14. Who remembers what God created on the fifth day? Birds, flying creatures, and sea creatures.*
- ? *Good! And what about the sixth day? Land animals, wild animals, crawling bugs, people.*

Right. God created all the fish, birds, land animals, and creeping things. And then he created people. Adam and Eve were the first people God created. Adam and Eve—and ALL people—are created very different from animals.

- ? How did God create man differently? Whose image was he created in? *God's image.*

We are all created in God's image. We are not animals! And we are not like the animals, either. God's Word says that only people were created in God's image. No other creation was made that way. We can do many things that animals can't do like think, talk, laugh, say we're sorry, drive a

► Lyrics are found on the Song Sheet at the end of this lesson or on the Flip Chart Song Time Lyrics Page.

car, cook food, and figure things out. But best of all, humans are the only ones in all of God's creation who can know God through faith in Jesus and go to be with him in heaven.

Lesson 15

Open the Flip Chart to Lesson 15. This lesson was very exciting! We learned that God created man and woman in a very special way. He took special care forming Adam from the dust of the ground. Then he breathed the breath of life into Adam so he could be alive!

- ? Then God made Eve. What did God use to create Eve, the first woman?
Adam's rib.

That's right. While Adam was in a deep sleep, God took his rib and made the first woman. She was special, too! And God brought her to Adam so they could be married and live together as husband and wife—one man and one woman together for life.

People are very special to God. People are the only creation God made in his image. We are not like the animals, and we did not evolve from animals either. God made the animals, and then he made people in a special way. And the Bible tells us all about it!

We can believe what the Bible says because it is God's Word—we can trust it because it comes from God. And we know that God never lies! All his Words are true!

Lesson 16

- ? *Open the Flip Chart to Lesson 16. This lesson was about a very special land animal. Which animal was that? The dinosaur. Behemoth.*
- ? God made dinosaurs on the same day he made other land animals. Which day was that? *Day six.*
- ? Yes! The Bible says God made ALL land animals on day six. And a dinosaur is a land animal. What else did he make on day six? *Man. Adam and Eve. People.*

Right! So people and dinosaurs lived at the same time. They were created on the same day just 6,000 years ago.

We also talked about a sea creature created on day five. It was called Leviathan! God said in the Bible that Leviathan had terrible sharp teeth! He also had scales covering his whole body that protected him from swords, spears, and arrows!

- ? But who uses swords, spears, and arrows? Animals or people? *People.*

Right! So we know that people lived at the same time as Leviathan.

You will hear people say that dinosaurs lived millions of years ago and that dragons were make-believe. But you know this is NOT true! The Bible tells us that nothing lived millions of years ago. And it tells about

Behemoth, a dinosaur, and Leviathan, a sea dragon. And these creatures were created on days five and six at creation just 6,000 years ago.

Lesson 17

Open the Flip Chart to Lesson 17. Let's think about how old the earth is.

- ? Do you remember how many birthdays the earth has had since it was created? *About 6,000.*

Right. We know that because God told us how many birthdays different people in the Bible had. So we can add them up to figure out how many years there are from the beginning when God created Adam.

- ? Who can tell me how many years went by from Adam to Abraham?
2,000 years.
- ? Now, how many years went by from Abraham to when Jesus was born?
2,000 years.
- ? And how long ago was Jesus born? *2,000 years ago.*

That's right! Now add them all together. *Point to each number on the Flip Chart as you add out loud. And we get 6,000 years!*

This is how we know from the Bible that the earth is only about 6,000 years old—not millions of years old. We can trust the Bible. The Bible tells us the truth.

Lesson 18

Open the Flip Chart to Lesson 18. In this lesson, we talked about taking good care of the earth and the things on the earth. We read in the Bible that God gave Adam dominion over the earth. That means God gave Adam the responsibility to take care of the earth and animals and plants. God has given us that same job. In order to do that, we need to be good stewards.

- ? Do you remember what a good steward does? *He takes care of something that belongs to someone else.*
- Yes! God wants us to take care of the earth. The earth does not belong to us—it is God's. But we honor God when we take care of his earth properly as we enjoy his creation around us.
- ? What are some ways to be good stewards? *Let's look at the Flip Chart. Caring for plants and pets, raking leaves and other yard work, recycling, feeding the birds.*
- ? Do you remember some other ways to take care of fish, animals, birds, or plants? *What did we talk about in this lesson? Making sure to follow the rules if you go hunting or fishing, putting out campfires, picking up your trash, staying on paths while hiking or camping, enjoying fruits and veggies from your garden, watering and weeding your garden, hanging up a bird house, etc.*

God Created!

We learned a lot about God's creation. Let's sing about that. *Sing the song together.*

Lesson 19

- ? Open the Flip Chart to Lesson 19. This lesson was about Corruption. What does that mean? Allow discussion.

Corruption is when something really good is ruined. In this lesson, the corruption we talked about was the very first sin!

- ? Who committed that very first sin? *Adam and Eve.*
- ? What did God say Adam and Eve could eat? And what did God command them not to eat? Allow discussion.

When God created Adam and Eve, he told them they could eat the fruit from any tree in the garden except one. There was only one tree they weren't allowed to eat from. But they disobeyed God. They ate the fruit from the one tree God told them NOT to eat from.

Ever since that very first sin, ALL people sin. We ALL have a hard time obeying God. But God hates sin. God must punish sin. That means we should all be punished.

- ? But who did God send into the world to take the punishment for sinners? *Jesus.*

Yes, Jesus lived a perfect life. He did not sin. And when he died on the cross, he took the punishment for our sins. And whoever believes in him and trusts him will be forgiven and will not be separated from God anymore!

Continue with the Review Game on page 167.



Pre-K Review

Lesson 11

In this lesson, we learned that the Bible is the history book of the universe! It is not made up. We know that because God cannot lie and he is eternal. He has been here all the time—he knows everything that has happened.

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confused the people's language. But then came Jesus Christ, God's perfect Son. Only he could pay for our sins by dying on the cross. And all who believe in Jesus and trust in him to forgive their sins will be able to live with him forever in the new heaven and new earth at the Consummation.

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Lesson 13

Open the Flip Chart to Lesson 13. The Bible says that on each day of creation when God made the world, one evening and one morning passed.

That means each day was ONE day, just like we have now.

We talked about plants during this lesson, too. The Bible says plants were created "according to their kinds."

? What does that mean—"according to their kinds"? *Allow discussion.*

? Maybe this will give you a hint: if I plant an apple seed, what kind of tree will grow? *An apple tree.*

That's right! When God created plants, he created them to grow according to their kinds. That means he made sure there would be seeds in them so more of the same kind of plants could grow.

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? *Who were the first people God made? Adam and Eve.*

? *Yes. And in whose image were they created in? God's image.*

Only people were created in God's image. That means people are not animals! We can do many things that animals can't do like think, talk, and laugh. But best of all, people are the only ones in all of God's creation who can know God through faith in Jesus and go to be with him in heaven someday.

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? *What did God use to make Adam? Dust or dirt.*

Right. Then God breathed the breath of life into Adam so he could be alive!

? *What did God use to create Eve, the first woman? Adam's rib.*

That's right. While Adam was in a deep sleep, God took his rib and made the first woman. She was special, too! And God brought her to Adam so they could be married—one man and one woman together for life.

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Right. We know that because God told us how many birthdays different people in the Bible had. So we can add them up to figure out how many years there are from the beginning when God created Adam.

2,000 years went by from Adam to Abraham. Then another 2,000 years went by from Abraham to when Jesus was born. And it's only been 2,000 years since Jesus was born.

So if we add them all together, we get 6,000 years! *Point to each number on the Flip Chart as you add out loud.*

- ? Is that the same as millions of years? *No!*

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- ? Do you remember what a good steward does? *He takes care of something that belongs to someone else.*

Yes! God wants us to take care of the earth. The earth does not belong to us—it is God's. But we honor God when we take care of his earth properly as we enjoy his creation around us.

- ? What are some ways to be good stewards? *Let's look at the Flip Chart. Caring for plants and pets, raking leaves and other yard work, recycling, feeding the birds.*

God Created

We learned a lot about God's creation. Let's sing the song about that. *Sing the song together.*

Lesson 19

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Corruption is when something really good is ruined. In this lesson, the corruption we talked about was the very first sin!

- ? Who committed that very first sin? *Adam and Eve.*

When God created Adam and Eve, he told them they could eat the fruit from any tree in the garden except one.

- ? But what did they do? *They ate fruit they weren't supposed to eat.*

Yes. They disobeyed God. They ate the fruit from the one tree God told them NOT to eat from. And that was the very first sin.

Ever since Adam and Eve sinned, ALL people sin. But God hates sin. He must punish sin.

- ? But who did God send into the world to take the punishment for sinners? *Jesus.*

Yes, Jesus lived a perfect life. He did not sin. When he died on the cross, he took the punishment for our sins. And whoever believes in him and trusts him will be forgiven and will not be separated from God anymore!

Continue with the Review Game below.



Review Game—Review Roll

We encourage you to play the following review game.

Materials

Review Questions

Playground ball or beach ball

Instructions

Print one copy of the Review Questions. Bring a playground ball or beach ball.

Have the children sit or stand in a circle. Call out a student's name and roll the ball (or toss if using a beach ball) to the student. Ask a review question. When the student gives a correct answer, have him call out another student's name and roll the ball to that child. If a student is unable to answer the question correctly, have him roll the ball back to you. Give the answer and repeat the question later.



Puppet Review

Use the puppets to act out the Puppet Review Script. You may want to recruit helpers for the puppets.

Boys and girls, I'd like to introduce some friends of mine. They heard that we've been learning all kinds of wonderful things from the Bible. So they asked me if they could come and talk with us and see if we can answer some of their questions.

Here they are, (Puppet One and Puppet Two). *Introduce their names and have them greet the children. Then continue with the Puppet Review Script.*

Memory Verse Game & Song

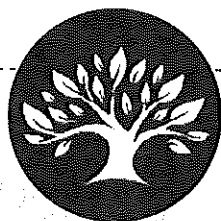
Sing the Memory Verse Song together then give students an opportunity to recite or sing the verse without help. You may want to offer special prizes or treats to those who do well or at least give it a good try.

Psalm 8:3–4 When I look at your heavens, the work of your fingers, the moon and the stars, which you have set in place, what is man that you are mindful of him, and the son of man that you care for him?

Group Prayer

Be sure to pray with your students and take requests if time allows.

- Thank God for the truth of his Word.
- Thank God for the students in your class and all that they have learned.



Appendix

Come On In Games

Choose one of these games to review the books of the Bible with your class. Use the Books of the Bible Flashcards (additional purchase) or print flashcards from the Teacher Digital Resources.

Memory Verse Games

Choose one of these games to practice the memory verse with your class.

Lesson Review Games

Choose one of these games to review with your class at the end of each lesson.

All game instructions and materials can also be accessed from the Teacher Digital Resources within each Lesson.

Come On In Games

We recommend that you work with sets of 10 cards at a time then add on the next 10 until the order of all the cards has been memorized.

Allow students to refer to the Books of the Bible Poster during the games.

Bible Book Match

Teams flip over flashcards to make matches.

Materials

- Books of the Bible Flashcards
- Tape or poster putty

Instructions

Print two sets of flashcards. Lay the flashcards out on the floor facedown or attach them to the wall. Divide the

class into two teams. Teams will take turns choosing two flashcards, turning them over to see if they match. If they do not match, flip the flashcards back over. Teammates can help each other decide which flashcards to choose. You may want to have the whole class play this game together.

As students find matches, discuss each Bible book (give a few details from the back of the color flashcards if you have those).

Flashcard Take Away

Start with all of the flashcards—but wait! What happens when flashcards are taken away? Can students still say them in order?

Materials

- Books of the Bible Flashcards
- Tape or poster putty

Instructions

Print one set of flashcards. Put them in order on the wall or board as you recite them together. Choose a student to remove one card. Recite the books again. Continue to choose students to remove flashcards one at a time, reciting the whole list of books between each one. When all of the flashcards are gone, see if they can say the whole set together!

I Have You Have

Students will respond to each other with the name of the book on their flashcard in the correct order. See if they can get through the whole set without starting over!

Materials

- Books of the Bible Flashcards

Instructions

Print one set of flashcards. Have students sit around a table or in a circle. Pass the flashcards out to the students. The person with the first book will say the name of the book on his card and the next person in order will respond, for

example, "I have Genesis, who has Exodus?" The person with the next card in order will respond with, "I have Exodus, who has Leviticus?" You could play a variation of this by having the whole class ask the question. For example, the student says, "I have Genesis." Then the whole class can ask, "Who has Exodus?" Continue through the set.

Each student will respond and repeat until everyone has repeated their card. Allow students to help each other and to use the poster. Play with any set of 10 flashcards for an easy amount to remember. But if you have a larger class, add enough flashcards so every student has one or divide into groups.

Popcorn

Students "pop" up as they say the name of the book on their flashcard. Start out slowly and see how fast you can go!

Materials

- Books of the Bible Flashcards

Instructions

Print one set of flashcards. Have students sit around a table or squat down in a circle. Pass the flashcards out to the

students in order. Have the person with the first book on his card begin by popping up and saying the name of the book. As you go around the circle, have each student take turns "popping" up as they say the next book.

Once you get to the end of the set of flashcards you are working on, start over until everyone is standing up. Then go around again and have the students sit back down when they say their book.

Memory Verse Games

Balloon Bop and Pop

Each balloon has a word from the memory verse on it, but what happens when you pop one? You have to say the verse without that word!

Materials

- Flip Chart Memory Verse Page
- Bop and Pop Cards
- One balloon for every word in the memory verse
- Container
- One piece of yarn or rope for each balloon
- Clothespins or other clips to attach the balloons
- One large safety pin

Instructions

Inflate the balloons. Write one or more words from the memory verse on each balloon. Attach the balloons to the yarn or rope with the clothespins in the proper order. Hang the balloon rope low enough for students to reach the

balloons. Print and cut out one set of Bop and Pop Cards. Put the cards into the container. Have a safety pin available during the game.

Practice the verse with the students by gently “bopping” (or tapping) each balloon as you recite the verse. Refer to the words on the balloons. Choose a student to draw a Bop and Pop Card from the container.

If the card says “Bop!” the student will recite the verse while gently bopping each balloon. If the card says “Pop!” the student will choose a balloon to pop with the pin. After popping a balloon, have the students recite the memory verse including the missing word. Continue play until all students have had a turn or until all balloons are popped.

Echo Echo

Do what I do—say what I say! Groups will echo each other as they recite the memory verse together.

Materials

- Flip Chart Memory Verse Page

Instructions

Divide the class into two groups. You will say a word or phrase of the memory verse while doing some sort of action—sit down, stand up, spin in a circle, touch your toes, etc. The groups will take turns “echoing” what you say and do as you recite the verse. Repeat several times. You can whisper, shout, squeak, etc. Switch around and let older students take turns leading.

Egg Hunt

Hunt for all the parts of the memory verse hidden in the eggs! This game can be played all year round. The plastic eggs just happen to be great little containers that can be hidden easily.

Materials

- Flip Chart Memory Verse Page
- Strips of paper
- Plastic Easter eggs

Instructions

Write the memory verse on strips of paper with one or two words on each strip. Put one strip inside of each plastic Easter egg. Hide all the eggs around the room.

Have the students search for the eggs and bring them back to the table. They will open the eggs and work together to put the verse in the proper order.

For a larger class, prepare more than one set of eggs (sorted by colors for different teams). Students can work in teams to collect and construct the verse.

Follow the Leader

Follow the leader around the room. Say the verse and do the motion before moving on.

Materials

- Flip Chart Memory Verse Page
- Follow the Leader Cards
- Tape

Instructions

Print and cut out the Follow the Leader Cards. Tape each one to walls or furniture randomly around the room. You will lead the students around the room and stop at each card. Read the card and lead the children to do what the card says while reciting the memory verse. Then move to the next one. You may want to repeat this activity or have students take turns leading.

Freeze

Stomp like a dinosaur or spin in circles, but when it's time to freeze, get ready to say the memory verse.

Materials

- Flip Chart Memory Verse Page

Instructions

Students will move around the room in a specified action you give, such as crawling, skipping, turning in circles, galloping, walking in giant steps, etc. Then when you say, "Freeze!" the students will stop and freeze in position. Recite the memory verse, then begin again with a different action. You may need to show them how to freeze and hold a position.

Funny Voices

Recite the memory verse together using different voices. Be squeaky like a mouse or whisper as quietly as you can. How many can you do?

Materials

- Flip Chart Memory Verse Page
- Funny Voice Strips
- Container

Instructions

Print and cut out one set of the Funny Voice Strips and put them into a container. Choose a student to draw out a strip and lead the whole class in reciting the memory verse using that kind of voice. Have fun with it and repeat several times choosing a new voice each time!

Popcorn

Students "pop" up as they say their part of the memory verse. Start out slowly and see how fast you can go!

Materials

- Flip Chart Memory Verse Page

Instructions

Have students squat down in a circle. Begin by saying the first word in the memory verse. As you go around the circle,

have each student take turns "popping" up to say the next word then squatting back down. Repeat.

You may want to divide the class into two groups. Have the first group pop up together and say the first word then squat back down. Then the second group pops up together saying the next word and squats back down and so on until the verse is completed. Repeat—going faster and faster!

Lesson Review Games

These games are written for team play; however, they can easily be adapted for smaller classes.

Allow students to refer to the Flip Chart during the games.

Basket Toss

Students give the correct answer and toss the beanbags to see how many points they can collect for their team. Each basket has greater points.

Materials

- Review Questions
- Two beanbags
- Three laundry baskets or boxes
- Masking tape

Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a tossing line. Bring in three laundry baskets or boxes. Set the baskets in a line, making each one a little farther away from the tossing line. Label the baskets

with 5, 10, and 25 points so the farther away it is the higher the score.

Divide the class into two or more teams depending on size. Have the teams line up at the tossing line. Take turns asking the first students in line from each team a review question. When a student answers correctly, he will have a chance to toss a beanbag into a basket then go to the end of the line. If the beanbag misses, there are no points scored. If someone does not answer correctly, he may ask his teammates for help. Keep track of the scores for each team on the board. Continue until all the questions have been answered. Repeat questions if necessary.

Bible Baseball

Students will answer questions and run the bases!

Materials

- Review Questions
- Three chairs set out for bases
- Optional: gift wrap tube and a large balloon

Instructions

Print one copy of the Review Questions for your use. Set out chairs as bases. Have the students line up by the home base area facing you (at the pitcher's mound). Each student

up to "bat" will have a chance to answer a review question. If he can answer it correctly, let him run the bases. If he can't answer correctly, give the answer and ask him to go to the end of the line and try again.

You may want the students to sit on the chair at each base while they wait to run to the next base or have them run all the way around and return to the line. Repeat the questions until all the students have run around the bases.

For some added fun, you can use a gift wrap tube as a bat and toss a large balloon for students to hit after they answer each question.

Board Game

Teams will answer questions and make their way to the finish on the Game Board.

Materials

- Review Questions
- Game Board (provided in the Teacher Kit)
- Dice, numbered cards, or spinner
- Buttons or other small items as game pieces for each team

Instructions

Print one copy of the Review Questions for your use. Divide the class into teams.

Team members will take turns answering the review questions. If they answer correctly, they will roll the dice, spin, or draw a numbered card and move that number of spaces on the Game Board. Follow the directions on the spaces to move ahead, fail back, or switch places with another team. If someone does not know or does not answer correctly, he may ask his teammates for help. Alternate between teams as long as time permits, repeating questions if necessary. The first team to make it all the way to the finish wins.

Bowling

What do you do with extra water bottles and softballs? Go bowling, of course. Students will answer questions then bowl for points.

Materials

- Review Questions
- Six to ten empty water bottles
- Softball or other small playground ball
- Masking tape
- Optional: dried corn or beans

Instructions

Print one copy of the Review Questions for your use. If available, pour a small amount of dried corn or beans

into the bottom of each water bottle (to add weight) and tighten the lid. Set out the bottles on one end of the room. Use masking tape to form a “lane” from the bottles to where the students will line up across the room.

Divide students into teams. Have students line up. Ask the first student a review question. If he answers correctly, let him roll the ball down the lane toward the bottles. Each bottle that is knocked down is worth 1 point. A strike (knocking down all the bottles) is worth 20 points. Take turns asking questions of each team. If a student gives an incorrect answer or does not know the answer, he can ask his teammates for help. Keep track of scores.

Goofy Golf

Hit the sock with the noodle? Teams must work together to answer the questions and putt to get a hole-in-one in this crazy golf game!

Materials

- Review Questions
- Swimming noodles or rolled up newspapers
- Rolled up socks
- Masking tape
- Ten sheets of paper
- Markers

Instructions

Print one copy of the Review Questions for your use. Use the markers to number sheets of paper 1–10 (more or less

depending on class size and time). Tape down the sheets of paper around the room in a random pattern to form a golf course. You may want to add chairs as obstacles in the path.

Divide the class into teams. Give each team a rolled up sock and a swimming noodle. Ask the first person a review question. If he answers correctly, allow him to use the noodle to drive the rolled up sock toward the sheet of paper labeled #1, the first hole. Continue with the next team. Take turns allowing teams to answer questions and putt the socks along the course to each hole, continuing from where the last teammate left off. The sock must touch or roll over the sheet of paper to consider it in the hole. The first team to reach the last hole wins.

Toss for It

How many points? Toss for it! Students answer questions and toss the beanbag to earn points for their team.

Materials

- Review Questions
- A deck of numbered cards, or numbers and "wild" written on index cards
- One beanbag
- Masking tape
- Two baskets or containers for cards

Instructions

Print one copy of the Review Questions for your use. Place several rows of numbered cards facedown with a few inches between them to form a grid pattern (make sure to put several wild cards or jokers down, too). Use the

masking tape to make a tossing line several feet from the cards.

Divide students into teams and have them line up behind the tossing line. Ask the first student a review question. If he gives the correct answer, have him toss the beanbag onto a card. Turn the card over to reveal the points he receives for his team. Face cards or word cards are 10 points each. Wild or jokers are also 10—plus another turn. All other cards are face value.

Have the student pick up his card and put it in the team's basket to be counted at the end of the game. Next team's turn. If a student gives an incorrect answer, he should go to the end of the line. Give the answer and repeat that question later. Continue until all students have had a turn tossing the beanbag. Repeat questions and add more cards to the grid as necessary.

Name _____



Corruption: Sin entered the world.

Unit Review Questions

K–1st Review Questions

Lesson 11

1. Which book is the history book of the universe? *The Bible.*
2. We learned about the Seven C's of History. Can you remember what those are? *Allow seven students to answer. Creation, Corruption, Catastrophe, Confusion, Christ, Cross, and Consummation.*

Lesson 12

3. How did God create everything? *He spoke.*
4. What is the word we learned that means God is all-powerful? *Omnipotent.*
5. What did God create on each day of creation week? *Allow six students to answer. Day one: light, day, and night. Day two: (the expanse) sky above—the air—and the waters below. Day three: dry land and plants. Day four: the stars, sun, moon, and planets. Day five: flying creatures and sea creatures. Day six: land animals and man.*

Lesson 13

6. Morning and evening passed on each day of creation. How many mornings are there in one normal day? *One.*
7. How many evenings are there in one normal day? *One.*
8. What does it mean when I say God created the plants according to their kinds? *Each plant will always grow more of the same kind of plant.*
9. God created the plants according to their own kind. So what kind of seeds do I need to plant if I want to get tomatoes? *Tomato seeds.*

Lesson 14

10. God created people different from the animals. We were made in whose image? *God's image.*

11. What can people do that animals can't do? *Think, laugh, draw pictures, drive a car, say we're sorry, etc.*
12. What is the one special thing that God has done only for people? *Sent Jesus to die for sinners.*

Lesson 15

13. What did God use to create Adam? *Dust from the ground, breath of life.*
14. What did God use to create Eve? *Adam's rib.*
15. What is God's perfect plan for marriage? *One man and one woman together for life.*

Lesson 16

16. On what day were people AND dinosaurs both created? *Day six.*
17. What was the name of the big creature that had a tail like a cedar tree? *Behemoth.*
18. Which makes the most sense: Behemoth was a hippo, an elephant, or a dinosaur? *A dinosaur.*
19. What is the name of the mighty sea creature that had scary, terrible teeth and scales and could breathe fire? *Leviathan.*
20. Which makes the most sense: Leviathan was an orca whale, a great white shark, or a sea dragon? *A sea dragon.*

Lesson 17

21. How many birthdays has the earth had? *About 6,000.*
22. How old is the earth and the universe? *About 6,000 years old.*
23. What kinds of things are millions of years old? *Nothing!*

Lesson 18

24. What does it mean to be a good steward? *To take care of something for someone.*

25. Can you name a good way to take care of God's creation? *Allow several students to answer. Caring for plants and pets, raking leaves and other yard work, recycling, feeding the birds, picking up trash, following hunting and fishing rules, etc.*

Lesson 19

26. What does corruption mean? *When something good is ruined.*

Pre-K Review Questions

Lesson 11

1. Which book is the history book of the universe? *The Bible.*
2. We learned about the Seven C's of History. Can you remember what those are? *Allow seven students to answer. Creation, Corruption, Catastrophe, Confusion, Christ, Cross, and Consummation.*

Lesson 12

3. How did God create everything? Did he use a hammer, nails, and paint? *No. He spoke.*
4. What did God create on each day of creation week? *Allow six students to answer. Day one: light, day, and night. Day two: (the expanse) sky above—the air—and the waters below. Day three: dry land and plants. Day four: the stars, sun, moon, and planets appeared. Day five: flying creatures and sea creatures. Day six: land animals and man.*

Lesson 13

5. Morning and evening passed on each day of creation. How many mornings are there in one normal day? *One.*
6. And how many evenings are in one normal day? *One.*
7. God created the plants after their own kind. So what kind of seeds do I need to plant if I want to get tomatoes? *Tomato seeds.*

Lesson 14

8. God created people different from the animals. We were made in whose image? *God's image.*

27. What corrupted God's perfect creation? *Sin.*
28. How did Adam and Eve disobey God in the garden? *They ate the fruit from the tree he said not to eat from.*
29. What does God think of sin? *He hates sin. He must punish it.*
30. Who did God send to earth to take the punishment for our sins? *Jesus Christ.*

9. What can people do that animals cannot do? *Think, laugh, draw pictures, drive a car, say we're sorry, etc.*
10. What is the one special thing that God has done only for people? *Sent Jesus to die for sinners.*

Lesson 15

11. What did God use to create Adam? *Dust from the ground, breath of life.*
12. What did God use to create Eve? *Adam's rib.*
13. What is God's perfect plan for marriage? *One man and one woman together for life.*

Lesson 16

14. On what day were people AND dinosaurs both created? *Day six.*
15. What was the name of the big creature that had a tail like a cedar tree? *Behemoth.*
16. Which makes the most sense: Behemoth was a hippo, an elephant, or a dinosaur? *A dinosaur.*

Lesson 17

17. How many birthdays has the earth had? *About 6,000.*
18. Is the earth millions of years old or about 6,000 years old? *6,000 years old.*

Lesson 18

19. What does it mean to be a good steward? *To take care of something for someone.*
20. Can you name a good way to take care of God's creation? *Allow several students to answer. Caring for plants and pets, raking leaves and other*

yard work, recycling, feeding the birds, picking up trash, following hunting and fishing rules, etc.

Lesson 19

21. What does corruption mean? *When something good is ruined.*
22. What corrupted God's perfect creation? *Sin.*

23. How did Adam and Eve disobey God in the garden? *They ate the fruit from the tree he said not to eat from.*
24. What does God think of sin? *He hates sin. He must punish it.*
25. Who did God send to earth to take the punishment for our sins? *Jesus Christ.*

Puppet Review Script

Teacher: *Bring the puppets out.* Guess who is here with me today: some friends of mine! They are (Puppet One) and (Puppet Two)! *Introduce the puppets.*

Puppet One: Hi, everyone! It's great to be here.

Puppet Two: It sure is! I love hearing what you've been learning!

Teacher: We've been learning about God's creation! And what the Bible tells us about it.

Puppet One: We should believe the Bible because it's God's Word, right?

Puppet Two: And we can believe everything it says!

Teacher: Yes, that's right. But did you know that the Bible is the history book of the universe?

Puppet Two: Wow! That's a lot of history! How can you remember it all?

Puppet One: I know! The C's help us remember!

Puppet Two: The "seas?" What does the sea have to do with it? The sea is full of water and fish!

Teacher: *Refer to Seven C's Poster.* No. He means the letter "C." We remember the history of the whole universe by remembering seven words that begin with the letter "C." Class, let's say the Seven C's of History together: Creation, Corruption, Catastrophe, Confusion, Christ, Cross, and Consummation.

Puppet One: Creation is my favorite one! God created everything in just six normal days!

Puppet Two: Yeah! He is om-po-nip-tip.

Teacher: I think the word you're trying to say is om-ni-po-tent. That's a great word to remember. It means that God is all-powerful. He can do whatever he wants, like creating the whole universe!

Puppet One: God created everything! But the Bible says God created things "after their kinds." What does that mean? I don't get that.

Puppet Two: I think I know! It means a tomato seed will always grow a tomato plant. And an apple seed will always grow an apple tree, and if you want an orange tree, you have to plant an orange seed.

Teacher: That's right. And it also means that two dogs will always have a puppy—never a cat! And two rabbits will always have a baby bunny—never a horse! And two people will always have a human baby. That is the way God created things to be from the very beginning.

Puppet One: That makes sense. But some people believe that humans used to be animals and later changed into humans.

Puppet Two: That doesn't make any sense! And that's not what the Bible says, either.

Teacher: You're right. The Bible says that God made all people in his image.

Puppet One: What do you mean? Are people God?

Teacher: No! We are not God! But we are like him in some ways. We can think and talk, we can read, we can write, we can love each other, and we know right from wrong. No animal can do those things!

Puppet Two: Wow! So God created Adam and Eve, right?

Puppet One: Weren't they the very first people to be married?

Teacher: That's right. After God made Adam from the dust, he used one of Adam's ribs to make Eve. And God brought Eve to Adam.

Puppet Two: The very first wedding! Does the Bible say what kind of wedding cake they had? I like cake!

Teacher: No. It doesn't say anything about cake. But it does show us that God wants all marriages to be one man—like Adam, and one woman—like Eve, to be together for all of their lives.

Puppet Two: Hmm! But how long ago was all this? Didn't it all start MILLIONS of years ago?

Teacher: No! God's Word tells us that the earth is only about 6,000 years old.

Puppet One: That's not very long ago. Not like a million or billion years. But how do we know it was only 6,000 years?

Teacher: The Bible talks about a lot of birthdays.

Puppet Two: Birthdays! Does the Bible say what kind of birthday cake they had?

Teacher: No, it doesn't. But it does tell us how old many of the people were, including Adam. And when we add up all the years, we can figure out when God started it all. And that was about 6,000 years ago!

Puppet Two: Wait a minute! What about dinosaurs? Lots of people say they are millions of years old!

Teacher: That's what people think. But that's not what the Bible tells us. Think about it. When were ALL the land animals created?

Puppet One: Day six of creation week!

Teacher: That's right. And what kind of animal is the dinosaur?

Puppet One: Umm. A land animal?

Teacher: Yes. And you just told me God created all land animals on day six. A dinosaur is a land animal. And day six of creation week was just about 6,000 years ago.

Puppet Two: Wow! So NO animal ever lived millions of years ago?

Teacher: Nope. Nothing is millions of years old! And dinosaurs lived at the same time as people in the beginning.

Puppet One: Wow! When you look into the Bible, you can find lots of answers!

Puppet Two: Yeah! Even answers about the dinosaurs! My favorite is the T. rex!

Teacher: Right. And we can trust God's Word to always tell us the truth. God does not lie!

Puppet One: Thanks so much for sharing with us today.

Puppet Two: Yeah! It was such fun. Hope we can come back again!

Teacher: Oh, I think you'll be back. But we will say good-bye for now!

Puppets One and Two: Good-bye!

Review Puzzles

Materials

- Review Puzzles (following pages)
- Scissors
- Optional: glue sticks and construction paper

Instructions

Print (on card stock if available) and cut out one Review Puzzle per student or one for each team of two. Make sure to use at least one of each puzzle. You may want older students to cut out their own. Have each student complete their puzzle or put the students into teams to assemble them.

Option 1: Set all the puzzles out around the room. Assign teams of two to each puzzle. Allow one minute to complete the puzzle. Call time and have each team move to another table, mix the pieces up, and reassemble the puzzle together. Continue until all teams have rotated through each puzzle.

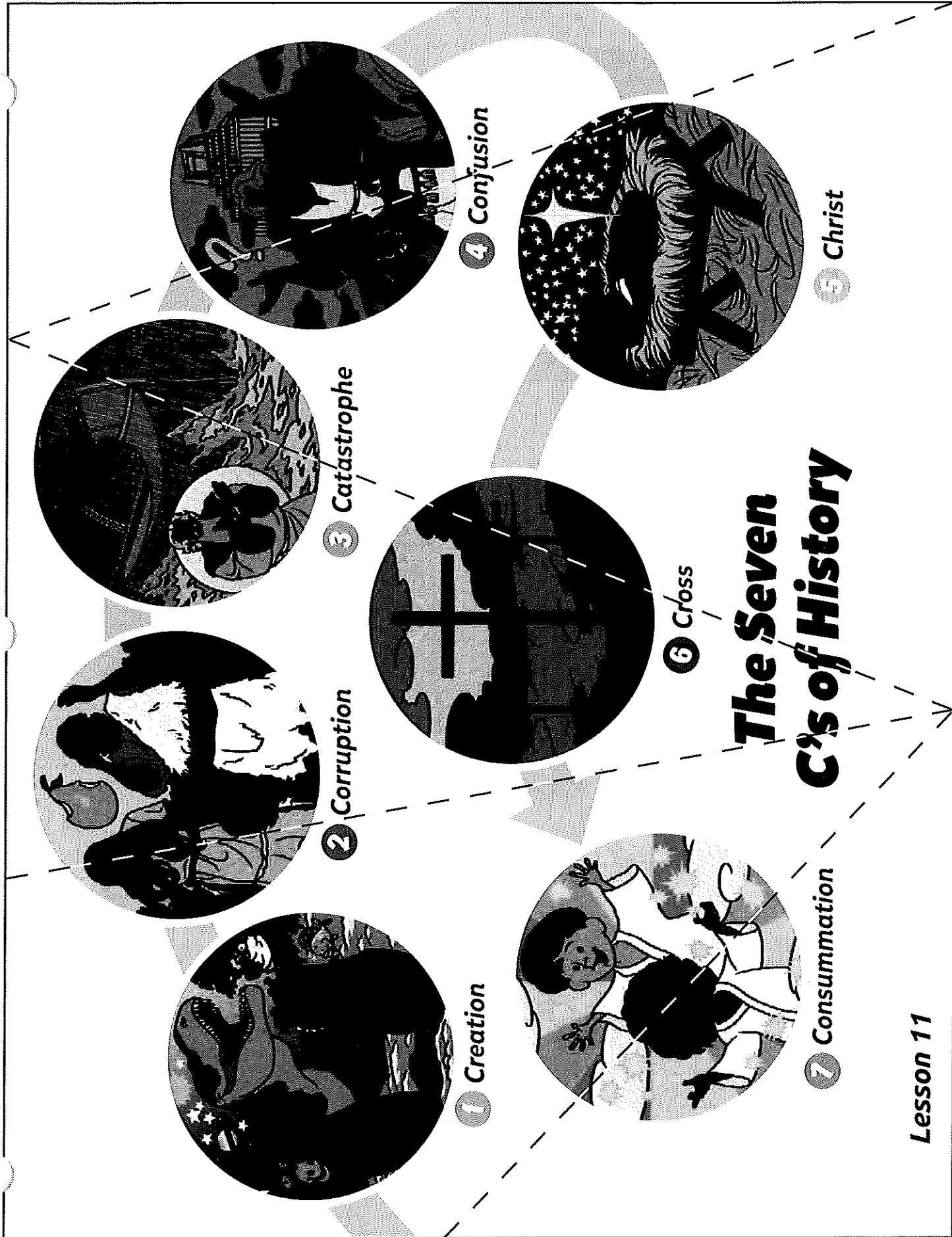
Option 2: Have each student cut out the pieces of one puzzle and reassemble it by gluing each piece onto construction paper.

Option 3: Have each student cut out a puzzle and mix up the pieces. Then have students trade puzzles and assemble them.

Suggested discussion

Today is all about reviewing the lessons we've learned in the past weeks. These puzzles will help us remember what happened in those lessons.

- ?** Who would like to tell us about the picture on your puzzle? *Allow students to share what they remember as time allows.*



The Seven C's of History

1 Creation

2 Corruption

3 Catastrophe

4 Confusion

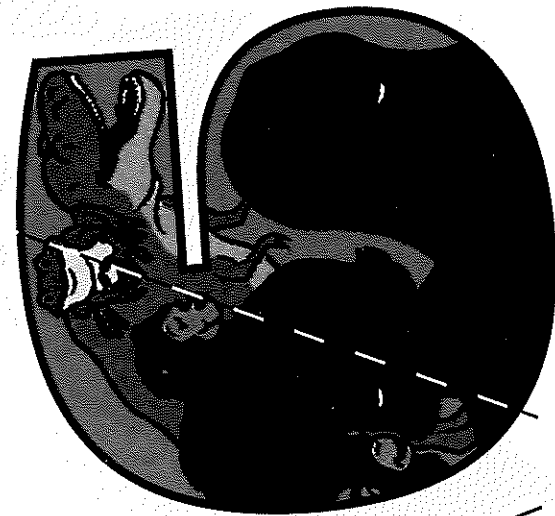
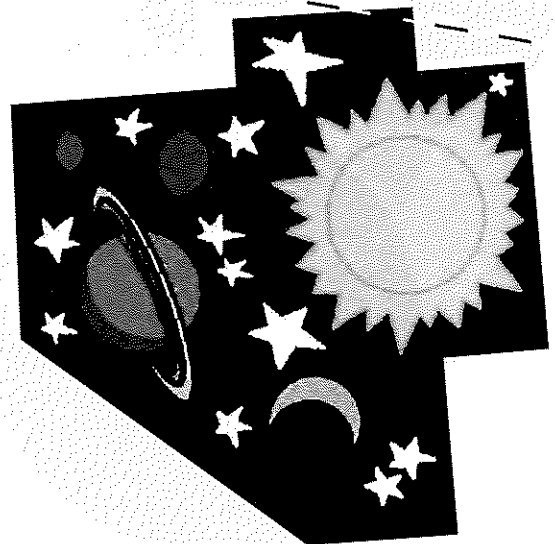
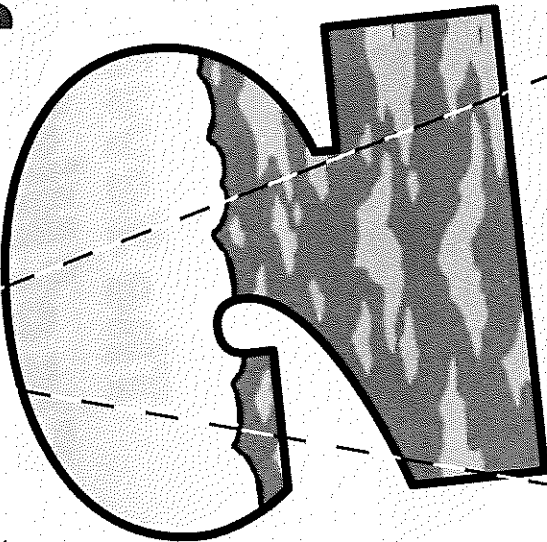
5 Christ

6 Cross

7 Consummation

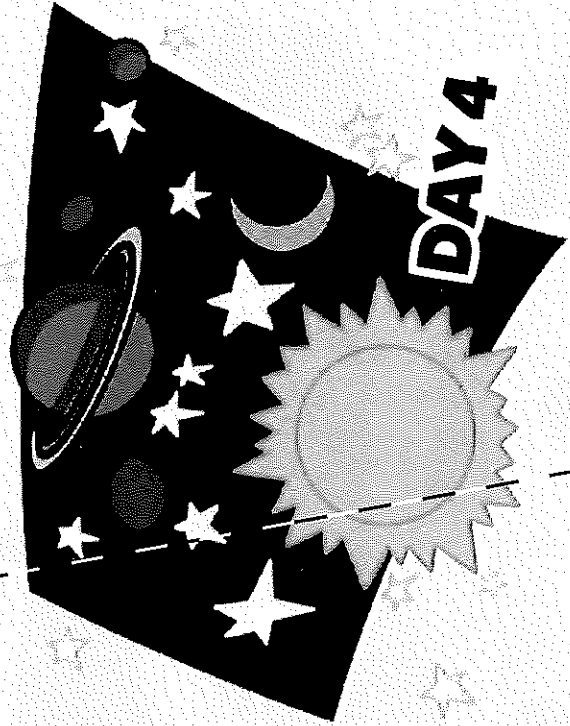
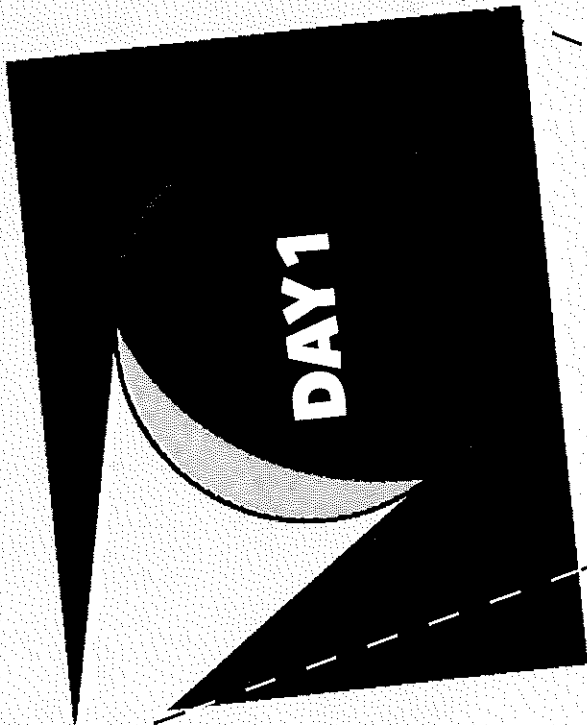
Lesson 11

God spoke, and everything was created!



Lesson 12

1 Morning + 1 Evening = 1 Day



Lesson 13

DAYS

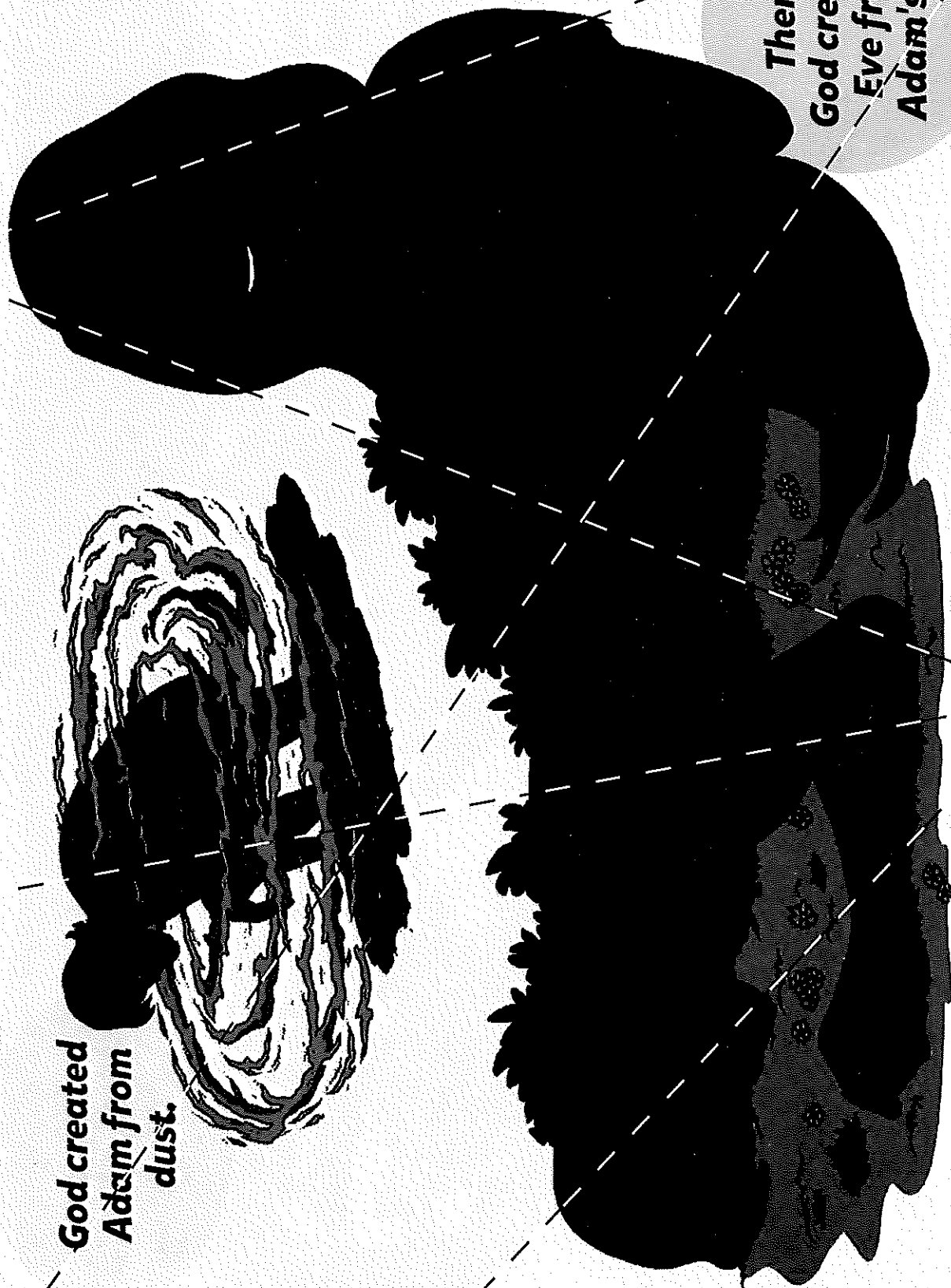


DAY 6



Lesson 14

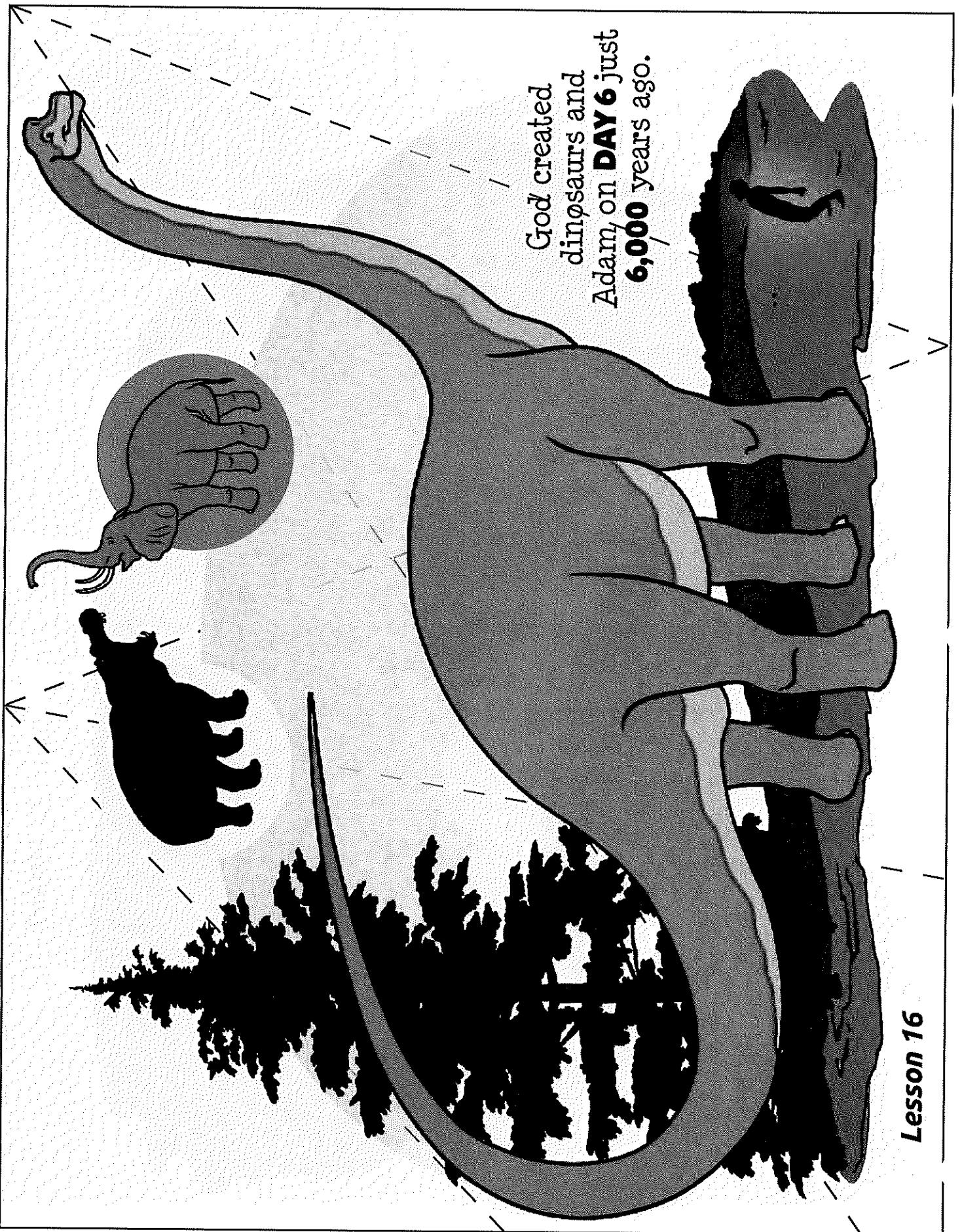
**God created
Adam from
dust.**



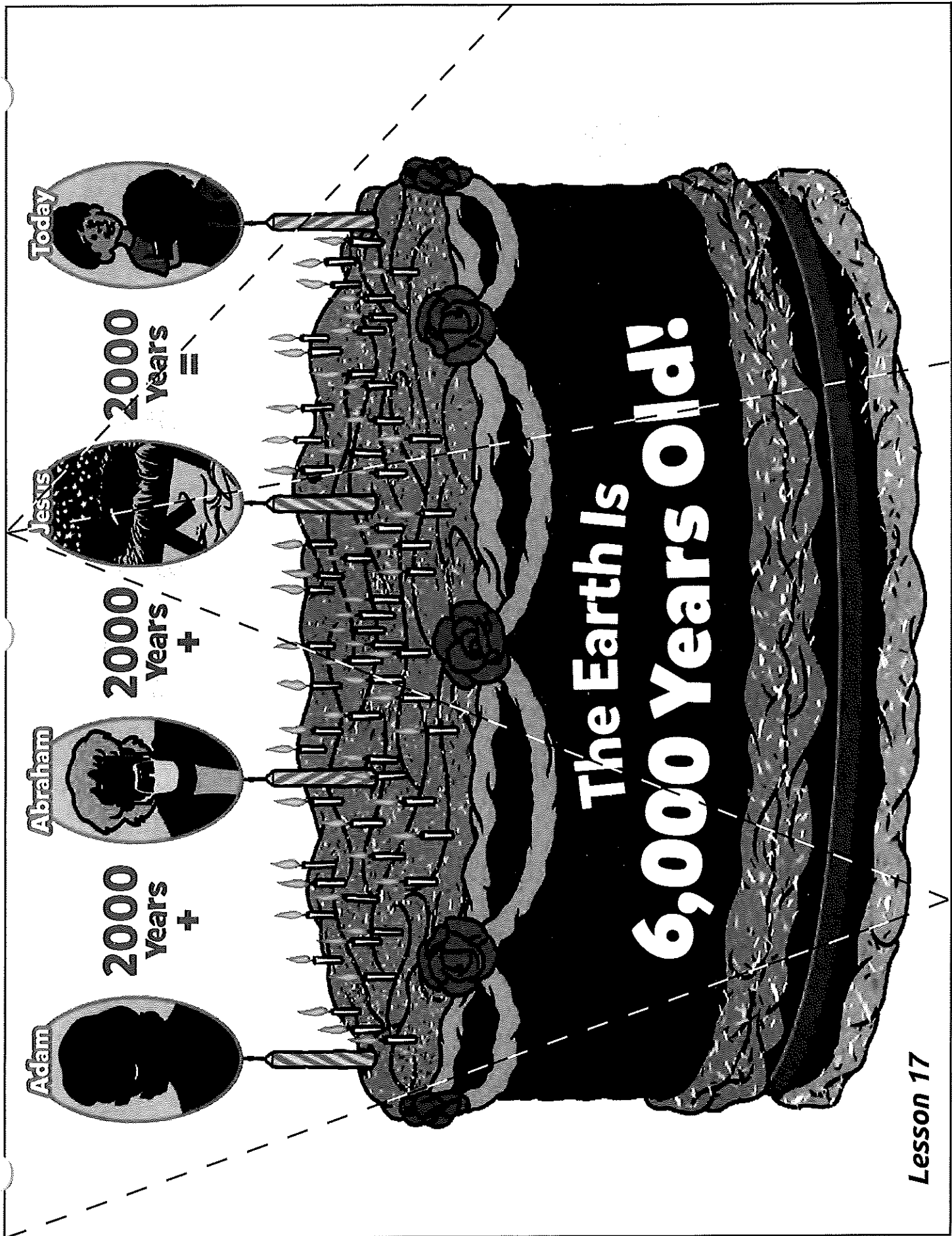
**Then,
God created
Eve from
Adam's rib.**

Lesson 15

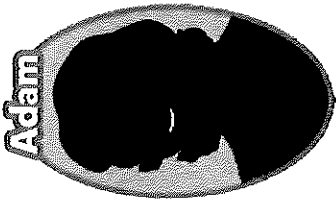
God created
dinosaurs and
Adam, on **DAY 6** just
6,000 years ago.



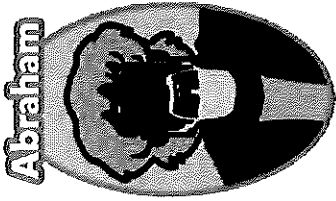
Lesson 16



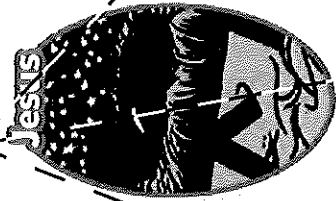
The Earth Is
6,000 Years Old!



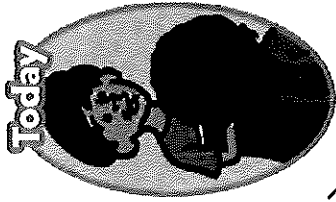
2000
Years
+



2000
Years
+



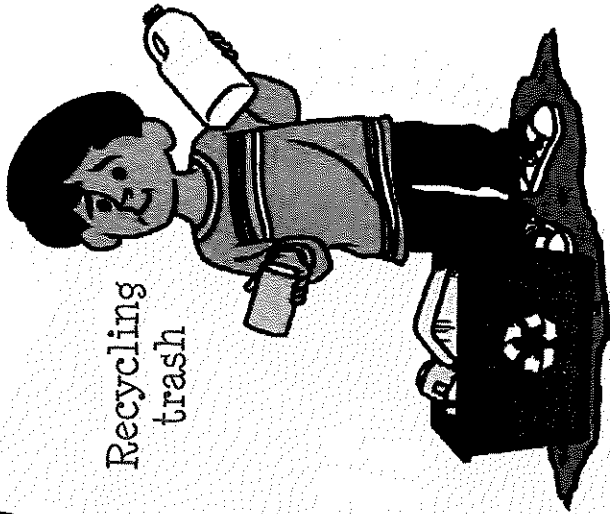
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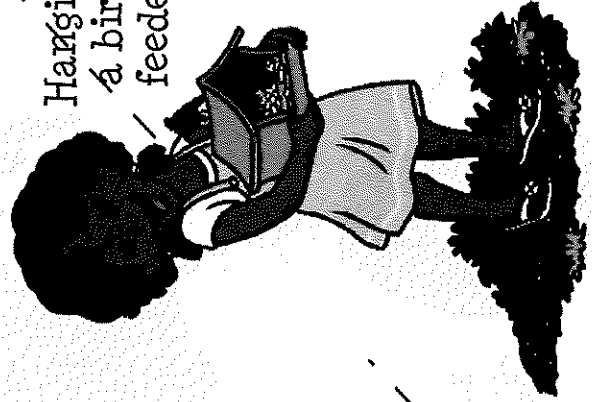
Lesson 17

We should take care
of God's earth.

Recycling
trash



Hanging
a bird
feeder



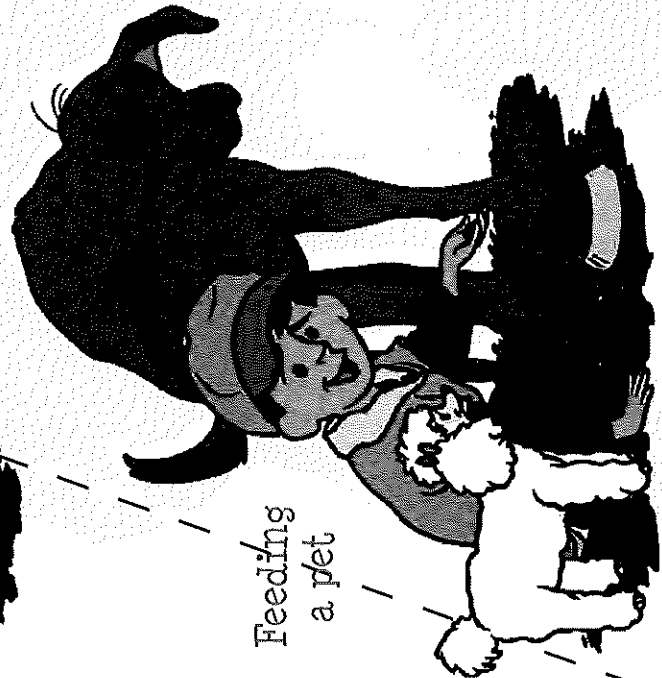
Raking
up leaves



Watering
a plant



Feeding
a pet



Lesson 18

Adam and Eve sinned. We ALL sin. We ALL need the Savior—Jesus.



Lesson 19

