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# Lesson 1

## **PART 1** (APPROX 1 HOUR):

**The body**

## **PART 2** (APPROX 1/2 HOUR):

**Eve is created**

**Genesis 2:15–24**



 **Prepare lesson****Part 1. The body****Print resources**

- RESOURCE 1.1 – Definitions**  
Print one copy and cut up.
- RESOURCE 1.2 – Skeletons**  
Print one copy to display  
(or remove this page from this book).
- RESOURCE 1.3 – Heart and lungs**  
Print one copy and cut out the pictures.
- RESOURCE 1.4 – Skeleton worksheet**  
Print one copy per student.
- RESOURCE 1.5 – Skeleton worksheet teacher copy**  
Print one copy or bookmark this page.

**Part 2. Eve is created****Read scripture**

- Genesis 2:15–24 in NIV Bible  
(or another easy-to-read translation)

**Print resources** (on the next page)

## Print resources

- Heart language Bible text**  
Print one text per student in relevant languages from [bible.com](http://bible.com) or [biblegateway.com](http://biblegateway.com)
- RESOURCE 1.6 – Large sketches**  
Print one set of A4 sketches to display.
- RESOURCE 1.7 – Large sentences**  
Print one set of A4 sentences to display.
- RESOURCE 1.8 – Small sketches**  
Print one copy per pair and cut up.
- RESOURCE 1.9 – Small sentence strips**  
Print one copy per pair and cut up.
- RESOURCE 1.10 – Gap-fill worksheet**  
Print one copy per student.

## Select Variations to activities

(see pages 4–5)

## Part 1. The body

### Activate knowledge

**Point** to your head.

**Ask** 'What is it?'

**Invite** volunteers to tell you the correct name.

**Write** the correct response on the board.

**Repeat** for as many body parts as possible (including those from **RESOURCE 1.5 – Skeleton worksheet teacher copy**).

**RESOURCE 1.5 –  
Skeleton worksheet  
teacher copy**

**Print one copy or  
bookmark this page.**

### Focus on language

#### Activity 1: Talking about skeletons and bones

**Display** **RESOURCE 1.1 – Definitions** cut up and jumbled on a table.

**Display** **RESOURCE 1.2 – Skeletons**.

**Ask** 'What is it?'

**Invite** responses.

**Invite** a volunteer to find the appropriate label and matching definition displayed on the table.

**Read** the definition to the class.

**Invite** volunteers to tell you the names of any bones they know.

**Write** correct responses on the board.

#### Activity 2: Song

**Invite** all students to stand.

**Sing** the 'Heads and shoulders, knees and toes' song.

**RESOURCE 1.1 –  
Definitions**

**Print one copy and cut  
up.**

**RESOURCE 1.2 –  
Skeletons**

**Print one copy to  
display (or remove this  
page from this book).**

**Touch** relevant body parts as you sing.

**Repeat**, inviting students to touch the relevant parts of their bodies as they join in with you.

### Activity 3: Talking about other parts of the body

**Point** to your ribs.

**Ask** 'What are they?'

**Invite** volunteers to tell you the correct name.

**Invite** a volunteer to find the appropriate label and matching definition displayed on the table.

**Read** the definition to the class.

**Place** your hand on your heart.

**Hold up** (or pass around) the cut-out heart picture from [RESOURCE 1.3 – Heart and lungs](#).

**Ask** 'What is it?'

**Invite** responses.

**Invite** a volunteer to find the appropriate label and matching definition displayed on the table.

**Read** the definition to the class.

**Invite** a volunteer to place the heart in the correct location on top of one of the skeletons in [RESOURCE 1.2 – Skeletons](#).

**Demonstrate** inhaling a large breath of air.

**Hold up** (or pass around) the cut-out lungs picture from [RESOURCE 1.3 – Heart and lungs](#).

**Ask** 'What are they?'

**Invite** responses.

**Invite** a volunteer to collect the remaining label and matching definition displayed on the table.

**RESOURCE 1.3 –  
Heart and lungs**

Print one copy and cut  
out the pictures.

**RESOURCE 1.4 –  
Skeleton worksheet**

Print one copy per  
student.

**Read** the definition to the class.

**Invite** a volunteer to place the lungs in the correct location on top of another skeleton in **RESOURCE 1.2 – Skeletons**.

### Activity 4: Labelling the body

**Distribute** one copy of **RESOURCE 1.4 – Skeleton worksheet** to each student.

**Invite** students to work together to complete the worksheet.

**Check** answers together. (Refer to **RESOURCE 1.5 – Skeleton worksheet teacher copy** for answers.)

### Activity 5: Drawing a body

**Draw** a large circle close to the top of the board.

**Invite** a volunteer to take the whiteboard marker.

**Say** 'Draw the neck.'

**Repeat** this process for as many body parts as your students know.

**Have** fun laughing at the result – ideally a complete body!





## Part 2 – Eve is created

### Genesis 2:15–24

#### Read for gist

**Hold up** a hard copy of the Bible.

**Say** ‘In the Bible story, God uses a man’s rib to make a woman.’

**Distribute** copies of Genesis 2:15–24 in your students’ heart languages and allow time for students to read silently for context, then ask them to put the text away for the rest of the lesson.

#### Read for detail

**Display** [RESOURCE 1.6 – Large sketches](#) in order.

**Read** the sentences below slowly, pointing to the corresponding sketches as you read.

#### Sentences:

1. God put the man in the garden.
2. The man was to care for the garden.
3. God said, ‘It’s not good for the man to be alone.’
4. God used the man’s rib to make a woman.
5. Adam said, ‘Her name is woman.’
6. That’s why a man is joined to his wife.
7. Two people become one.

**Re-read** the sentences, placing the correct sentence from [RESOURCE 1.7 – Large sentences](#) near each sketch as you go.

**Read** the sentences again and invite students to point to the corresponding sketches as you read.

**RESOURCE 1.6 –  
Large sketches**  
Print one set of A4  
sketches to display.

**RESOURCE 1.7 –  
Large sentences**  
Print one set of A4  
sentences to display.

**RESOURCE 1.8 –  
Small sketches**

Print one copy per pair  
and cut up.

**RESOURCE 1.9 –  
Small sentence strips**

Print one copy per pair  
and cut up.

**RESOURCE 1.10 –  
Gap-fill worksheet**

Print one copy per  
student.

 **Reinforce the language**

**Divide** students into pairs.

**Distribute** **RESOURCE 1.8 – Small sketches** to pairs.

**Invite** pairs to sequence the sketches in the correct order.

**Distribute** **RESOURCE 1.9 – Small sentence strips** to pairs.

**Invite** pairs to match the sentence strips to the corresponding sketches. (More advanced students can sequence the sentence strips without looking at the sketches.)

**Invite** students to retell the story to their partners.

**Invite** confident students to retell the story to the whole class using only the sketches.

**Reinforce** the text using some of the six **Variations to activities** on pages 4–5.

**Distribute** **RESOURCE 1.10 – Gap-fill worksheet** to each student.

**Encourage** students to work together to complete the worksheet.

**Check** answers together by reading slowly through the worksheet and writing the missing words on the board.



# Skeleton

A framework of bones that support the body

# Heart

An organ that pumps blood (containing oxygen) around the body

# Lungs

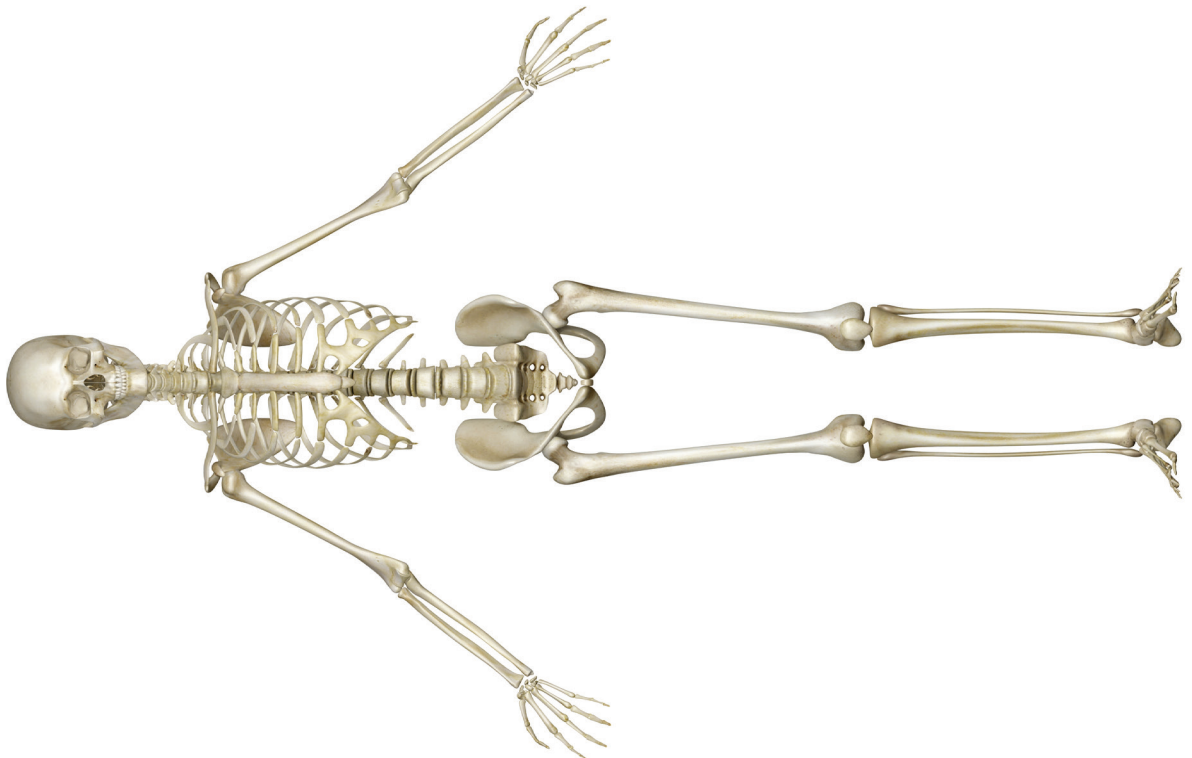
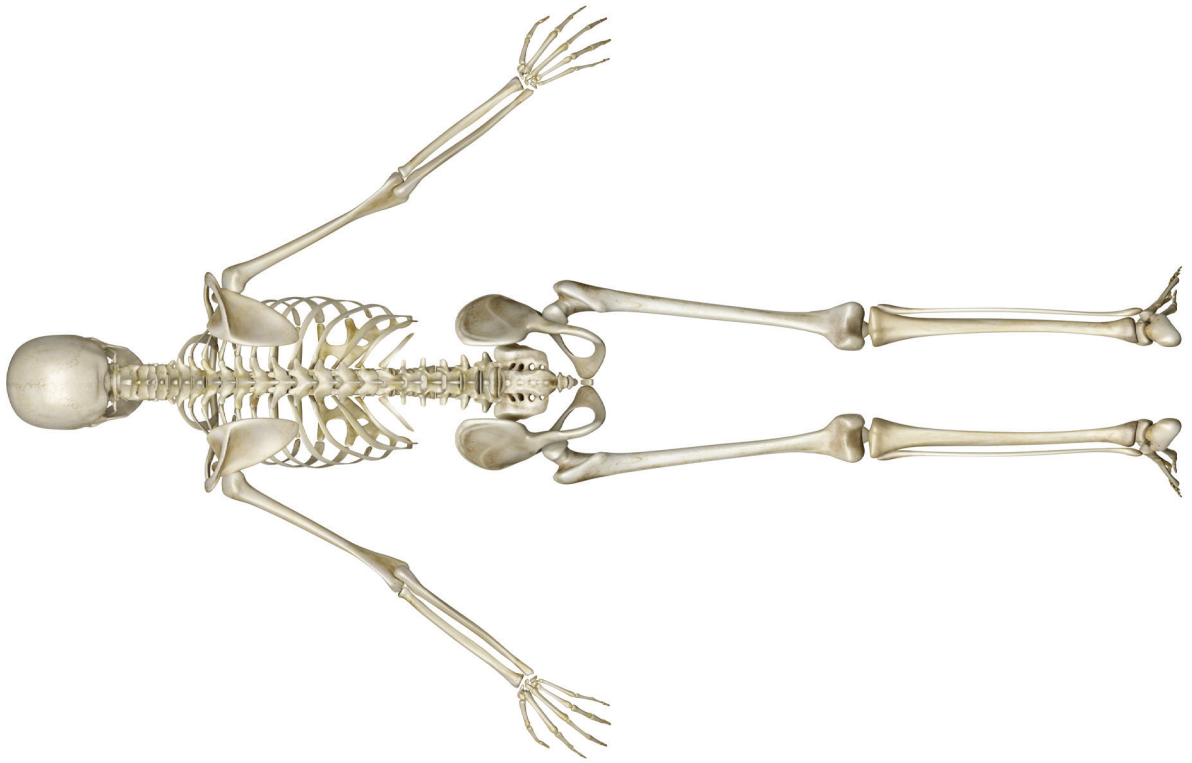
An organ that brings air (containing oxygen) into the blood

# Ribs

A collection of bones that protect the organs in the chest and help with breathing

## 1.2 RESOURCE – Skeletons

Lesson 1: Part 1. The body  
Print one copy to display (or remove this page from this book).



1.3 RESOURCE – Heart and lungs

Lesson 1: Part 1. The body  
Print one copy and cut out the pictures.

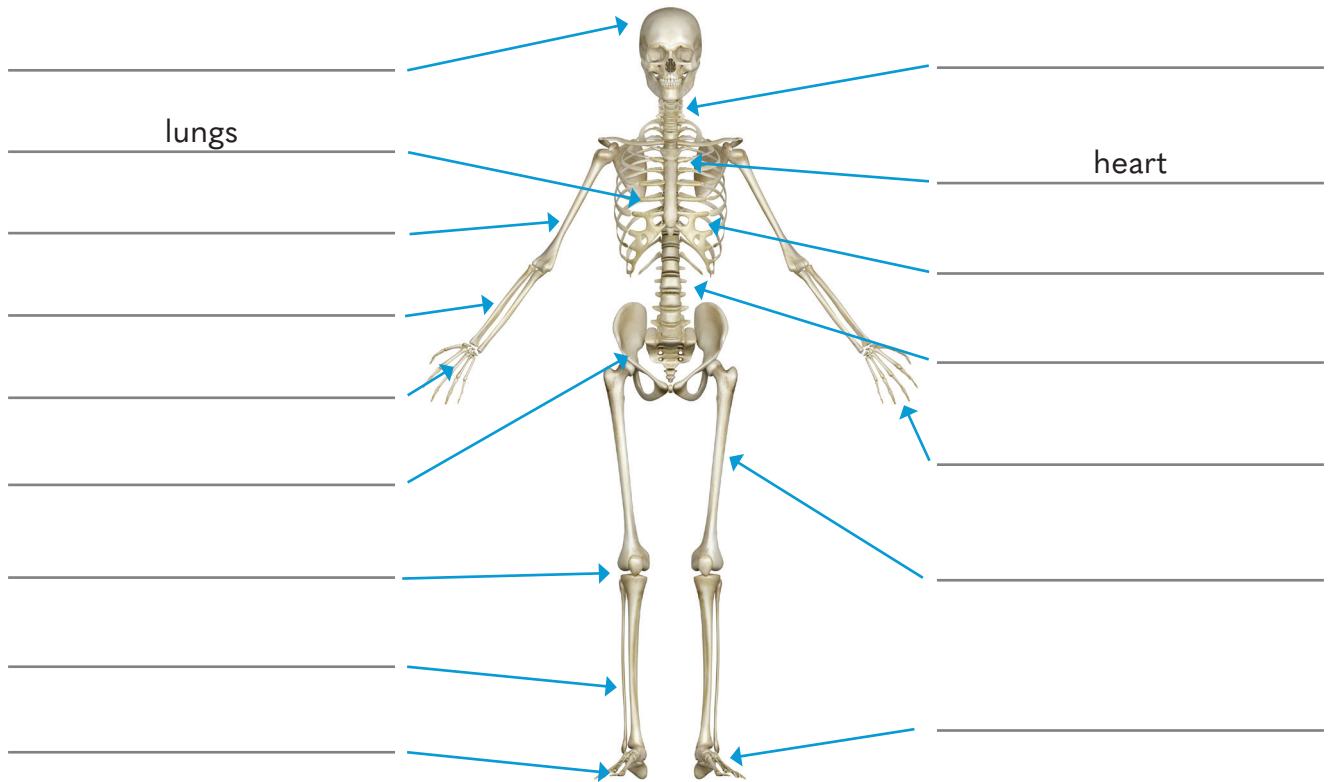


# 1.4 RESOURCE – Skeleton worksheet

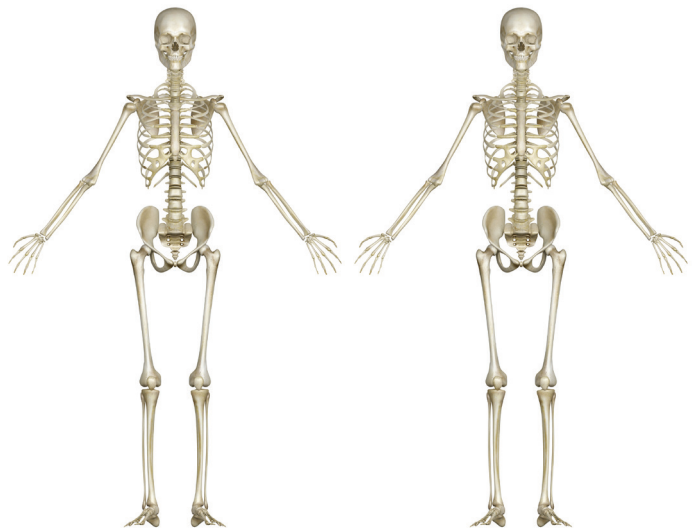
Lesson 1: Part 1. The body  
Print one copy per student.

1. Write the names of the body parts from the box on the lines below.

skull/head	upper arm	foot
ribs	lower arm	fingers
hip/pelvis	upper leg	toes
knee	lower leg	neck
hand	spine/back	

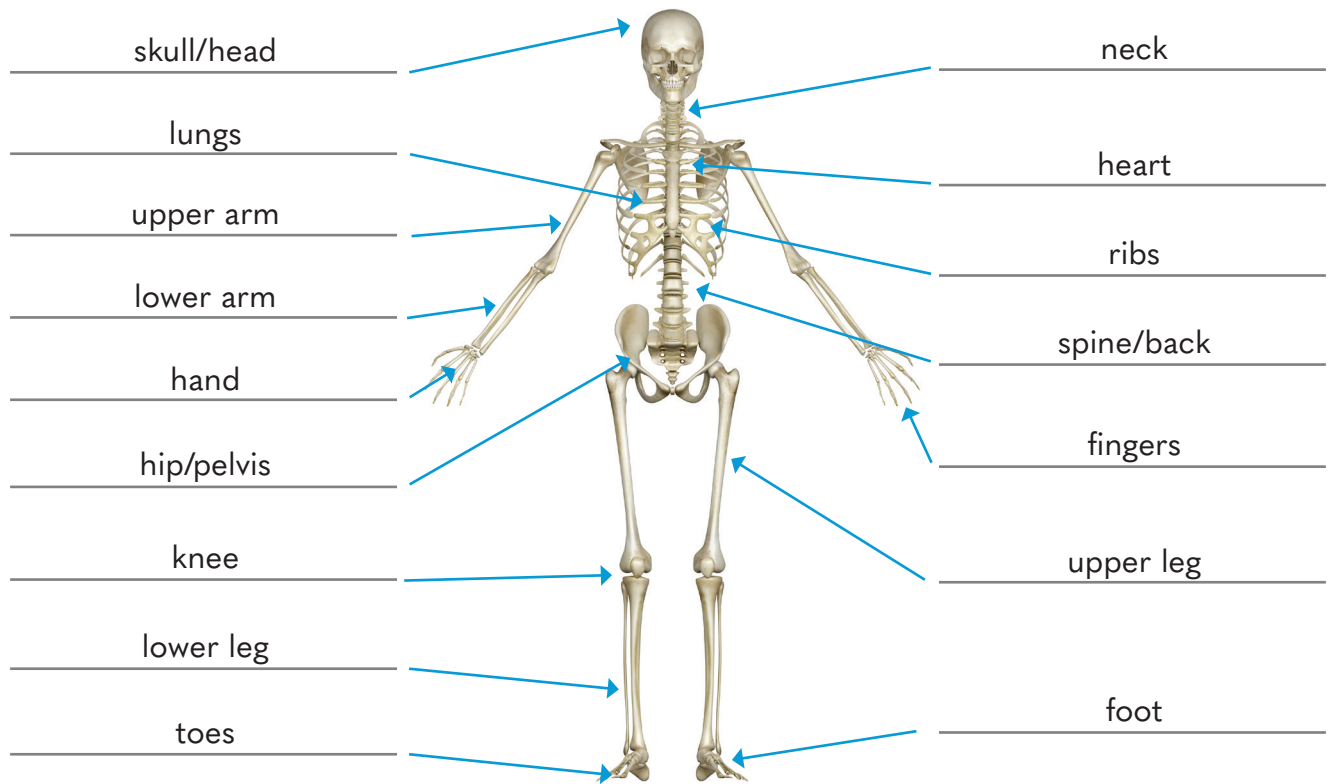


2. Draw an outline of the heart and lungs in the correct locations within the body. Draw the heart in the skeleton on the left and the lungs in the skeleton on the right.



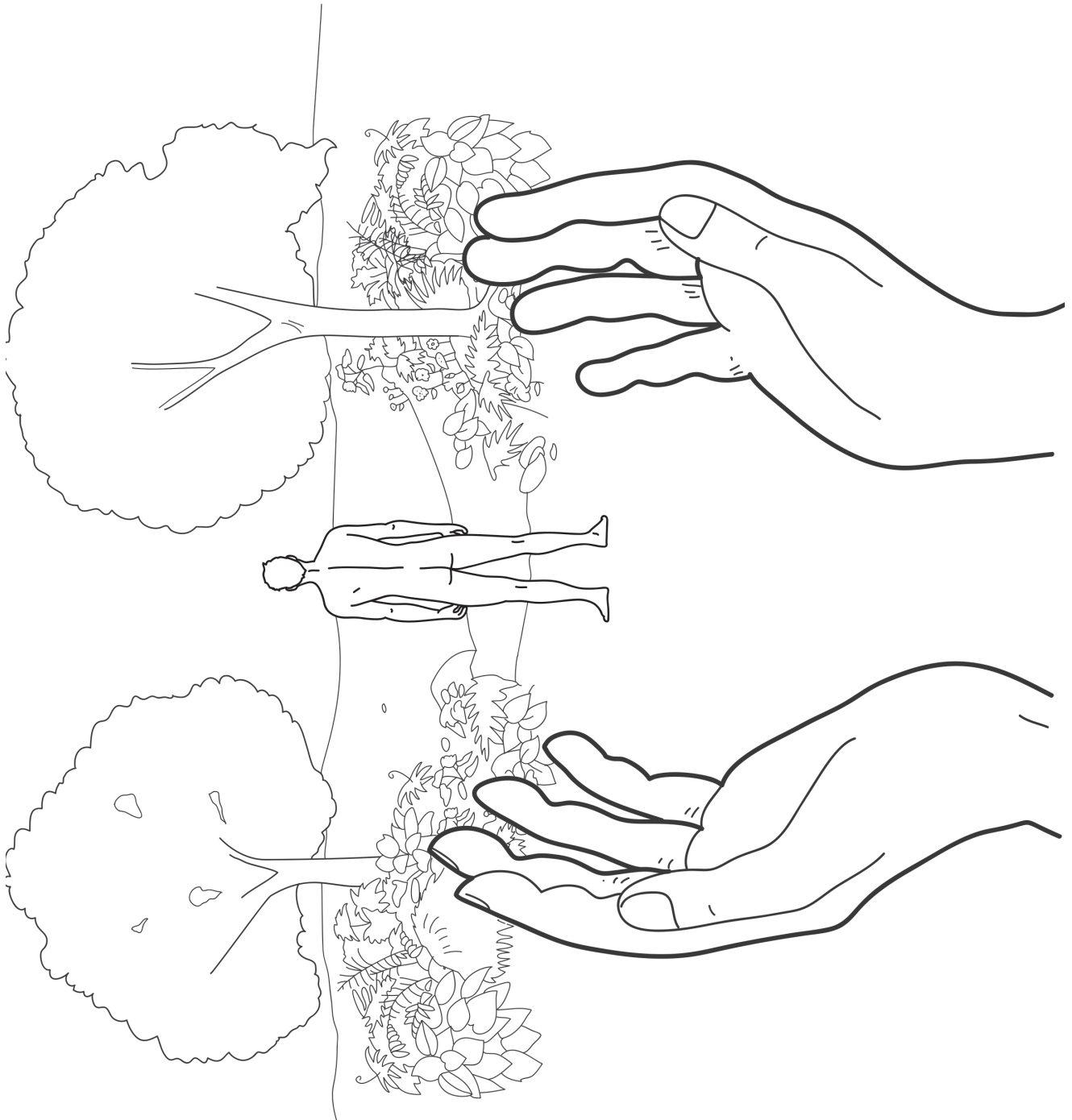
# 1.5 RESOURCE – Skeleton worksheet teacher copy

Lesson 1: Part 1. The body  
Print one copy or bookmark this page.



## 1.6 RESOURCE – Large sketches

Lesson 1: Part 2. Eve is created – Genesis 2:15–24  
Print one set of A4 sketches to display.





## 1.6 RESOURCE – Large sketches

Lesson 1: Part 2. Eve is created – Genesis 2:15-24  
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1.6 RESOURCE – Large sketches

Lesson 1: Part 2. Eve is created – Genesis 2:15-24  
Print one set of A4 sketches to display.



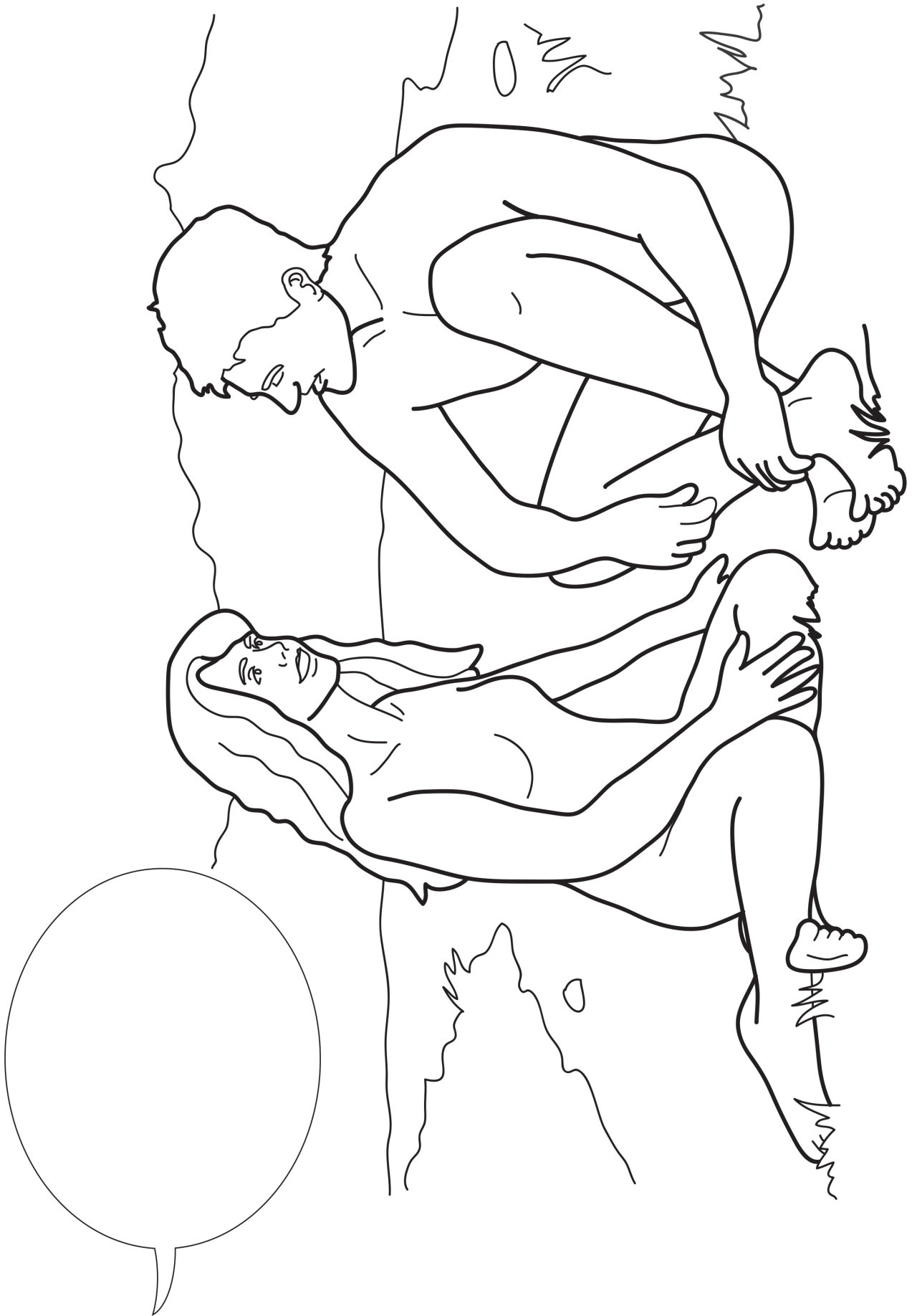
1.6 RESOURCE – Large sketches

Lesson 1: Part 2. Eve is created – Genesis 2:15-24  
Print one set of A4 sketches to display.



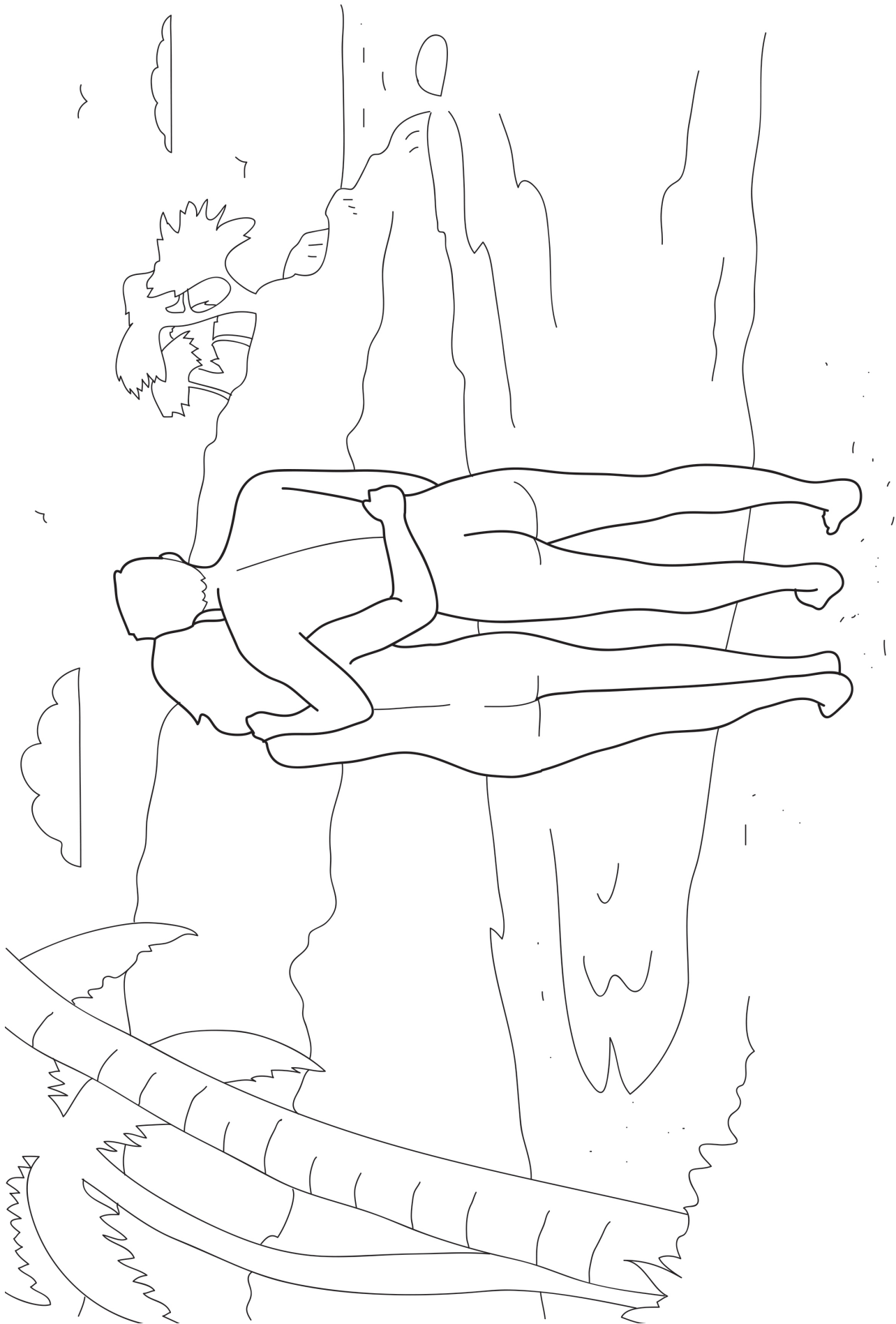
1.6 RESOURCE – Large sketches

Lesson 1: Part 2. Eve is created – Genesis 2:15-24  
Print one set of A4 sketches to display.



1.6 RESOURCE – Large sketches

Lesson 1: Part 2. Eve is created – Genesis 2:15-24  
Print one set of A4 sketches to display.



1.6 RESOURCE – Large sketches

Lesson 1: Part 2. Eve is created – Genesis 2:15-24  
Print one set of A4 sketches to display.



**God put the  
man in the  
garden.**

**The man was  
to care for the  
garden.**



**Good said,  
'It's not good  
for the man to  
be alone!'**

**God used the  
man's rib to  
make a woman.**

**Adam said,  
'Her name is  
woman!'**

**That's why a  
man is joined to  
his wife.**

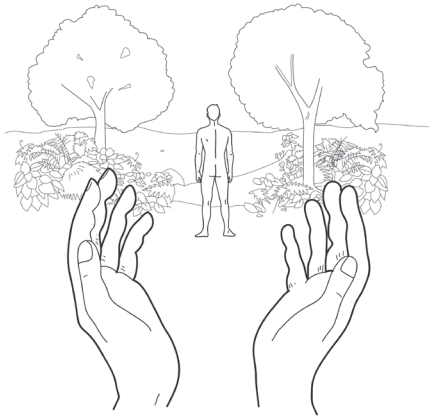
**Two people  
become one.**

# 1.8 RESOURCE – Small sketches

Lesson 1: Part 2. Eve is created – Genesis 2:15-24  
Print one copy per pair and cut up.



Women Matter to God.HB.1



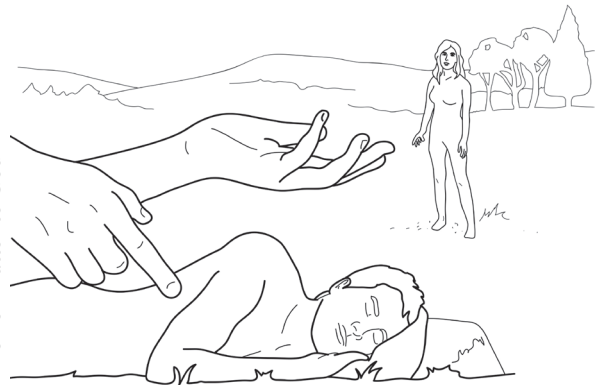
Women Matter to God.HB.1



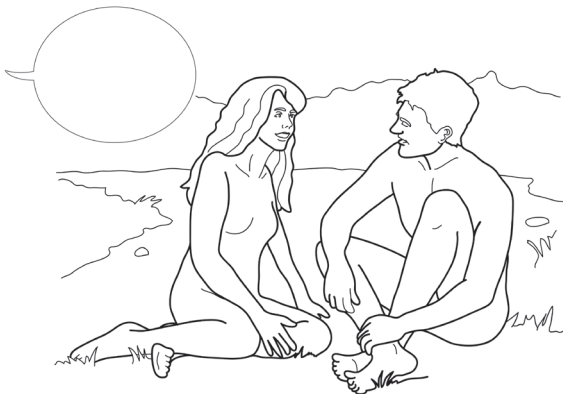
Women Matter to God.HB.1



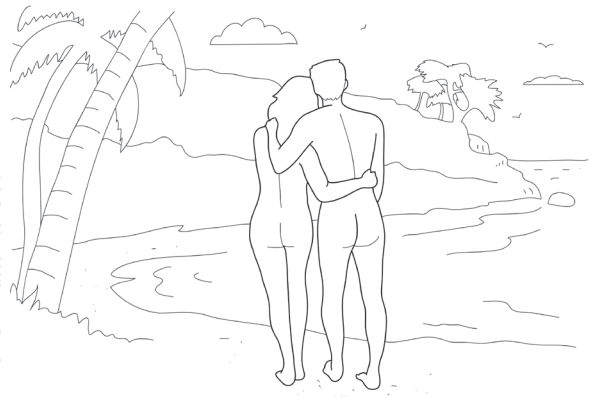
Women Matter to God.HB.1



Women Matter to God.HB.1



Women Matter to God.HB.1



Women Matter to God.HB.1



## 1.9 RESOURCE – Small sentence strips

Lesson 1: Part 2. Eve is created – Genesis 2:15–24  
Print one copy per pair and cut up.



Women Matter  
to God.HB.1

God put the man in the garden.

Women Matter  
to God.HB.1

The man was to care for the garden.

Women Matter  
to God.HB.1

God said, 'It's not good for the man to be alone.'

Women Matter  
to God.HB.1

God used the man's rib to make a woman.

Women Matter  
to God.HB.1

Adam said, 'Her name is woman.'

Women Matter  
to God.HB.1

That's why a man is joined to his wife.

Women Matter  
to God.HB.1

Two people become one.

Fill in the missing words.

**Genesis 2:15–24**

1. God put the man in the \_\_\_\_\_.
2. The man was to \_\_\_\_\_ for the garden.
3. God said, 'It's not good for the man to be \_\_\_\_\_.'
4. God used the man's \_\_\_\_\_ to make a woman.
5. Adam \_\_\_\_\_, 'Her name is woman.'
6. That's why a man is \_\_\_\_\_ to his wife.
7. Two \_\_\_\_\_ become one.