

LESSON 5: Abraham, Isaac and Jacob


AIM

To tell the stories of the patriarchs of the Hebrew nation - Abraham, Isaac, and Jacob (8.4.2)

OUTCOME

Learners narrate the broad outlines of the stories of Abraham, Isaac and Jacob

LEARNING ACTIVITIES

- 1 The children are asked to **prepare for a journey** and they may only bring a small bag with them. Every child brings to the lesson a small bag with their most important possessions. Discuss what they would take with them! They are all given "passports" to the past which they complete and have stamped. An example is provided on the worksheet.  ⇒
- 2 On what looks like old maps, **print the stories** of Abraham, Isaac and Jacob. To make them look old, dip the pages into a bowl of coffee. Roll them up to look like old maps. The class is split into three groups, and the children read the story allotted to their group. The stories are given below. You could tell them in your own way if you prefer.

ABRAHAM

Abraham was a good man. God had a special plan for him. He told Abraham to move to a new land. He packed up his tent, clothes, dishes; gathered his animals. His wife Sarah and Lot went with him. They took helpers with them to look after the animals. When they were ready Abraham set off on his journey. They travelled to Hebron.

God promised Abraham that he would have many children. Sarah and Abraham were old and had no children. One day as Abraham sat outside his tent, three men came to visit. Sarah made them dinner. The men told Abraham: "Next year you and Sarah will have a baby boy." Sarah didn't believe them! God kept His promise and gave them a boy. They named him Isaac.

ISAAC


Isaac grew up to be a man and the time came for him to find a wife. Abraham wanted him to choose a wife from his own people, and not from the people of Canaan, who did not believe in God. Abraham sent a servant back to the land they had come from. God promised Abraham that He would find Isaac a wife. The servant took ten camels and started his journey. When he got there, the servant knelt and prayed for God's help to choose Isaac's wife. He went to the well outside the city, but there were many women. He needed a sign from God. "The one who offers me and my ten camels some water will be the one." Rebecca went to the well and did just that!

JACOB

Isaac and Rebecca married and had twin boys: Esau and Jacob. Isaac grew to be an old man. He could not see well. God had told Rebecca that Jacob would be the leader. Isaac



WHAT YOU NEED

- * Small bags with personal possessions (1)
- *  Passports ⇒, date stamp (1)
- * Printed stories (2)
- * Cardboard and paper to make travel journals, coloured pencils to draw the photographs (3)
- * Biblical timeline (4)

GRADE 3

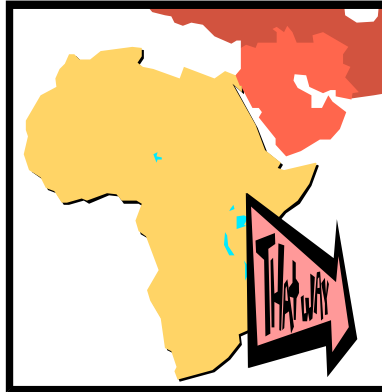
wanted to bless Esau. Esau went to make his father's favourite food. Rebecca covered Jacob's arms with goat skins so he would be hairy like Esau. Jacob pretended to be Esau and his father blessed him. Esau was furious. Rebecca sent Jacob away. While he was away, he slept on a rock for a pillow. He had a beautiful dream of angels in heaven. God stood at the top of the ladder and said: "I will take care of you wherever you go." Jacob travelled far away to his uncle's house. He got married and had lots of children, but he got homesick. He sent servants to his brother asking him not to be angry. Then he travelled home. His brother was happy to see Jacob and his family.

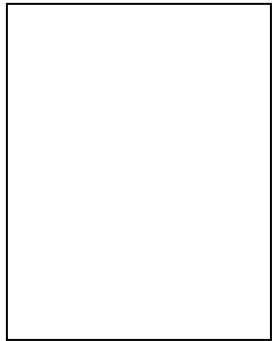
- 3 The children create a **travel journal**. The journal could have pictures of the travels of the characters in their story. Just as in a photograph album, they write the names of the people in the pictures with one sentence to explain what is happening. Each group presents their travel journal to the whole class.

ADDITIONAL ACTIVITIES

- 4 Make a **biblical timeline** in your classroom. Have pictures and names of the most important Biblical characters. This will give the children a sense of time and chronological order.
- 5 The children **dramatise** their stories.

Passport



NAME	
PLACE AND DATE OF BIRTH	
HEIGHT	COLOUR OF EYES
COLOUR OF HAIR	SEX
Issued at	
On	
And valid for 5 years from that date	
Signed by	
(Authorised officer)	
Signature of bearer.....	

PHOTOGRAPH OF BEARER



LESSON 6: The Child Jesus

AIM

To develop the understanding that Jesus was human like us, and that he was a Jew living in Nazareth at a certain time in history (7.3, 8.4.5, 9.1)

OUTCOME

Learners have an informed image of the person of Jesus.

LEARNING ACTIVITIES

- 1 **A meditation exercise:** Imagine Jesus came to speak to YOU! Tell the children to relax and close their eyes. The children then hear a knock. Jesus walks into the room! Ask the children the following questions: What does he look like? Look at his clothes and shoes. What do his eyes and hair look like? What does he say to you? How do you answer him? Allow a pause between each question for the children to visualize. The children open their eyes and without speaking to anyone else they draw their own picture of Jesus as they pictured him in their own minds.
- 2 **Display** their pictures in two groups on a board or on two separate boards, on which the heading has been placed: LOOK AT JESUS. (If the class is large, you could divide it into three or four groups.) The learners look at the pictures as a class. Note that Jesus looked like us. He was a person with a head, 2 eyes, a body, 2 arms etc. Let the children complete the list.
- 3 **Tell the following story:** [Luke 2:41-52]

(When telling the story it will help to have a variety of pictures or Powerpoint slides of what Jesus may have looked like as a child, to help the children visualize.)

Jesus was a child exactly like you. He lived in a town called Nazareth. He kept all the rules like his parents, Mary and Joseph, did. At a certain time of the year the Jewish people in his town went to Jerusalem for a festival called the Passover. Jesus was 12 years old when he went. Jerusalem was a big city filled with many interesting things to see. Jesus and his parents took part in the Passover. The time came for them to travel home. Mary and Joseph travelled with family and friends and they thought that Jesus was with them. After travelling for a day they saw that Jesus was missing. They went straight back to Jerusalem. For 3 days they searched for Jesus. They went to the Temple – there he was, sitting among the teachers, listening to them and asking questions! All who heard him were amazed because the teachers were listening too, and asking him questions which he answered with understanding! His parents were glad to see him. Mary said to Him, "We were looking for you!" Jesus answered "Why were you worried, I was about my Father's business." Then he went back to Nazareth and was obedient to his parents.



WHAT YOU NEED

- * Flashcard LOOK AT JESUS (2)
- * Bible (3)(10)
- * Pictures and/or Powerpoint slides (3)
- * Copies of assessment page (4)
- * Video "Jesus of Nazareth" (5)
- * Picture books (6)
- * Clothes, plants, foods, toys (in an RE corner) (7)
- * Background information (8) (11) ⇒
- * Boxes, pipe-cleaners (11)

- 4 **Assessment:** The children look at each other's pictures of Jesus. In their groups they evaluate another group's work. Group 1 looks at group 2's pictures and on their assessment page they colour in the appropriate face. Groups 2 looks at groups 1's. If you have four groups of pictures displayed, you could have groups 1 and 4, and 2 and 3, assessing each other's pictures.

ADDITIONAL ACTIVITIES

- 5 Show snippets of the **video** "*Jesus of Nazareth*"
- 6 **Picture books** should be available for the children to browse through to conceptualize the time of Jesus' childhood.
- 7 In your **RE corner** you could put out examples of clothes, plants, food and toys that would be typical of the time period.
- 8 Supply **background information** regarding different aspects, such as clothes, houses, transport, and create work cards. Each group reads a section of the information and reports back to the class. The information sheet, *The World of Jesus*, could be displayed in the RE corner. 📖 ⇨
- 9 Take the children to a **Synagogue** and get a Jewish person to speak to them about their religion.
- 10 **Read** Luke 2 for other stories about Jesus' childhood.
- 11 Let the children **make a typical village**. Use a shoe or cereal box, cut it in half. Make a few houses to be stuck down after the landscape has been painted. Use pipe cleaners as people. Use the background information sheet, *The World of Jesus*. 📖 ⇨
- 12 Compare the children's **lifestyle** to the one Jesus would have had.

The World of Jesus

(Gleaned from The Lion Handbook to the Bible. 1983)

WORKCARD 1

HOMES

Homes were built to stay cool. The poor had one roomed house built of mud bricks, with small, slit windows to keep people out, but to allow air to move through. The rich had better building material. They built their houses upwards to have an upper room, or outwards to have one or more courtyards. There was a flat roof on top of the house. This was used for storage, to sleep on during hot nights, for prayer, for shouting news to your neighbour, or for festivals and dancing. There was a ladder or stairs outside the house to get there. Inside the house, the poor slept and sat on mats and used olive oil lamps. The rich had furniture, beds and many servants.

CLOTHES

As it was hot, they wore long flowing robes to keep cool. A man's robe was white, while a woman's would be more colourful. Shoes were cowhide sole fastened to the ankle by a leather thong passing between the big and second toe. Rich men wore leather slippers. Turbans were worn to protect the head from the sun. A square cloth held onto the head by a cloth band could also be worn. Hair was normally dark brown or black and worn long by men and woman. Men had beards.

WORKCARD 2

GAMES

Ball games, hopscotch, whistles, rattles, wheeled animals, hoops, spinning tops, and board games similar to checkers.

EDUCATION

Girls stayed at home and learnt how to be good wives. Boys went to school next to a synagogue. They learnt God's word. Their fathers had to teach them their trade. Jesus would have learnt carpentry. At 13 the boys became "bar mitzvah" which means 'a son of the law' and were seen as men.

WORK

Men worked in the fields, at crafts (carpenter, potter, tanner), or as fishermen or shepherds. Woman prepared the home, baked unleavened bread, collected medicines from plants (mustard seed, for example, stopped body pains), and collect water.

MONEY

50 shekels (Jewish) = 1 mina (Greek). 60 mina = 1 talent (Greek). Tax = 1 quarter and more. One tenth to the church

WORKCARD 3

TOWNS

Bethlehem: King David was born there and 700 years later Jesus was born there.

Nazareth: Jesus grew up here. His father was a carpenter. It was a quiet, secluded village with beautiful scenery.

Jerusalem : Jews return to the temple during the year for different festivals, for example, Passover.

CLIMATE, ANIMALS AND PLANTS

The weather is hot and dry. Water is scarce, and rain falls in autumn and spring. Plants include date palms, fig, almond, and olive trees, wheat, flax, pomegranate, vine, cedar of Lebanon, oak trees, papyrus, thorns and thistles, yellow chrysanthemums. Birds and animals - pigeons and doves, partridge, eagles and vultures, owls, stork, serpent, scorpion, deer and gazelle, donkey cattle, horse, sheep and goats, camel, lion, bear, wolf, fox and jackal.

WORKCARD 4

BIRTH

A baby was very important and the person became happier with the increased number of children one had. A baby's skin was rubbed in salt to make the skin firm. After 8 days the baby boy was circumcised. The first born son was redeemed a month later by making a payment to the priest.

MARRIAGE

Arranged by parents. The bride had to be paid for by the groom. A wedding could last up to a week.

DEATH

Body was wrapped in grave clothes and buried within 24 hours as it is a hot country. People were buried in caves. The rich had special tombs with flat, wheel shaped stone doors

WORKCARD 5

RELIGIOUS

The synagogue was a school, religious centre, meeting hall, and classroom. No priests were there and no sacrifices were made. The temple in Jerusalem had priests and they made sacrifices to God of lambs. People also offered sacrifices for forgiveness of their sins. Jesus would've travelled to Jerusalem especially for the Passover. Weekly Sabbath from Friday night to Saturday night. No work. Only men took part in the services.

LESSON 7: Hearing God's Word

AIM

To give the learners an opportunity to listen to God's Word in the setting of a simple paralyturgy (5.4.3, 5.4.5, 8.2.3) [L2, AC1, AC4]

OUTCOME

Learners understand that listening to a reading from the Bible is listening to God's Word.

LEARNING ACTIVITIES

- 1 Perhaps take your class to a chapel or church for this lesson. Before presenting this lesson allow a few **good readers** a few days to prepare what they need to read.

- 2 **Paralyturgy**

TEACHER: Close your eyes. Listen to the sounds around you. Choose two sounds you like and two sounds you don't like. (Allow a period of silence) Keep you eyes closed, see Jesus sitting by the lakeside. He is speaking to a huge crowd of people. You are one of those people. Listen to what he says.

Let the children open their eyes. Perhaps put up an icon or a picture of Jesus (by the lakeside) for them to focus on.

CHILD 1: Alleluia, Alleluia! Speak Lord, your servants are listening. Alleluia!

CHILD 2: A reading from the Good News, given to us by Matthew.

WHOLE CLASS: Glory to You, Lord.

CHILD 3: Imagine that you are a farmer going out to sow your seeds. As you sow, some seeds fall on the pathway, where the birds swoop down and eat them up.

CHILD 4: Some seeds fall among the rocks where there is hardly any soil. They soon wither away because they cannot put down good roots.

CHILD 5: Some seeds fall on good ground with rich soil, where they will grow up strong and produce a good crop!

CHILD 6: This is the Gospel of the Lord.

WHOLE CLASS: Praise to You, Lord Jesus Christ.

Groups of children could act or mime the events narrated by the readers.

TEACHER: Jesus speaks to us from this reading taken from the Bible, what is he telling us?

When are we like the seeds:

- That fall on the path?
- That fall amongst the rocks?
- That fall amongst the thorns and weeds?
- That fall on good soil?



WHAT YOU NEED

- * A few children prepared in advance to read (1)
- * Copies of the paralyturgy (2)
- * A picture or icon of Jesus (2)
- * 🎵 *You and I We Grow and Listen Imagine* (2)
- * 🎵 *The B-I-B-L-E* (5) ⇨

GRADE 3

The children are given an opportunity to respond to these questions.

SONG: Sing something suitable. Two suggestions are given here: *You and I We Grow* and *Listen Imagine*

(Adapted from *Welcome the Word*, 1989, Joan Brown SND)

ADDITIONAL ACTIVITIES

- 3 The **Liturgy of the Word** is the first part of the Mass. Listen to the word of God as it is read, spoken and preached.
- 4 At a **school Mass**, ask the children to listen carefully to the Gospel. Allow them to write about it in their own words afterwards, or to draw a picture.
- 5 **Song:** *The B-I-B-L-E* ⇨

