

Unit 2 - Lessons 113 – 118

Quiz Questions (approximately 5 - 10 minutes)

Lesson 113 God saves Daniel's friends

- 1 a) Why were Daniel's three friends thrown into a fiery furnace?
- b) What did God do to save them?

Lesson 114 Daniel in the lions' den

- 2 a) Why was Daniel put in the lions' den?
- b) What happened when the king went back in the morning?

Lesson 115 Queen Esther

- 3 a) Why did King Ahazuerus (Xerxes) choose to marry Esther?
- b) What did Haman want to happen to all the Jews?

Lesson 116 Nehemiah prays to God

- 4 a) Why was Nehemiah sad?
- b) What did he do before he spoke to the king?

Lesson 117 Nehemiah meets problems

- 5 a) What did Sanballat and his friends do?
- b) What did Nehemiah and the people do?

Lesson 118 Nehemiah builds the wall

- 6 a) What did Nehemiah do when the wall was finished?
- b) What did the people do?

Activities and games

Activity 1: Picture sequencing (approximately 10 minutes)

Aim

To assess how much the children can remember about lesson 115 and can retell the story.

Equipment needed

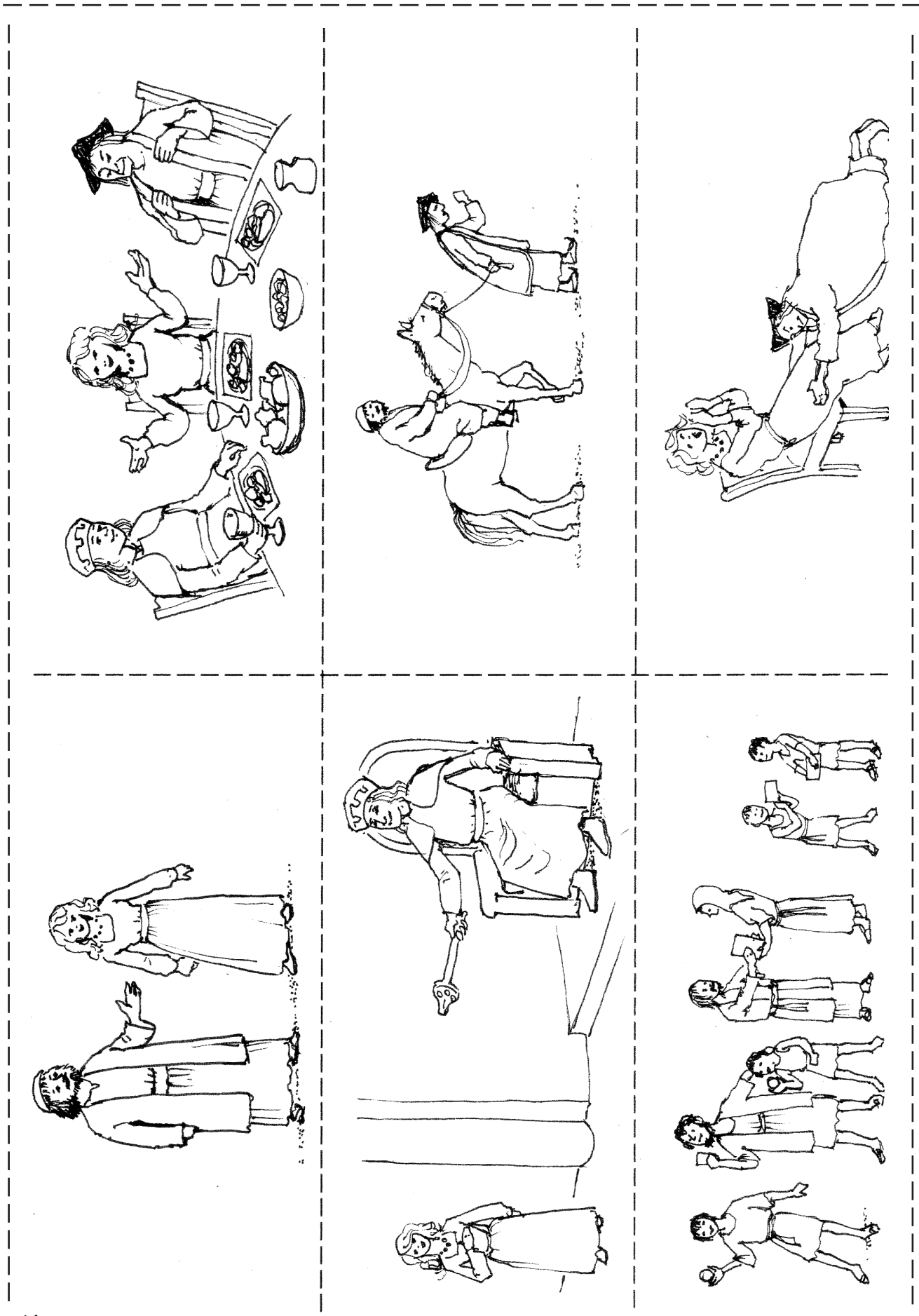
- Either one copy of the Picture Sequencing page for the class or a copy for each child. The pictures should be cut out in advance and preferably mounted on card. (see Quiz Packs Available on Line - Printing a Game board)
- You may need colouring crayons, glue and plain paper.

Instructions

- Tell the children that the pictures are from the story of Esther.
- 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 the king and Haman go to Esther's banquet after Haman was arrested or before?"

Extension activity

The children can colour and then stick down their set of pictures in the right order.



Activity 2: What did Daniel do? (approximately 5 -10)

Aim

To assess how much the children have remembered about lesson 113 and 114 using a variation of “Simon Says ...”

No Equipment needed

Instructions

- Tell the children what they should do (stand up, put their hands on their heads etc) when they hear you say something that Daniel did and explain that some of the things you will say won't be true. (Make sure they understand the difference between true and not true)
 - Read out the statements below and repeat if necessary. Make sure the children can correct the false statements.
1. Daniel was one of the king's advisors.
 2. Daniel made a statue out of gold.
 3. Daniel was put in a fiery furnace because he wouldn't bow down to the statue.
 4. Daniel rescued his friends from the fiery furnace.
 5. Daniel made the king make a new law so that people could only pray to the king.
 6. Daniel said his prayers to God three times a day.
 7. Daniel prayed with his window open towards Jerusalem.
 8. Daniel was put in the tigers' den.
 9. Daniel killed all the lions because he was very strong.
 10. Daniel prayed to God.
 11. Daniel was saved by an angel.

Activity 3: Who is it? (approximately 5 – 10 minutes)

Aim

To revise lessons 116 -118, and to assess the children's understanding.

Equipment needed

- A set of Who is it? character pictures for each child.(see Quiz Packs Available on Line)
- Paper, pencils and crayons for extension activity if required.

Instructions

- Give a set of pictures to each child and make sure they know who each person is, explaining that all the people are from the lessons about Nehemiah.
 - Tell the children that you will say something that one of the people might say and that the children have to either point to or hold up the correct picture.
 - Tell them that they may need to use each picture more than once. Read the statements below, repeating if necessary.
1. I wanted to rebuild the walls of Jerusalem.
 2. I noticed that Nehemiah looked sad.
 3. I prayed for God's help.
 4. I told Nehemiah to go and mend the walls.
 5. I helped to rebuild the walls.
 6. I laughed at the people when they tried to mend the wall.
 7. I didn't shout back when people laughed at me. (accept Nehemiah or one of the builders)
 8. I threatened to kill the people when they tried to mend the walls.
 9. I held a spear while I got on with the building.
 10. Sanballat wanted me to stop Nehemiah and his people building the walls.
 11. I told the people God would help us.
 12. I read God's law to the people when the walls were finished.
 13. I marched around the top of the walls when they were finished.

Extension activity (approximately 10 minutes)

The children could draw another character who either helped Nehemiah or tried to stop him?

Can they think of something their character might say?

King



Nehemiah



Sanballat



Builder

