

Unit One - Lessons 1 - 7

Quiz Questions

(5-10 minutes)

Lesson 1: God made the world

- a) How many days does the Bible say God took to make the world and everything in it?
- b) Tell me some of the things God made.

Lesson 2: Noah builds a boat

- a) Why did God tell Noah to build an Ark?
- b) What was Noah told to take into the Ark?

Lesson 3: Noah is saved from the flood

- a) When the rain stopped, how did Noah find out if the water was going down?
- b) What can we sometimes see in the sky to remind us of God's promise never to send another big flood?

Lesson 4: Abraham leaves home

- a) What did God want Abram to do?
- b) Who did Abram take with him?

Lesson 5: Abraham lets Lot choose

- a) Where did Lot choose to live?
- b) What did God promise to Abraham?

Lesson 6: Isaac is born

- a) What message did the visitors bring to Abraham and his wife?
- b) Why did Sarah laugh to herself?

Lesson 7: Isaac marries Rebekah

Abraham sent his servant Eliezer to find a wife for Isaac.

- a) Whom did Eliezer ask to help him make the right choice?
- b) What did Rebekah do to help Eliezer?



Activities and Games

Activity 1: Picture Sequencing (5-10 mins)

Aim

To enable the children to demonstrate their ability to recall and retell the sequence of events in Lesson 1.

Equipment needed

- Picture Sequencing sheet (can be downloaded from the website www.cssu.org.uk) - either one copy of for the class or a copy for each child. The pictures should be cut out in advance.
- You may need colouring crayons, glue and plain paper.

Instructions

Tell the children that the pictures show what God made on the 6 days of creation.

If you have one set of pictures for the whole class, either

- deal them out and ask, "who has the first picture?" , "whose picture comes next?" etc, or
- place all the cards face up in the middle of the table and ask a child to find the first picture, the next child then has to find the next picture and so on around the table.

If there is a set of pictures for each child, ask them to sort the pictures out so that they are in the right order.

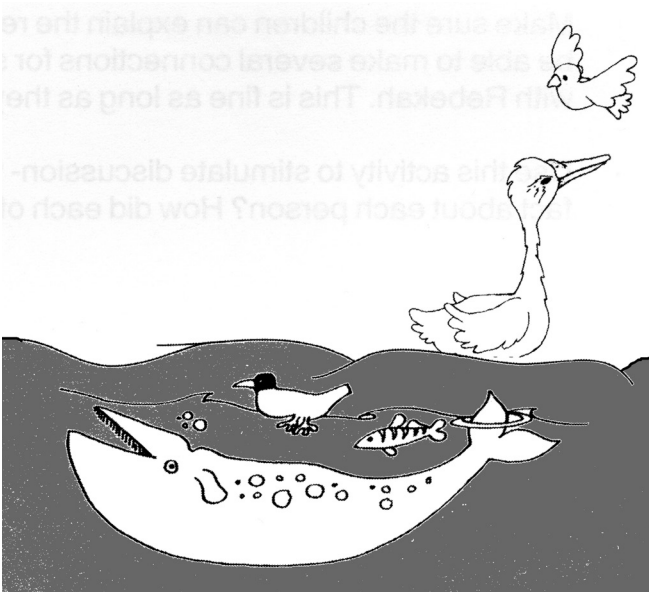
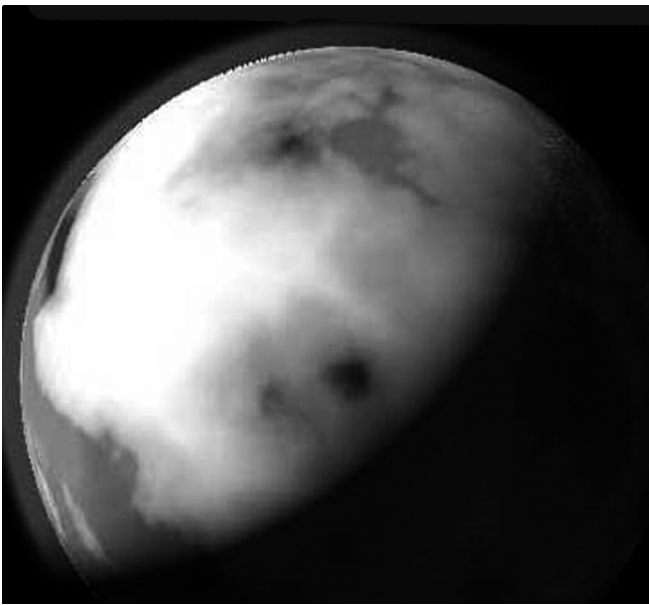
However you choose to carry out the activity

- encourage the children to explain why they are putting the pictures in a particular order.
- Notice the degree of independence with which they are able to work.
- Can they retell the account of creation in their own words?
- If a picture is wrongly placed, try to encourage the children to work this out for themselves rather than simply correcting them. You could point to the pictures and ask questions e.g. "Did God split the water up after he made the sun, moon and stars or before?"

Extension Activity

The children can stick down their sets of pictures (make sure they are in the right order before they are stuck down!) and colour them.





Activity 2: Picture Matching (10-15 mins)

Aim

To enable the children to demonstrate their understanding of the basic chronology of lessons 2-7 and the relationship of the people involved.

Equipment needed

- Picture matching sheet - either one for the class or a copy for each child. The pictures should be cut out in advance
- You may need colouring crayons, glue and plain paper.

The 8 pictures are:

Noah builds the ark	The rainbow after the flood
Abraham leaves home	Abraham lets Lot choose
The angels promise Sarah a son	Isaac is born
Rebekah fetches water for Eliezer's camels	Isaac and Rebekah are married

Instructions

With younger infants, talk about who/what is in each picture before you begin. The pictures can be used in several ways. You can

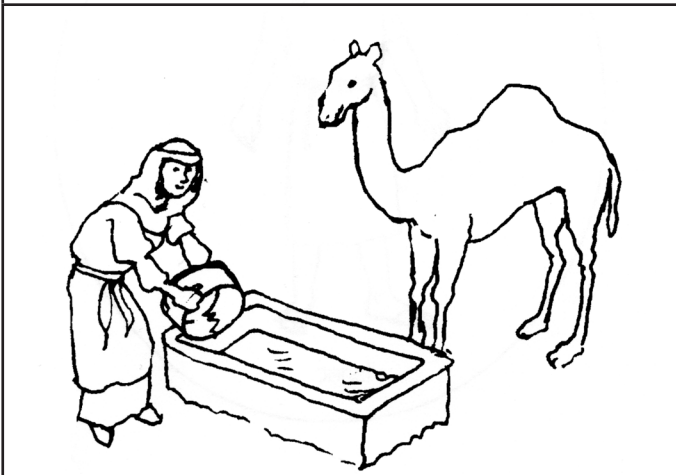
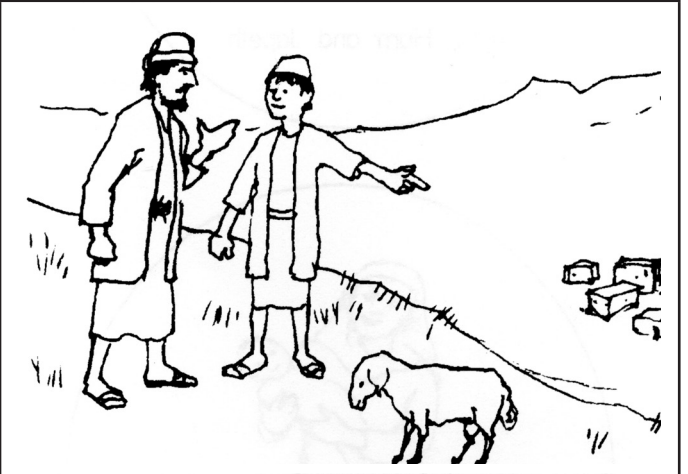
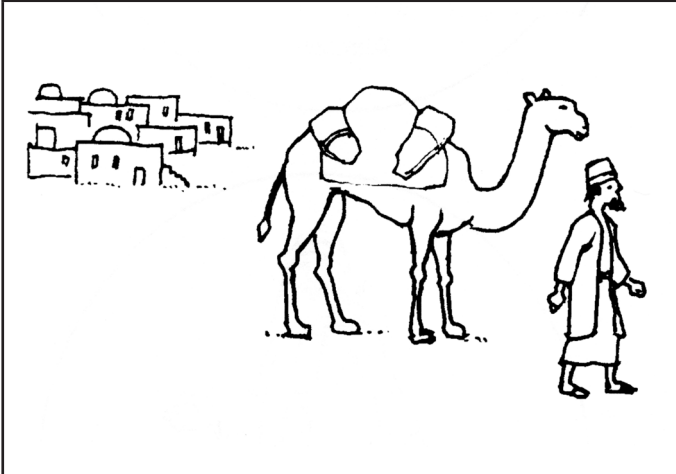
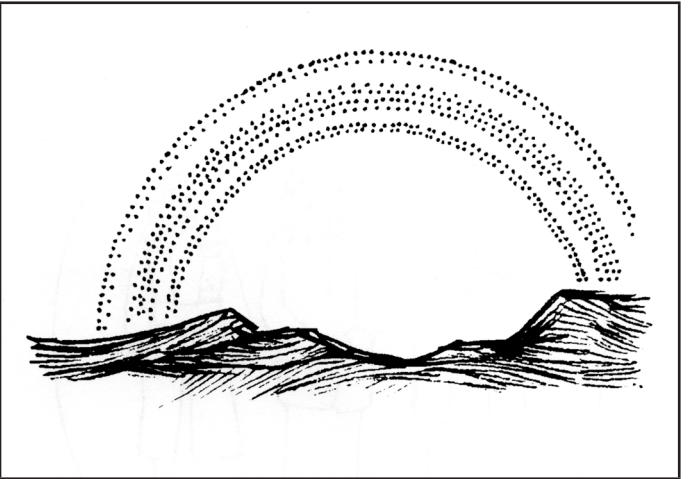
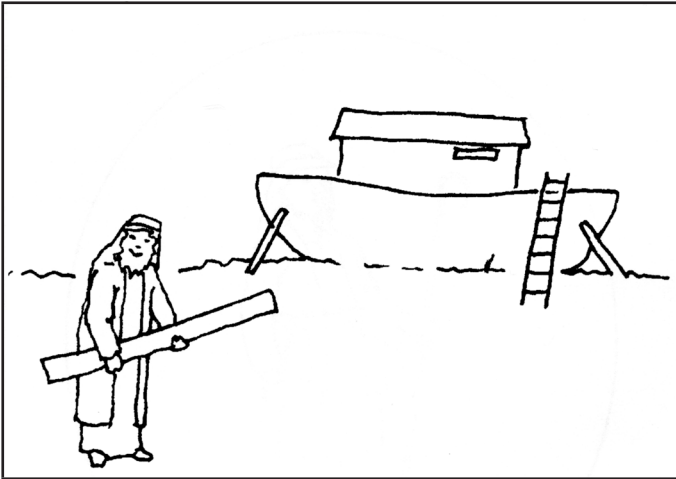
- give each child a picture and see if they can find their 'partner' - the child who has the picture which goes with theirs.
- mount the pictures on cards and play Pairs.
- have the pictures jumbled on the table and let each child have a turn at matching.
- once the pictures have been paired you can sequence the events shown as a whole class activity - ask "what happened first?" , "what happened next?" etc.
- give each child their own set of pictures to match and sequence (older infants only).

Whatever you choose to do with your class, use it as an opportunity for discussion – how much can they tell you about each story and the links between them?

Extension activity

The children can stick down their own set of pictures (make sure they are in the right order before they are stuck down!) and colour them.





Activity 3: Who Belongs with Whom? (10 mins)

Aim

To enable the children to demonstrate their understanding of some of the key relationships within the patriarchal families covered in lessons 2-7 and to allow you to identify any areas of confusion.

Equipment needed

- One copy of the Who belongs to Whom? activity sheet for each child
- pencils and crayons.

Instruction

Ask the children to draw lines to join up the people who belong together e.g. Shem, Ham and Japheth join up to Noah. The pictures can then be coloured if you have time.

Make sure the children can explain the relationships between the various people. They may be able to make several connections for some people e.g. Isaac can join with Abraham and with Rebekah. This is fine as long as they can explain why!

Use this activity to stimulate discussion - who is related to whom? Can the children tell you one fact about each person? How did each of these people obey God?





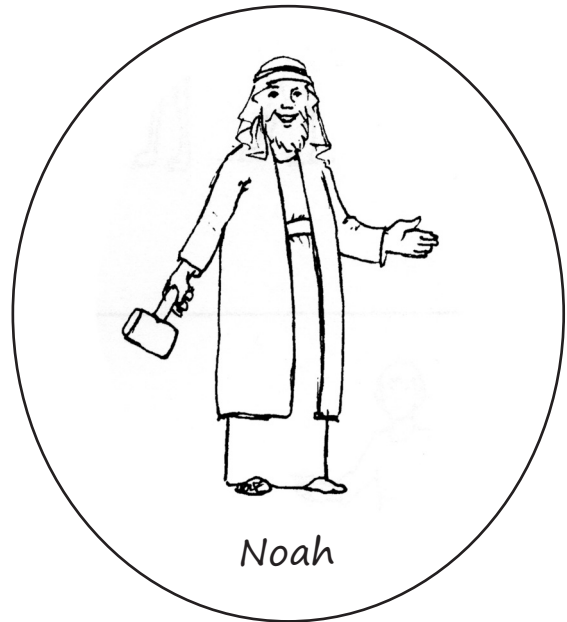
Shem, Ham & Japheth



Abraham



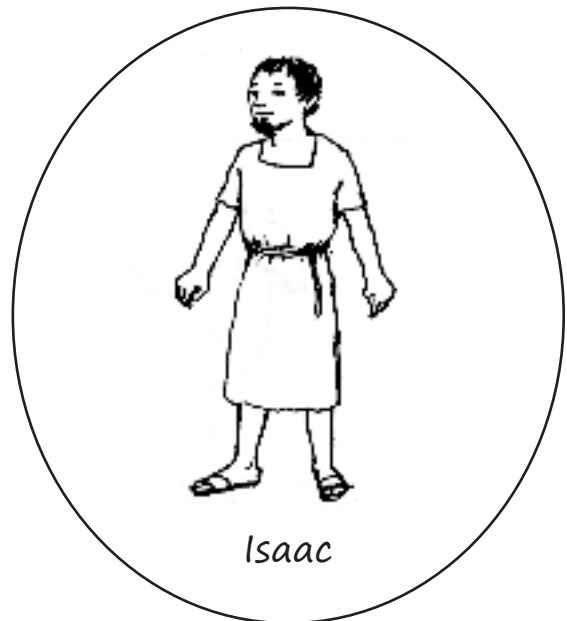
Sarah



Noah



Rebekah



Isaac