

TEACHER
RESOURCE

UNIT 1

From Creation to Jacob's Ladder

LEVEL THREE

SON SEEKERS

AGES 11-12+

Creation
In the beginning
God created ...

**NOAH
FLOOD** AND THE

Name:

Learning to serve ...

REBEKAH

Teacher Resource

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Teaching Sonseekers ...

Dear Teacher

Teaching young people about God's Word is a great honour and privilege. We note God chose Abraham, a man of faith because he "would teach his children and his household after him, to know the Way of The Lord" (Gen 18:19)

One who undertakes such a task will understand they have accepted a responsibility to become a witness of God's great love and faithfulness. As an example of Christian faith and integrity they have a wonderful opportunity to share their love for God's Word. The tremendous blessing for those who commit themselves to this task is that the Holy Spirit will strengthen and equip you to shine as a light to your class.

Recent trends away from Sunday School structures towards child minding activities have, we believe, been unfortunate as they fail to recognise the impact and effect the message of God's love through Christ has on young people.

Children are the Church's future. As such they are precious and well worth any investment in quality resources and dedicated teachers.

The 'Sonseekers' curriculum offers children Sunday School material that gives them a sound background in Biblical events, people and places. Secondly it offers a pastoral approach for the children to know God is able to help them and change their lives.

Structurally, any program will operate effectively if those teaching are faithful, zealous and committed to a team approach that might include:

- regular prayer and discussion in relation to curriculum issues, student needs and upcoming events and presentations;
- organisation and management of resources;
- training and development needs of teaching staff.

Teaching Sunday School is a rich and rewarding task. May God bless and guide you as you serve in this way.

Yours in Christ

The Sonseekers Team

A teacher's guide to using the Sonseekers materials . . .

Timeline

4000BC	<i>Creation</i>
	<i>Adam and Eve</i>
	<i>The Fall</i>
2500BC	<i>Noah</i>
	<i>The Flood</i>
	<i>Tower of Babel</i>
2000BC	<i>Abraham</i>
1900BC	<i>Isaac</i>
1800BC	<i>Esau and Jacob</i>
1750BC	<i>Joseph</i>
1360BC	<i>Moses</i>
1280BC	<i>Exodus from Egypt</i>
	<i>and Journeys</i>
	<i>Joshua</i>
1240BC	<i>Entry into and</i>
	<i>Conquest of Land</i>
1220BC	<i>Judges</i>
1100BC	<i>Gideon</i>
1070BC	<i>Samson</i>
1063BC	<i>Samuel</i>
1020BC	<i>Saul as King</i>
980BC	<i>David as King</i>
940BC	<i>Solomon as King</i>
900BC	<i>Kingdom Divided</i>
839BC	<i>Elijah Emerges; Mt Carmel</i>
	<i>Jehoshaphat</i>
814BC	<i>Elisha's Ministry</i>
749BC	<i>Jonah</i>
662BC	<i>Hezekiah; Isaiah</i>
576BC	<i>Josiah</i>
540BC	<i>Daniel taken to Babylon</i>
527BC	<i>Exile into Babylon</i>
457BC	<i>Restoration from Babylon</i>
4BC	<i>Birth of Jesus</i>
26AD	<i>Baptism of Jesus</i>
	<i>Call of Disciples</i>
28AD	<i>Feeding of 5000</i>
	<i>Parables</i>
29AD	<i>Miracles; Transfiguration</i>
30AD	<i>Raising of Lazarus</i>
	<i>Parables</i>
	<i>Palm Sunday</i>
	<i>Jesus' Crucifixion and</i>
	<i>Resurrection</i>
	<i>Day of Pentecost</i>
	<i>Peter's Ministry</i>
33AD	<i>Conversion of Paul</i>
45AD	<i>Paul's Missionary Journeys</i>
60AD	<i>Paul as Prisoner to Rome</i>

What are the Sonseekers materials?

The Sonseekers Sunday School materials are a four year course of 128 Bible lessons. The lessons are written with the twin aims of teaching the students an accurate chronology of Biblical events and also drawing from each lesson pastoral points relevant to the age and stage of each child. They are written at four levels to cover from Prep to Year 6 age groups. The 128 lessons are organised into 8 units, each of sixteen lessons. The table below indicates the suitable age group for each level:

Sonseekers Level	Student Age	School Level
Level One	5 - 6	Prep, Year 1
Level Two	7 - 10	Year 2, Year 3, Year 4
Level Three	11 - 12+	Year 5, Year 6

The Sonseekers materials comprise two related elements:

- **Teacher Resource** – including lesson plans & activity masters which can be photocopied;
- **Student Handbooks** – including homework activities;

There is also a Bible timeline showing chronology of major events, with the dates of the current unit's lessons highlighted, included in each Teacher Resource.

What's in my Sonseekers Level Three Teacher Resource?

Each Level Three Teacher Resource contains sixteen lesson plans for the relevant age of your students. Each lesson plan comprises:

- a summary of the Bible passage for the lesson;
- two alternative pastoral messages to be drawn out of each lesson; each pastoral message includes a theme, key thought, aim and a memory verse;
- a suggested teaching approach, which although only a guide, outlines a possible way of putting the lesson together;
- two alternative class activities - the first activity (A) is written in a more practical hands-on style and the second activity (B) is of a written nature.

Note: The photocopy masters for each activity are included with the lessons in the Teacher Resource.

.../cont'd

... teacher's guide ...

How do I best use my Teacher Resource?

The art of serving as an effective Sunday School teacher is linked to the degree of diligence in preparing for each lesson. The Sonseekers materials are only designed to assist the teacher in this process. They do not take away from the teacher his or her responsibility to prayerfully consider the needs of the children in the class and to seek God's revelation and wisdom in presenting each Bible lesson. The following suggestions are then made with regard to using this resource.

Prior to the lesson

- ◆ Prayerfully read the Bible passage for the lesson. The reference is provided in the header on the first page of the lesson plan. All Scripture references are taken from the New King James Version (1983 edition).
- ◆ Read through the lesson plan and decide which activities will be most appropriate for the students in your class. Generally, aim for a variety of activities over a unit.
- ◆ Think about how you will combine the various elements of your lesson. Refer to the suggested teaching approach for ideas if necessary. Link the activity to the story so that the significance of the activity is clear to the students.
- ◆ Prepare all activities thoroughly prior to the lesson. Rehearse any planned activity at home to make sure:
 - that you know how to do it yourself;
 - that you have all the relevant materials in the quantities you will need;
 - that you know the length of time that the children will need for the activity.

During the lesson

- ◆ Hear the students' memory verses from the previous lesson. Also check on the completion of the homework activity page.
- ◆ Make sure all students clearly indicate in their Student's Handbook which memory verse they are to learn.
- ◆ Revise the previous lesson before going on to a new story. You may like to use the timeline to help you do this.
- ◆ Encourage students to go over the story themselves during the week and to read ahead for the next lesson.

Creation 1

Genesis 1& 2

Storyline

The Father, Son (Word) and Holy Spirit acting in harmony set about the creation of the universe and the creatures in it. The creation was a planned and purposeful work. Everything was created as God wanted it. "It was good".

Suggested Teaching Approach

Using a whiteboard, discuss with children the requirements for caring for a pet (ie. food, drink, warmth, shelter, plus love and attention). In the course of the discussion, build up an account of God's plan and order of creation, eg. animals were created on day 5, but not before God had made provision for them by putting the sun in place for warmth (day 4) and creating grasses, herbs, etc. to eat (day 3). It was out of God's love and His desire for relationship, that He created man (day 6), having provided for man's physical needs also. With pets, children not only provide for physical needs, but build a 'relationship' with their pet

Theme One

"God's purpose in creation"

God had a plan in creating the heavens and the earth. That plan is still being worked out today and we are part of that plan. Out of His love and desire for relationship, He created man and woman. God provided everything that they would need for life.

Key Thought

God's plan in creation was to provide a people with whom He could relate and to provide an environment in which they would live.

Aim

To show God's love for all people everywhere and His desire for relationship with them.

Memory Verse

*"In the beginning God created the heavens and the earth."
(Genesis 1:1).*

Theme Two

"God created all things by His word"

Before the world began there was only God. He spoke and the world was created from nothing. When men make something they require either raw materials or previously made components. God is able to call things into being which do not already have existence.

Key Thought

God's word is living and powerful.

Aim

To show the children that God made everything by His word.

Memory Verse

"By faith we understand that the worlds were framed by the word of God." (Hebrews 11:3).

Activity A - Word Puzzle

Materials

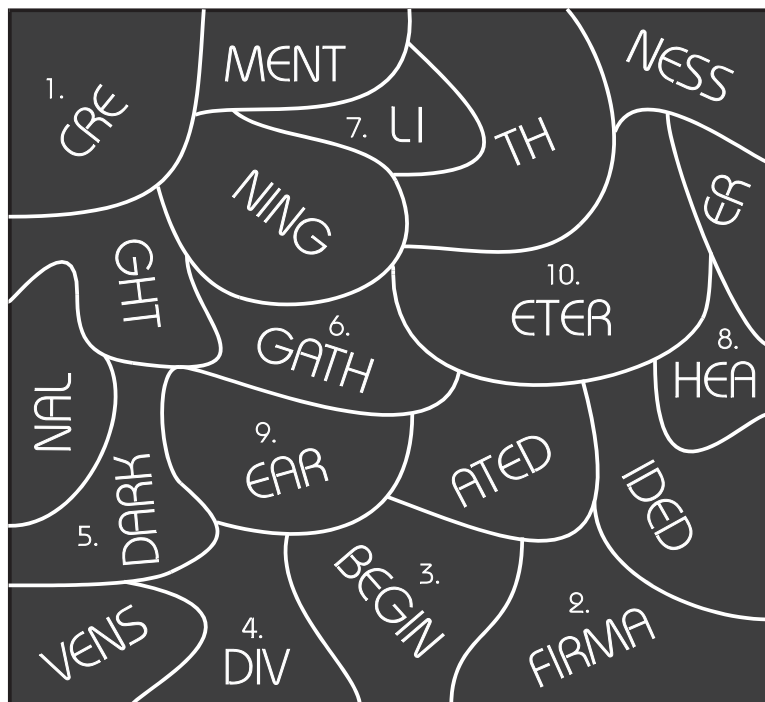
- 1 Activity Sheet per child.
- Pens/pencils.

Steps

- Children match the beginning and the ends of words and write the ten words at the bottom of the page.

Answers

1. Created
2. Firmament
3. Beginning
4. Divided
5. Darkness
6. Gather
7. Light
8. Heavens
9. Earth
10. Eternal



Activity B - Discussion

Materials

- 1 Activity Sheet per child.
- Pens/pencils.

Steps

- Discuss the questions and have children write their ideas in the space provided.

Answers

1. Why did God create man (people)? (Genesis 1:26).
Dominion over animals. To have fellowship with Him, in His own image/likeness.
2. Why did God create Eve? (Genesis 2:20).
There was no companion for Adam. He realised he was alone.
3. How did God create Eve? (Genesis 2:21-23)
From Adam's rib, not from the dust.
4. How is man different from animals? (I Corinthians 15:39; Genesis 2:20).
Man and animals are different kinds of beings. There was no suitable companion for Adam among the animals.
5. What were the individual roles of the three members of the Godhead (the Trinity) when the world was created? (Genesis 1:1-3; John 1:1-3).
God the Father spoke, the Word created, and the Holy Spirit hovered over creation.



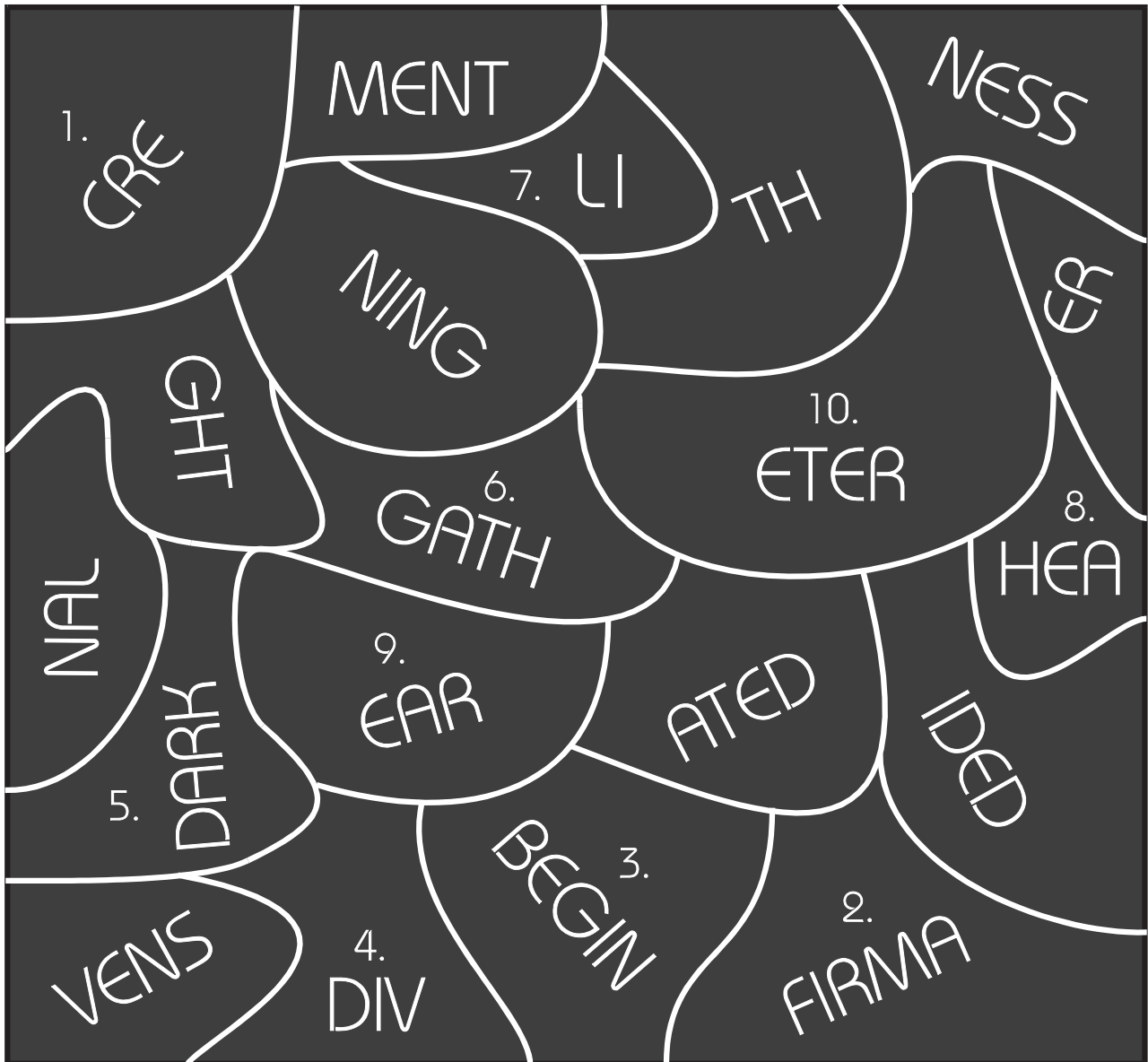
Creation 1

Activity A - Word Puzzle

Match the beginnings and the ends of the words.

Write the 10 words at the bottom of the page.

All words come from Genesis 1.



1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

Creation 1

Activity B - Discussion

Discuss the following questions and write your ideas in the spaces below.

1. Why did God create man (people)?
(Genesis 1:26).

2. Why did God create Eve? (Genesis 2:20).

3. How did God create Eve? (Genesis 2:21-23).

4. How is man different from animals? (1 Corinthians 15:39; Genesis 2:20).

5. What were the individual roles of the three members of the Godhead (the Trinity) when the world was created? (Genesis 1:1-3; John 1:1-3).



Creation 2

Genesis 1& 2

Storyline

God created the heavens and the earth and all that is within them. God first provided light, created the heavens and the earth and seas, then created plants, trees, grass, etc. which would later provide food for the creatures. He created the sun, moon and stars to provide light and warmth. Sea animals and birds were created next. Finally, God created the creatures which would live on the earth, including man. These were only created after all had been made ready. Everything created was good. On the seventh day, God rested.

Suggested Teaching Approach

1. Bring some examples of created things to class (eg. a flower, picture of an animal) and discuss their complexity, beauty and purpose.
2. Discuss the work that God gave Adam to do in caring for the Garden of Eden. What are some of the works that God has given us to do?

Theme One

“God cares for His creation”

When we think about how well God planned creation, we realise that He took great care to look after every creature He made. There is no need for us to ever worry about anything. We know that God never changes and He will look after us very lovingly and carefully as we trust Him as our Heavenly Father.

Key Thought

God blessed His creatures with all they needed to live, so that they would never be hungry, lonely or without a place to live.

Aim

For the children to be secure in the knowledge that God cares for us.

Memory Verse

“God shall supply all your need according to His riches in glory by Christ Jesus.” (Philippians 4:19).

Theme Two

“God gave man responsibility”

God cares for children by putting them in families where they can be loved and helped. Our parents show us how to be helpful at home, so that we become thoughtful, caring and helpful people. We learn how to be responsible by doing the work that our parents and teachers give us in the best way we can.

Key Thought

God gave Adam work to do caring for the Garden of Eden.

Aim

To show that God gives us responsibilities so that we learn to be thoughtful and caring towards one another.

Memory Verse

“For we are His workmanship, created in Christ Jesus for good works.” (Ephesians 2:10).

Activity A - Crossword

Materials

- 1 Activity Sheet per child.
- Pens/pencils.

Steps

- Children solve the crossword and complete the missing word from the sentence at the bottom of the page.

Answer

God's

1. H	e	a	v	e	n	s		
2. A	i	l						
3. N	i	g	h	t				
4. D	o	m	i	n	i	o	n	
5. I	m	a	g	e				
6. W	a	t	e	r	s			
7. O	u	r						
8. R	e	s	t	e	d			
9. K	n	o	w	i	e	d	g	e

is all around us.



Find names of a couple of useful 'creation' texts to recommend as further reading for students eg. *Bible and Science Reference*.

Activity B - Questions for Discussion

Materials

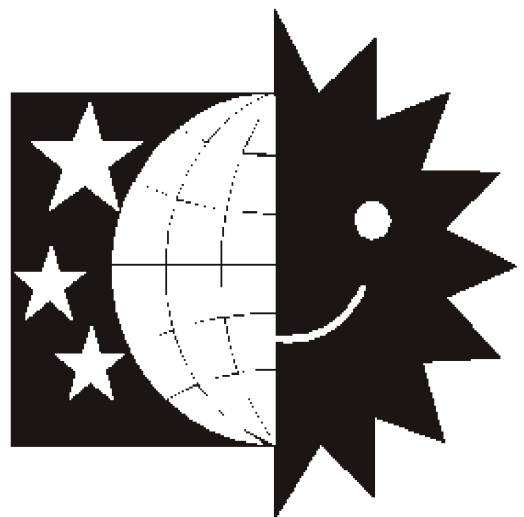
- 1 Activity Sheet per child.
- Pens/pencils.

Steps

- Children discuss questions and write answers in the space provided.

Questions

1. Contrast the order of creation with the chaos of evolution.
God saw that His creation was good. It was done in His order, out of love and desire to be given in relationship. Evolution depends on random chance.
2. Read Genesis 1:11,14. What do you notice about the order of creation?
Vegetation was created prior to sun(light). Discuss what light kept the plants alive.
3. Contrast the theory that the world is still in the evolutionary process with II Peter 3:3-7.
God completed earthly creation (Genesis 2:1). Evolution depends upon the chance of ongoing change, and people who scoff at the word of God. (Evolution is an intellectual attempt to justify non-belief).
4. Read Genesis 1:1,14 about the sun, moon and stars and the earth. What was created first?
Earth was created prior to sun, moon and stars.
5. What does the Bible state about those who do not believe God exists? (Psalm 14:1; Romans 1:20).
They are fools. They are accountable because of the evidence of creation.

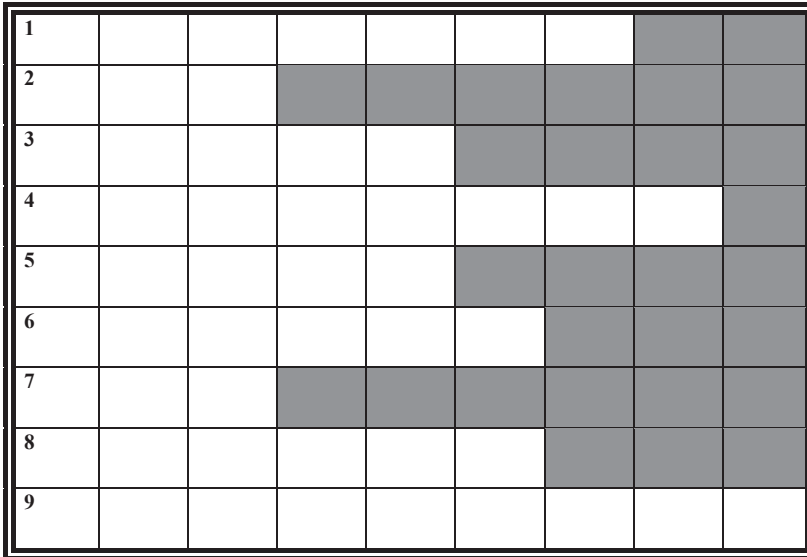


Creation 2

Activity A - Crossword

Solve the crossword to find the missing word to fill in the sentence below.

God's



is all around us.

Clues

1. "In the beginning God created the _____ and the earth." (Genesis 1:1).
2. "Thus the heavens and the earth, and _____ the hosts of them, were finished." (Genesis 2:1)
3. "Then God made two great lights: the greater light to rule the day, and the lesser light to rule the _____." (Genesis 1:16).
4. "Then God blessed them, and God said to them, 'Be fruitful and multiply; fill the earth and subdue it; have _____ over the fish of the sea, over the birds of the air, and over every living thing that moves on the earth.'" (Genesis 1:28).
5. "So God created man in His own _____; in the _____ of God He created him; male and female He created them." (Genesis 1:27).
6. "And God called the dry land Earth, and the gathering together of the _____ He called Seas. And God saw that it was good." (Genesis 1:10).
7. "Then God said, 'Let us make man in _____ image, according to _____ likeness.'" (Genesis 1:26).
8. "Then God blessed the seventh day and sanctified it, because in it He _____ from all His work which God had created and made." (Genesis 2:3).
9. "And out of the ground the Lord God made every tree grow that is pleasant to the sight and good for food. The tree of life was also in the midst of the garden, and the tree of the _____ of good and evil." (Genesis 2:9).

God's _____ is all around us.

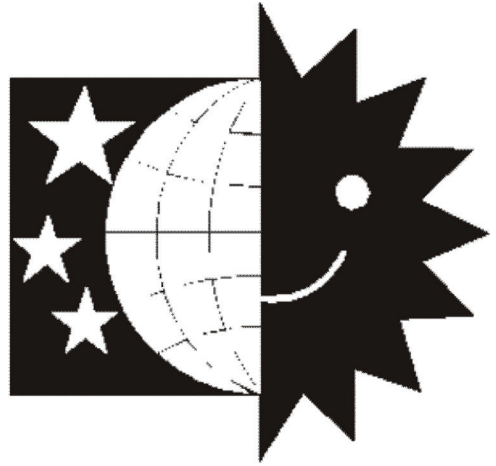
Creation 2

Activity B - Questions for Discussion

Discuss the questions below, then write your answers in the space provided.

QUESTIONS:

1. Contrast the order of creation with the chaos of evolution.
2. Read Genesis 1:11,14. What do you notice about the order of creation?
3. Contrast the theory that the world is still in the evolutionary process with II Peter 3:3-7.
4. Read Genesis 1:1,14 about the sun, moon and stars and the earth. What was created first?
5. What does the Bible state about those who do not believe God exists? (Psalm 14:1; Romans 1:20).



ANSWERS:

Adam and Eve

Genesis 1:26 - 2:25

Storyline

God created man from the dust of the earth and breathed into him the breath of life. The Lord placed Adam in the garden to work it and take care of it. Adam was permitted to eat of any tree in the garden except the tree of the knowledge of good and evil. God brought the animals to Adam to be named. No suitable companion was found for Adam. The Lord saw it was not good for the man to be alone so He decided to provide a companion for him. The Lord caused a deep sleep to come upon Adam. He took a rib from his side and created woman. Adam was very appreciative of his companion and called her woman, for she came out of man. Man and woman are to be united as one flesh in marriage.

Suggested Teaching Approach

1. Have a discussion on the special plan and purpose that God has for mankind, how this is different from the animals, and the different roles that men and women have.
2. Bring a jigsaw (with large pieces). Give each child one or two pieces and illustrate how they need each other if the jigsaw is to be made complete. Point out that in a marriage, each person needs the other in order for the marriage to function properly and harmoniously.

Theme One

“God created man in a special way”

God loves us just as much as He loved Adam and Eve. He took great care to make them in a special way, different from the animals, because He wanted them to be like God Himself. He wants us to be like Him too and so He sent Jesus and the Holy Spirit to change us so that we become more and more like God.

Key Thought

God has a special plan for man that He doesn't have for the animals.

Aim

To show that we are wonderfully made and that God's plan is still taking place.

Memory Verse

“So God created man in His own image; in the image of God He created him; male and female He created them.” (Genesis 1:27).

Theme Two

“God created man and woman”

God created man to be like Him and to have fellowship with Him. Man looked at the animals, but there was none that could be a helper to him. He needed a helper who was comparable to him. God created the woman out of Adam's side to be a suitable helper for him.

Key Thought

God made everyone according to His purpose so we could become like Him. We are to have fellowship with God and with other people.

Aim

To have the children understand that God thought of everything needful for us to become like Him.

Memory Verse

“He created them male and female, and blessed them and called them Mankind.” (Genesis 5:2).

Activity A - Jumbled Word Puzzle

Materials

- 1 Activity Sheet per child.
- Pens/pencils.

Steps

- Write down every second letter below to find the hidden Scripture and reference. Begin with the first letter "T".



T	F	H	E	E	A	R	N	E	D	F	T	O	H	R	E	E
Y	A	S	M	H	A	A	N	L	S	L	H	B	A	E	L	C
L	O	L	M	E	E	A	O	V	N	E	E	H	F	I	L	S
E	F	S	A	H	T	.	H	G	E	E	R	N	A	E	N	S
D	I	M	S	O	T	T	W	H	O	E	V	R	E	A	R	N
S	D	E	B	T	E	W	J	E	O	N	I	T	N	Y	E	-
D	F	T	O	O	U	H	R	I	.	S	.	W	.	I	.	GO TO*

Answer

- Therefore a man shall leave his father and mother and be joined to his wife and they shall become one flesh. Genesis two verse twenty-four.

Activity B - Discussion

Materials

- 1 Activity Sheet per child.
- Pens/pencils.

Steps

- Children discuss the questions and write down their ideas.

Answers

1. In what ways did God make men and women different? Think of some practical ways eg. physically. Physically, emotionally, behaviour (socially), intellectually.
2. Why did God say that Adam needed Eve? (Genesis 2:18).
God knew he would be lonely and needed a helpmeet (companion); God's plan for the future involved families.
3. What did God say man's role was to be? (Ephesians 5:23; I Peter 3:7).
'Head' of family; leading, but in submission to God.
4. What did God say woman's role was to be? (Ephesians 5:22-24).
'Centre' of the family; coordinating the family's life and activities, but in submission to her husband.
5. How can men and women work together in marriage? (Ephesians 5:31-33; I Peter 3:7-9).
As one flesh, with love and respect for each other. As heirs together, in consideration for one another, tenderhearted to each other.

Adam and Eve

Activity A - Jumbled Word Puzzle

Write down every second letter below to find the hidden Scripture and where it is found in the Bible. Begin with the first letter T.



T	*	F	H	E	E	A	R	N	E	D	F	T	O	H	R	E	E
Y	A	S	M	H	A	A	N	L	S	L	H	B	A	E	L	C	
L	O	L	M	E	E	A	O	V	N	E	E	H	F	I	L	S	
E	F	S	A	H	T	.	H	G	E	E	R	N	A	E	N	S	
D	I	M	S	O	T	T	W	H	O	E	V	R	E	A	R	N	
S	D	E	B	T	E	W	J	E	O	N	I	T	N	Y	E	-	
D	F	T	O	O	U	H	R	I	.	S	.	W	.	I	.		

GO
TO
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Adam and Eve

Activity B - Discussion

Discuss the following questions and write down your ideas.

1. In what ways did God make men and women different? Think of some practical ways.

2. Why did God say that Adam needed Eve? (Genesis 2:18).

3. What did God say man's role was to be? (Ephesians 5:23; I Peter 3:7).

4. What did God say woman's role was to be? (Ephesians 5:22-24).

5. How can men and women work together in marriage? (Ephesians 5:31-33; I Peter 3:7-9).

The fall

Genesis 3

Storyline

Eve yielded to the serpent's temptation and ate of the tree of the knowledge of good and evil. Adam also ate of it. When questioned by God, each blamed someone else for their sin. God banished them from the Garden of Eden. He placed judgments on the serpent and on Adam and Eve.

Suggested Teaching Approach

1. Illustrate the call to continually repent and be in faith with a paper boat labelled "My Life", afloat in a basin of water. Have several stones labelled "rebellion", "disobedience", "blame", etc.) Put stones in the boat until it starts to sink, then contrast this with putting stones in and then taking them out (repenting) one at a time, so boat stays afloat.
2. Discuss: We are living in a world affected by the fall, where sin and rebellion reign. Discuss the effects of sin in today's world, eg. hatred, selfishness, disobedience, and jealousy. Is there an answer to this?

Theme One

"Temptation comes to us all"

When Eve was tempted by the serpent she did not need to give in to temptation. We will all be tempted at different times in our lives. However we can turn away from the temptation and look to the Lord who gives us victory over every temptation as He Himself has known temptation and resisted it.

Key Thought

Though temptations come our way, we have the power to overcome them by obedience to God's word. This was the way that Jesus overcame temptations.

Aim

To show the children how we need to avoid temptation and turn to the Lord.

Memory Verse

"The Lord knows how to deliver the godly out of temptations."
(2 Peter 2:9).

Theme Two

"Sin and death entered the world"

When Adam and Eve fell, their first response was to hide from God in shame and to pass the blame for their actions onto someone else. Their relationship with God was cut off, and as a consequence of their sin, God judged the world He had created. From that time, creation has suffered the effects of the fall, and we see the signs of that today - pollution, death, conflict, etc. However, for those who would become God's chosen people, He has always had a plan - eternal life and a new heaven and a new earth.

Key Thought

We see the effects of the fall all around us and we need to accept responsibility for our own fallen nature in order for God to be able to work out His plan for us.

Aim

To help the children understand the terrible consequences of Adam and Eve's disobedience and rebellion against God, and likewise our own. We need to accept responsibility for our actions and repent of our sins, before we can accept God's gift of eternal life through Jesus our Lord.

Memory Verse

"Through one man sin entered the world, and death through sin, and thus death spread to all men." (Romans 5:12).

Activity A - Coded Scripture

Materials

- 1 Activity Sheet per child.
- Pens/pencils.

Steps

- Children unscramble the Scripture which tells them the answer to the fall of man.

Answer

“For He made Him who knew
 no sin to be sin for us, that
 we might become the
 righteousness of God in
 Him.” II Corinthians 5:21.

Activity B - Questions and Answers

Materials

- 1 Activity Sheet per child.
- Pens/pencils.

Steps

- Children read the verses given and write the answers below each question.

Answers

- List the results of the fall and sin which you can see:
 - in Adam and Eve, (Genesis 3:7,8,16-19,24);
Knew they were naked, so hid from God.
Curses on man and woman.
Separated from God (out of the garden).
 - in the natural world around us, (Genesis 3:17,18; Romans 8:21);
Thorns and thistles.
Corruption (erosion, pollution, decay).
 - in human nature. (Romans 8:6-8).
Carnal mind leads to death.
Being an enemy/in conflict with God.
Unable to please God.
- How can we deal with our sinful nature? (Romans 8:11,13).
Life to mortal body by Holy Spirit.
Live by the Spirit - put the flesh to death.



Activity A - Coded Scripture

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The fall

Activity B - Questions and Answers

Read the verses given and write the answers below each question.

1. List the results of the fall and sin which you can see:

(a) in Adam and Eve,

Genesis 3:7,8,16-19,24



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(b) in the natural world around us,

Genesis 3:17,18;

Romans 8:21



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(c) in human nature.

Romans 8:6-8



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2. How can we deal with our sinful nature?

Romans 8:11,13



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Cain and Abel

Genesis 4

Storyline

Adam and Eve had two sons; first Cain, who worked the soil, and then Abel, who kept flocks. Cain offered the first fruits of the soil to the Lord while Abel offered fat portions of the firstborn of the flock (a specially chosen offering). The Lord looked with favour on Abel's offering but not Cain's, because the Lord knew the heart attitude of each man toward their offering. Cain became angry and downcast. The Lord said, "If you do well, will you not be accepted? And if you do not do well, sin lies at the door." Cain found Abel in the field and killed him. When the Lord asked where Abel was, Cain lied, "I do not know. Am I my brother's keeper?" The Lord knew what Cain had done and cast him out of His presence under a curse. The account of Cain's descendants shows they were unrepentant and continued in Cain's ways. Another son was born to Adam and Eve and was called Seth because God had appointed another seed for Eve instead of Abel.

Suggested Teaching Approach

1. Bring a bowl of lollies to class. Discuss the temptation to take 'just one' lolly whilst the teacher is not looking, and then to deny or 'cover up' what you have done.
2. Discuss with students the situations that make them angry or jealous. Then, in general terms, discuss how people sometimes act in these situations and how they should act.

Theme One

"Respond to correction"

God spoke to Cain to show him how he needed to change. But Cain refused to change his attitude. God's word comes to us, too, usually through our parents. When our parents speak to us to correct us, it is because they are helping us to change to be the way God wants us to be. If we soften our hearts and respond to what our parents are saying, God is able to change us. If we are stubborn, like Cain, and refuse to respond properly, sin will get a stronger and stronger hold over us.

Key Thought

Responding to correction will bring godly change. Refusing to respond will entrench us in sin.

Aim

For the children to recognise the importance of responding to correction, as an opportunity to change to be more like the Lord.

Memory Verse

"For whom the Lord loves He chastens, and scourges every son whom He receives." (Hebrews 12:6).

Theme Two

"Repenting of our sin"

Cain murdered Abel but when challenged by God, he lied and said he didn't know where Abel was. Cain thought he could avoid the consequences of his action by lying, for he knew what he had done was wrong. But the Father knew what had happened and because of Cain's unrepentant heart, he was cast out of the Father's presence. How many times have we done similar things like breaking something, and when questioned by our parents, we deny all knowledge? Our Father wants us to come before Him when we have done something wrong and repent, so that our sin may be forgiven and so that we may continue in relationship with Him.

Key Thought

God wants us to repent of our sins.

Aim

To show the students that with the Lord nothing done in secret remains secret.

Memory Verse

"Godly sorrow produces repentance leading to salvation, not to be regretted." (2 Corinthians 7:10).

Activity A - Word Search

Materials

- 1 Activity Sheet per child.
- Pens/pencils.

Steps

- Children find the underlined words in the puzzle.

Answers

“Abel also brought of the firstlings of his flock and of their fat. And the Lord respected Abel and his offering, but He did not respect Cain and his offering. And Cain was very angry, and his countenance fell.” (Genesis 4:4-5).



Activity B - Charades

Materials

- 1 copy of Activity Sheet.

Steps

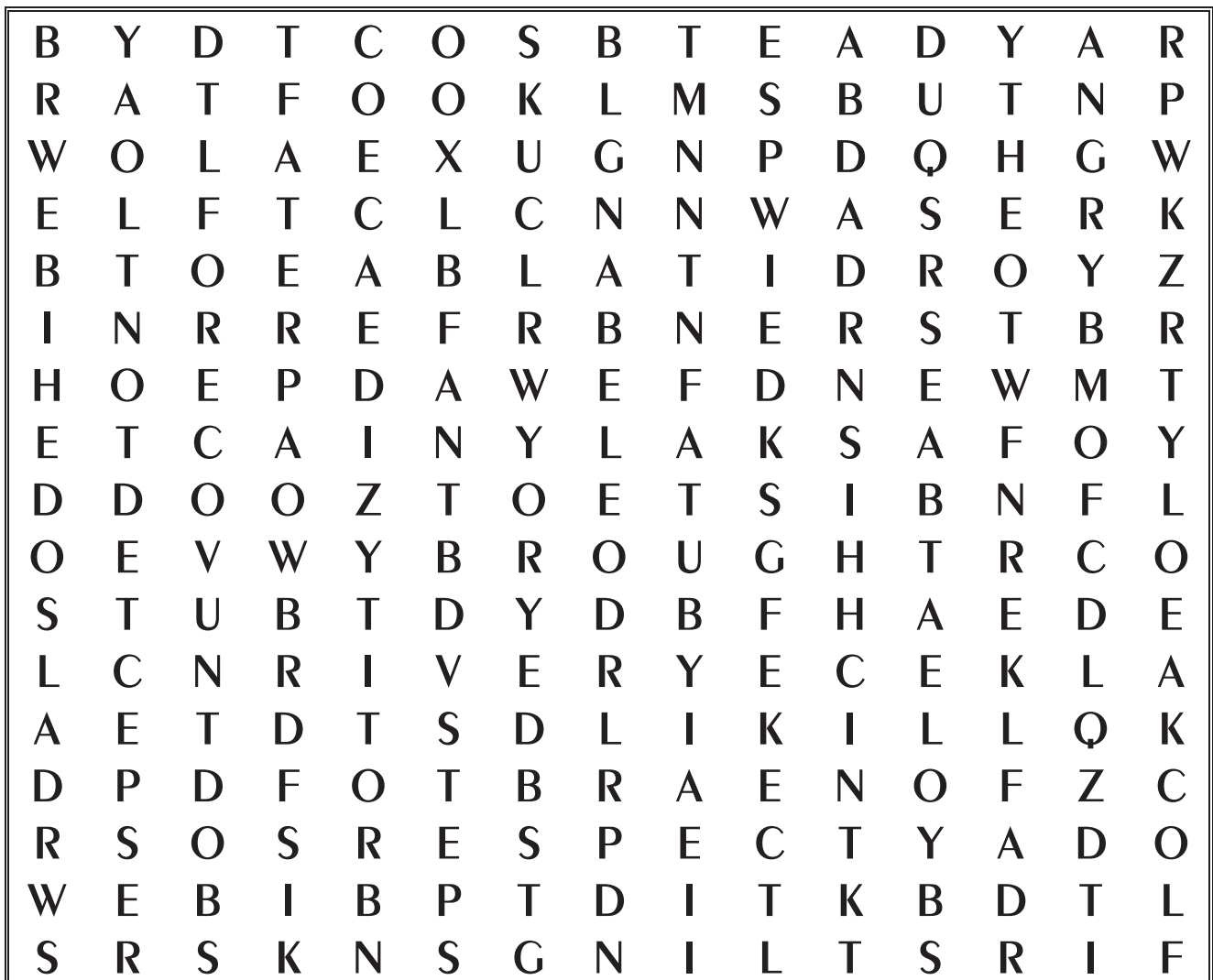
- Separate Scriptures by cutting along lines on Activity Sheet.
- Present one strip to each child. If you have a large class, choose only six children.
- Each child takes a turn at acting out the Scripture given to them. They may choose others in the class to assist in the role play if necessary.
- The rest of the class have their Bibles open to Genesis 4 to aid in guessing.
- Keep score of the first person to correctly guess each Scripture.
- At the conclusion of the game, present a prize to the winning guesser only.
- Discuss how children feel about winning/not winning and the jealousy some may feel in relation to Cain's jealousy of Abel doing right in the sight of the Lord. If desired, present each child with a reward for participation at conclusion of the activity or lesson.
- Prize suggestions: Christian sticker, pencil, sweet, eraser.

Cain and Abel

Activity A - Word Search

Find all the underlined words in the puzzle.

“Abel also brought of the firstlings of his flock and of their fat. And the Lord respected Abel and his offering, but He did not respect Cain and his offering. And Cain was very angry, and his countenance fell.”
(GENESIS 4:4-5).



Cain and Abel

Activity B - Charades

Genesis 4:2

"Now Abel was a keeper of sheep, but Cain was a tiller of the ground."

Genesis 4:3

"Cain brought an offering of the fruit of the ground to the Lord."

Genesis 4:4

"Abel also brought of the firstlings of his flock and of their fat."

Genesis 4:6

"So the Lord said to Cain, 'Why are you angry?
And why has your countenance fallen?'"

Genesis 4:8

"Now Cain talked with Abel his brother; and it came to pass, when they were in the field, that Cain rose against Abel his brother and killed him."

Genesis 4:9

"Then the Lord said to Cain, 'Where is Abel your brother?'
And he said, 'I do not know. Am I my brother's keeper?'"

Noah builds an ark

Genesis 6:1 - 7:16

Storyline

Mankind increased on the earth and the Lord saw how great their wickedness had become. God was upset that He had made man and His heart was filled with pain. God decided to wipe from the face of the earth all mankind, all the animals and all the birds of the air. Noah, however, found favour in God's eyes; he was righteous and blameless. God told Noah to build an ark and gave him the design. God said He would bring flood waters to destroy all life under the heavens. God told Noah that He would establish His covenant with him and that Noah and his family, together with the animals, would enter the ark and be kept alive. Noah did everything just as God commanded. Pairs of all creatures, male and female, together with Noah and his family, went into the ark and God shut them in.

Suggested Teaching Approach

Ask students the following questions:

1. Whom are you asked to obey? (Parents, teachers, those in authority.)
2. Why is it sometimes difficult to obey?
3. How can you get the strength to obey even in the difficult times?

Theme One

"Obedience to God makes us different"

Noah was described as a preacher of righteousness and one of only eight people who were saved from the flood. Only Noah and his family obeyed the word from God that Noah preached. Maybe people laughed at the boat Noah was building. People may laugh at us when we are obedient to God. People may reject us if we talk about the Lord. It is all right to be different to other people when obeying God.

Key Thought

Noah walked with God even when everyone else around him was wicked.

Aim

For the children to understand that we must be obedient to God even if it makes us different to everyone else.

Memory Verse

"Noah was a just man, perfect in his generations. Noah walked with God." (Genesis 6:9).

Theme Two

"There is only one way to be saved"

The only people who were saved from the flood were those inside the ark. The only people who will be saved from eternal judgement will be those in Christ. There was only one way to enter the ark and that was through the door. Jesus is the door to our salvation and we have eternal life through Him. Like Noah, we are protected as we continue to abide in Christ.

Key Thought

The only way of salvation is by faith in, and obedience to, the Lord Jesus Christ.

Aim

For the children to understand the importance of continuing to abide in Christ.

Memory Verse

"I am the vine, you are the branches. He who abides in Me, and I in him, bears much fruit." (John 15:5).

Activity A - Word Puzzle/Drawing

Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- 1 or more tape measures.
- Calculator.

Steps

- Children complete questions and drawing, then class together go outside and measure out size of ark.

Answers

What materials did Noah use to build the ark? (Genesis 6:14) Tick your answers.

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<input checked="" type="checkbox"/> <u>g</u> opher <u>w</u> ood	<input type="checkbox"/> <u>n</u> ails	<input checked="" type="checkbox"/> <u>p</u> itch

Rearrange the underlined letters above, to find Noah's response to God's instructions. Refer to Genesis 6:22 for a clue.
Obedient

Calculate the dimensions of the ark.

(Use Genesis 6:15 and the equation 1 cubit = 0.45m).

135m x 22.5m x 13.5m

Activity B - Response and Discussion

Materials

- 1 Activity Sheet per child.
- Pens/pencils.

Steps

- Children look up Scriptures to find answers to the questions.
- When finished, compare the answers together.

Answers



1. What were the dimensions of the ark in cubits? (Genesis 6:15).
300cu long x 50cu wide x 30cu high.
2. How many decks were in the ark? (Genesis 6:16).
Three.
3. How many people went into the ark? (Genesis 7:13).
Eight.
4. What did they eat? (Genesis 1:29-30).
God gave only plant life as food - there were no carnivores.
5. Who shut the door of the ark? (Genesis 7:16).
The Lord.
6. What were the people like who did not go into the ark? (Genesis 6:5).
Wicked and continually evil.
7. Had it rained on earth before the flood? (Genesis 1:6-7; 2:5-6; 6:17; 7:4).

No. There were waters above the firmament, and they were set there, divided from the waters below the firmament. Gen 6:17 "He will bring floodwaters" together with Gen 7:4, "He will bring rain", shows that the division of waters was broken.

Noah builds an ark

Activity A - Word Puzzle/Drawing

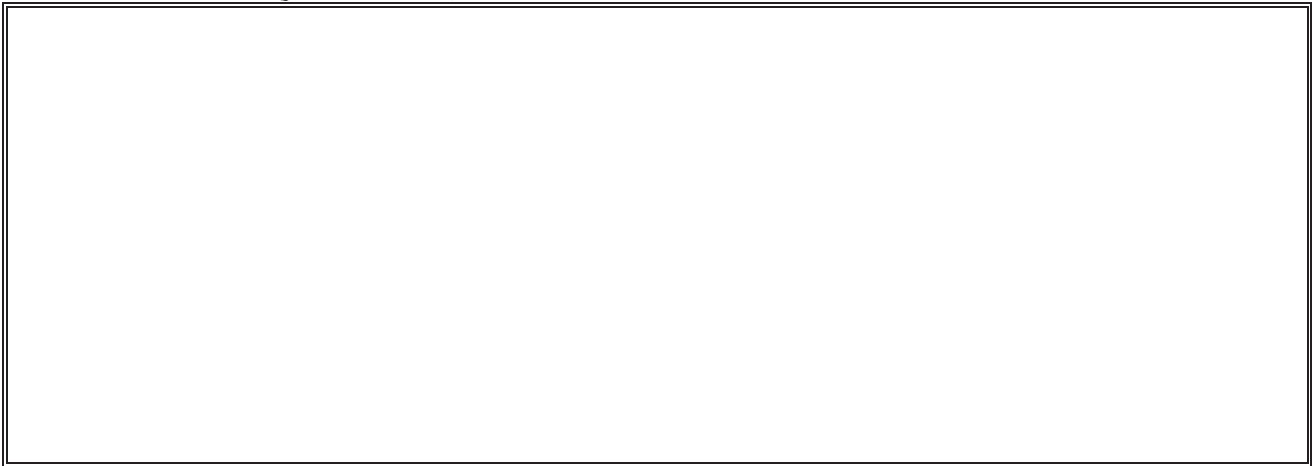
1. (a) What materials did Noah use to build the ark?
(Genesis 6:14)

Tick your answers:

<input type="checkbox"/> <u>b</u> alsa	<input type="checkbox"/> <u>w</u> ire	<input type="checkbox"/> <u>g</u> lue
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<input type="checkbox"/> <u>g</u> opher <u>w</u> ood	<input type="checkbox"/> <u>n</u> ails	<input type="checkbox"/> <u>p</u> itch

- (b) Rearrange the underlined letters above, to find Noah's response to God's instructions. Refer to Genesis 6:22 for a clue.

2. From the Scriptures Genesis 6:14-16, make a sketch of Noah's ark. Use your imagination.



3. Calculate the dimensions of the ark.
(Use Genesis 6:15 and the equation 1 cubit = 0.45m).

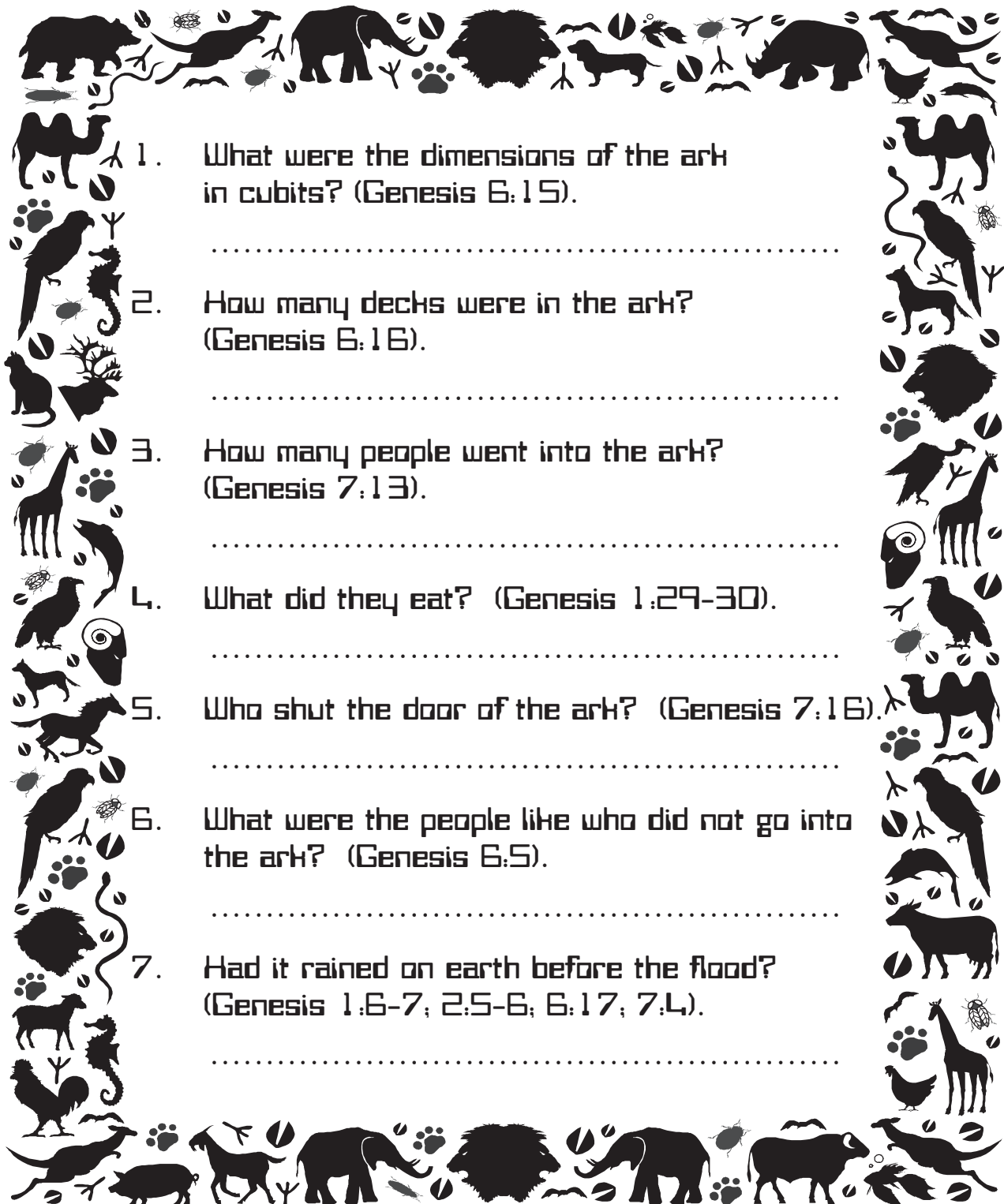
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Now go outside and measure or pace out what you have written.
(2 cubits = approximately 1 pace).

Noah builds an ark

Activity B - Response and Discussion

Write your responses to the questions below and then share with the group.
Find the answers in the given Scriptures.



1. What were the dimensions of the ark in cubits? (Genesis 6:15).
.....
2. How many decks were in the ark? (Genesis 6:16).
.....
3. How many people went into the ark? (Genesis 7:13).
.....
4. What did they eat? (Genesis 1:29-30).
.....
5. Who shut the door of the ark? (Genesis 7:16).
.....
6. What were the people like who did not go into the ark? (Genesis 6:5).
.....
7. Had it rained on earth before the flood? (Genesis 1:6-7; 2:5-6; 6:17; 7:4).
.....

The flood, Noah and his sons

Genesis 7:17 - 9:29

Storyline

The waters flooded the earth for 150 days, covering even the highest mountains. Every living creature perished except for Noah and those in the ark. After God told Noah to leave the ark, Noah built an altar to the Lord, and the Lord covenanted with Noah never to destroy the earth again by flood. He sealed His promise with a rainbow. From Noah's three sons, Ham, Shem and Japheth, the whole world was populated. Noah lived another 350 years after the flood and died when he was 950 years old.

Suggested Teaching Approach

Start a discussion on floods. Discuss the destruction they can cause, how to prepare for a flood, and also any benefits that may result. Relate to Noah and discuss the 'opposites' in the flood story, eg. destruction to the wicked but salvation to the righteous; all life destroyed but after the flood, a new start for creation (trees, animals, etc.); the end for some - a new beginning for others. (Use a whiteboard to display these opposites).

Theme One

"A place of salvation"

The first part of the story of the flood is one of judgment by God for man's wickedness. The ark was God's place of safety from judgment, for those He counted righteous. Jesus told His disciples that He was going to prepare a place for them. The body of Christ, His church, is our place of safety, our refuge, in the same way the ark was to Noah.

Key Thought

Our salvation is assured as we abide in the body of Christ, our place of safety.

Aim

To impress on the children that God's judgement will again come upon earth and its people, and we must continue in our salvation.

Memory Verse

"We, being many, are one body in Christ, and individually members of one another." (Romans 12:5).

Theme Two

"A new life in Christ"

In Noah's day, God's judgement came to the wicked people on earth and they were killed in the flood. Noah started a new life with his family in a very different world. Jesus has made a way for us to have a new life in Christ, even though we deserve to die because we have all sinned.

Key Thought

As Christians, we have access to a new life in Christ.

Aim

For the children to understand that in Christ we are a new creation, with a new life in Christ.

Memory Verse

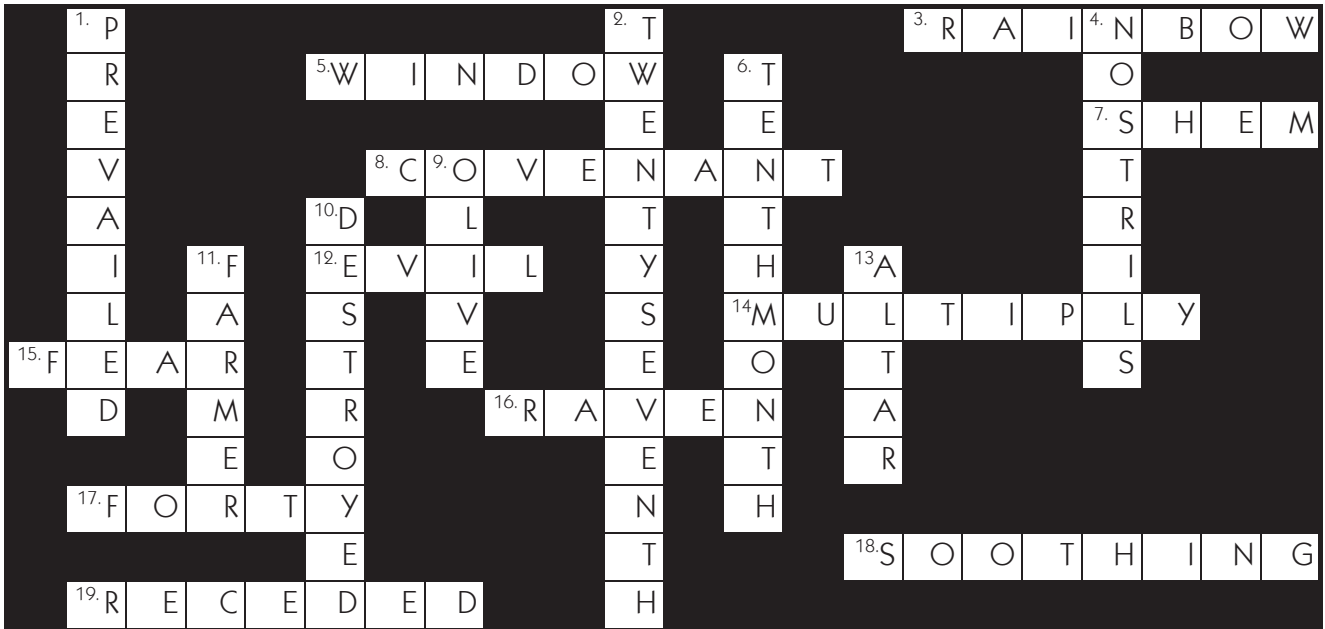
"If anyone is in Christ, he is a new creation, old things have passed away." (2 Corinthians 5:17).

Activity A - Crossword

Materials

- 1 Activity Sheet per child.
- Pens/pencils.

Answers



Activity B - Questions and Answers

Materials

- 1 Activity Sheet per child.
- Pens/pencils.

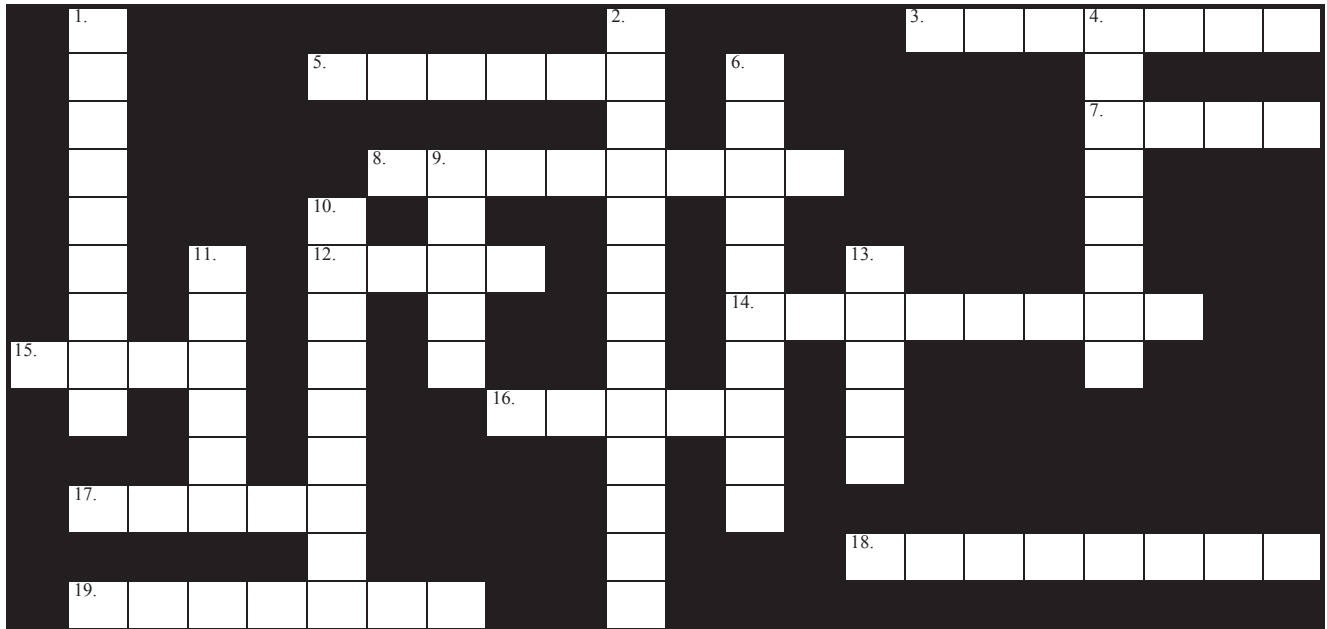
Answers

- Find three Scriptures from the given list that contain the word 'refuge' and write them down.
Psalm 9:9; 14:6; 46:1; 57:1; 59:16; 62:7; 62:8; 94:22.
- Now think how these Scriptures relate to the story of Noah and the ark. Write down three ideas about the similarities.
Possible ideas that relate to the theme are - Noah was oppressed by the wickedness around him. God saved Noah and his family from all the trouble around. All the other people on the earth were wicked. Noah trusted God to save him from the calamities coming because of the flood. God had mercy on righteous Noah and did not destroy him.
- How does this relate to your life?
Have the children talk about how they have found God to be a refuge when they have had trouble and have been oppressed by the unrighteous people around them.



The flood, Noah and his sons

Activity A - Crossword



Clues

DOWN	GENESIS	ACROSS	GENESIS
1. What did the waters do for 150 days?	7:18	3. What is the sign of the covenant with Noah?	9:13
2. On which day of the second month was the earth dried?	8:14	5. What did Noah open after the ark had rested 40 days?	8:6
4. All living animals that died in the flood used this to breathe.	7:22	7. Name of one of Noah's sons.	9:18
6. When were the mountains seen after the flood?	8:5	8. What did God establish with Noah?	9:9
9. What kind of leaf was in the dove's mouth?	8:11	12. What does God say man's heart is like?	8:21
10. What happened to the living things? They were _____.	7:23	14. Every living thing was told to be fruitful and _____.	8:17
11. Noah began to be a _____ and he planted a vineyard.	9:20	15. After the flood, what new instinct was upon every beast towards man?	9:2
13. Noah built an _____ to the Lord.	8:20	16. What was the first bird that Noah sent out?	8:7
		17. How many days did it rain?	7:17
		18. What was the aroma of Noah's offering to the Lord?	8:21
		19. What happened to the flood waters after 150 days?	8:3

The flood, Noah and his sons

Activity B - Questions and Answers

Answer and discuss the questions below.

1. Find three Scriptures from the given list that contain the word 'refuge' and write them down.

Psalms 1:1; 9:9; 14:6; 19:11; 23:1; 46:1; 48:1; 57:1; 58:11; 59:16; 60:4; 62:7; 62:8;
69:1; 69:34 94:22; 150:6.

(a)

.....

(b)

.....

(c)

.....

2. Now think how these Scriptures relate to the story of Noah and the ark. Write down three ideas about the similarities.

(a)

.....

(b)

.....

(c)

.....

3. How does this relate to your life?

.....

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The tower of Babel

Genesis 11:1-9

Storyline

The earth was repopulated by Noah and his family and all mankind had one language. Men settled on the plain at Shinar and built for themselves a city of bricks. They decided to build a tower which would reach to the heavens so they could make a name for themselves. The Lord saw that having one language and one purpose, they would do anything they planned to do without Him. The Lord confused their language and scattered them. The name of the place was called Babel, because the Lord had confused the language of the whole world.

Suggested Teaching Approach

1. Find (or sketch) a picture of a ziggurat (the multi-storeyed temple-tower) which was probably the type of tower built by the people. Explain that its purpose was for man to have a stairway to heaven and the gods.
2. Show students examples of different written languages, or, if possible, have people from different linguistic backgrounds come and talk to the students in their own language. Try to work out what they may be saying.

Theme One

“Man’s self-centredness”

After the flood, the whole human race attempted to take destiny into its own hands and make a name for itself apart from God - to establish a kingdom built by man at the exclusion of God’s kingdom. God dispersed the people because of their rebellious pride. Even the greatest of human endeavours cannot defy God and long survive. The fact that the Lord had to descend to see the pinnacle of man’s endeavours far below Him, makes a mockery of the tower-builders.

Key Thought

We need to seek God’s will before we act, and not rely on our own self-centred efforts.

Aim

To impress on the children that man’s actions against the will of God will fail, and rebellion and pride will always ultimately end in destruction.

Memory Verse

“The name of the Lord is a strong tower; the righteous run to it and are safe.” (Proverbs 18:10).

Theme Two

“God rules over all”

The people of Babel united together to build a place of safety and power for themselves without God. Despite all their strength and capability, God came down and with one swift action, put an end to all their plans. Still today, people try to be more important than God, and some even fight against Him. But God is stronger than all the power of people. We can trust Him to have His way in our lives and to work out His plan for all people.

Key Thought

Despite the power of the systems of the world, it is God who is in charge.

Aim

For the children to be assured that God is in control in their lives, and to actively trust Him.

Memory Verse

“The Most High rules in the kingdom of men, and gives it to whomever He chooses.” (Daniel 4:32).

Activity A - Coded Message

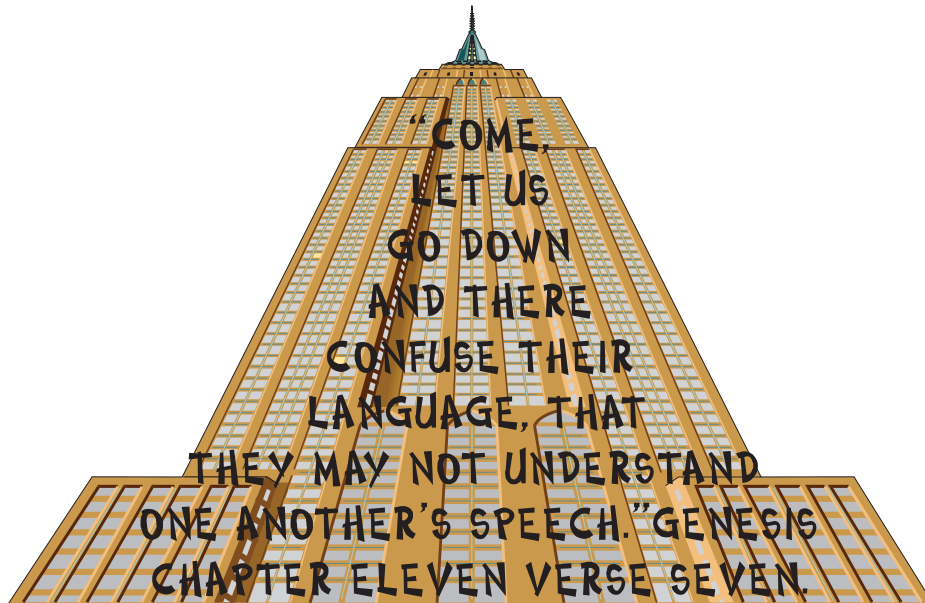
Materials

- 1 Activity Sheet per child.
- Pens/pencils

Steps

- Children unscramble letters of each word to decipher the verse.

Answers



Activity B - Questions and Answers

Materials

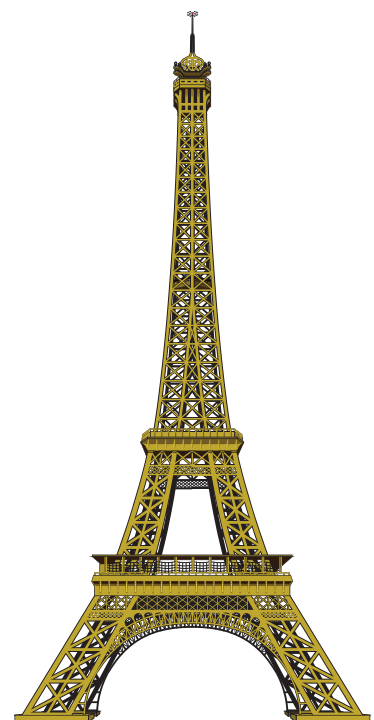
- 1 Activity Sheet per child.
- Pens/pencils.

Steps

- Children look up verses and answer questions.

Answers

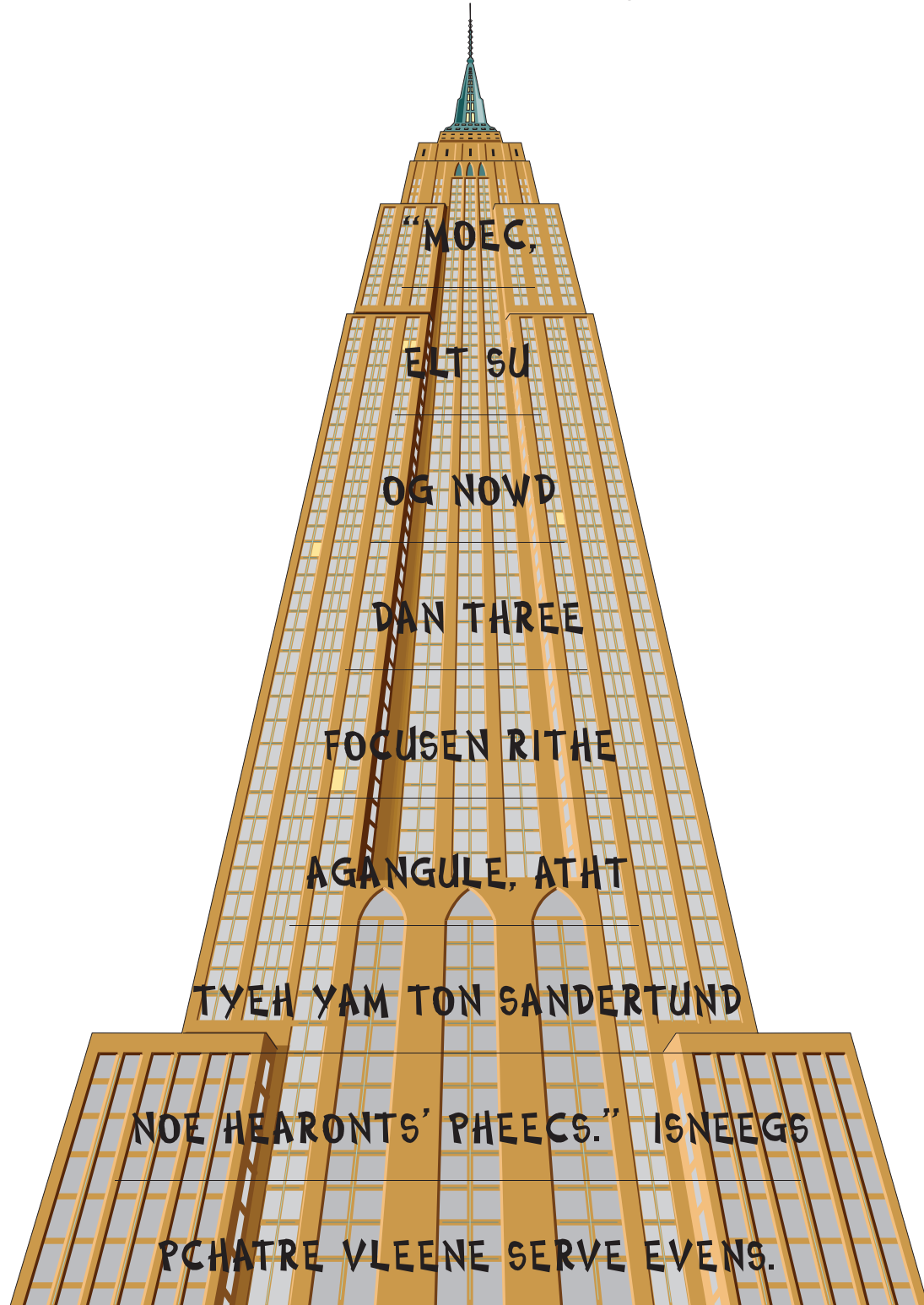
1. What did the people of the earth have and desire to have in common in Genesis 11:1-4?
(a) Common **Dwelling** (b) Common **Language**
(c) Common **Tower** (d) Common **Name**
2. Can you see anything in today's world that is similar to the time of the tower of Babel?
 - Common Market,
 - Common Government (New World Order),
 - People becoming multi-lingual,
 - World-wide Corporations.
3. Read Genesis 11:1-9. Why did the confusing of the language stop the building of the tower?
Because all the languages of the earth were given to these people. They could not understand each other's speech so they could no longer be of one mind and of one purpose.



The tower of Babel

Activity A - Coded Message

Unscramble the confused message below.



The tower of Babel

Activity B - Questions and Answers

Read the Scriptures and answer the questions.

1. What did the people of the earth have and desire to have in common in Genesis 11:1-4?

(a) Common D_____

(b) Common L_____

(c) Common T_____

(d) Common N_____

2. Can you see anything in today's world that is similar to the time of the tower of Babel?

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3. Read Genesis 11:1-9. Why did the confusing of the language stop the building of the tower?

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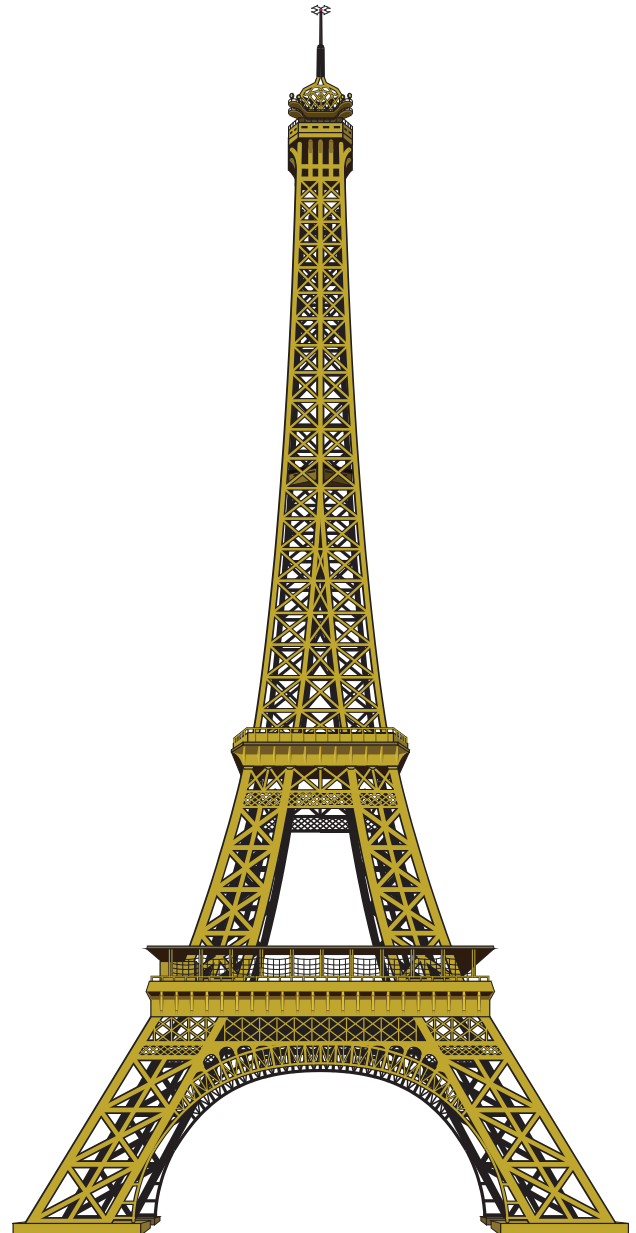
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Abram called, Abram and Lot

Genesis 12 - 14

Storyline

Abram responded to God's call on his life and journeyed with his wife Sarai, and nephew Lot, to the land of Canaan. Later, because of famine, they went to Egypt. It was in Egypt that Abram incurred the wrath of Pharaoh by passing Sarai off as his sister. Pharaoh had also incurred God's wrath. Later again, Abram and Lot went their separate ways, but Abram was always mindful of Lot's welfare. When returning from a mission to rescue Lot, Abram met with Melchizedek, and we see the first examples of tithing and communion.

Suggested Teaching Approach

1. Discuss some of the things that can be a bad influence on children.
2. Discuss how a good friend can encourage us to do right. Are we good friends or bad friends?
3. Discuss the difficulties of moving schools, town, or country. We may have a lovely place to live and friends, but have to shift. At the new place, we have to ask God to help us to find and choose the right new friends.
4. For the dramatically inclined teacher, an Arabian style head dress, (made from a bath towel) and a sports bag containing the basics of a nomadic life, eg. bed roll, cup, plate, etc, could transform the teacher into Abram. He/she could journey around the room, from Ur to Canaan, telling the story as he/she goes.

Theme One

"Trust and obey"

God asks us to trust Him because He is worthy to be trusted. We may safely trust Him. However it is not enough to just say we trust God. We need to show that trust by obeying Him. There will be times when it will be hard to trust God, and even harder to obey Him. If we don't trust Him, we will just get into a big mess. If we don't obey Him, we will also get into a big mess.

Key Thought

Just like Abram, we must learn to trust the Lord so that we obey His word even when we don't understand.

Aim

For the children to understand the need for us to know God's will in our decision making, and not to rely on what looks good or feels good.

Memory Verse

"Trust in the Lord with all your heart, and lean not on your own understanding." (Proverbs 3:5).

Theme Two

"Don't be led astray"

All sorts of things look good and interesting and attractive. If we pursue these things, we may find they lead us into danger and trouble. Only the things God wants for us will prove to be truly good for all of our life. If we make choices for selfish reasons, we will find ourselves needing to be rescued.

Key Thought

Watch out that we are not drawn away from God by things that look good, like Lot was. If we are, we must quickly repent.

Aim

To have the children understand that there are many things that can lead us astray.

Memory Verse

"Set your mind on things above, not on things on the earth." (Colossians 3:2).

Activity A - Crossword

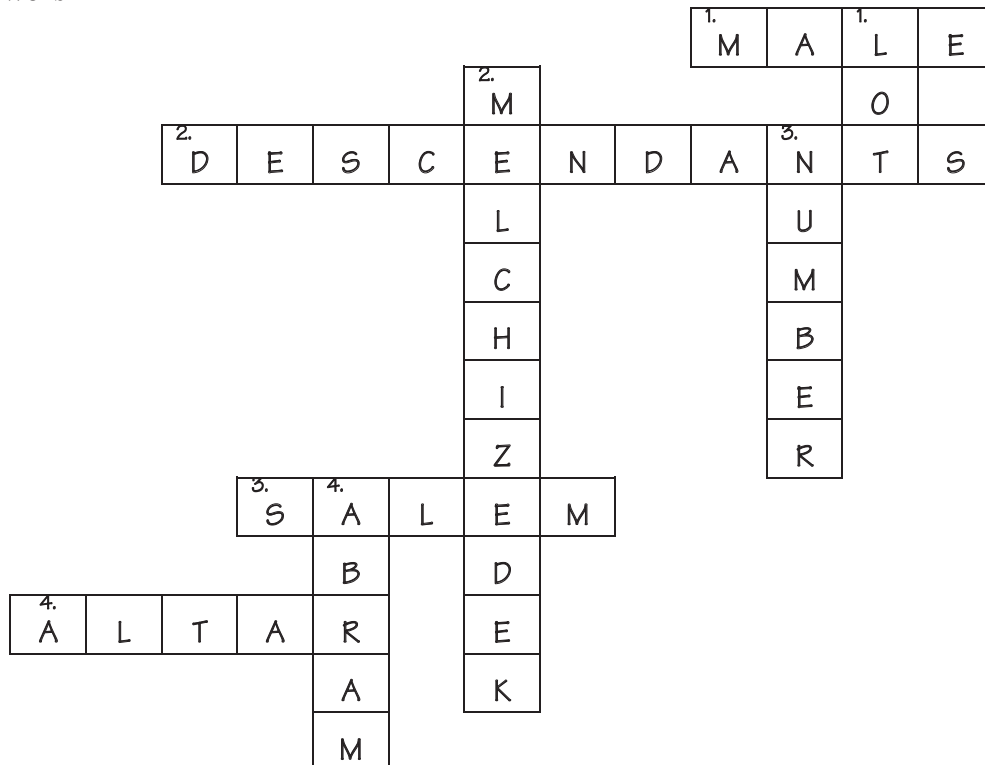
Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Bibles.

Steps

- Solve the crossword, then use the letters at the intersections to make up the word that completes the statement.

Answers



Abram was looking for an eternal inheritance.

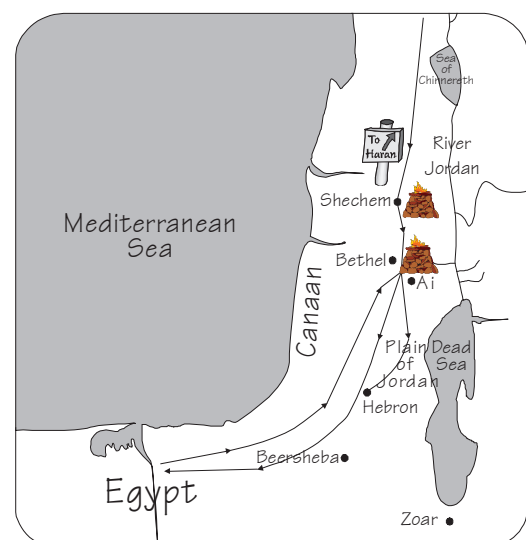
Activity B - Plot the Journey of Abram

Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Bibles.

Steps

- Working in pairs and using the Scriptures provided, the children plot Abram's journey and complete the other instructions on the Activity Sheet.

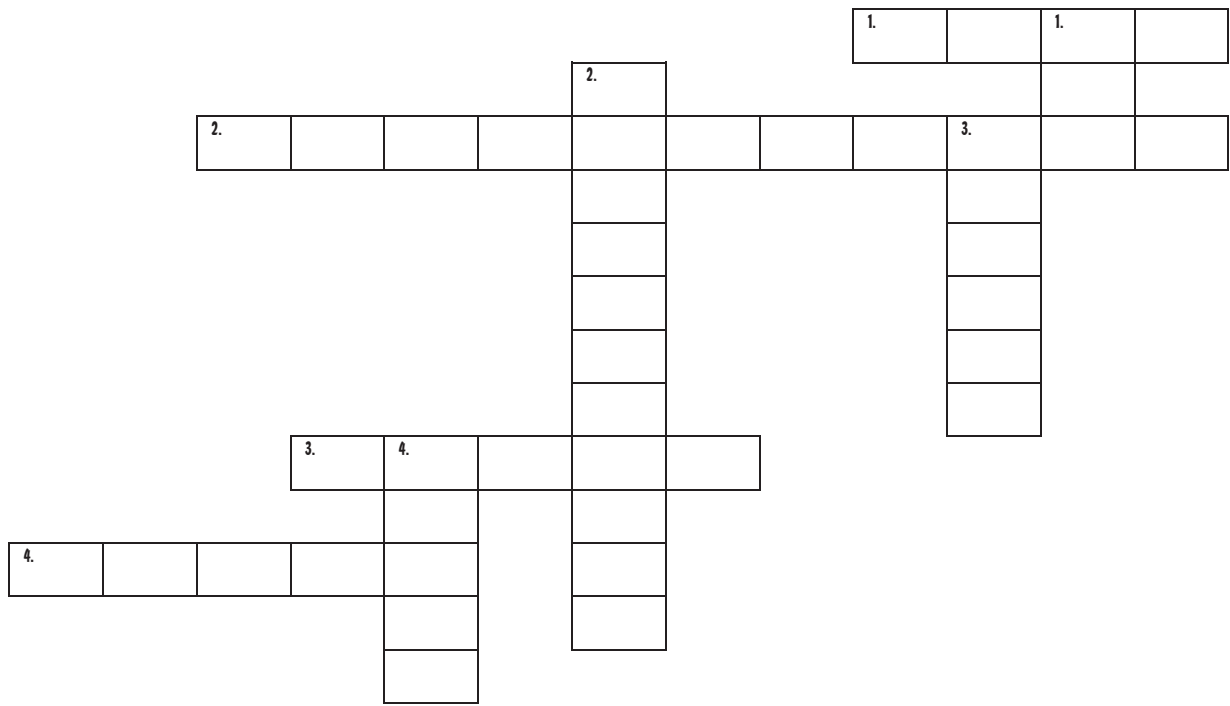


Work in pairs for this activity. Genesis 12 - Genesis 13:18.

1. Plot the journey of Abram and his family using the above Scriptures.
2. Draw a picture of an altar at one of the places where Abram built an altar to the Lord. (Genesis 12:7-8).
3. On the map, shade the Plain of Jordan where Lot settled. (Genesis 13:10-12).
4. Using a different colour or style of shading, shade the Land of Canaan (from north of the Sea of Chinnereth to Beersheba).
5. Write on your map, a verse which states God's promise to Abram. (End of Genesis 15).

Abram called, Abram and Lot

Activity A - Crossword



ACROSS

1. Abram had sheep, oxen, _____ donkeys (Genesis 12:16).
2. All the land Abram could see was for him and his _____. (Genesis 13:15).
3. The King of _____ brought out bread and wine. (Genesis 14:18).
4. Abram built an _____ (Genesis 13:18).



DOWN

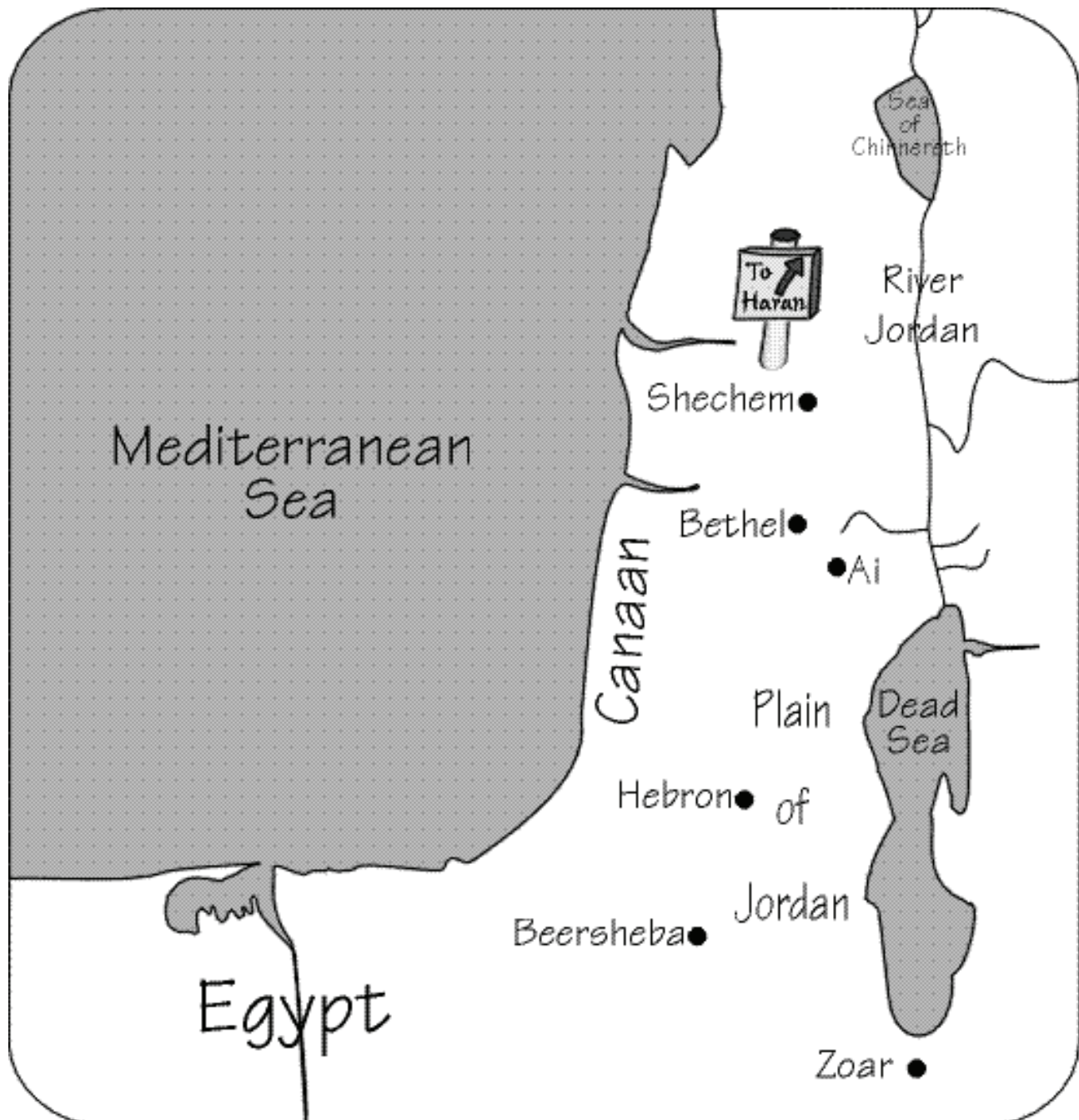
1. He went with Abram and his wife. (Genesis 13:1).
2. _____ brought out bread and wine. (Genesis 14:18).
3. "So that if a man could _____ the dust of the earth." (Genesis 13:16).
4. Who dwelt in the land of Canaan? (Genesis 13:12).

Use the letters at the intersections to make a word that completes this statement:

Abram was looking for an _____ inheritance.

Abram called, Abram and Lot

Activity B - Plot the Journey of Abram



Work in pairs for this activity. Genesis 12 - Genesis 13:18.

1. Plot the journey of Abram and his family using the above Scriptures.
2. Draw a picture of an altar at one of the places where Abram built an altar to the Lord. (Genesis 12:7-8).
3. On the map, shade the Plain of Jordan where Lot settled. (Genesis 13:10-12).
4. Using a different colour or style of shading, shade the Land of Canaan (from north of the Sea of Chinnereth to Beersheba).
5. Write on your map, a verse which states God's promise to Abram. (End of Genesis 13).

The covenant with Abraham

Genesis 15 - 17

Storyline

The Lord spoke to Abram and promised him a son and heir. Though Abram and Sarai were quite old, Abram believed the Lord. He also received the promise of land to his descendants. Sarai suggested to Abram that since she remained childless, he should seek to produce an heir to the promise through Hagar, Sarai's maid. Ishmael was born as a result of this arrangement and though not part of God's plan, there was a promise given to Hagar concerning her and Ishmael. Eventually, God spoke again to Abram about the covenant and its sign of circumcision. He also confirmed that there would be a son born to Abraham and Sarah (new names) despite their advanced age.

Suggested Teaching Approach

Theme 1

Discuss and/or share instances when:

- we have had good ideas and solutions to problems;
- we've been too impatient to wait for God's answer;
- we've heard God's word but done our own thing;
- we've been disappointed when things don't work out how we expected.

Theme 2

1. Discuss the need for a 'meeting' with God as the starting point of our relationship with Him. Children share how they have known God's hand in their lives.
2. From this discussion, stress the simplicity of faith required to know God.
3. Describe the growth of a mighty tree from a tiny seed - our faith is a seed growing into a great relationship with God.

Theme One

"God keeps His promises"

God shows His love to us in many ways. One of the ways He shows His love is by making promises to us. His promises are sure and certain. God will always do what He says He will do. Even when we cannot see the proof of His promises, He keeps repeating them to remind us that He will keep them.

Key Thought

It seemed that God's promise would never come to Abram and Sarai, but they had to keep believing that the promised son would come.

Aim

For the children to understand that when God gives a promise, He keeps it.

Memory Verse

"He did not waver at the promise of God through unbelief, but was strengthened in faith." (Romans 4:20).

Theme Two

"The grace of God comes through faith"

Abram had responded in faith to the Lord's call, by leaving his father's home and taking his family on a pilgrimage as God directed. There was obviously a deepening relationship between Abram and God. This culminated in God establishing the everlasting covenant with Abraham. It was Abraham's simple but sure faith in his God, that enabled the blessing of the covenant to be given.

Key Thought

As we believe the promises of God, and make obedient responses, we become partakers of the covenant life of God.

Aim

For the children to understand the simplicity of our faith and relationship with the Lord.

Memory Verse

"Abraham believed God, and it was accounted to him for righteousness." (Romans 4:3).

Activity A - Coded Message

Materials

- 1 Activity Sheet per child.
- Pens/pencils.

Steps

- Children use the code to decipher the Scripture.

Answers

"A S E Q R M E, B E H Q L D, M Y C Q V E N A N I I S W I I H Y Q U,
1 20 9 4 19 15 2 6 2 11 4 14 8 15 25 7 4 22 2 16 1 16 21 3 20 23 3 21 11 25 4 5

A N D Y Q U S H A L L B E A E A I H E R Q E M A N Y N A I I Q N S.
1 16 8 25 4 5 20 11 1 14 14 6 2 1 9 1 21 11 2 19 4 9 15 1 16 25 16 1 21 3 4 16 20

N Q L Q N G E R S H A L L Y Q U R N A M E B E C A L L E D A B R A M,
16 4 14 4 16 10 2 19 20 11 1 14 14 25 4 5 19 16 1 15 2 6 2 7 1 14 14 2 8 1 6 19 1 15

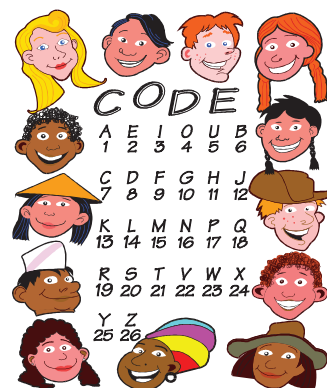
B U I Y Q U R N A M E S H A L L B E A B R A H A M; E Q R I H A Y E
6 5 21 25 4 5 19 16 1 15 2 20 11 1 14 14 6 2 1 6 19 1 11 1 15 9 4 19 3 11 1 22 2

M A D E Y Q U A E A I H E R Q E M A N Y N A I I Q N S. I W I L L
15 1 8 2 25 4 5 1 9 1 21 11 2 19 4 9 15 1 16 25 16 1 21 3 4 16 20 3 23 3 14 14

M A K E Y Q U E X C E E D I N G L Y E R U I I E U L; A N D I W I L L
15 1 13 2 25 4 5 2 24 7 2 2 8 3 16 10 14 25 9 19 5 3 21 9 5 14 1 16 8 3 23 3 14 14

M A K E N A I I Q N S Q E Y Q U, A N D K I N G S S H A L L C O M E
15 1 13 2 16 1 21 3 4 16 20 4 9 25 4 5, 1 16 8 13 3 16 10 20 20 11 1 14 14 7 4 15 2

E R O M Y Q U"
9 19 4 15 25 4 5



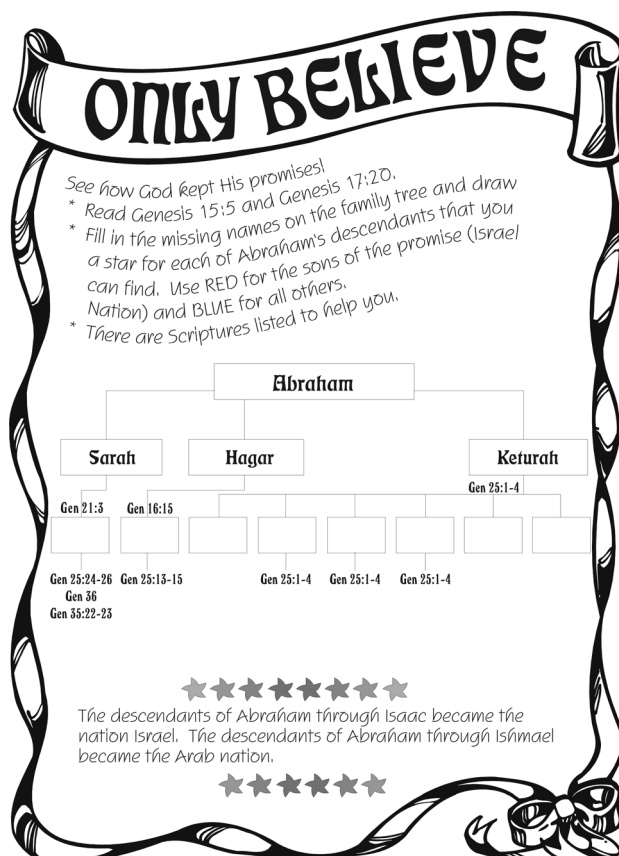
Activity B - Abraham's Family Tree

Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Bibles.

Steps

- Using the Scripture references fill in the missing names on the family tree.



The covenant with Abraham

Activity A - Coded Message

Using the code, write out the covenant God made with Abraham at the time his name was changed to Abraham.

“ 1 20 9 4 19 15 2 ,

6 2 11 4 14 8 15 25

7 4 22 2 16 1 16 21 3 20

23 3 21 11 25 4 5 1 16 8

25 4 5 20 11 1 14 14 6 2

1 9 1 21 11 2 19 4 9

15 1 16 25 16 1 21 3 4 16 20 .

25 4 5 19 16 1 15 2 6 2 7 1 14 14 2 8 1 6 19 1 15 ,

6 5 21 25 4 5 19 16 1 15 2 20 11 1 14 14 6 2

1 6 19 1 11 1 15 ; 9 4 19 3 11 1 22 2 15 1 8 2 25 4 5

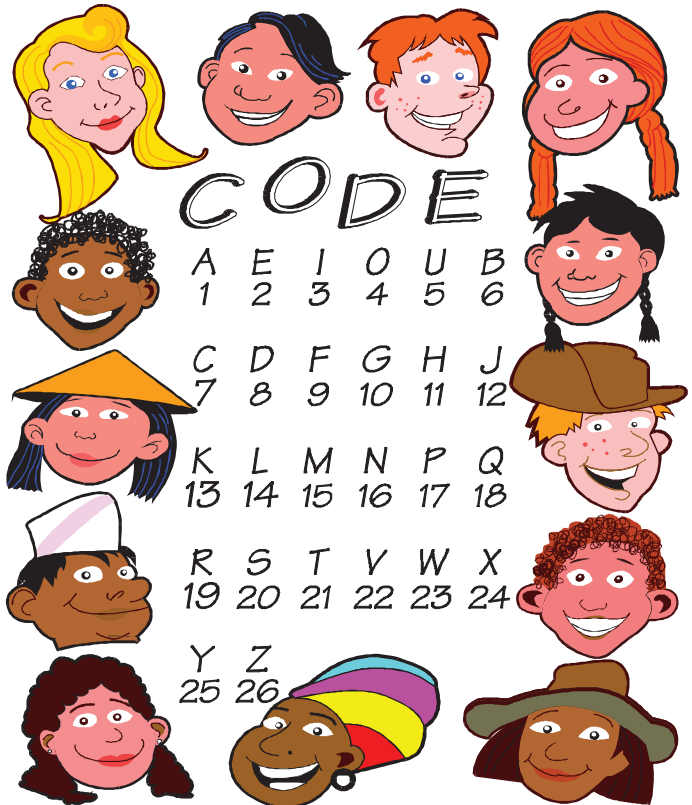
1 9 1 21 11 2 19 4 9 15 1 16 25 16 1 21 3 4 16 20 3

23 3 14 14 15 1 13 2 25 4 5 2 24 7 2 2 8 3 16 10 14 25

9 19 5 3 21 9 5 14 ; 1 16 8 3 23 3 14 14 15 1 13 2

16 1 21 3 4 16 20 4 9 25 4 5 , 1 16 8 13 3 16 10 20

20 11 1 14 14 7 4 15 2 9 19 4 15 25 4 5 .”

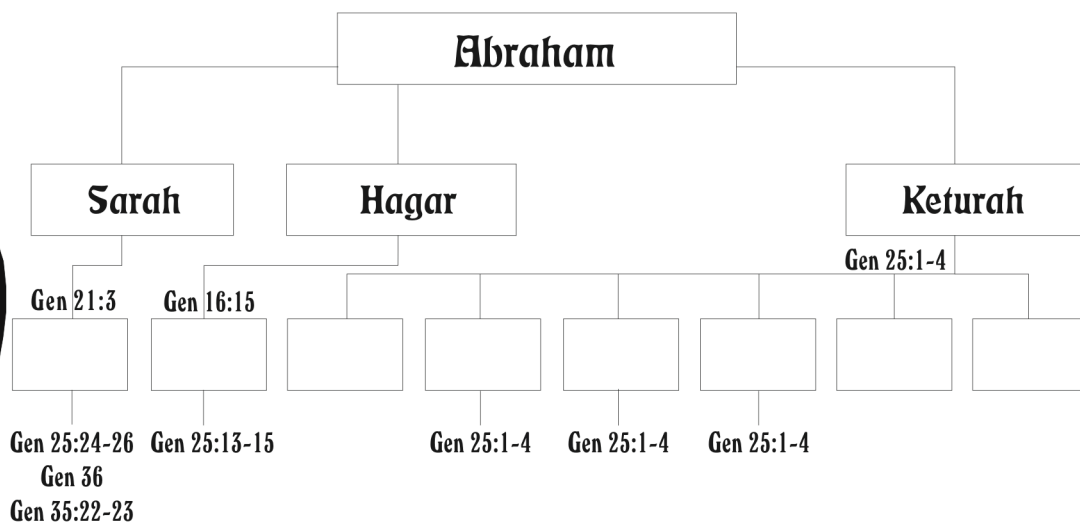


The covenant with Abraham

Activity B - Abraham's Family Tree

ONLY BELIEVE

- See how God kept His promises!
- * Read Genesis 15:5 and Genesis 17:20.
 - * Fill in the missing names on the family tree and draw a star for each of Abraham's descendants that you can find. Use RED for the sons of the promise (Israel Nation) and BLUE for all others.
 - * There are Scriptures listed to help you.



The descendants of Abraham through Isaac became the nation Israel. The descendants of Abraham through Ishmael became the Arab nation.



Ishmael and Isaac

Genesis 18:1-15; 21:1-21

Storyline

The promise of God to Abraham and Sarah was fulfilled when Isaac was born. Ishmael mocked Isaac, and Sarah was jealous over her son. She caused Abraham displeasure by demanding that he send Hagar and Ishmael away. However, God reassured Abraham that Ishmael too, would be blessed as the father of a nation. God told Abraham to abide by Sarah's request. Thus two nations were born - that of the promise according to the covenant through Isaac, and that which later became the Muslims, through Ishmael. The latter has been a constant challenge to the Jews and the Christian church.

Suggested Teaching Approach

- Discuss the shackling effects on our lives when we doubt. Use everyday examples, eg. fear, lack of motivation, anxiety, etc.
- Discuss the need, if we stumble and fall, to quickly rise and try again rather than refuse to go on for fear of failure.
- God never condemns us for our stumbles, but calls us back to His way, eg John 8:10-11.
- Discuss the importance of patience in our lives. Share together about situations where you have needed patience.

Theme One

"Nothing is too hard for God"

God is able to do all things. Nothing is too hard for Him; all things are possible to God. Often we look at the problems and they look like huge mountains. Rather, we should look to God and know that He can help us in all the difficulties. As we remind ourselves of God's power we will keep on trusting Him.

Key Thought

Because Abraham and Sarah were so old it was hard for them to wait and believe that God would give them children.

Aim

For the children to think about God's power in creation and realise that He is using this same love and power in looking after us.

Memory Verse

"With men it is impossible, but not with God; for with God all things are possible." (Mark 10:27).

Theme Two

"God keeps His promises"

Sometimes God's promises seem to us to be a long time coming. We often become impatient and try to do things in our own strength. Chaos results. God never fails and we must be patient and wait for His timing.

Key Thought

We need to trust God's word and be patient until God fulfils His promise in His own time.

Aim

To show the children that if we do things in our own strength, we will make a mess of them.

Memory Verse

"But let patience have its perfect work, that you may be perfect and complete." (James 1:4).

Activity A - Word Puzzle

Materials

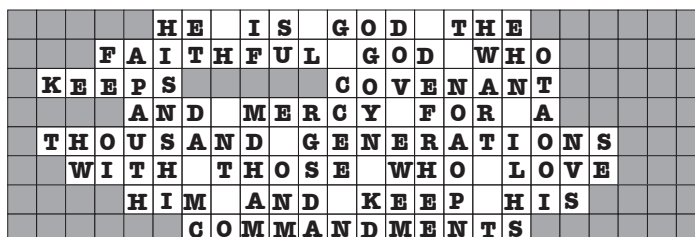
- 1 Activity Sheet per child.
- Pens/pencils.
- Bibles.

Steps

- The children work out the puzzle then check it with the Scripture verse.



The computer began losing its memory. On the first attempt it left out some letters. The second time was worse - it only printed the letters it missed the first time, and printed them upside down! Can you work out what the Scripture verse should be?



To see if you are right, ask your teacher for the Scripture verse and check it in your Bible.
Deuteronomy 7:9



The son of the promise



For Abraham and Sarah to have a child at such great ages (100 and 90) was only possible through a miracle, so that God's plan could come to pass. Try to find at least three other miracles of this type in Scripture, concerning the birth of a child. Briefly describe what happened and give the Bible reference.

(Why not start by looking at 1 Samuel 1?)

V20 - Hannah & Samuel

(Whose was the greatest birth of all?)

Luke 1 - Mary & Jesus

(Third example? you're on your own here!)

Luke 1 - Elizabeth and John

Activity B - Miracle Hunt

Materials

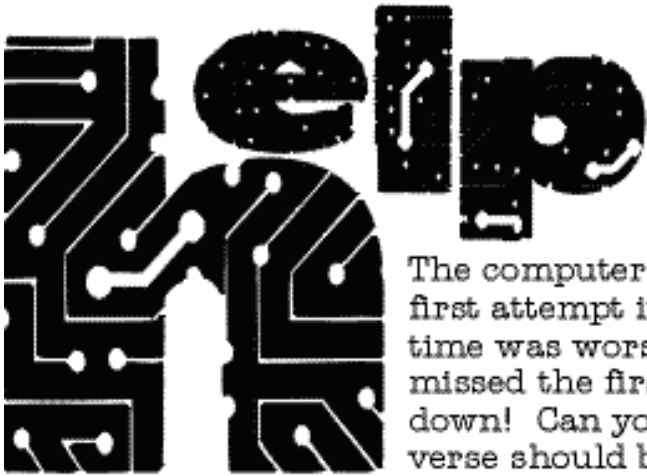
- 1 Activity Sheet per child.
- Blank paper to write on.
- Bibles.
- Pens/pencils.

Steps

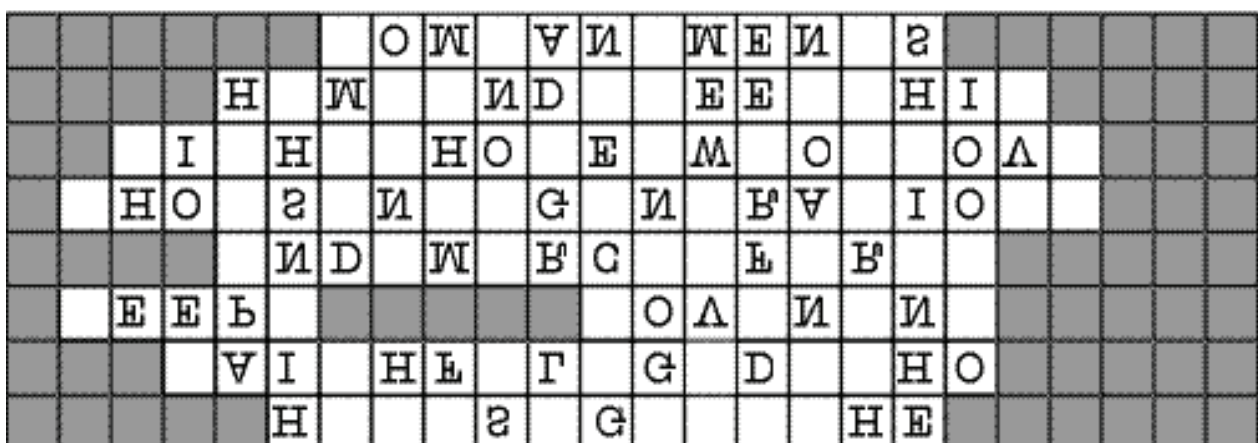
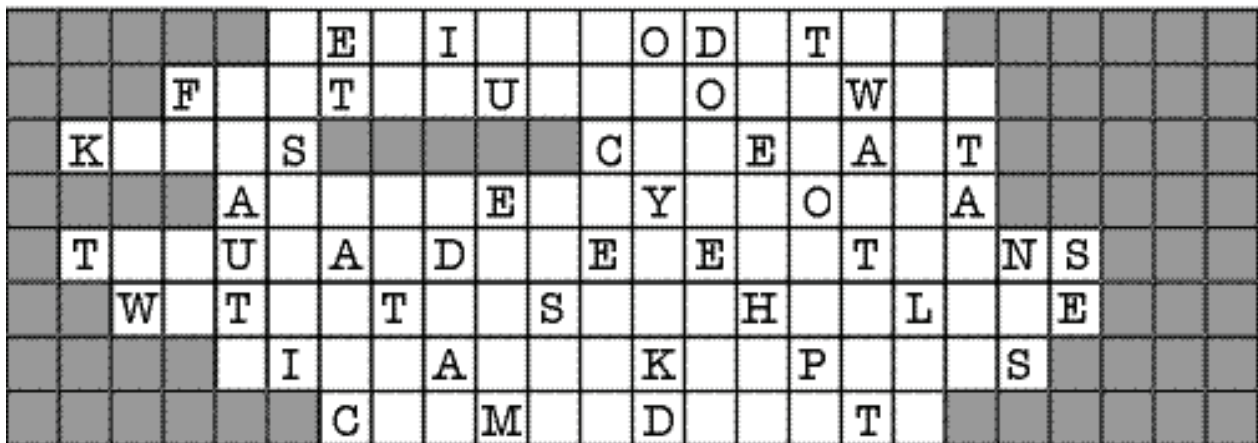
- The children hunt through the Bible to find three miracle births.

Ishmael and Isaac

Activity A - Word Puzzle



The computer began losing its memory. On the first attempt it left out some letters. The second time was worse - it only printed the letters it missed the first time, and printed them upside down! Can you work out what the Scripture verse should be?



To see if you are right, ask your teacher for the Scripture verse and check it in your Bible.

Ishmael and Isaac

Activity B - Miracle Hunt



The **SON** of the **promise**



For Abraham and Sarah to have a child at such great ages (100 and 90) was only possible through a miracle, so that God's plan could come to pass. Try to find at least three other miracles of this type in Scripture, concerning the birth of a child. Briefly describe what happened and give the Bible reference.

(Why not start by looking at I Samuel 1?)

(Whose was the greatest birth of all?)

(Third example? you're on your own here!)

Sodom and Gomorrah

Genesis 19

Storyline

The Lord informed Abraham of the coming destruction of the cities of Sodom and Gomorrah. Abraham prayed earnestly before the Lord on behalf of the righteous residents of the cities. Unfortunately, the only righteous who could be found were Lot and his family, and so the cities were destroyed. On fleeing the city of Sodom, Lot's wife looked back, and she became a pillar of salt. Lot, despite being saved, gave no evidence in his later life to show a close relationship with God. The sins of his daughters portray the hopelessness surrounding his family in those times.

Suggested Teaching Approach

Theme 1

1. Discuss how and why we choose our friends.
2. Sometimes our friends do not have the same awareness of potentially morally dangerous situations. How do we resolve this? Role play.
3. Discuss the dangers of thinking we can associate with immorality or uncleanness, and not be tainted. Can we be 'guilty by association'? Give an example.

Theme 2

1. Discuss the ways that God demonstrates His mercy toward us.
2. How do we demonstrate that we understand God's mercy toward us?

Theme One

"The danger of compromise"

Lot must have been aware of the sinfulness of the people of Sodom. However, he still placed his family in the midst of the moral and physical danger in this city, at the chance of increasing his worldly wealth. The environment and lifestyle he chose for his family, had a disastrous effect on all of their lives.

Key Thought

If we choose to live in darkness, that darkness will overtake us.

Aim

For the children to realise the importance of separating themselves from tempting and immoral situations and people.

Memory Verse

"Do not love the world or the things in the world. If anyone loves the world, the love of the Father is not in him." (1 John 2:15).

Theme Two

"God is merciful"

Although God is just, He is also merciful. Even before the time of the flood, when men were extremely evil, God gave them many years in which to repent before He finally sent the flood. Even in Sodom, Lot was a preacher of righteousness. At last, God destroyed Sodom, but He rescued Lot and his wife and two daughters. God's mercy endures for ever.

Key Thought

God is merciful, but we must not assume that we can live carelessly and not be judged.

Aim

To show that we have a merciful Father. We must obey His word and walk with Him.

Memory Verse

"The Lord is merciful and gracious, slow to anger, and abounding in mercy." (Psalm 103:8).

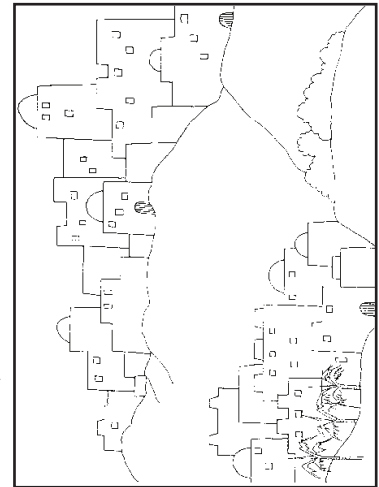
Activity A - Drawing and Collage

Materials

- 1 Activity Sheet per child or plain paper.
- Pencils or felt pens.
- Collage materials.

Steps

- Read from the Scriptures Genesis 19:24-28.
- Show the children the simple line drawing of Sodom and Gomorrah.
- Ask the children to draw and glue a collage picture showing what Abraham saw after God destroyed the cities and the plain.
- They may add to the Activity Sheet, or do their drawing/collage on plain paper.



Activity B - Multiple Choice Questions

Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Bibles.

Steps

- Tick the correct answer to each question.

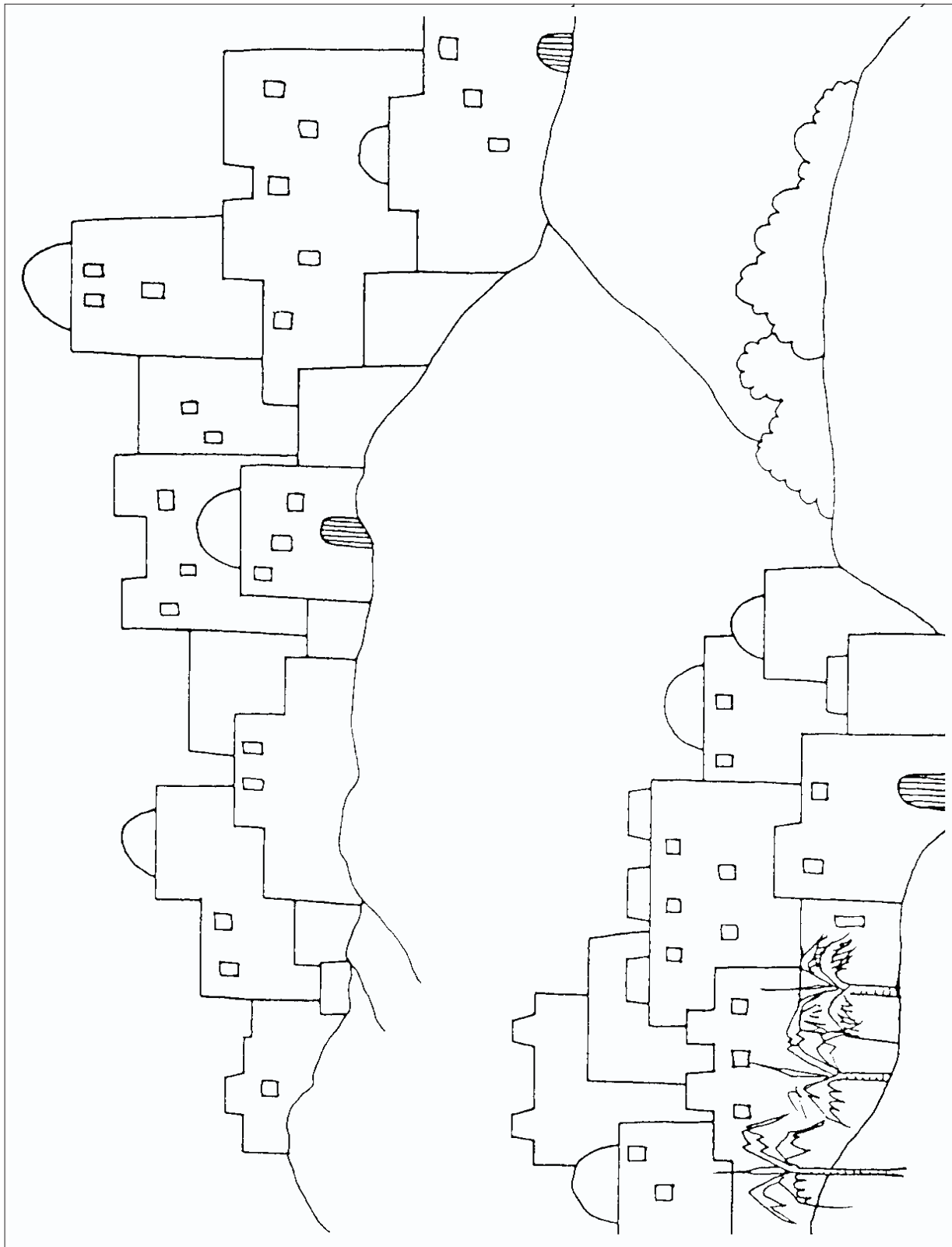
A city destroyed ... a family saved

Tick the correct answer to each question:

- Where was Lot when the angels first arrived at Sodom? (Genesis 19:1)
a) In his house. b) Tending his flock. c) At the city gate. ✓
d) In the city square.
- Abraham asked God not to destroy Sodom if He found certain numbers of righteous people. How many times did he ask God? (Genesis 18:23-32)
a) 1 b) 3 c) 6 ✓
d) 10 e) 20
- How many angels were sent to destroy Sodom? (Genesis 19:1)
a) 6 b) 4 c) 3
d) 2 ✓ e) 7
- How many people fled from Sodom? (Genesis 19:16)
a) 20 b) 6 c) 12
d) 4 ✓ e) 100
- How many people were saved? (Genesis 19:26)
a) 20 b) 1 c) 100
d) 4 e) 3 ✓
- Where did Lot escape to? (Genesis 19:20-21)
a) Another city. ✓ b) A town. c) The mountains.
d) The sea.

Sodom and Gomorrah

Activity A - Drawing and Collage



Sodom and Gomorrah

Activity B - Multiple Choice Questions

A city destroyed



... a family saved

Tick the correct answer to each question:

- Where was Lot when the angels first arrived at Sodom? (Genesis 19:1)
a) In his house. b) Tending his flock. c) At the city gate.
d) In the city square.
- Abraham asked God not to destroy Sodom if He found certain numbers of righteous people. How many times did he ask God? (Genesis 18:23-32)
a) 1 b) 3 c) 6
d) 10 e) 20
- How many angels were sent to destroy Sodom? (Genesis 19:1)
a) 6 b) 4 c) 3
d) 2 e) 7
- How many people fled from Sodom? (Genesis 19:16)
a) 20 b) 6 c) 12
d) 4 e) 100
- How many people were saved? (Genesis 19:26)
a) 20 b) 1 c) 100
d) 4 e) 3
- Where did Lot escape to? (Genesis 19:20-21)
a) Another city. b) A town. c) The mountains.
d) The sea.



The sacrifice of Isaac

Genesis 22

Storyline

Revise the fact that Isaac was especially sent by God as part of His promises to Abraham. Imagine the dismay and sadness when God asked Abraham to sacrifice Isaac - a great test of Abraham's faith, trust and love. Abraham travelled as instructed with his son and two servants for three days to Mount Moriah. They left the servants to wait at the foot of the mountain, while Abraham and Isaac went up the mountain, with Isaac carrying the wood for the fire. Abraham's actions showed he was really believing that if he obeyed, the Lord would give him back his son. Isaac was bound without resistance and Abraham prepared to kill him. God called; a ram was caught in the thicket for the sacrifice. After this test of Abraham's faith and obedience, God repeated His promises to him.

Suggested Teaching Approach

This story can be correlated to the crucifixion story. Get the children to draw out the similarities of time, actions and attitudes in the two stories. Focus on the aspect relating to the theme you have chosen to follow.

Theme One

"Obey God"

Sometimes our parents may ask us to do things we don't want to do. Sometimes God, too, asks us to do difficult things we don't want to do. God wants us to know Him, and our parents, so well that we can trust Him and them and obey them. If we really trust God and our parents, we shall obey them when we are asked to do very hard things. We need to know that God and our parents love us, and because of this, we can obey them without hesitation.

Key Thought

God asked Abraham to do something very hard and strange. Abraham was able to do this because he knew and trusted God.

Aim

To encourage obedience, even if they don't understand why they have to do something.

Memory Verse

"Obey My voice, and do according to all that I command you; so shall you be My people, and I will be your God." (Jeremiah 11:4).

Theme Two

"Trust God"

We may safely trust God. He will fulfil His promises and He will never ask us to do something that is impossible. When He asks us to do something, He will help us to do it, but we must trust Him. Abraham believed God when He said he would be the father of many nations. He was willing to sacrifice his son, trusting God to raise him again from the dead. If we trust God completely, we shall be willing to do whatever He asks us to do.

Key Thought

God never lies and never changes His mind. We can always believe God's word.

Aim

To impress on the children that God keeps His promises.

Memory Verse

"Trust in the Lord, and do good; dwell in the land, and feed on His faithfulness." (Psalm 37:3).

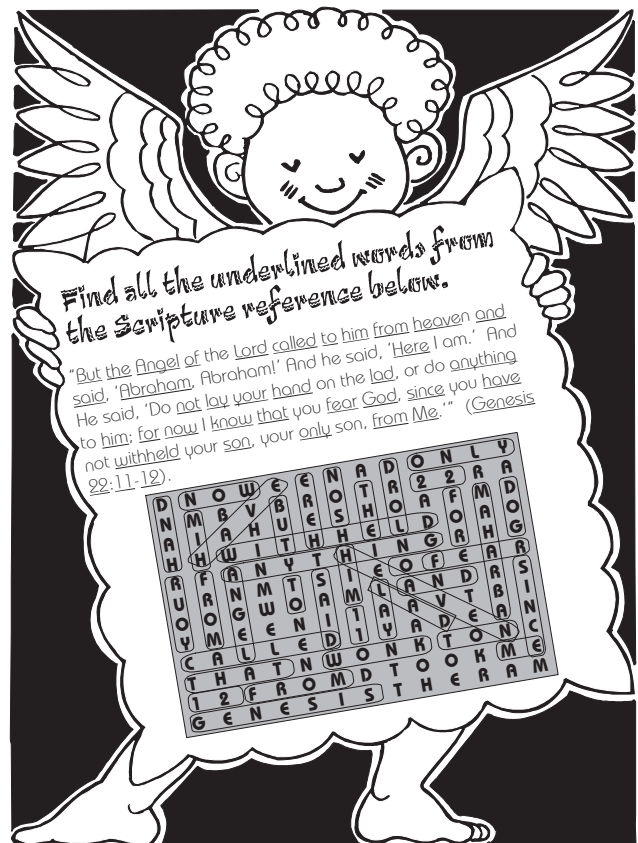
Activity A - Word Search

Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Bibles.

Steps

- Children search the Word Search to find all the underlined words from the Scripture reference.



Several Biblical people gave their sons willingly. Who were they?

- a) 1 Samuel 1:1 Hannah.
b) John 3:16 God.
c) Genesis 22:10 Abraham.

Look up the Scripture pairs and study them to find similarities between the offering of Isaac, and Jesus' crucifixion.

Isaac

1. Genesis 22:6
Carried wood on his back.
2. Genesis 22:6
Isaac and his father went together to sacrifice.
3. Genesis 22:7-8
He believed his father, trusted his life to his father, and went with him obediently.
4. Genesis 22:9
He was willingly bound to the altar.
5. Genesis 22:10
He willingly faced death.
6. Genesis 22:13
The lamb took his place.
7. Genesis 22:13
Life was provided for Isaac by the Lord.
8. Genesis 22:16-18
Because of Abraham's and Isaac's obedience, many descendants would come from them, and all nations would be blessed.

Jesus

1. John 19:17
Carried the cross on His back.
2. Luke 23:26 & 34
Jesus was led away to be crucified. God was with Him.
3. Luke 22:42 & 23:46
He believed His Father, trusted His life to His Father, and obeyed His will.
4. Luke 23:33
He willingly was nailed to the cross.
5. John 19:30
He willingly faced death, and gave up His Spirit.
6. John 1:29
The Lamb of God took our place.
7. Luke 24:7
Life was provided for Jesus and He rose from the dead.
8. Matt 28:18-19; Phil 2:8
Because of Jesus' obedience, all nations would be blessed, and He would have many disciples.

Activity B - Scripture Pairs

Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Bibles.

Steps

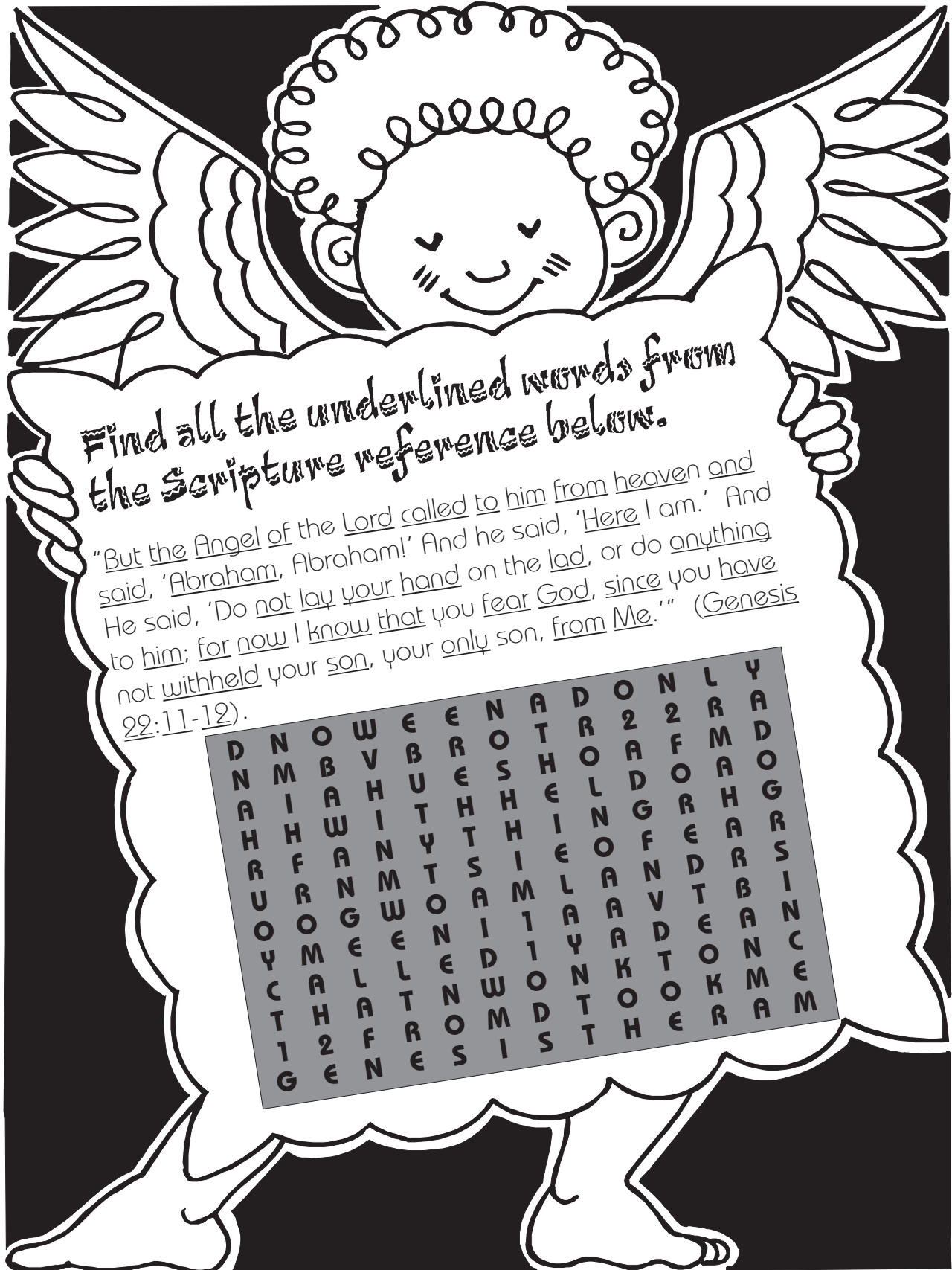
- Children look up Scripture pairs and study them to find similarities between the offering of Isaac, and Jesus' crucifixion.

Note:

- As you can see from the answers, this activity is reasonably difficult. Some of your children may manage, but most will need your help to study and compare.

The sacrifice of Isaac

Activity A - Word Search



The sacrifice of Isaac

Activity B - Scripture Pairs

Several Biblical people gave their sons willingly. Who were they?

- a) 1 Samuel 1:11
- b) John 3:16
- c) Genesis 22:10

Look up the Scripture pairs and study them to find similarities between the offering of Isaac, and Jesus' crucifixion.

Isaac

1. Genesis 22:6

.....

2. Genesis 22:6

.....

3. Genesis 22:7-8

.....

4. Genesis 22:9

.....

5. Genesis 22:10

.....

6. Genesis 22:13

.....

7. Genesis 22:13

.....

8. Genesis 22:16-18

.....

Jesus

1. John 19:17

.....

2. Luke 23:26 & 34

.....

3. Luke 22:42 & 23:46

.....

4. Luke 23:33

.....

5. John 19:30

.....

6. John 1:29

.....

7. Luke 24:7

.....

8. Matt 28:18-19; Phil 2:8

.....

Rebekah, Isaac's bride

Genesis 24

Storyline

It came time for Isaac to marry, but Abraham knew his son should not marry a Canaanite, as they worshipped idols. Abraham's descendants would worship God. The servant Eliezer was given the difficult task of travelling to Abraham's relatives and choosing a wife for Isaac. Eliezer prayed for God's guidance, and the Lord led him to a thoughtful young woman related to Abraham. Eliezer was thankful to the Lord for His direction. The family of the young woman, Rebekah, also trusted the Lord. Though sad to lose her, they knew it was the Lord's will to send her to marry Isaac. Isaac was pleased with the wife God chose for him.

Suggested Teaching Approach

1. Discuss situations and tasks in the lives of the children, for which they need the Lord's help and guidance. Do we ask the Lord for His help, or give up?
2. Eliezer had to choose a 'good' wife. List qualities we should look for when choosing friends. List some qualities we are attracted to, but which may misguide us.

Theme One

"God gives wisdom"

There are times, even each day, when we do not know what choices to make or which direction to follow. Sometimes the jobs we have to do, or the problems we have to face, cannot be worked out by ourselves. However, we can expect God to show us His wisdom as we ask Him to guide us.

Key Thought

Just like Eliezer, who was not disappointed, we have to rely on God's wisdom, and trust in His leading

Aim

To help the children to understand that the Lord is waiting to lead and guide them if they will ask.

Memory Verse

"If any of you lacks wisdom, let him ask of God ... and it will be given to him." (James 1:5).

Theme Two

"Ready and willing"

God wants us to be trained in ordinary and not so ordinary things. He also wants us to be quick to use our skills to help others. We need to keep saying, "Yes," to the Lord when we are asked to do something, or to help others. Being ready and willing to help others will bring blessing to them and to ourselves.

Key Thought

Just like Rebekah, we must be willing to quickly do whatever is asked of us by God or our parents.

Aim

For the children to develop an attitude of willingness.

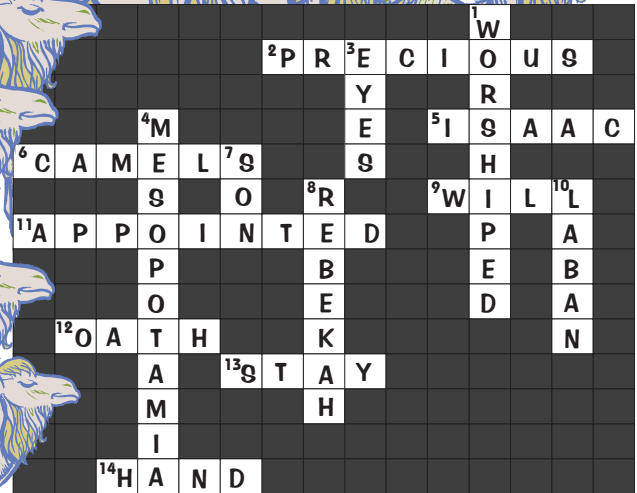
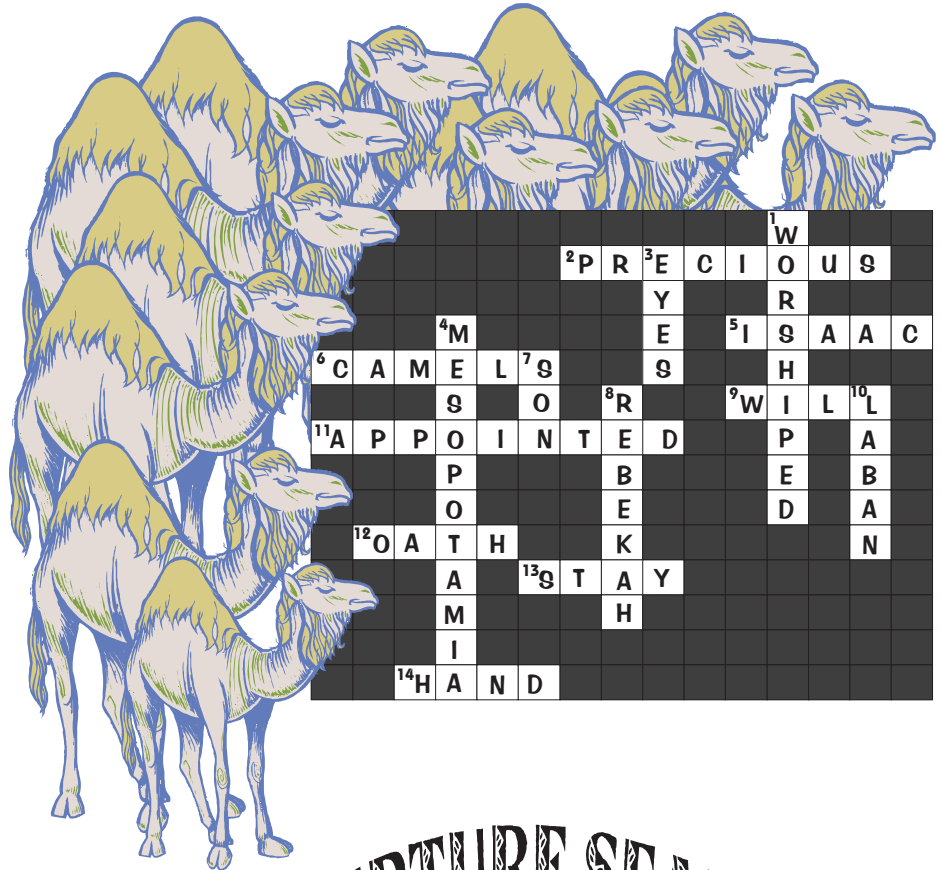
Memory Verse

"Let them do good, that they be rich in good works, ready to give, willing to share." (1 Timothy 6:18).

Activity A - Crossword

Materials

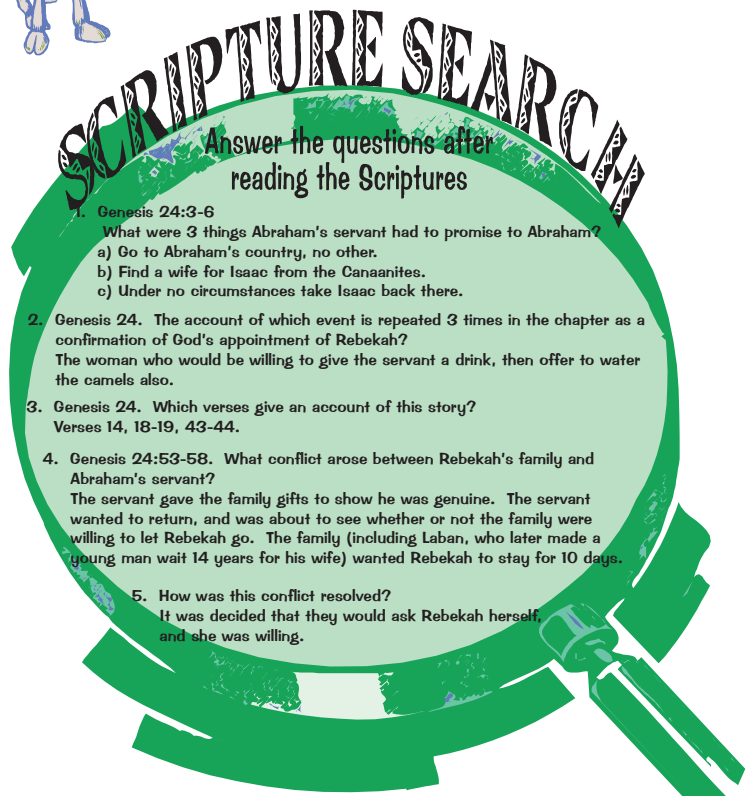
- 1 Activity Sheet per child.
- Pens/pencils.
- Bibles.



Activity B - Scripture Search

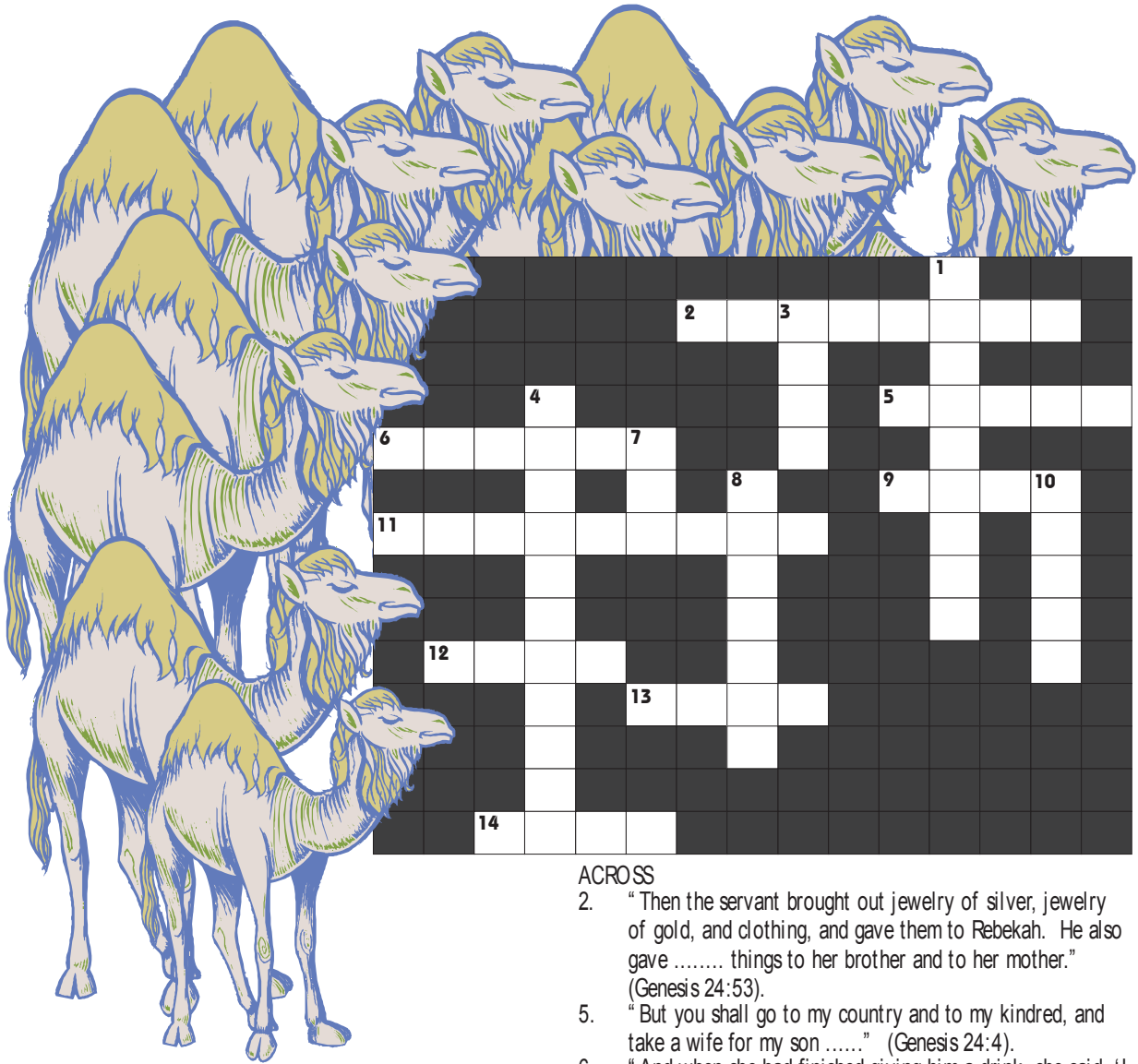
Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Bibles.



Rebekah, Isaac's bride

Activity A - Crossword



DOWN

1. "Then the man bowed down his head and the Lord." (Genesis 24:26).
3. "Then Rebekah lifted her, and when she saw Isaac she dismounted from her camel." (Genesis 24:64).
4. "Then the servant took ten of his master's camels and departed, for all his master's goods were in his hand. And he arose and went to, to the city of Nahor." (Genesis 24:10).
7. "But Abraham said to him, 'Beware that you do not take my ... back there.'" (Genesis 24:6).
8. "Here is before you; take her and go, and let her be your master's son's wife, as the Lord has spoken." (Genesis 24:51).
10. "Now Rebekah had a brother whose name was, and ran out to the man by the well." (Genesis 24:29).

ACROSS

2. "Then the servant brought out jewelry of silver, jewelry of gold, and clothing, and gave them to Rebekah. He also gave things to her brother and to her mother." (Genesis 24:53).
5. "But you shall go to my country and to my kindred, and take a wife for my son" (Genesis 24:4).
6. "And when she had finished giving him a drink, she said, 'I will draw water for your also, until they have finished drinking.'" (Genesis 24:19).
9. "Then they called Rebekah and said to her, '.... you go with this man?' And she said, 'I go.'" (Genesis 24:58).
11. "And she says to me, 'Drink, and I will draw for your camels also,' - let her be the woman whom the Lord has for my master's son." (Genesis 24:44).
12. "And if the woman is not willing to follow you, then you will be released from this; only do not take my son back there." (Genesis 24:8).
13. "But her brother and her mother said, 'Let the young woman with us a few days, at least ten; after that she may go.'" (Genesis 24:55).
14. "So she said, 'Drink, my lord.' Then she hastened and let her pitcher down to her, and gave him a drink." (Genesis 24:18).

Rebekah, Isaac's bride

Activity B - Word Search

SCRIPTURE SEARCH

Answer the questions after reading the Scriptures

1. Genesis 24:3-6

What were 3 things Abraham's servant had to promise to Abraham?

- a) _____
- b) _____
- c) _____

2. Genesis 24. The account of which event is repeated 3 times in the chapter as a confirmation of God's appointment of Rebekah?

3. Genesis 24. Which verses give an account of this story?

4. Genesis 24:53-58. What conflict arose between Rebekah's family and Abraham's servant?

5. How was this conflict resolved?

Jacob and Esau

Genesis 25:19-34; 27

Storyline

Isaac's wife Rebekah, bore twins, after the Lord had told her they would be the beginnings of two nations, and that the older would serve the younger. The struggle that began in the womb, continued at birth. Jacob, born second, grabbed Esau's heel. Esau became a hunter whilst Jacob was a mild, peaceful man. Jacob desired Esau's birthright, as he understood the importance of it. Esau despised his birthright, and one day sold it to Jacob in return for food for his hunger. Isaac grew old and wanted to bless his eldest son before he died. This was the custom. Rebekah told Jacob to trick Isaac so Jacob could himself receive the blessing from his father. Isaac was tricked because of his blindness, and Esau was angry and desired revenge when he found Jacob deceived his father and received the blessing.

Suggested Teaching Approach

Together, draw up a list of goals and behaviour under two headings: 'God's Way', 'My Way'. Encourage the children to take these from their everyday lives, hopes and activities.

Theme One

"Treasure what God has chosen for us"

Sometimes we can take for granted the things God has given us. Our families, our church life, the special way He has made each one of us and His plan for us. If we don't really get to know the Lord and stay close to Him, we can become unthankful, unhappy, and lose everything He has set aside for us.

Key Thought

As we guard the treasure God has given us now, we are making sure that we will receive everything God has for us in the end.

Aim

To help the children understand what their 'birthright' in God is and how important it is that we not be robbed of it.

Memory Verse

"That good thing which was committed to you, keep by the Holy Spirit who dwells in us." (2 Timothy 1:14).

Theme Two

"Cheating hurts others"

God has a plan for each of our lives. God will bring that plan to pass at the right time and in the right way. Even if we are sure what that plan is, it is best to let Him work it out. If we try to use clever tricks to get what we want, we shall hurt ourselves and others.

Key Thought

If we try to work out God's plan for us by cheating, we will lose our friends and will always be afraid of being found out.

Aim

For the children to understand that God will work things out His way and His way will keep us loving each other.

Memory Verse

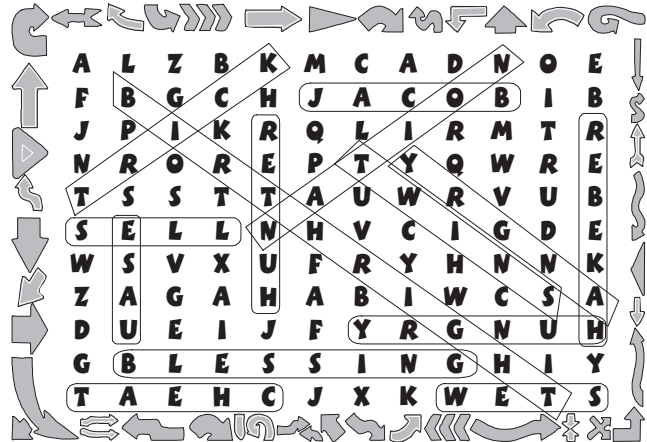
"By this all will know that you are My disciples, if you have love for one another." (John 13:35).

Can you find these words

Activity A - Word Search

Materials

- 1 Activity Sheet per child.
- Pens/pencils.



Missing Words

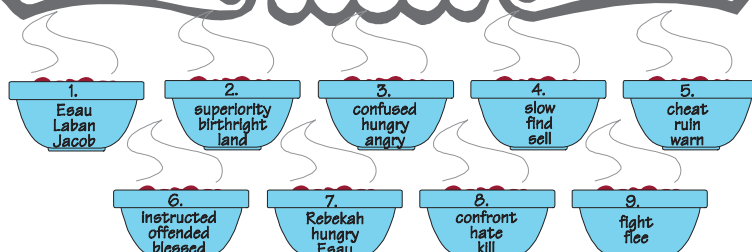
Read this passage. In each of the bowls of stew below are three words.

Choose the words you think correctly complete the sentences.

Isaac and Rebekah had twin sons ⁽¹⁾ Esau and ⁽¹⁾ Jacob

Esau was born first, and so he inherited the ⁽²⁾ birthright. Isaac loved Esau who became a skillful hunter. One day, after hunting, he came home very ⁽³⁾ hungry and asked Jacob for some of his stew. Jacob replied to him, "First ⁽⁴⁾ sell me your birthright."

When he was old, Isaac wanted to bless Esau before he died. Once again Jacob planned to ⁽⁵⁾ cheat Esau of the blessing. He disguised himself as Esau and tricked his father, Isaac, who could not see well. Isaac ⁽⁶⁾ blessed Jacob, thinking he was ⁽⁷⁾ Esau. On discovering what had happened, Esau planned to ⁽⁸⁾ kill Jacob. However, Rebekah heard of this plan and told Jacob to ⁽⁹⁾ flee.



Activity B - Missing Words

Materials

- 1 Activity Sheet per child.
- Pens/pencils.

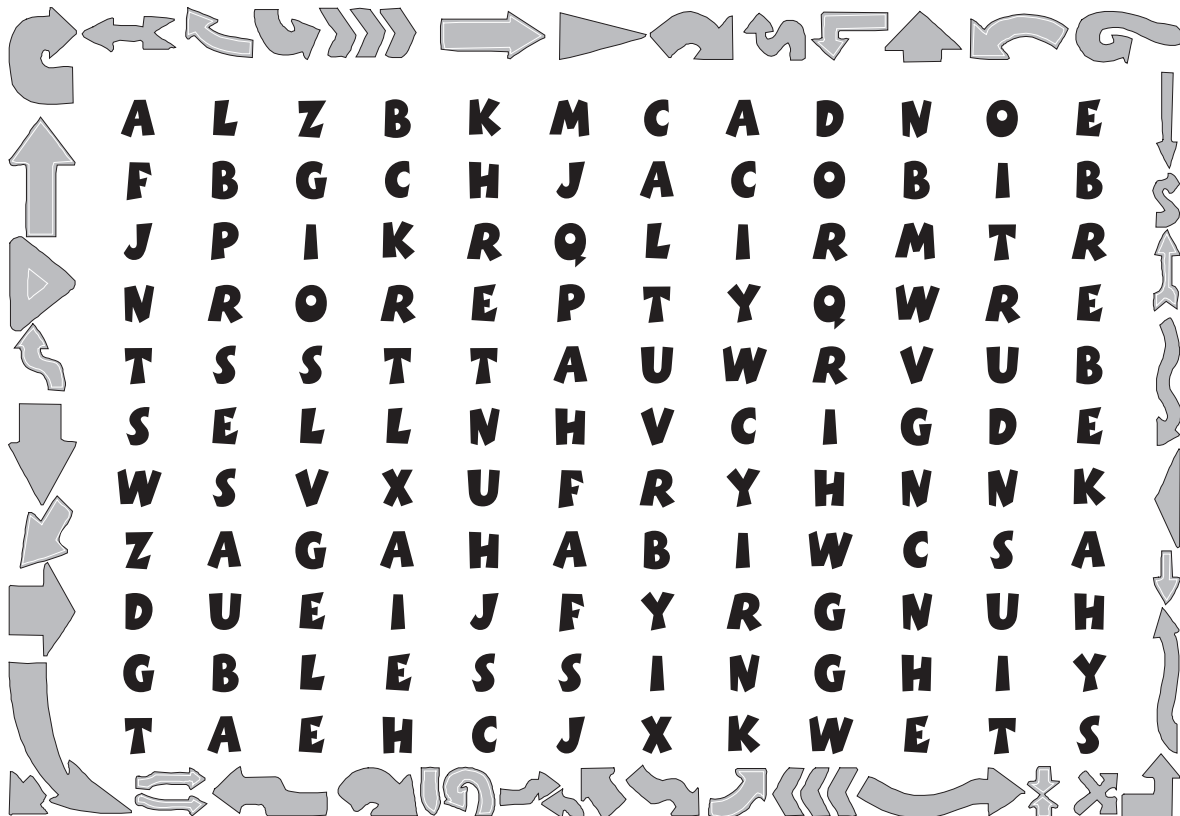
Jacob and Esau

Activity A - Word Search

Can you find these words



SELL
STEW
ESAU
TWINS
TRICK
CHEAT
JACOB
ANGRY
NATION
HUNTER
HUNGRY
BLESSING
REBEKAH
BIRTHRIGHT



Jacob and Esau

Activity B - Missing Words

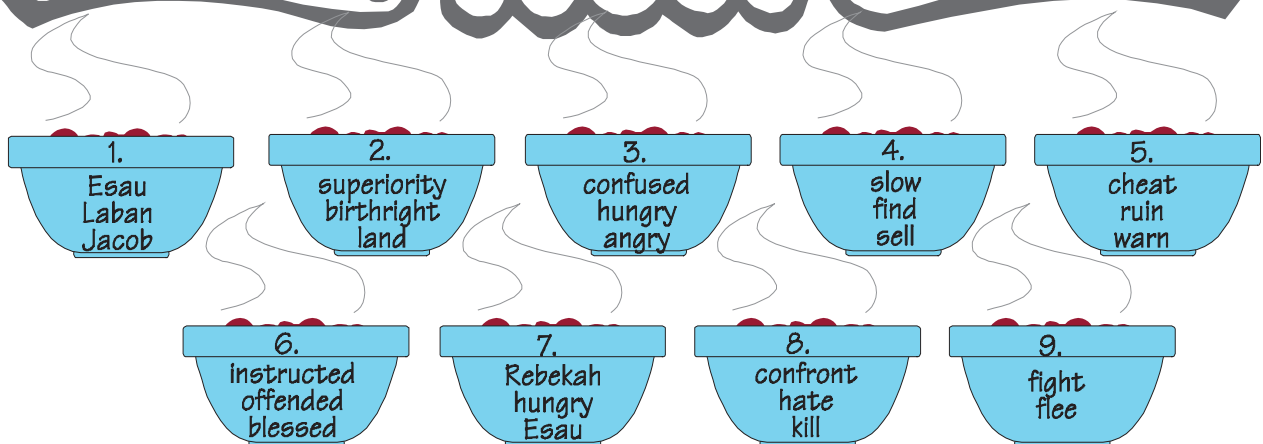
Missing Words

*Read this passage. In each of the bowls of stew below are three words.
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When he was old, Isaac wanted to bless Esau before he died. Once again Jacob planned to ⁽⁵⁾ _____ Esau of the blessing. He disguised himself as Esau and tricked his father, Isaac, who could not see well. Isaac ⁽⁶⁾ _____ Jacob, thinking he was ⁽⁷⁾ _____. On discovering what had happened, Esau planned to ⁽⁸⁾ _____ Jacob. However, Rebekah heard of this plan and told Jacob to ⁽⁹⁾ _____.



Jacob's ladder, Leah and Rachel

Genesis 28 - 30

Storyline

Isaac told Jacob his son, to go to Padan Aram to find a wife from amongst Isaac's relatives. One night, during the journey, Jacob had a dream. In the dream he saw a ladder, reaching from heaven to earth, with God's angels going up and down. The Lord God, from above the ladder, repeated His promises to Jacob and his descendants. Jacob made a promise to God. Reaching Haran, Jacob met his relatives. Rachel was his uncle's younger daughter, and Jacob was to work for Laban seven years to marry Rachel. However, Laban tricked Jacob, giving him his oldest daughter Leah, first. For seven more years Jacob worked to marry Rachel, and then six years for his flock. During this time many children were born to Jacob. Rachel was barren for many years, and only bore him two children. God multiplied Jacob's flocks before it was time for him to return to his homeland.

Suggested Teaching Approach

1. Have the children read selected passages from Scripture.
2. Discuss with the children times when they have felt far from God, and when they have felt near to Him. Ask why they felt far from, or near to the Lord, at those times. Was it a problem with their hearts, or the Lord's?
3. Make a list of times when the Lord asks us to obey Him and forgive, when we think it is 'not fair'.
4. Act or role play a sequence of the story.

Theme One

"God helps us to change"

Even though it was the Lord's plan to prosper and multiply Jacob, he had to know and trust God, to receive those blessings. Jacob had to learn patience, obedience, and endurance over many years of dealings with his father-in-law. The Lord did bless Jacob through his trials, labours and faithfulness.

Key Thought

The Lord leads us through circumstances that will help us to change.

Aim

To have the children realise that whatever the Lord allows in our lives, is for the fulfilling of His plan to bring us to perfection.

Memory Verse

"For you have need of endurance, so that after you have done the will of God, you may receive the promise." (Hebrews 10:36).

Theme Two

"Patient and steadfast in trials"

Sometimes God tests us, sometimes Satan tries to trip us up or hinder us. Sometimes God has to discipline us. Jacob must have known that God was disciplining him through his uncle Laban. He bore it patiently and worked hard. Eventually, he gained the wife he wanted. God does not give us everything we want immediately. We have to learn to be patient and diligent.

Key Thought

We are all impatient at times and sometimes we get tired of waiting for things to happen. God requires us to be patient and steadfast.

Aim

To show the children that, if we prize something, we must be willing to work hard towards it and wait patiently for it.

Memory Verse

"But let patience have its perfect work, that you may be perfect and complete." (James 1:4).

Activity A - Complete the Sentences

Materials

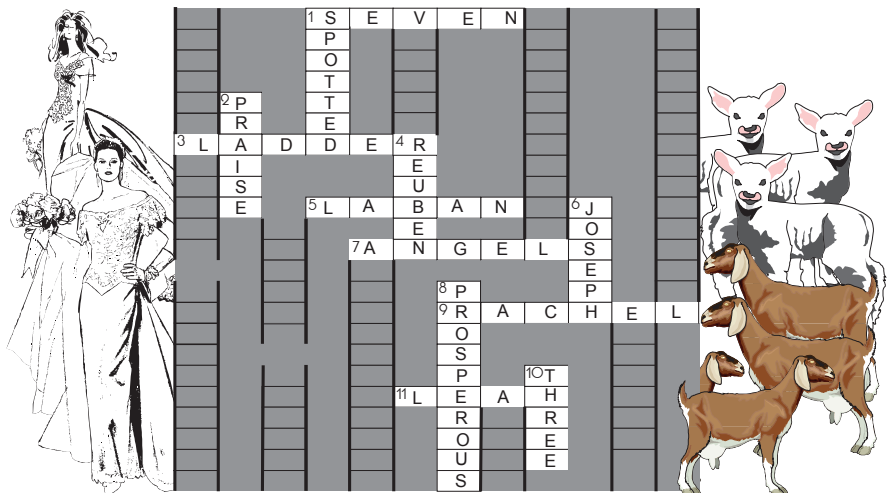
- 1 Activity Sheet per child.
- Pens/pencils.



Activity B - Crossword

Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Bibles.



DOWN

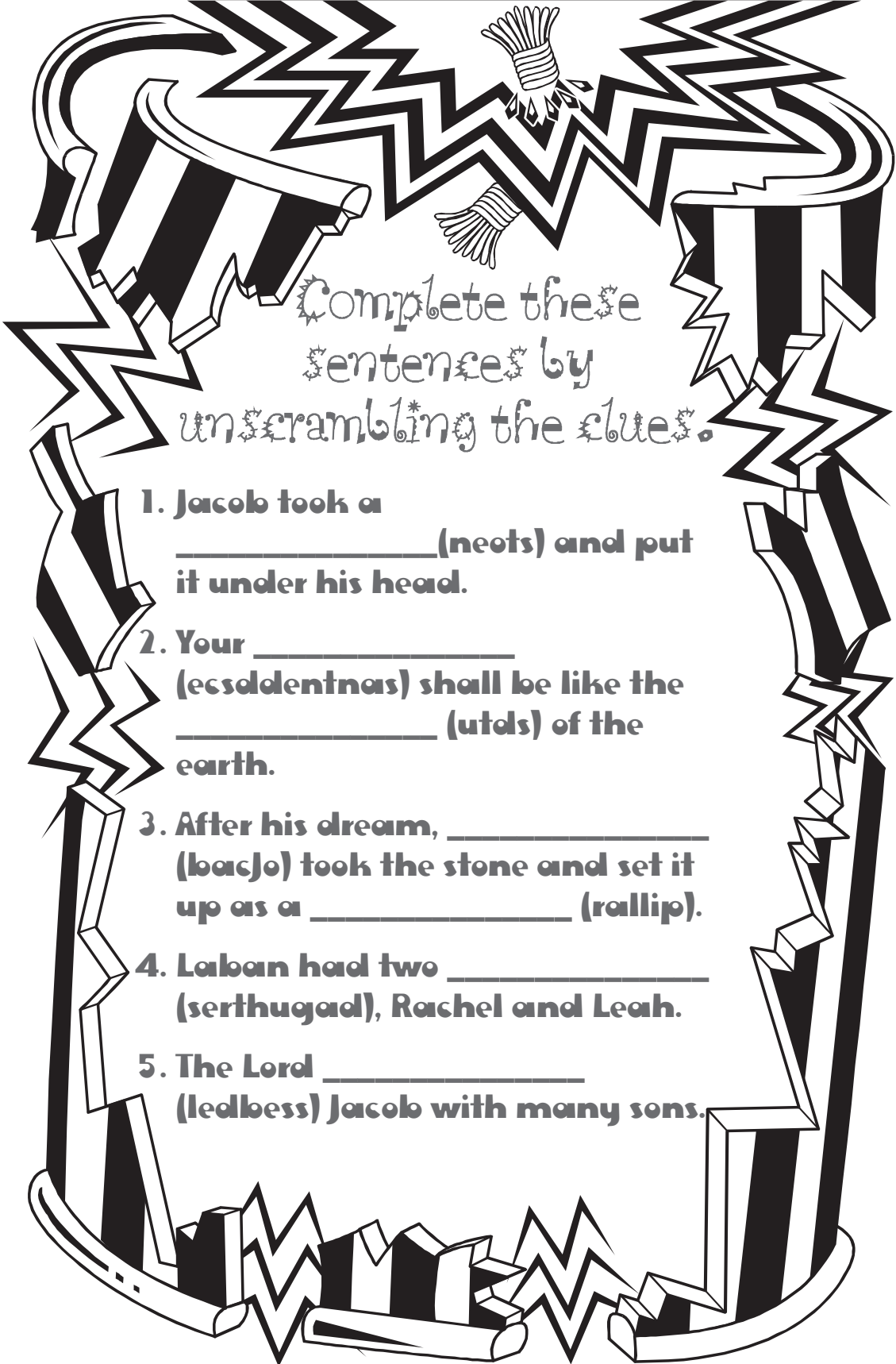
- Jacob wanted Laban's speckled and sheep and goats for his wages. (Genesis 30:32).
- When Leah bore Judah she said, "I will the Lord." (Genesis 29:35).
- Name Leah's first son. (Genesis 29:32).
- What was the name of Rachel's first son? (Genesis 30:24).
- Jacob became exceedingly (Genesis 30:43).
- Laban tried to trick Jacob by removing these animals day's distance away. (Genesis 30:36).

ACROSS

- How many years did Jacob work for each of his wives? (Genesis 29:20,26,27).
- In his dreams, Jacob saw a reaching to heaven. (Genesis 28:12).
- The name of Jacob's father-in-law. (Genesis 29:16,18).
- were ascending and descending on it. (Genesis 28:12).
- Which one of Laban's daughters did Jacob meet at the well? (Genesis 29:9).
- Name Jacob's first wife. (Genesis 29:23).

Jacob's ladder, Leah and Rachel

Activity A - Complete the Sentences

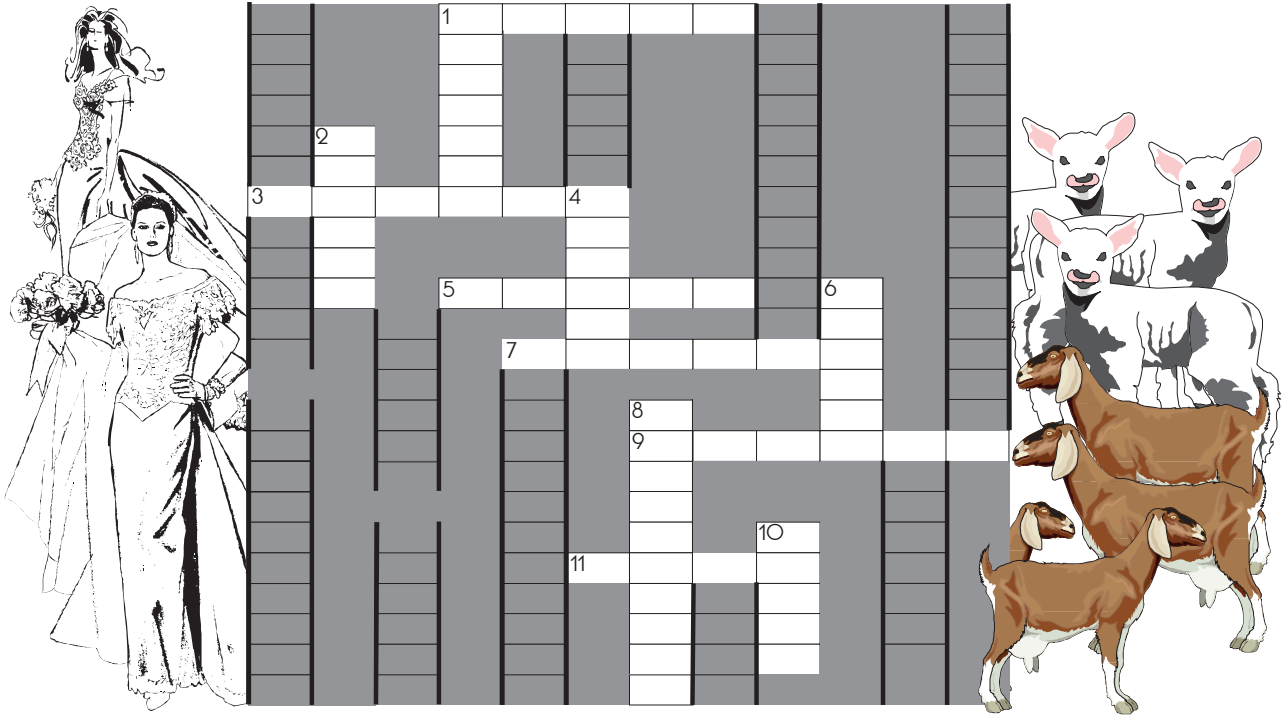


Complete these sentences by unscrambling the clues.

1. Jacob took a _____ (neots) and put it under his head.
2. Your _____ (ecsoldentnos) shall be like the _____ (utds) of the earth.
3. After his dream, _____ (bacjo) took the stone and set it up as a _____ (rallip).
4. Laban had two _____ (serthugad), Rachel and Leah.
5. The Lord _____ (ledbess) Jacob with many sons.

Jacob's ladder, Leah and Rachel

Activity B - Crossword



DOWN

1. Jacob wanted Laban's speckled and sheep and goats for his wages. (Genesis 30:32).
2. When Leah bore Judah she said, "I will the Lord." (Genesis 29:35).
4. Name Leah's first son. (Genesis 29:32).
6. What was the name of Rachel's first son? (Genesis 30:24).
8. Jacob became exceedingly (Genesis 30:43).
10. Laban tried to trick Jacob by removing these animals day's distance away. (Genesis 30:36).

ACROSS

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9. Which one of Laban's daughters did Jacob meet at the well? (Genesis 29:9).
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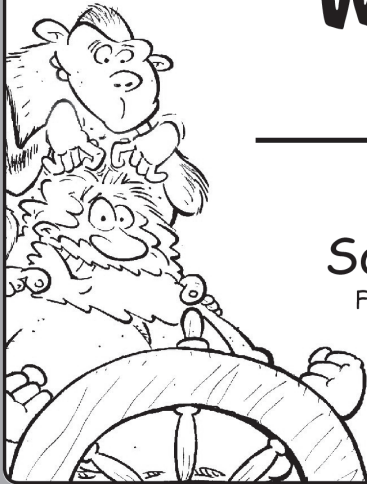
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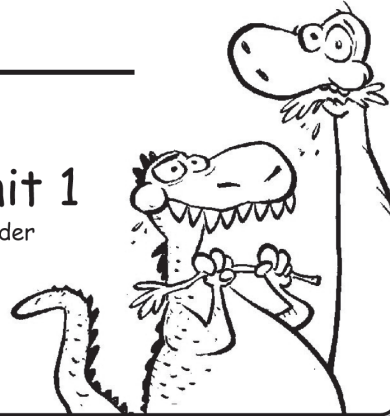
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Well Done!



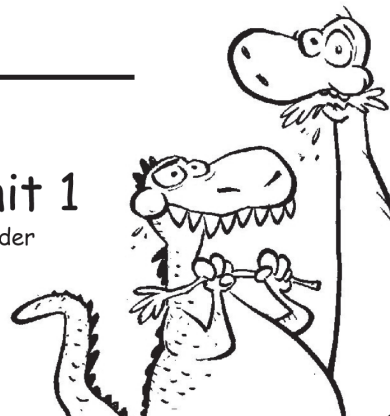
for completing
SonSeekers Unit 1
From Creation to Jacob's Ladder



Well Done!



for completing
SonSeekers Unit 1
From Creation to Jacob's Ladder



Sonseekers Curriculum

Unit One	Unit Two	Unit Three	Unit Four
<ol style="list-style-type: none"> Creation 1 Creation 2 Adam and Eve The fall Cain and Abel Noah builds an ark The flood, Noah and his sons The tower of Babel Abram called, Abram and Lot The covenant with Abraham Ishmael and Isaac Sodom and Gomorrah The sacrifice of Isaac Rebekah, Isaac's bride Jacob and Esau Jacob's ladder, Leah and Rachel 	<ol style="list-style-type: none"> Jacob becomes Israel Joseph, the favourite son Joseph goes to Egypt Joseph interprets the dreams Joseph's brothers Israel in Egypt Israelite slaves, Moses born Moses flees and returns to Egypt "Let My people go" The first passover, Israel delivered Crossing the Red Sea Manna, water from the rock Sinai and the ten commandments Moses and the tabernacle The golden calf Twelve spies, 40 years of wandering 	<ol style="list-style-type: none"> Aaron's rod Moses hits the rock The bronze serpent Balaam and his donkey Joshua and Rahab Crossing the Jordan, Jericho The sin of Achan The sun stands still Gideon's fleece Gideon and his army Samson Samson and Delilah Ruth, Naomi and Boaz Hannah Samuel hears God speak Eli, Hophni and Phinehas 	<ol style="list-style-type: none"> Saul chosen Saul and the Amalekites David chosen David and Goliath David and Jonathan David and Saul David crowned David and the ark Absalom Solomon becomes king Solomon's temple Israel divided, Rehoboam and Jeroboam Elijah and the widow Elijah on Mount Carmel Good King Jehoshaphat Elisha and the double portion
Unit Five	Unit Six	Unit Seven	Unit Eight
<ol style="list-style-type: none"> The widow's oil, a boy raised Naaman Famine in Samaria Jonah The captivity of Israel (the northern kingdom) Hezekiah and Sennacherib Isaiah Josiah Jeremiah The captivity of Judah (the southern kingdom) Daniel interprets the king's dream The fiery furnace The writing on the wall Daniel in the lions' den Esther Restoration 	<ol style="list-style-type: none"> Zacharias, Elizabeth, Mary and John The birth of Jesus Jesus in the temple John the Baptist Jesus baptised and tempted The call of the disciples Water turned to wine The temple cleansed, Nicodemus The woman at the well Healing of the paralysed man The house built on the rock Jesus stills the storm The feeding of the 5000 The centurion's servant Forgiveness in Simon's house The sower and the seed 	<ol style="list-style-type: none"> Jairus' daughter, a woman touches Jesus Jesus walks on the water Miracles of healing The transfiguration A boy is healed The unmerciful servant A man born blind The good Samaritan Prayer The raising of Lazarus The lost sheep, coin and son Attitudes of a servant The marriage of the king's son The ten lepers The ten virgins The talents 	<ol style="list-style-type: none"> Palm Sunday The last supper and Gethsemane The crucifixion The resurrection Peter restored The risen Christ and His ascension The day of Pentecost Peter and John Peter and the Gentiles Stephen Philip Paul's conversion Paul's first missionary journey Paul's second and third missionary journeys Paul's capture and imprisonment Paul's final journey

