

# Unit 1 - Lessons 106-112

## Quiz Questions (approximately 5 - 10 minutes)

### Lesson 106 The first family

- 1 a) What were the names of the first parents in the Bible?
- b) Name any of their children.

### Lesson 107 Elisha and a poor lady

- 2 a) What was the only thing left in her house?
- b) Elisha told her to collect lots of jars. What happened when she poured the oil in to them?

### Lesson 108 Elisha and a rich lady

- 3 a) What did the rich lady put into the bedroom which she built for Elisha?
- b) What special gift was given to this woman?

### Lesson 109 Jonah is swallowed by a fish

- 4 a) What happened to Jonah when he tried to run away from God?
- b) What happened when Jonah prayed to God?

### Lesson 110 Jonah learns about forgiveness

- 5 a) Where did Jonah go to preach?
- b) What was going to happen to the people in this city if they didn't stop being cruel and wicked?

### Lesson 111 Daniel loses his home

- 6 a) Which country were Daniel and his friends taken to?
- b) Name one of Daniel's friends.

### Lesson 112 God knows the future

- 7 a) Nebuchadnezzar had a dream about a statue. What was the statue made of?
- b) Who told Daniel what the dream meant?

# Activities and Games

## Activity 1: True or False (approximately 5 minutes)

### Aim

To assess how much the children have remembered about lesson 106 using true and false statements.

### Equipment needed

Depending how you want to play the game, (see instructions) you could make a pair of cards for each child, one with a tick and one with a cross.

### Instructions

- Make sure the children know the difference between true and false.
  - If you have plenty of room put a 'True' card and a 'False' card on opposite walls.
  - Explain that if what you say is true they should go and stand by the 'True' card but if it is not true, they must go and stand by the 'False' card.
  - If space is limited choose an action for true and one for false e.g. putting hands on head or in the air, standing up or sitting down or holding up cards with a tick or a cross.
  - Read the statements in turn and let them make the correct response.
  - Encourage the children to make up their own minds not just copy someone else but, if they are wrong, help them to understand why.
1. Adam and Eve had sons called Cain and Abel.
  2. God wanted the people to offer vegetables not animals.
  3. Cain offered a lamb to God.
  4. God was pleased with Abel's offering.
  5. Cain should have said sorry to God and tried again.
  6. Cain killed his brother, Abel.
  7. God asked Cain where his brother was.
  8. God told Cain to go home to Adam and Eve.
  9. God sent Cain away.
  10. Adam and Eve had another son.
  11. They named him Seth.
  12. Adam and Eve only had 3 children.
  13. Adam and Eve had lots of grandchildren and great-grandchildren.

## Activity 2: Picture Matching (approximately 5-10 minutes)

### Aim

To assess how much the children have remembered about lesson 107 and 108.

### Equipment needed

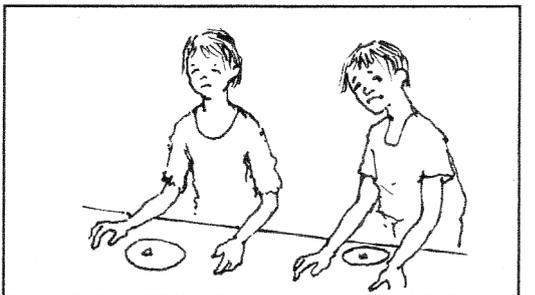
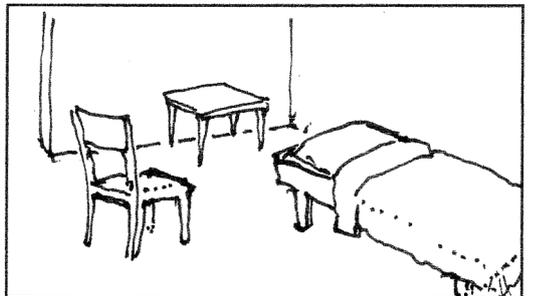
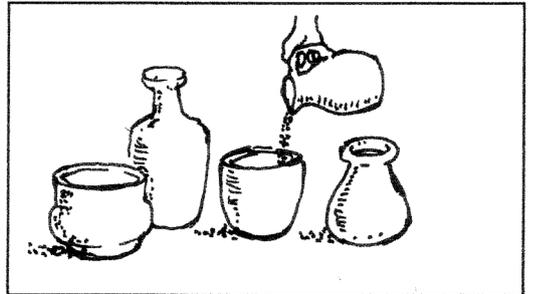
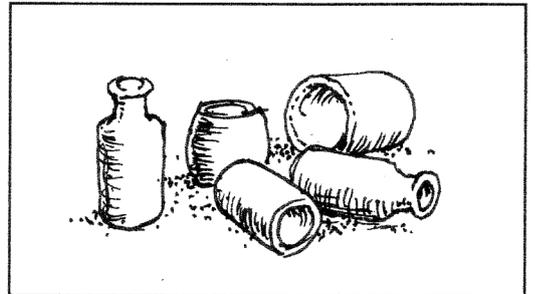
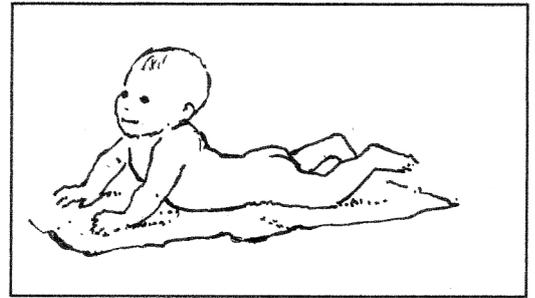
- A copy of the Picture Matching page for each child (see Quiz Packs Available on Line)
- pencils and crayons.

### Instructions

- Remind the children that the prophet Elisha met two different women, one poor and one rich. Indicate the left hand side of the sheet and ask which is which.
- Identify the pictures on the right hand side of the sheet. Ask the children to match the pictures to the correct woman.
- You may wish to discuss the pictures at this point or let the children attempt the activity and then talk about it afterwards. If the children want to tell you the story let them but don't let one child hog it.

### Extention Activity

The pictures can be coloured in if there is time.



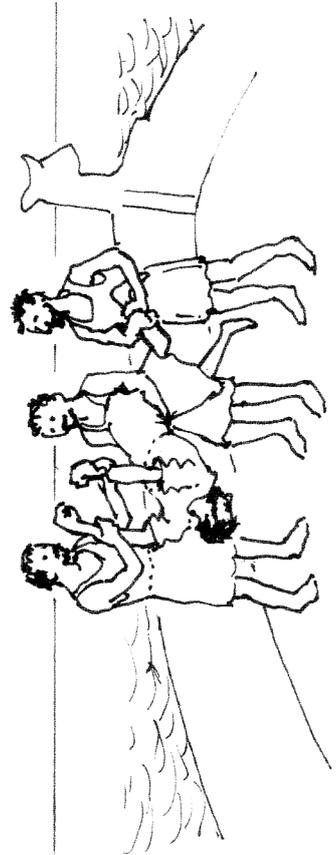
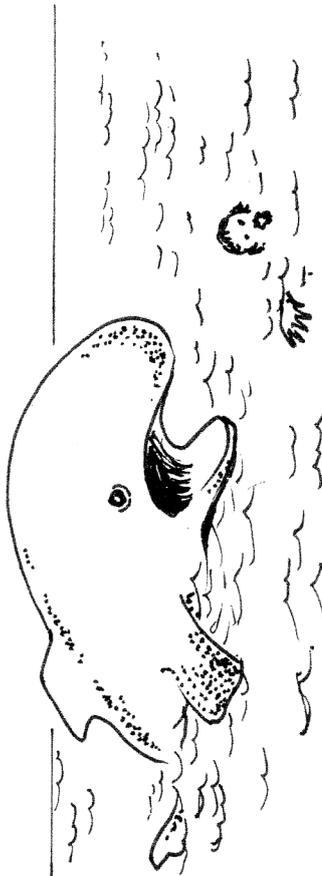
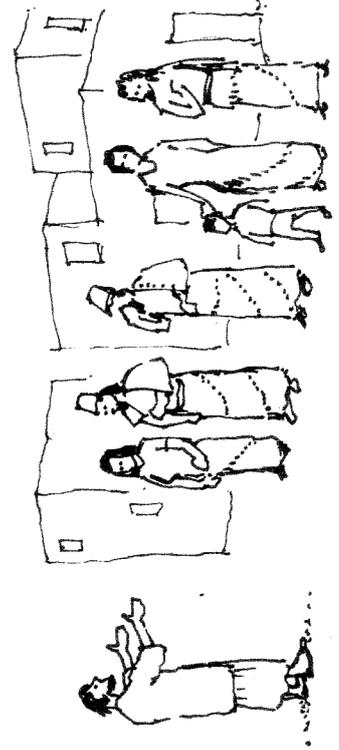
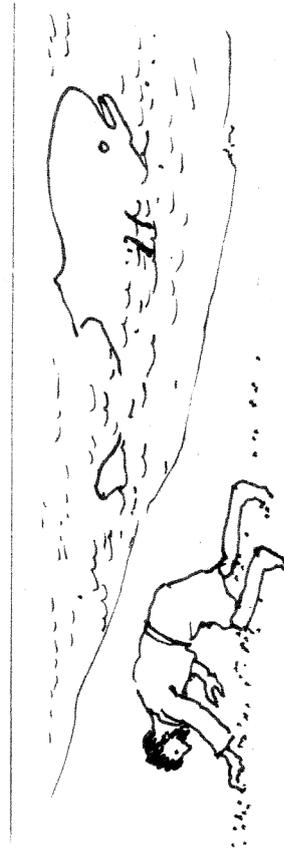
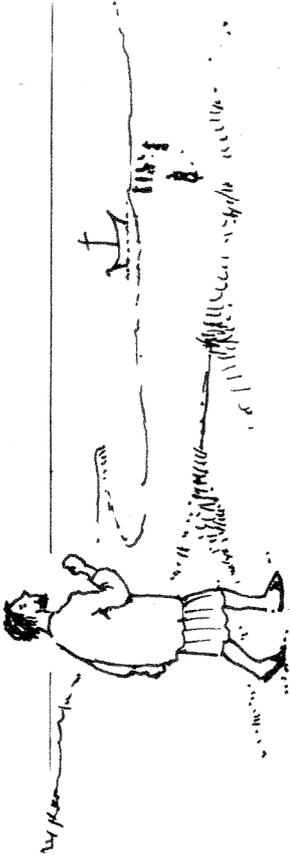
### Activity 3: Picture sequencing (approximately 5 -10 minutes)

**Aim**  
To assess how much the children have remembered about lesson 109 and 110 by letting them retell the story.

**Equipment needed**  
Either one set of pictures from the Picture Sequencing page for the whole class or a set for each child. You will need to cut out the pictures in advance and maybe mount them on card. (see Quiz Packs Available on Line)

#### Instructions

- Tell the children that the pictures are about Jonah.
- If the whole class is using one set of pictures, deal out the cards and ask “Who has the picture that comes first?”, “Which picture will come next?” etc.
- Alternatively, put all the pictures face up in the middle of the table and ask a child to select the picture which they think should be first, the next child then selects the next picture and so on round the group.
- If there is a set of cards for each child tell them that you would like them to sort out the pictures so that they are in the right order.
- However you choose to carry out the activity, encourage the children to explain why they are putting the pictures in a particular order. Notice how independently they are able to carry out the activity. Can they retell the story? If a picture is wrongly placed, try to encourage the children to work this out for themselves rather than simply correcting them e.g. you could point to the pictures and ask questions such as “Did Jonah go to Nineveh before he was swallowed by the fish?”



## Activity 4: Image Game (approximately 15 - 20 minutes)

### Aim

To revise the details of Nebuchadnezzar's dream and to find out what the children understand of its meaning.

### Equipment needed

- A copy of the Image Game page for each child, mounted onto card if you can and then cut out. (see Quiz Packs Available on Line)
- 1 (or 2) dice.

### Instructions

- Remind the children that this is a dream.
- The players take turns to throw the dice and collect the corresponding piece of image. Pieces numbered 1 – 5 do **not** have to be collected in sequence but can be kept until needed. But each player may only collect one of each piece. If they roll a number which they have already used they must miss that turn.
- Piece number 6, the stone, can only be collected after pieces 1- 5 have been assembled. To speed up the game you may wish to use 2 dice, don't add the scores but allow the child to choose which number to use. This increases the chance of getting the required number.
- For very young children or for a quicker activity, simply sequence the sections. These can then be stuck down and coloured if there is time.
- However you choose to carry out the activity, try to ask questions to find out if the children can remember, what each piece of the image was made of, what the dream was really about, who is represented by the stone, what happened to the image and what happened to the stone.

