

ADAM & EVE

THE LOVABLE SCREW-UPS

re:form

ANCESTORS

PREPARE

KEY PASSAGES

Genesis 1:1-26 | God Creates

Genesis 2:7-17 | Adam Comes to Life

Genesis 2:18-24 | Eve Arrives

Genesis 3 | Temptation and Fall

WHAT'S BEHIND ALL THIS?

Clueless newlyweds. Deviant gardeners. Innocent fools. Corrupt entrepreneurs. Lovable screw-ups. Call them what you will. Adam and Eve were the first to take this thing called humanity for a sweet test drive. God created an entire universe, filled it with good things, and entrusted the First Couple to care for it all. They had everything they needed and even a few extras (the porcupine and sloth come to mind). But it wasn't enough.

The opening chapters of the God-and-us story represent the best and worst of our humanness. Adam is given the gift of life and the responsibility of caring for God's creation. Eve is created shortly thereafter as a companion and partner. Surrounded by paradise in the Garden of Eden, Adam and Eve are given just one rule—don't eat the fruit from the tree of knowledge. It doesn't take long for them to be tempted by the serpent to break this rule. After eating the fruit, they become painfully aware of their nakedness. And so begins the human pattern of curiosity, rule breaking, and guilt.

Blessed with duties and delights, we still seek out that which is just beyond our grasp. In the midst of our "perfect Edens," we are sidetracked by moments of weakness, misguided curiosity, and envy. Yet even when we screw up, God doesn't give up on us. Adam and Eve broke God's one rule: don't eat the fruit of the tree of knowledge of good and evil. God responds with disappointment, anger, and consequence, but God does not give up on them. God sends Adam and Eve into the wilderness but provides them with clothes before they leave. God knows creation is good, even if it's not perfect. Even if it is filled with lovable screw-ups.



CONSIDER THIS

"Of all the creatures of God's eight creative acts, God speaks directly only to human creatures. This creature has a different, intimate relation with the creator. This is the one to whom God has made a peculiarly intense commitment (by speaking) and to whom marvelous freedom has been granted (in responding)."

Walter Brueggemann, *Genesis: Interpretation*, 31

WHERE ARE TEENS AT?

- High school youth are being given an increasing amount of adult responsibilities while still having to submit to the authority of parents, teachers, coaches, and other adults. Adam and Eve were given the task of stewarding all of creation, yet they were still very young. This disconnect can cause teens to question social norms, rules, laws, and authority figures.
- Teens have a rapidly evolving self-awareness. This can be a source of pride, confidence, confusion, embarrassment, and shame—all in the same day. Young people can relate to the instant Adam and Eve realized they were naked and felt ashamed.

ENCOUNTER

15 MINUTES

Make sure you've got the obvious stuff for this session—re:form Ancestors video (DVD or download), Anti-Workbooks, Bibles, pens or pencils, paper, tape, etc.

VIDEO

1. SET UP

Many people are familiar with the creation story, featuring Adam and Eve. Teens likely have some preconceptions of who these people were. Ask youth to think of some of the characteristics they know (or think they know) about Adam and Eve. With a partner, have them write the Adam traits on the blue paper and the Eve traits on the pink paper. Post these sheets at the front of the room, and ask teens to keep these traits in mind as they watch the video.

2. WATCH

“Adam & Eve: The Lovable Screw-ups,” Chapter 1

3. UNPACK

- What differs between your earlier thoughts about Adam’s and Eve’s characteristics and the way they were presented in the video?
- Why do you think Eve chose to eat the forbidden fruit? What about Adam?
- How would your life be different if you couldn’t tell if things were good, bad, evil, or somewhere in between?

WHAT ABOUT THE BIBLE?

Have teens find a partner, open their Bibles to Genesis 1 and 2, and spend some time comparing and contrasting the descriptions of humankind in both of the creation stories. Ask 1 teen to examine Genesis 1:1—2:4a and the other to examine Genesis 2:4b-25. Pass out paper and have youth draw a vertical line down the center to make 2 columns, titling 1 column “Genesis 1” and the other “Genesis 2.” Have pairs discuss and write their observations of the story in each column.

QUESTIONS FOR CONVERSATION

- Why do you think 2 different versions of the creation story are included in Genesis?
- How do the 2 creation stories compare?
- Which version of the story do you prefer? Why?

GET THIS STUFF

Markers. Blue and pink paper.

BACK IT UP

“But the desire to have that which she did not proved too powerful to resist.”

re:form Ancestors DVD

ENGAGE

25-30 MINUTES

Choose 1, 2, or all 3 activities from pages 6–7 of the Anti-Workbook for your Engage time together.

1. ONE RULE

Where's this going? Teens consider what it would be like to have to follow “one rule” throughout their lives.

God gave Adam and Eve one rule—don't eat the fruit. This rule was not intended to constrict them, but to give them freedom and keep them safe. Invite youth to create their own “one rule” for different parts of their lives (home, church, school, work, at practice/rehearsal, in the car, online, in the bathroom, etc.). Have them draw a picture in the AW to represent each place and write their “one rule” above it.

QUESTIONS FOR CONVERSATION

- What would life be like if everyone followed your “one rule”?
- How do you usually respond when someone gives you a rule to follow?
- Why do you think God gave Adam and Eve their “one rule”? How do you think God felt when they broke it?

2. "HI, MY NAME IS _____"

Where's this going? Youth play with the significance of names by learning about their own names and renaming things around the room.

Remind youth that in the story, God names Adam and Eve, and Adam names all of the animals in creation. Ask them what they think is significant about these parts of the story. Then show teens a book or website of names and explain that all names have meaning. Give youth a chance to look up the meaning of their own name and write their name and its meaning on a nametag. Then give each teen 5 or 6 blank nametags and invite them to give alternative names to items in the room. For example, a pencil could be called, “Wood and Graphite Stick,” or a couch could be renamed, “Amy,” which means “loved.” When everyone has renamed 5 or 6 things, invite youth to place their nametag in their AW.

CAPTURE IT

Ask teens to document with words, images, and videos how they follow (or don't follow) their “one rule” this week. Post their findings to the re:form Gallery.

CONSIDER THIS

“Rules are mostly made to be broken and are too often for the lazy to hide behind.”

Douglas MacArthur, American World War II general and Army Chief of Staff

GET THIS STUFF

Blank nametags. Book of name definitions (or access to websites). Markers.

CONSIDER THIS

The name Adam has decreased in popularity every year of the 21st century; the name Eve has increased.

www.ssa.gov

QUESTIONS FOR CONVERSATION

- How does the meaning of your name compare with how you see yourself?
- What was it like to be in charge of naming things in the room?
- Consider the meaning of the names Adam and Eve. How do those definitions compare with who Adam and Eve were?

3. PASS THE BLAME

Where's this going? Youth step into Adam's and Eve's shoes by experiencing what it's like to pass the blame.

Invite youth to stand in a circle holding their AWs flat in front of them. Place 1 Ping-Pong ball each on at least 4 AWs, telling youth they must balance the ball while keeping their AW flat. Tell teens they should pass the balls to the AW on their left on your count: "3, 2, 1, pass." If a Ping-Pong ball falls to the ground, stop the game and have teens figure out whose fault it was that the ball fell. Whoever is to blame is eliminated from the circle. Keep all Ping-Pong balls in the game. The game will increase in difficulty as there are fewer people in the circle. Note how youth react to blaming and being blamed for the ball falling.

After 1 or 2 timed rounds, invite youth to look at the thought bubbles in their AW. In Adam's and Eve's speech bubbles, have youth write what they think Adam and Eve could have said to God instead of passing the blame. In the speech bubble labeled, "You," have teens think of a time they passed the blame and write down what they should have said instead of blaming.

QUESTIONS FOR CONVERSATION

- Why do you think Adam and Eve passed the blame for their mistake?
- Why is it difficult to admit when you screw up?
- What are some ways that you pass blame to your peers or family members?

GET THIS STUFF

Ping-Pong balls. Timer.

HERE'S A TIP

Keep an eye out for any teens going overboard in passing the blame. If you sense that some teens are becoming cruel, rearrange the circle or have them take a break.

RESPOND

15-20 MINUTES

GET THIS STUFF

2 sheets of chart paper.
Markers. Tape. Apples. Paring
knife. *Ask youth about food
allergies!*

BACK IT UP

“So it would seem that while
God had banished them from
Eden, they were not banished
from God.”

re:form Ancestors DVD

CONSIDER THIS

“Everybody sooner or later
sits down to a banquet of
consequences.”

Robert Louis Stevenson,
19th-century Scottish novelist,
author of *Treasure Island*

CAPTURE IT

Use a digital camera,
camcorder, scanner, web
cam, or audio recorder to
capture group conversation
and individual pieces of work.
Upload them to the re:form
Gallery or ask teens to do so.

REGROUP

Divide youth into 2 groups. Ask 1 group to make a list of 5-7 minor offenses (stealing a candy bar from a store, cheating on a test, driving without a seatbelt, gossiping about a friend, lying to a parent, etc.). Then ask the other group to respond with what they think are appropriate consequences. Write these on a sheet of chart paper. Then have the groups swap roles and write the responses on the other sheet of chart paper. Post both lists on the wall near the front of the room next to the blue and pink Adam and Eve papers.

SHARE

Close the session with an opportunity for youth to share what they have learned about the characters and how that connects with their life. Identify aspects of their work and recall points of discussion that can serve to recap the session for youth.

QUESTIONS FOR CONVERSATION

- What was challenging about deciding on appropriate consequences?
- What do you think about God's consequences for Adam and Eve?
- How have consequences affected the way you will act in the future?

SEND

Slice apples so everyone gets a piece. Share a brief explanation with youth about how the story of Adam and Eve's sin is portrayed throughout the New Testament. Remind them that through Jesus' death on the cross, our sins are forgiven. Invite youth to find Romans 6:23 in their Bibles, raise their apple slice in the air, and read the verse aloud as a group. Have youth eat their apple slice and repeat Romans 6:23 aloud. Ask someone to offer a prayer of confession and gratitude for God's grace.