

English for Life

Women Matter to God

Eight Bible-based English lessons

High Beginner

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The author acknowledges with gratitude the assistance of Liz Hooper, Margaret Powell and the team at Lakemba Anglican Church in creating this resource.

Scripture quotations have been paraphrased for the purpose of these English lessons.

Image sources are listed on page 3.

Drawings used for the cover and the Large and Small sketches by Ivan Smith, © Anglicare.

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Lesson components

Each lesson includes the following components:

Part 1

Aim

To activate knowledge, generate interest, and build language and concepts relevant to the Bible text.

Lesson stages

Activate knowledge

Introduce the topic, find out what your students already know, and build language.

Focus on language

Provide input related to the topic and focus on a specific aspect of language to help students improve and refine their skills.

Part 2

Aim

To focus on how God relates to various women in the Old Testament through reading a series of short sentences with matching sketches.

Lesson stages

The same procedure is followed in each lesson.

Read for gist

Give students the opportunity to read the Bible text in their heart languages for context, then ask them to put the text away for the rest of the lesson.

Read for detail

Read a series of simple sentences that summarise the Bible text and match them with corresponding sketches for each sentence.

Reinforce the language

Support students as they sequence sketches and match these with corresponding sentences.

A gap-fill worksheet is also included with each lesson.

Part 2 of each lesson also asks you to reinforce language by choosing from a list of **Variations to activities**. These can be found on pages 4–5.

These variations are designed to help students remember the Bible text. Incorporate at least two or three of them into every lesson. Repetition is imperative.

Equipment for each lesson

- Whiteboard and markers
- Large table for displaying resources
- The Bible text for the lesson in your students' heart languages (links to help you find Bible texts in more commonly used languages other than English can be found in the **Prepare lesson** section at the beginning of each lesson)
- If possible, extra copies of the Bible in an easy-to-read translation (NirV or similar)

A note about levels

A wide range of ability is reflected in a single level: High Beginner, Intermediate and High Intermediate

The broad categories allow scope for teachers to adapt lessons according to their context. Within any student group there is always a range of abilities.

Scripture in these lessons is simplified as much as possible while maintaining the integrity of the biblical text. Whenever possible, teachers are encouraged to provide students with the Bible text in their heart languages.

Image sources

Photographic images and clip art used in this book were sourced from:

Getty: 18–21 (angelhell); 49 (martin-dm); 50 (antikainen); 110 (Tarzon9280); 139 (Arindam Ghosh); 140 (Anna Sungatulina); 141 (LENbIR); 142 (kohei_hara); 143 (izusek); 144 (Deepak Sethi); 145 (Juanmonino); 146 (recep-bg); 213 (oceandigital).

iStock: 109 (Phattana); 211 (MartinPrescott); 212 (Martinns); 214–215 (FatCamera); 246–247 (topform84).

Microsoft Word stock images: 19, 51, 53, 245.

Pixabay: 107 (Suhail Suri).

Wikimedia Commons: 105 (unknown artist); 106 (Ataturk.svg: Nevit, Nevit Dilmen); 108 (Ilhoms).

Variations to activities

When you come to **Reinforce the language** in each lesson, you are asked to choose from the following suggested variations.

The steps within each variation can be repeated several times by swapping students' sketches or sentences.

Consider your student numbers and modify the variations accordingly.

Variation 1

Give one **Large sketch** to each student.

Invite students to position themselves in the correct order.

Display the **Large sentences** on a table.

Invite each student to find the sentence that matches their sketch.

Variation 2

Give each student one **Large sketch** or one **Large sentence**, ensuring that for each student who has a sketch another student has the corresponding sentence.

Invite each student to find the person with the matching sketch or sentence.

Variation 3

Display the **Large sketches** in the correct order on a table so that all students can see.

Read aloud the sentences in the incorrect order.

Invite students to point to the corresponding sketches as you read.

Variation 4

Give each student or pair one [Large sketch](#).

Read each sentence aloud.

Invite students to hold up their sketch when the corresponding sentence is read.

Variation 5

Give each student one [Large sentence](#).

Read each sentence aloud.

Invite students to hold up their sentence when they hear their sentence read.

Variation 6

Read aloud from the [Gap-fill worksheet](#), pausing at each missing word.

Invite students to tell you the missing word each time there is a pause.

PowerPoint resources

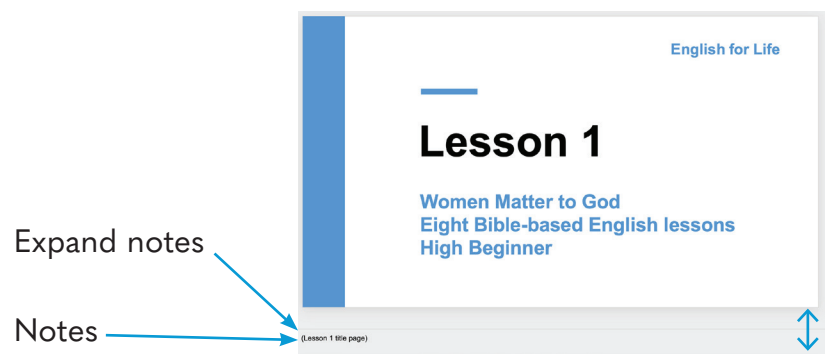
A PowerPoint presentation has been produced to accompany these lessons. The slides can be used alongside the lessons in this book to provide alternatives to handouts and board activities. You do not have to use this PowerPoint presentation. It is an additional resource for those who would like to use it.

Some of the activities described in this book are not practical in a PowerPoint presentation and have not been included. Other activities have been adapted to suit lesson delivery using a PowerPoint presentation.

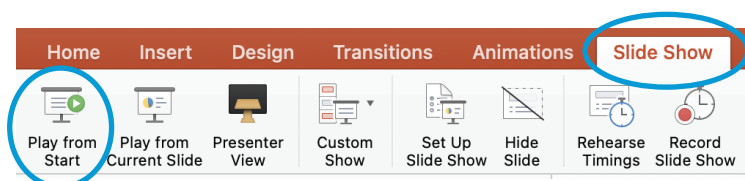
Instructions

If you plan to use the PowerPoint presentation, prepare for your lesson by opening the PowerPoint file that matches the lesson and reading the teaching notes. These notes can be found underneath each individual slide.

To open the note box, click on the 'Notes' tab on the bar below each slide. The size of this box, and therefore how much text you can read, can be adjusted by moving the line at the top of the box up and down.



To familiarise yourself with the presentation, select the 'Slide Show' tab on the menu bar at the top of the PowerPoint window. Open 'Play from Beginning' and click through the slides (using the arrow button or your mouse).



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 or 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.**

**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).**

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.

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

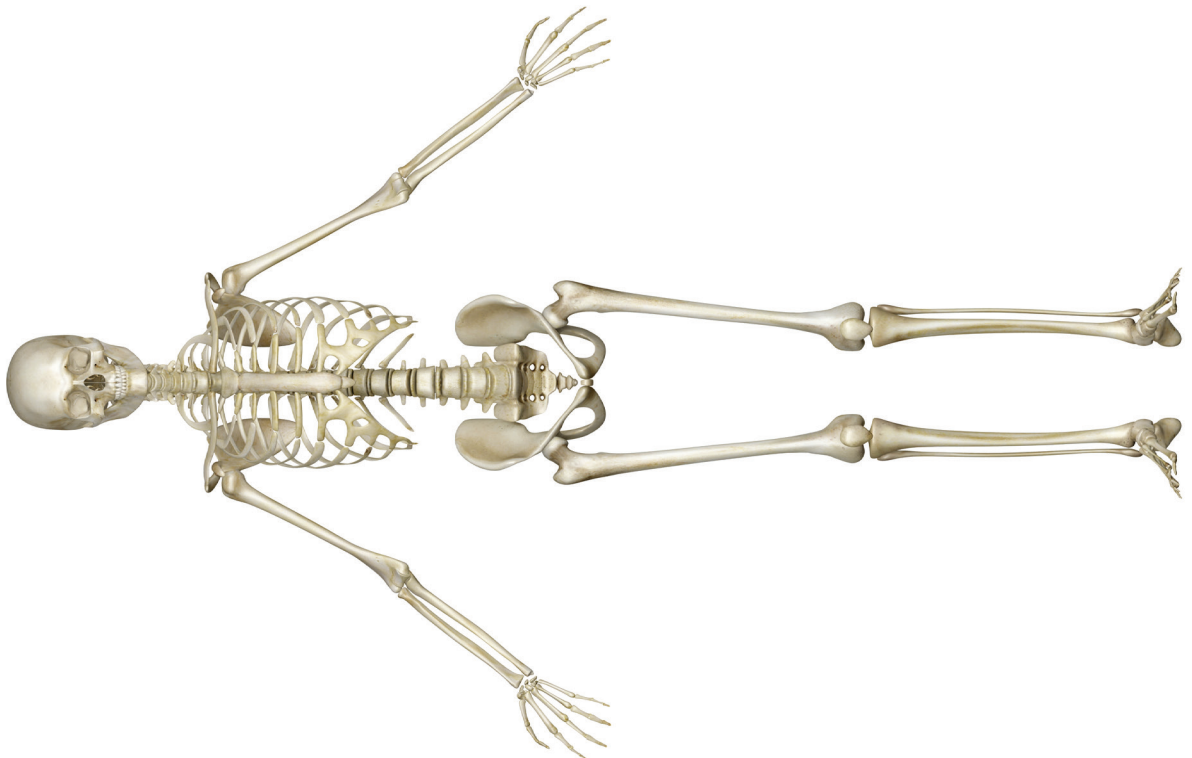
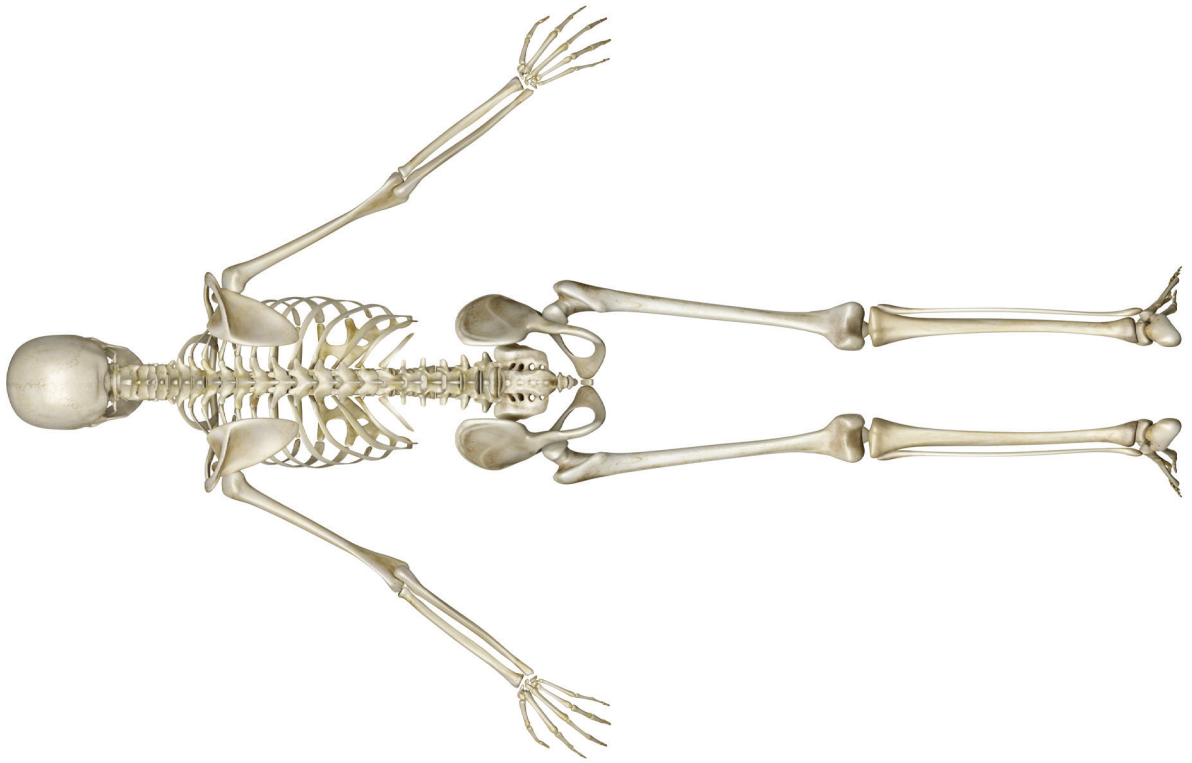
An organ that brings air (containing oxygen) into the blood

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.

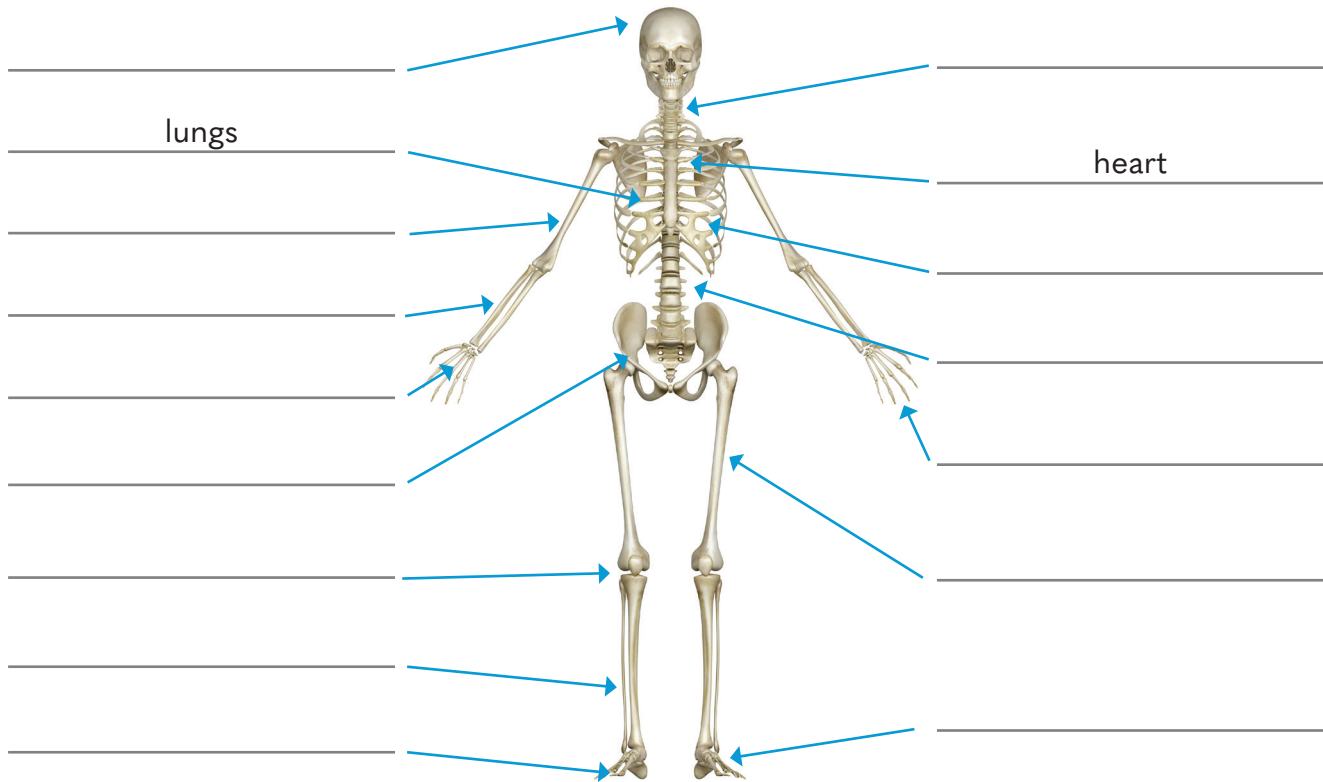


1.4 RESOURCE – Skeleton worksheet

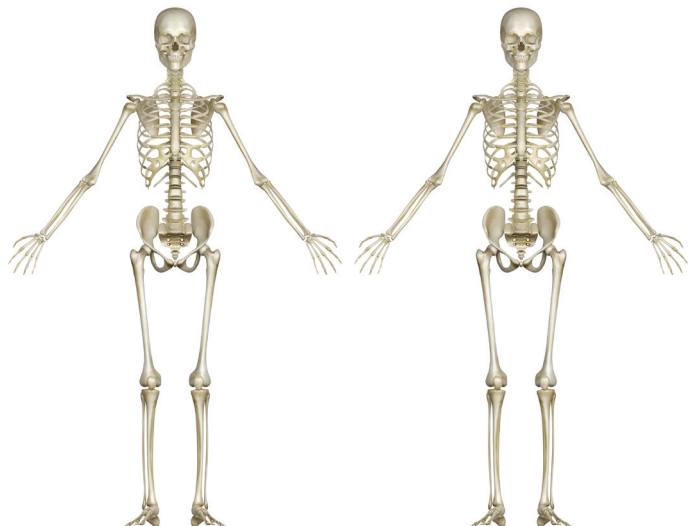
Lesson 1: Part 1. The body
Print one copy per student.

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	

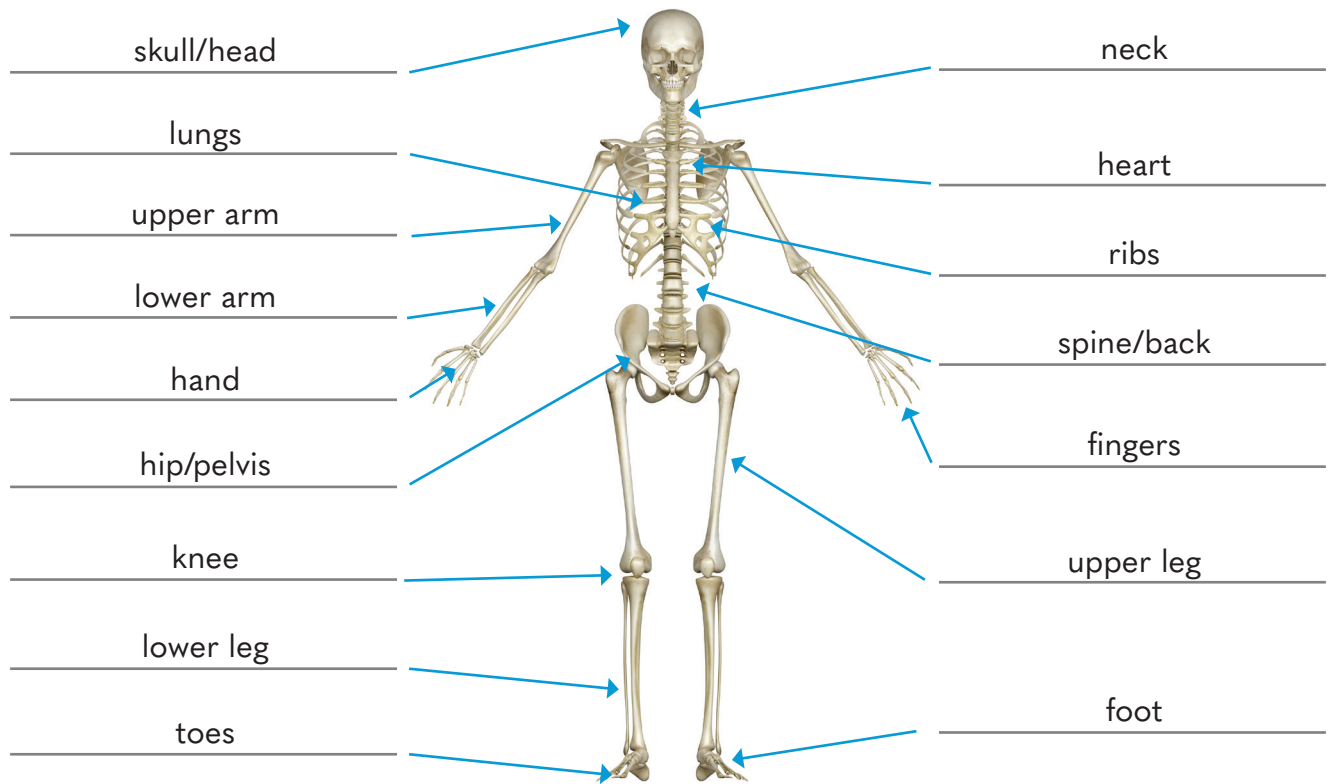


2. Draw an outline of the heart and lungs in the correct locations within the body. Draw the heart in the skeleton on the left and the lungs in the skeleton on the right.



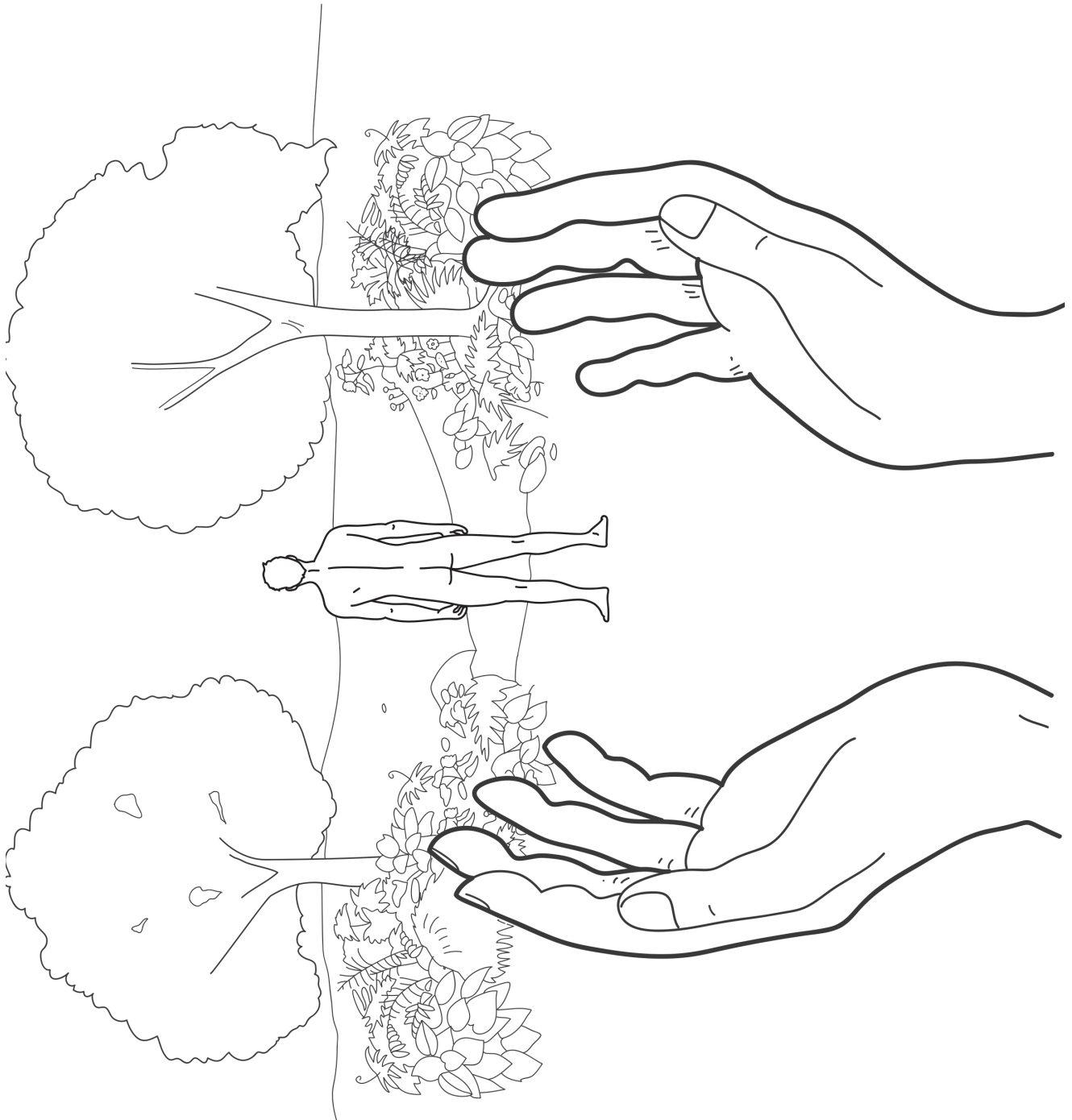
1.5 RESOURCE – Skeleton worksheet teacher copy

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
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.



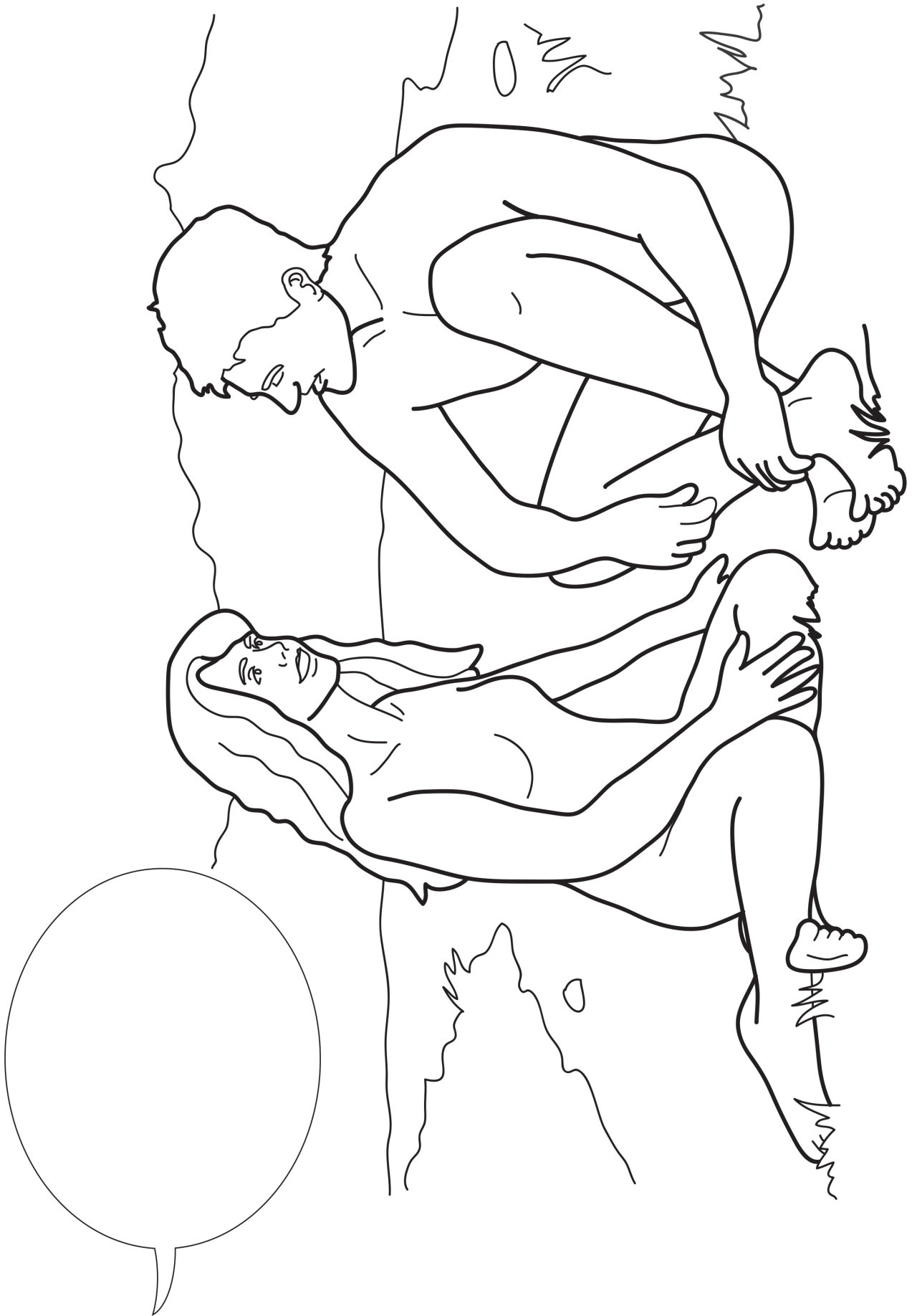
1.6 RESOURCE – Large sketches

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



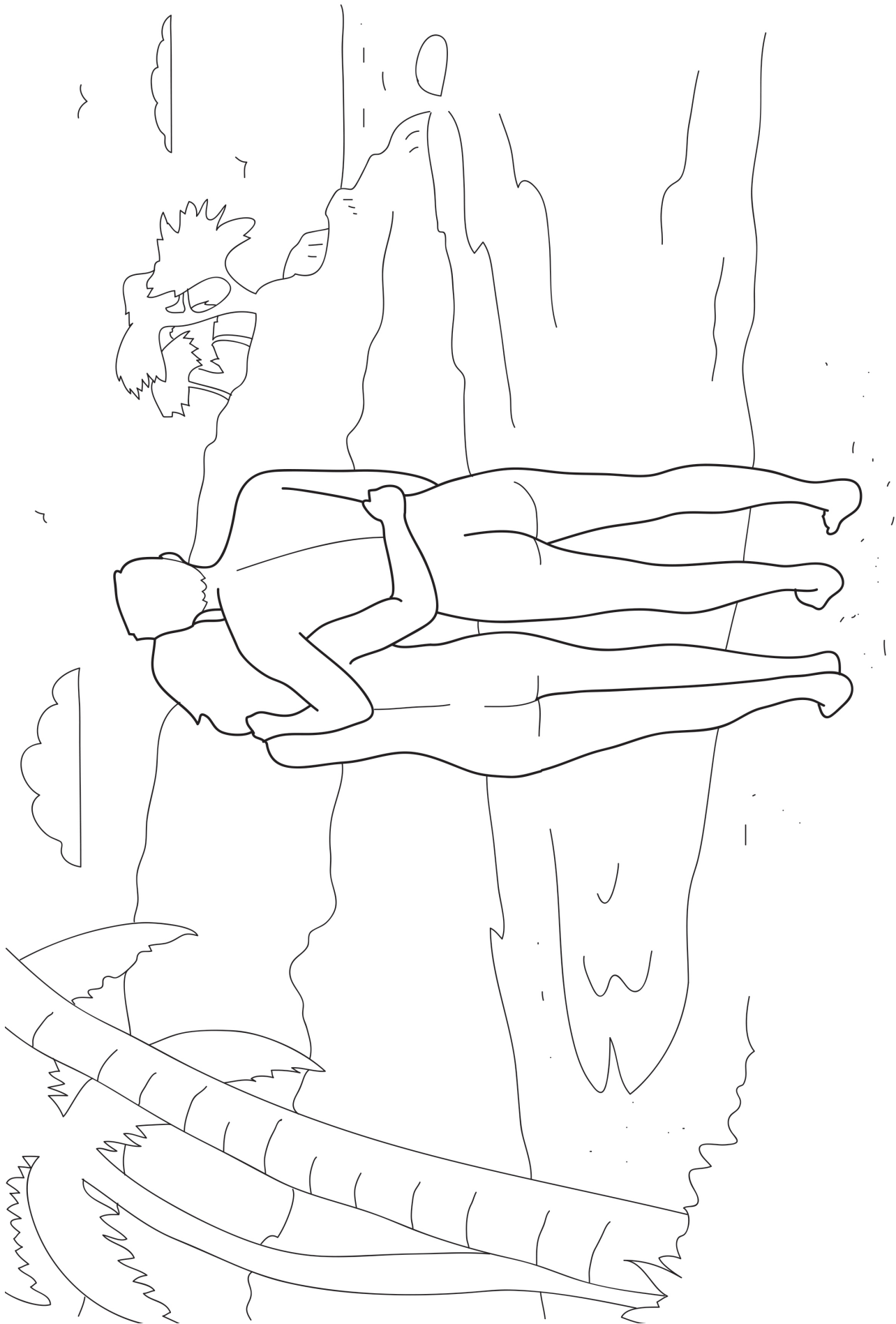
1.6 RESOURCE – Large sketches

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.



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.**

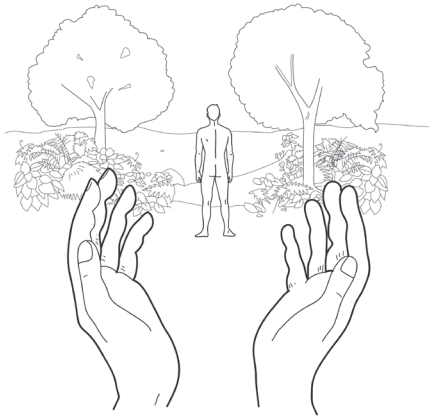
**Two people
become one.**

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



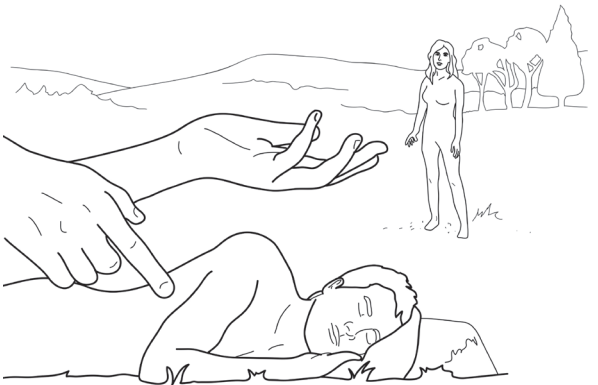
Women Matter to God.HB.1



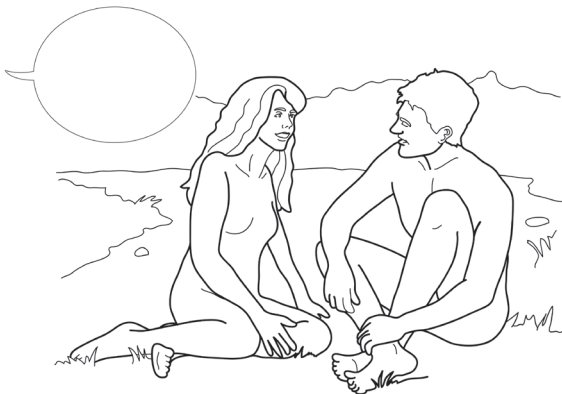
Women Matter to God.HB.1



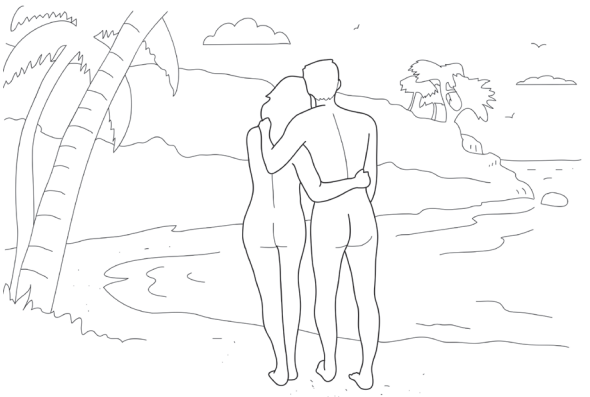
Women Matter to God.HB.1



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.

Lesson 2

PART 1 (APPROX 1 HOUR):

Opposites

PART 2 (APPROX 1/2 HOUR):

Eve disobeys

Genesis 2:25–3:13

 **Prepare lesson****Part 1. Opposites****Print resources**

- RESOURCE 2.1 – Two photos**
Print one copy or bookmark these pages.
- RESOURCE 2.2.1 – Opposite images**
Print one copy and cut up.
- RESOURCE 2.2.2 – Opposite labels**
Print one copy and cut up.
- RESOURCE 2.3 – Opposites worksheet**
Print one copy per student.
- RESOURCE 2.4 – Definitions**
Print one copy and cut up.

Additional equipment

- A jar with a lid that can be easily opened

Part 2. Eve disobeys**Read scripture**

- Genesis 2:25–3:13 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 or biblegateway.com
- RESOURCE 2.5 – Large sketches**
Print one set of A4 sketches to display.
- RESOURCE 2.6 – Large sentences**
Print one set of A4 sentences to display.
- RESOURCE 2.7 – Small sketches**
Print one copy per pair and cut up.
- RESOURCE 2.8 – Small sentence strips**
Print one copy per pair and cut up.
- RESOURCE 2.9 – Gap-fill worksheet**
Print one copy per student.

Select Variations to activities

(see pages 4–5)

Part 1. Opposites

Activate knowledge

Write _ _ _ _ _ on the board.

Play a game of hangman to elicit the word *opposite*.

Display a jar with a lid.

Say 'The lid is on.'

Ask 'What's the opposite?'

Invite a volunteer to demonstrate.

Write *on – off* on the board.

Move to a window or a door in the room.

Say 'I open the window' or 'I open the door' as you perform this action.

Ask 'What's the opposite?'

Invite a volunteer to demonstrate.

Write *open – close* on the board.

Display the photos from [RESOURCE 2.1 – Two photos](#).

Ask 'What's happening here?'

Invite responses.

Write the following on the board, if necessary:

The child is _____ing his/her mother/father.

Say 'The boy is obeying his father' and 'The girl is disobeying her mother'.

Invite students to point to the correct image for each sentence.

RESOURCE 2.1 – Two photos

Print one copy or bookmark these pages.

**RESOURCE 2.2.1 –
Opposite images**

Print one copy and cut up.

**RESOURCE 2.2.2 –
Opposite labels**

Print one copy and cut up.

Focus on language

Activity 1: Finding the opposites

Note that these opposites are all verbs.

Display the images from **RESOURCE 2.2.1 – Opposite images** on a table.

Hold up the image of the aeroplane arriving.

Ask ‘What’s the opposite?’

Invite a volunteer to pick up and hold on to the image of the aeroplane departing.

Repeat for the remaining images with different volunteers until all images have been picked up.

Display the labels from **RESOURCE 2.2.2 – Opposite labels** on a table.

Invite students, one by one, to find the verb that describes the image/s they are holding.

Activity 2: Creating sentences

Divide students into pairs.

Distribute one verb from **RESOURCE 2.2.2 – Opposite labels** to each pair.

Invite pairs to create two different sentences together using the verb correctly within a sentence.

Invite students to share their sentences with the whole class.

Write the sentences on the board, correcting errors as you go.

Invite students to create more sentences containing some or all of the remaining verbs from **RESOURCE 2.2.2 – Opposite labels** (depending on student level and the time available).

**RESOURCE 2.3 –
Opposites worksheet**

Print one copy per
student.

**RESOURCE 2.4 –
Definitions**

Print one copy and cut
up.

Activity 3: Labelling opposites

Distribute a copy of **RESOURCE 2.3 – Opposites worksheet** to each student.

Invite students to work together to complete the worksheet.

Check answers together.

Activity 4: Finding definitions

Display the verbs from **RESOURCE 2.4 – Definitions** on a table.

Distribute the definitions from **RESOURCE 2.4 – Definitions** to individuals or pairs, depending on the number of students.

Invite students to find the word that matches the definition they have.

Activity 5: Memory game

Depending on the level of your students, use the images and/or labels from the previous activities to play a game of memory. Lower-level students could use the images and upper-level students could use the labels.

Part 2 – Eve disobeys

Genesis 2:25–3:13

Read for gist

Hold up a hard copy of the Bible.

Say ‘In the Bible story, a man and woman do the opposite of what God tells them.’

Distribute copies of Genesis 2:25–3:13 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 2.5 – Large sketches](#) in order.

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

Sentences:

1. The man and his wife were naked.
2. They didn’t feel shame.
3. The snake spoke to the woman.
4. The snake questioned God’s goodness.
5. The woman disobeyed God and so did her husband.
6. They hid from God.
7. They felt shame.

Re-read the sentences, placing the correct sentence from [RESOURCE 2.6 – 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 2.5 –
Large sketches

Print one set of A4
sketches to display.

RESOURCE 2.6 –
Large sentences

Print one set of A4
sentences to display.

**RESOURCE 2.7 –
Small sketches**

Print one copy per pair
and cut up.

**RESOURCE 2.8 –
Small sentence strips**

Print one copy per pair
and cut up.

**RESOURCE 2.9 –
Gap-fill worksheet**

Print one copy per
student.

 **Reinforce the language**

Divide students into pairs.

Distribute **RESOURCE 2.7 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 2.8 – 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 2.9 – 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.

2.1 RESOURCE – Two photos

Lesson 2: Part 1. Opposites
Print one copy or bookmark these pages.



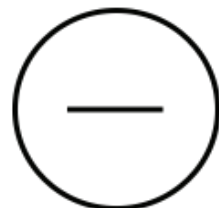
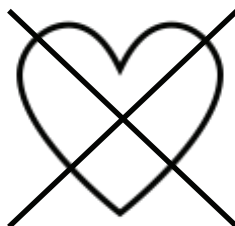
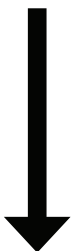
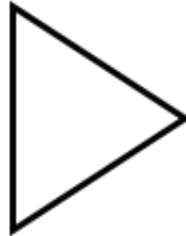
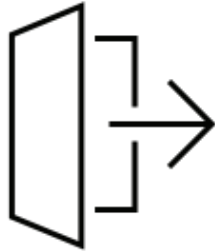
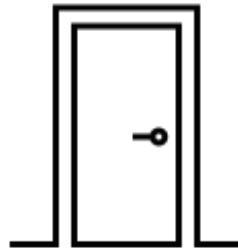
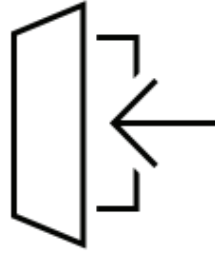
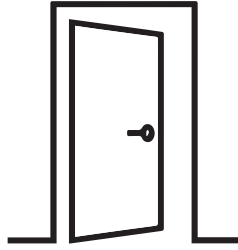
2.1 RESOURCE – Two photos

Lesson 2: Part 1. Opposites
Print one copy or bookmark these pages.



2.2.1 RESOURCE – Opposite images

Lesson 2: Part 1. Opposites
Print one copy and cut up.





sit

open

enter

stand

close

exit

arrive

start

laugh

depart

stop

cry

increase

love

add

decrease

hate

subtract

2.3 RESOURCE – Opposites worksheet

Lesson 2: Part 1. Opposites
Print one copy per student.

Write the words from the box on the lines below the pictures.

add subtract

enter exit

open close

arrive depart

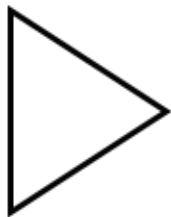
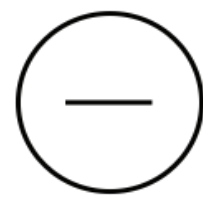
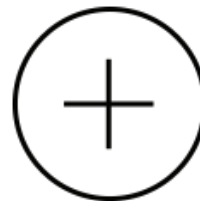
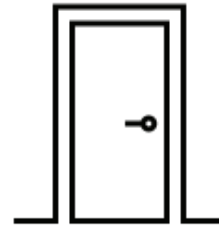
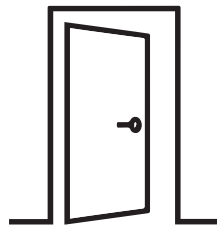
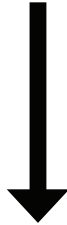
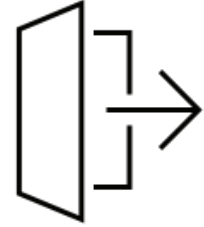
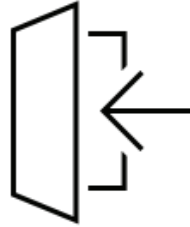
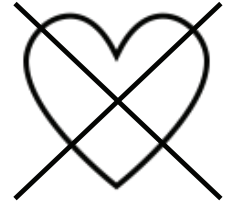
increase decrease

sit stand

laugh cry

love hate

start stop



2.4 RESOURCE – Definitions

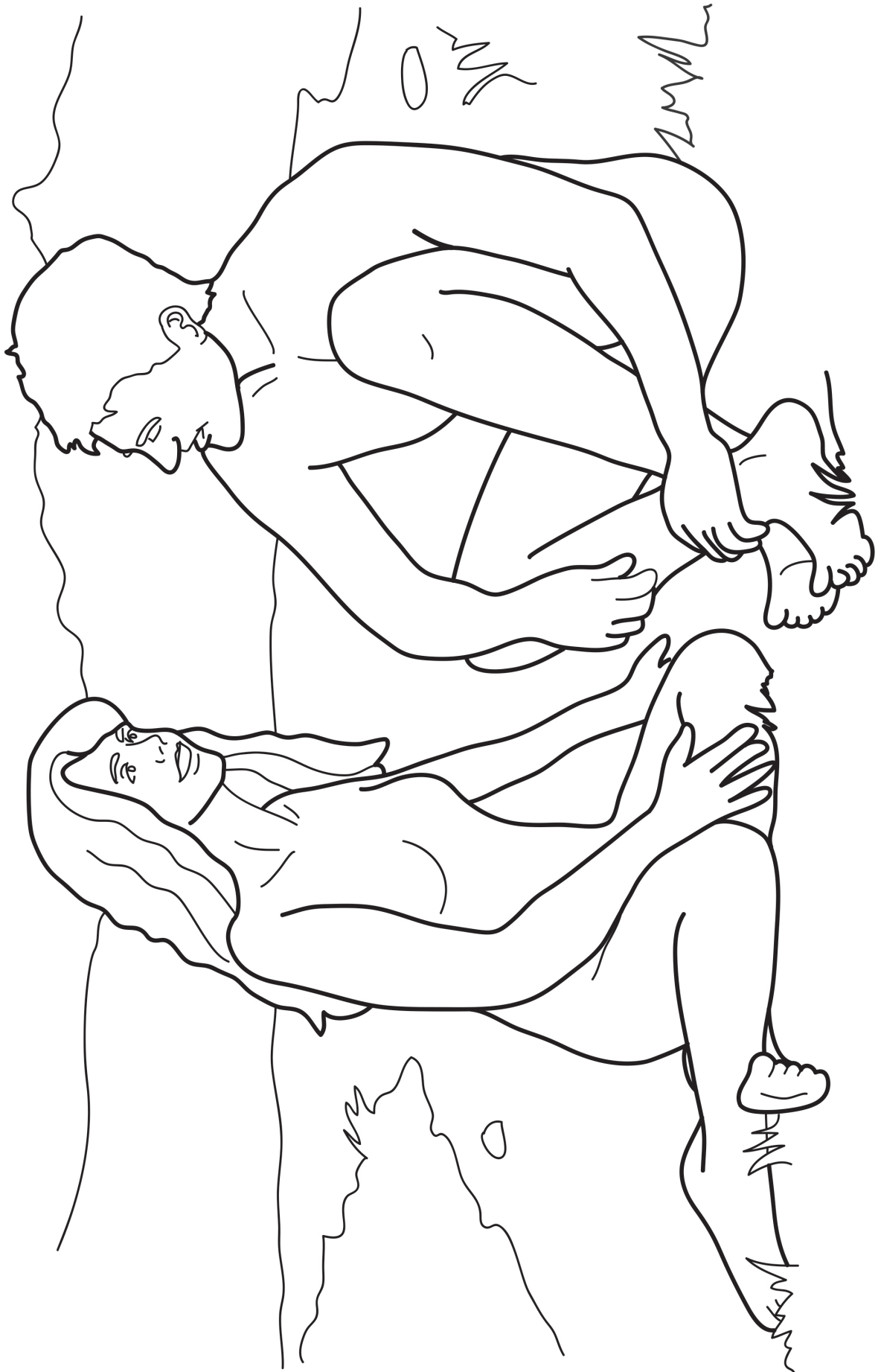
Lesson 2: Part 1. Opposites
Print one copy and cut up.

love	to have strong affection for someone or something
hate	to have a strong dislike of someone or something
start	to begin something
stop	to end something
win	to achieve victory in a competition
lose	to fail to achieve victory in a competition
buy	to get something by paying money for it
sell	to give something to someone else in exchange for money
shout	to speak with a loud voice
whisper	to speak with a very quiet voice
increase	to make something bigger
decrease	to make something smaller



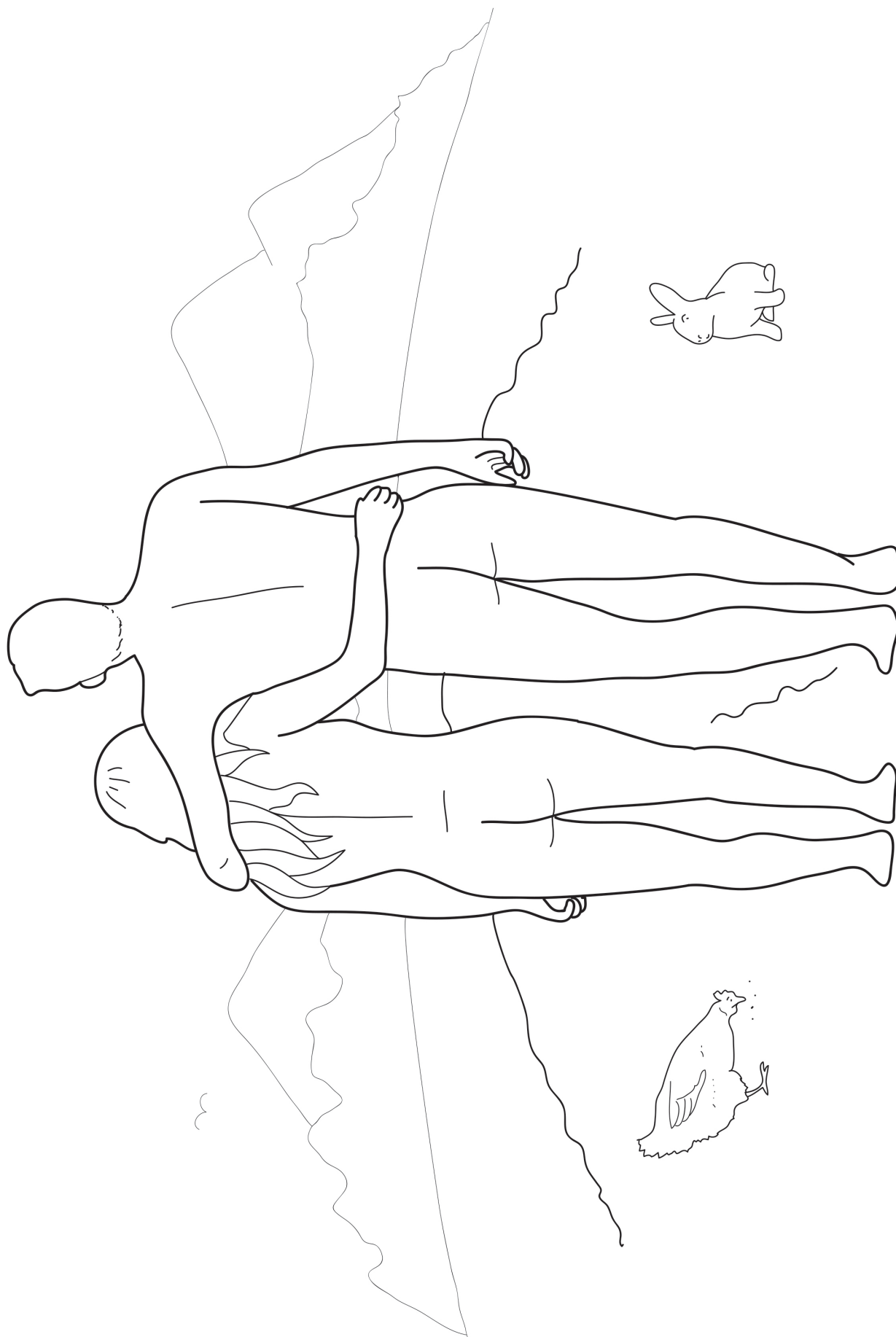
2.5 RESOURCE – Large sketches

Lesson 2: Part 2. Eve disobeys – Genesis 2:25–3:13
Print one set of A4 sketches to display.



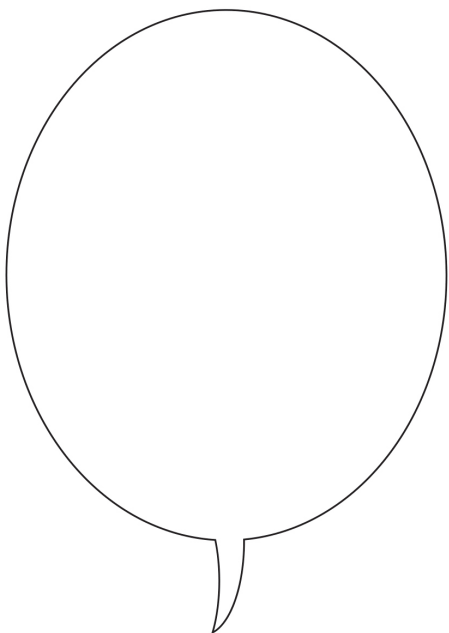
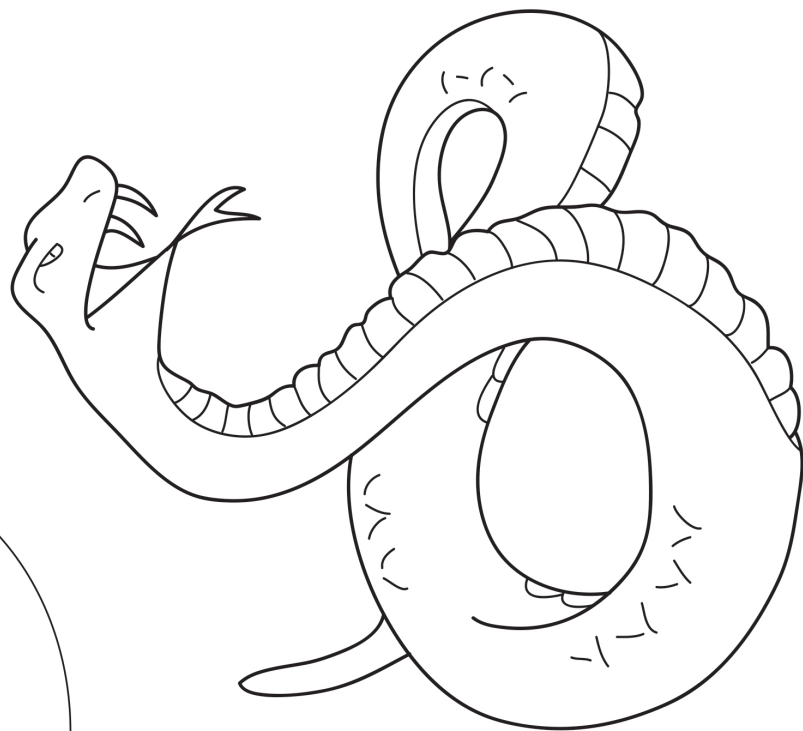
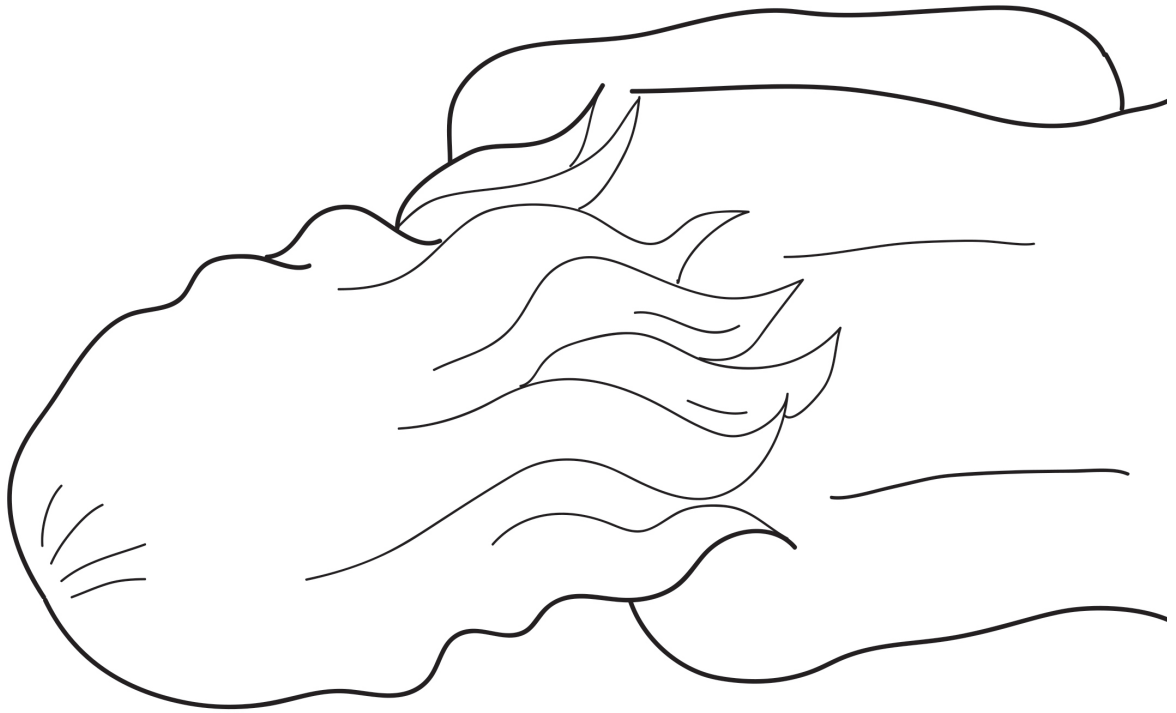
2.5 RESOURCE – Large sketches

Lesson 2: Part 2. Eve disobeys – Genesis 2:25–3:13
Print one set of A4 sketches to display.



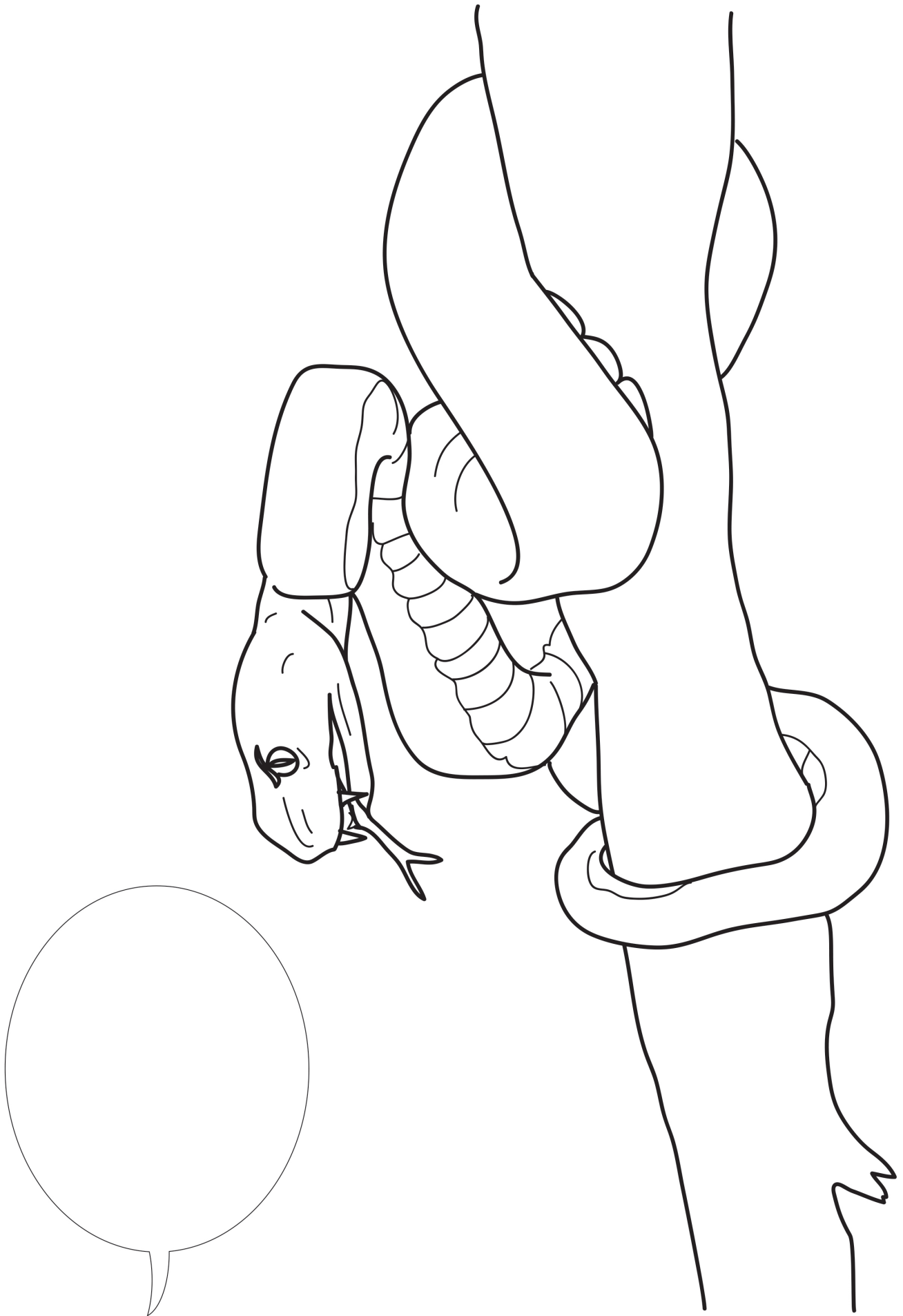
2.5 RESOURCE – Large sketches

Lesson 2: Part 2. Eve disobeys – Genesis 2:25–3:13
Print one set of A4 sketches to display.



2.5 RESOURCE – Large sketches

Lesson 2: Part 2. Eve disobeys – Genesis 2:25–3:13
Print one set of A4 sketches to display.



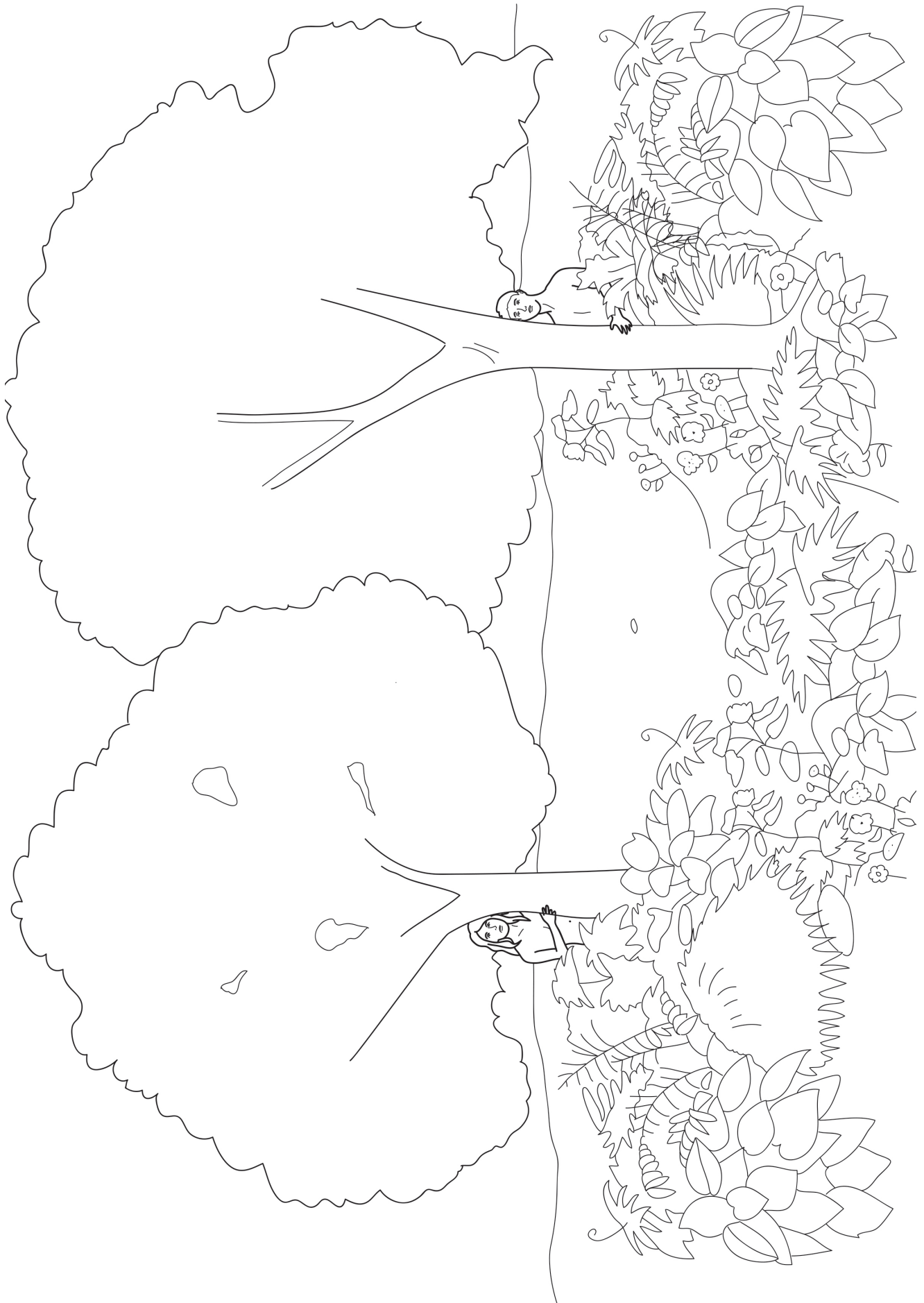
2.5 RESOURCE – Large sketches

Lesson 2: Part 2. Eve disobeys – Genesis 2:25–3:13
Print one set of A4 sketches to display.



2.5 RESOURCE – Large sketches

Lesson 2: Part 2. Eve disobeys – Genesis 2:25–3:13
Print one set of A4 sketches to display.



2.5 RESOURCE – Large sketches

Lesson 2: Part 2. Eve disobeys – Genesis 2:25–3:13
Print one set of A4 sketches to display.



**The man and
his wife were
naked.**

**They didn't
feel shame.**

**The snake
spoke to the
woman.**

**The snake
questioned
God's
goodness.**

**The woman
disobeyed God
and so did her
husband.**

**They hid from
God.**

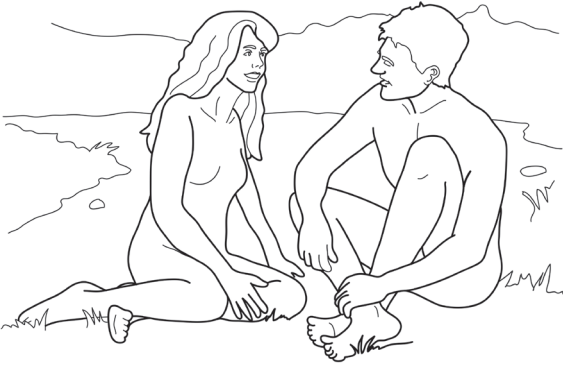
**They felt
shame.**

2.7 RESOURCE – Small sketches

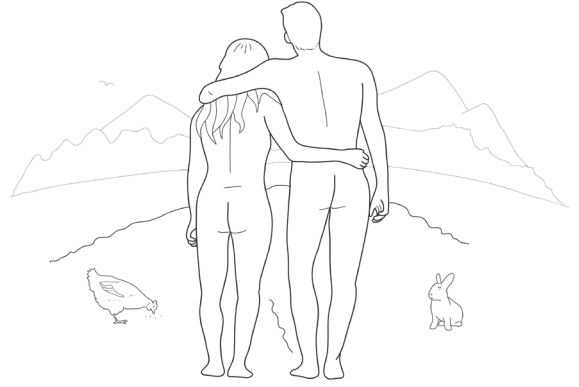
Lesson 2: Part 2. Eve disobeys – Genesis 2:25–3:13
Print one copy per pair and cut up.



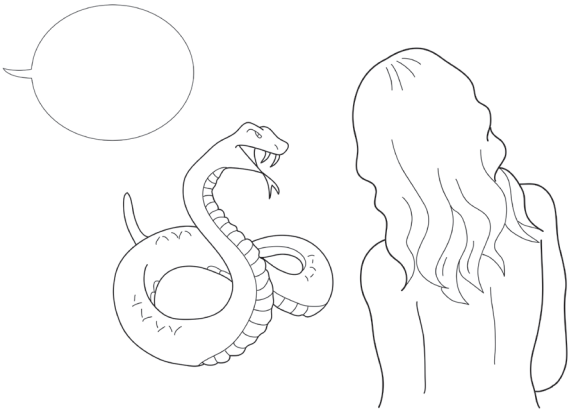
Women Matter to God.HB.2



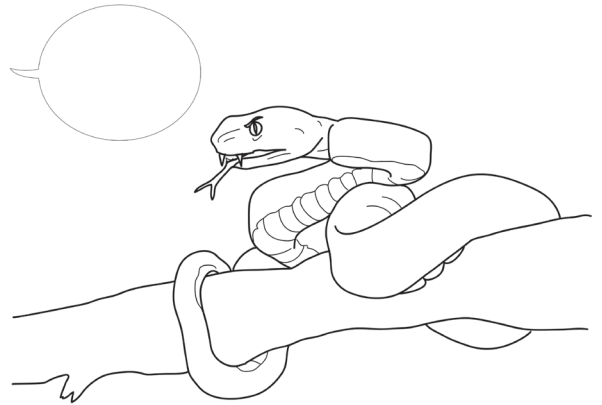
Women Matter to God.HB.2



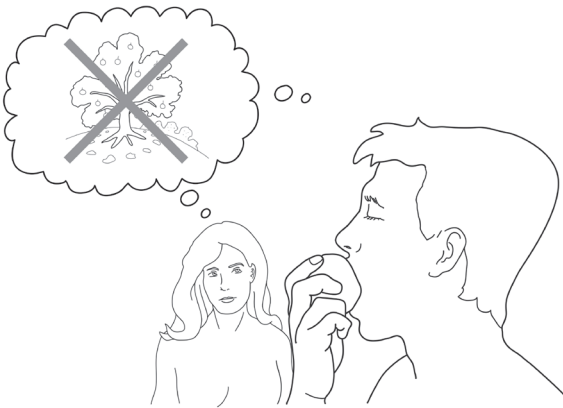
Women Matter to God.HB.2



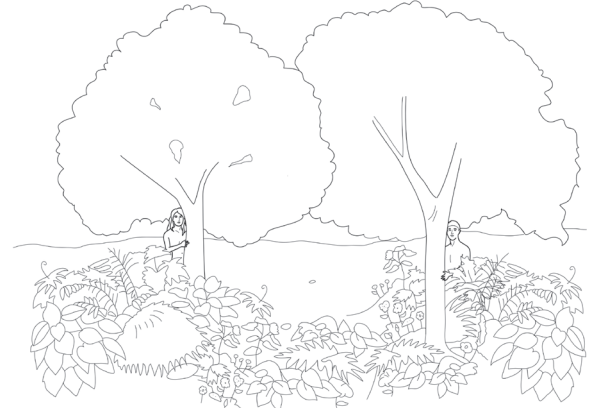
Women Matter to God.HB.2



Women Matter to God.HB.2



Women Matter to God.HB.2



Women Matter to God.HB.2



2.8 RESOURCE – Small sentence strips

Lesson 2: Part 2. Eve disobeys – Genesis 2:25–3:13
Print one copy per pair and cut up.



Women Matter
to God.HB.2

The man and his wife were naked.

Women Matter
to God.HB.2

They didn't feel shame.

Women Matter
to God.HB.2

The snake spoke to the woman.

Women Matter
to God.HB.2

The snake questioned God's goodness.

Women Matter
to God.HB.2

The woman disobeyed God and so did her husband.

Women Matter
to God.HB.2

They hid from God.

Women Matter
to God.HB.2

They felt shame.

Fill in the missing words.

Genesis 2:25–3:13

1. The man and his wife were _____.
2. They didn't feel _____.
3. The snake _____ to the woman.
4. The snake _____ God's goodness.
5. The woman _____ God and so did her husband.
6. They _____ from God.
7. They felt _____.

Lesson 3

PART 1 (APPROX 1 HOUR):

Clothing

PART 2 (APPROX 1/2 HOUR):

Eve is punished Genesis 3:16–24

 **Prepare lesson**

Part 1. Clothing

Print resources

- RESOURCE 3.1 – Clothes worksheet**
Print one copy per student.

Additional equipment

- Two of each of the following items of clothing: dresses or skirts, shirts, socks, shoes, scarves, coats, hats, shawls or wraps, other clothing items (see activity below – if you will have more than two groups, you will need more than two of each item of clothing)

Part 2. Eve is punished

Read scripture

- Genesis 3:16–24 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 or biblegateway.com
- RESOURCE 3.2 – Large sketches**
Print one set of A4 sketches to display.
- RESOURCE 3.3 – Large sentences**
Print one set of A4 sentences to display.
- RESOURCE 3.4 – Small sketches**
Print one copy per pair and cut up.
- RESOURCE 3.5 – Small sentence strips**
Print one copy per pair and cut up.
- RESOURCE 3.6 – Gap-fill worksheet**
Print one copy per student.

Select Variations to activities

(see pages 4–5)

Part 1. Clothing

Activate knowledge

Display clothes brought from home on a table at the front of the room.

Hold up each item one by one.

Ask 'What is it? What colour is it? Where do I wear it?' (e.g. It's a scarf. It's red and black. I wear it around my neck.)

Invite volunteers to name each clothing item and/or identify its colour or other distinguishing features.

Write responses on the board.

Focus on language

Activity 1: Getting dressed

Invite volunteers to put the clothes on. Modify your requests according to the level of your students' abilities (e.g. 'Put on the dress' or 'Put on the yellow hat and the pink socks').

Extend this activity by dividing students into small groups and inviting students to give instructions to each other. (You will need more than two of each item of clothing if you have more than two groups.)

Activity 2: Writing about clothes

Distribute a copy of **RESOURCE 3.1 – Clothes worksheet** to each student.

Invite students to work together to complete the worksheet.

Check answers together.

**RESOURCE 3.1 –
Clothes worksheet**

**Print one copy per
student.**

Activity 3: Hurrying to get dressed

Place all the clothes in a pile at the front of the room.

Divide students into two groups.

Say 'Put on a dress.'

Invite a volunteer from each group to find a dress and put it on correctly.

Repeat for each of the clothing items until the members of one team are correctly dressed in all the items of clothing.

Part 2 – Eve is punished

Genesis 3:16–24

Read for gist

Hold up a hard copy of the Bible.

Say ‘In the Bible story, people wear clothes for the first time.’

Distribute copies of Genesis 3:16–24 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 3.2 – Large sketches](#) in order.

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

Sentences:

1. God punished the man and the woman.
2. The woman became the mother of all living people.
3. God covered their naked bodies with animal skins.
4. God sent them away from him.
5. Life was hard.

Re-read the sentences, placing the correct sentence from [RESOURCE 3.3 – 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 3.2 –
Large sketches**

Print one set of A4
sketches to display.

**RESOURCE 3.3 –
Large sentences**

Print one set of A4
sentences to display.

**RESOURCE 3.4 –
Small sketches**

Print one copy per pair
and cut up.

**RESOURCE 3.5 –
Small sentence strips**

Print one copy per pair
and cut up.

**RESOURCE 3.6 –
Gap-fill worksheet**

Print one copy per
student.

 **Reinforce the language**

Divide students into pairs.

Distribute **RESOURCE 3.4 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 3.5 – 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 3.6 – 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.

3.1 RESOURCE – Clothes worksheet

Lesson 3: Part 1. Clothing
Print one copy per student.

Write the words from the box on the correct lines below.

socks	feet	scarf	neck	dress	body
hat	head	scarf	head	coat	body
shirt	torso	shoes	feet	shawl/wrap	shoulders

1. I wear a _____ on my _____.

2. I wear a _____ on my _____.

3. I wear a _____ on my _____.

4. I wear a _____ on my _____.

5. I wear a _____ on my _____.

6. I wear _____ on my _____.

7. I wear _____ on my _____.

8. I wear a _____ around my _____.

9. I wear a _____ around my _____.

3.2 RESOURCE – Large sketches

Lesson 3: Part 2. Eve is punished – Genesis 3:16–24
Print one set of A4 sketches to display.



3.2 RESOURCE – Large sketches

Lesson 3: Part 2. Eve is punished – Genesis 3:16-24
Print one set of A4 sketches to display.



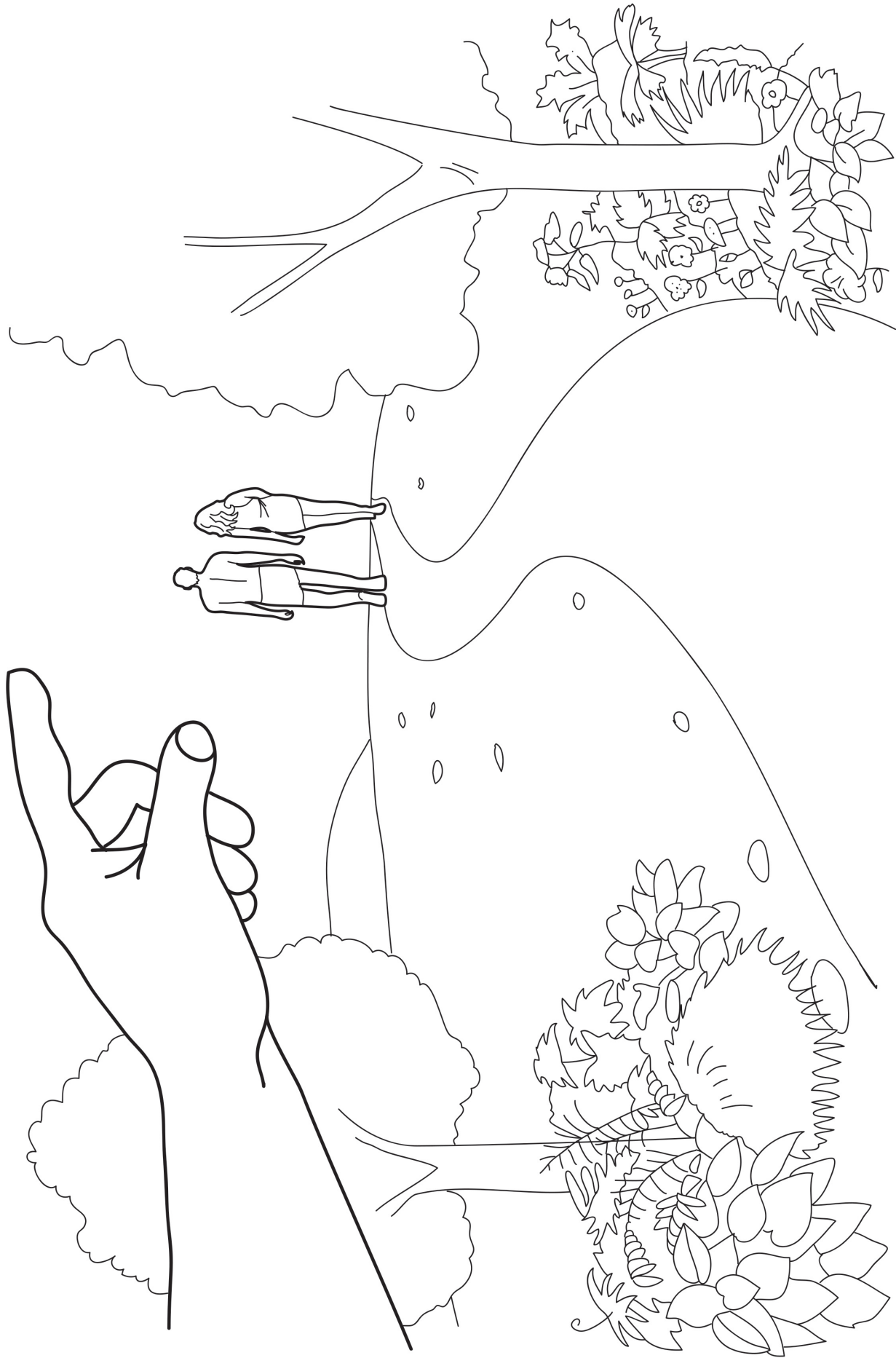
3.2 RESOURCE – Large sketches

Lesson 3: Part 2. Eve is punished – Genesis 3:16-24
Print one set of A4 sketches to display.



3.2 RESOURCE – Large sketches

Lesson 3: Part 2. Eve is punished – Genesis 3:16-24
Print one set of A4 sketches to display.



3.2 RESOURCE – Large sketches

Lesson 3: Part 2. Eve is punished – Genesis 3:16-24
Print one set of A4 sketches to display.



**God punished
the man and
the woman.**

**The woman
became the
mother of all
living people.**

**God covered
their naked
bodies with
animal skins.**

**God sent them
away from him.**

Life was hard.

3.4 RESOURCE – Small sketches

Lesson 3: Part 2. Eve is punished – Genesis 3:16–24
Print one copy per pair and cut up.

Women Matter to God.HB.3



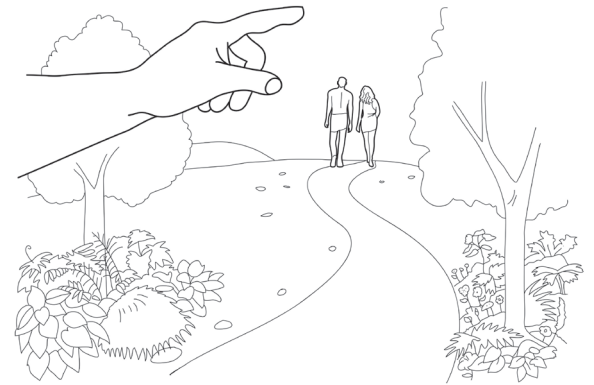
Women Matter to God.HB.3



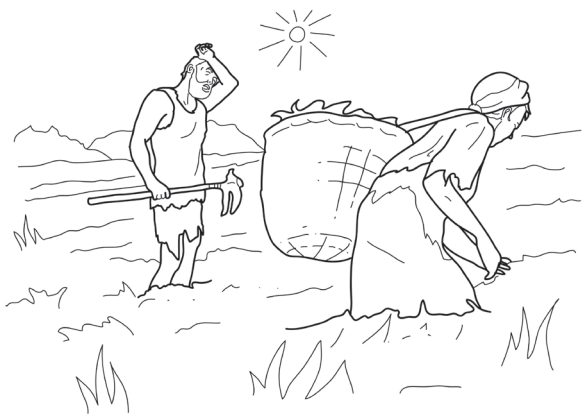
Women Matter to God.HB.3



Women Matter to God.HB.3



Women Matter to God.HB.3



3.5 RESOURCE – Small sentence strips

Lesson 3: Part 2. Eve is punished – Genesis 3:16–24
Print one copy per pair and cut up.



Women Matter
to God.HB.3

God punished the man and the woman.

Women Matter
to God.HB.3

The woman became the mother of all living people.

Women Matter
to God.HB.3

God covered their naked bodies with animal skins.

Women Matter
to God.HB.3

God sent them away from him.

Women Matter
to God.HB.3

Life was hard.

3.6 RESOURCE – Gap-fill worksheet

Lesson 3: Part 2. Eve is punished – Genesis 3:16–24
Print one copy per student.

Fill in the missing words.

Genesis 3:16–24

1. _____ punished the man and the woman.
2. The _____ became the mother of all living people.
3. God covered their naked _____ with animal skins.
4. God _____ them away from him.
5. Life was _____.

Lesson 4

PART 1 (APPROX 1 HOUR):

What can you see?

PART 2 (APPROX 1/2 HOUR):

**God sees Hagar
Genesis 16:1–15**

 **Prepare lesson**

Part 1. What can you see?

Print resources

- RESOURCE 4.1 – What’s the first thing you see?**
Print one copy to display (or remove these pages from this book).
- RESOURCE 4.2 – Four photos**
Print one copy to display (or remove these pages from this book).
- RESOURCE 4.3 – I can see ... worksheet**
Print one copy per student.

Part 2. God sees Hagar

Read scripture

- Genesis 16:1–15 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 or biblegateway.com
- RESOURCE 4.4 – Large sketches**
Print one set of A4 sketches to display.
- RESOURCE 4.5 – Large sentences**
Print one set of A4 sentences to display.
- RESOURCE 4.6 – Small sketches**
Print one copy per pair and cut up.
- RESOURCE 4.7 – Small sentence strips**
Print one copy per pair and cut up.
- RESOURCE 4.8 – Gap-fill worksheet**
Print one copy per student.

Select Variations to activities

(see pages 4–5)

**RESOURCE 4.1 –
What's the first thing
you see?**

Print one copy to
display (or remove
these pages from this
book).

Part 1. What can you see?

Activate knowledge

Display the first image from **RESOURCE 4.1 – What's the first thing you see?**

Ask 'What's the first thing you see?'

Ask 'Who saw a duck first?'

Tally responses.

Ask 'Who saw a rabbit first?'

Tally responses.

Display the second image from **RESOURCE 4.1 – What's the first thing you see?**

Ask 'Who saw a vase first?'

Tally responses.

Ask 'Who saw two faces first?'

Tally responses.

Focus on language

Activity 1: What can you see in the room?

Divide students into pairs or small groups.

Say 'You have five minutes. Write a list of things you can see in the room and through the window.'

Set the timer for five minutes.

Invite pairs/groups to count how many items are on their list.

Invite pairs/groups to read out their items.

Write a complete class list on the board.

**RESOURCE 4.2 –
Four photos**

Print one copy to display (or remove these pages from this book).

Activity 2: What can you see in the photo?

Write *I can see ...* on the board.

Display **RESOURCE 4.2 – Four photos** at the front of the room.

Say 'I can see thousands of people praying.'

Ask 'Which photo?'

Invite students to tell you the number of the photo you are describing.

Repeat for the following sentence endings, saying 'I can see ...':

- a crowded street
- pink flowers on a blossom tree
- three domes
- a large mountain in the distance
- a long table
- an enormous mosque
- cars and bikes on the road
- colourful rugs
- a reflection in the water
- a white car
- a white tablecloth
- delicious food
- many archways
- two buses

Activity 3: Listening and writing

Distribute a copy of **RESOURCE 4.3 – I can see ... worksheet** to each student.

Say 'I can see a crowded street.'

**RESOURCE 4.3 –
I can see ... worksheet**

Print one copy per student.

Invite students to write *a crowded street* on the first blank line provided under photo 4.

Repeat for the remaining sentence endings.

Check answers and spelling together.

Extension: **Invite** students to create different sentences to describe the photos.

Activity 4: Backs to the board

Invite a volunteer to sit at the front of the room with their back to the board.

Say 'You aren't allowed to look at the board.'

Write a new word from the lesson today on the board (e.g. tree, cars, bikes, food, mountain, duck, rabbit, see, or any others you have used that could be mimed/described).

Invite the remaining students to mime or describe the word that is written without saying the word or using their first language.

Invite the volunteer to try and guess the word that is written on the board behind them.

Repeat with different volunteers and words from the lesson or other new words your students have learned in recent weeks.

Part 2 – God sees Hagar Genesis 16:1–15

Read for gist

Hold up a hard copy of the Bible.

Say 'In the Bible story, God sees a woman who is sad.'

Distribute copies of Genesis 16:1–15 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 4.4 – Large sketches](#) in order.

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

Sentences:

1. Sarai and Abram had no children.
2. Hagar was Sarai's Egyptian slave.
3. Sarai gave Hagar to Abram as a second wife.
4. Hagar became pregnant.
5. Hagar ran away because Sarai was cruel.
6. An angel said, 'God will give you many children.'
7. Hagar said, 'God sees me.'
8. Hagar had a son named Ishmael.

Re-read the sentences, placing the correct sentence from [RESOURCE 4.5 – 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 4.4 –
Large sketches**
Print one set of A4
sketches to display.

**RESOURCE 4.5 –
Large sentences**
Print one set of A4
sentences to display.

**RESOURCE 4.6 –
Small sketches**

Print one copy per pair
and cut up.

**RESOURCE 4.7 –
Small sentence strips**

Print one copy per pair
and cut up.

**RESOURCE 4.8 –
Gap-fill worksheet**

Print one copy per
student.

 **Reinforce the language**

Divide students into pairs.

Distribute **RESOURCE 4.6 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 4.7 – 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.

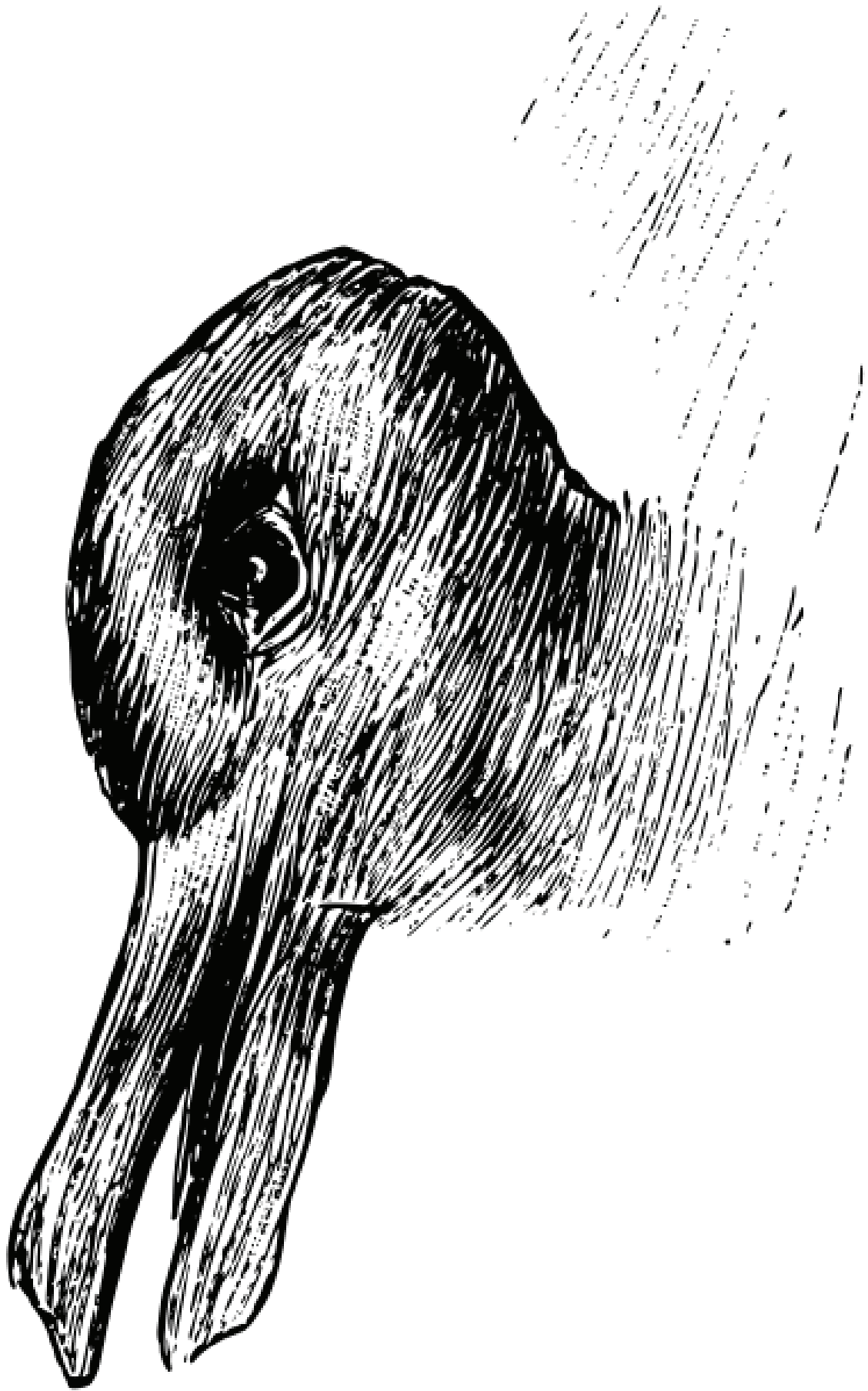
Distribute **RESOURCE 4.8 – Gap-fill worksheet** to each student.

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.

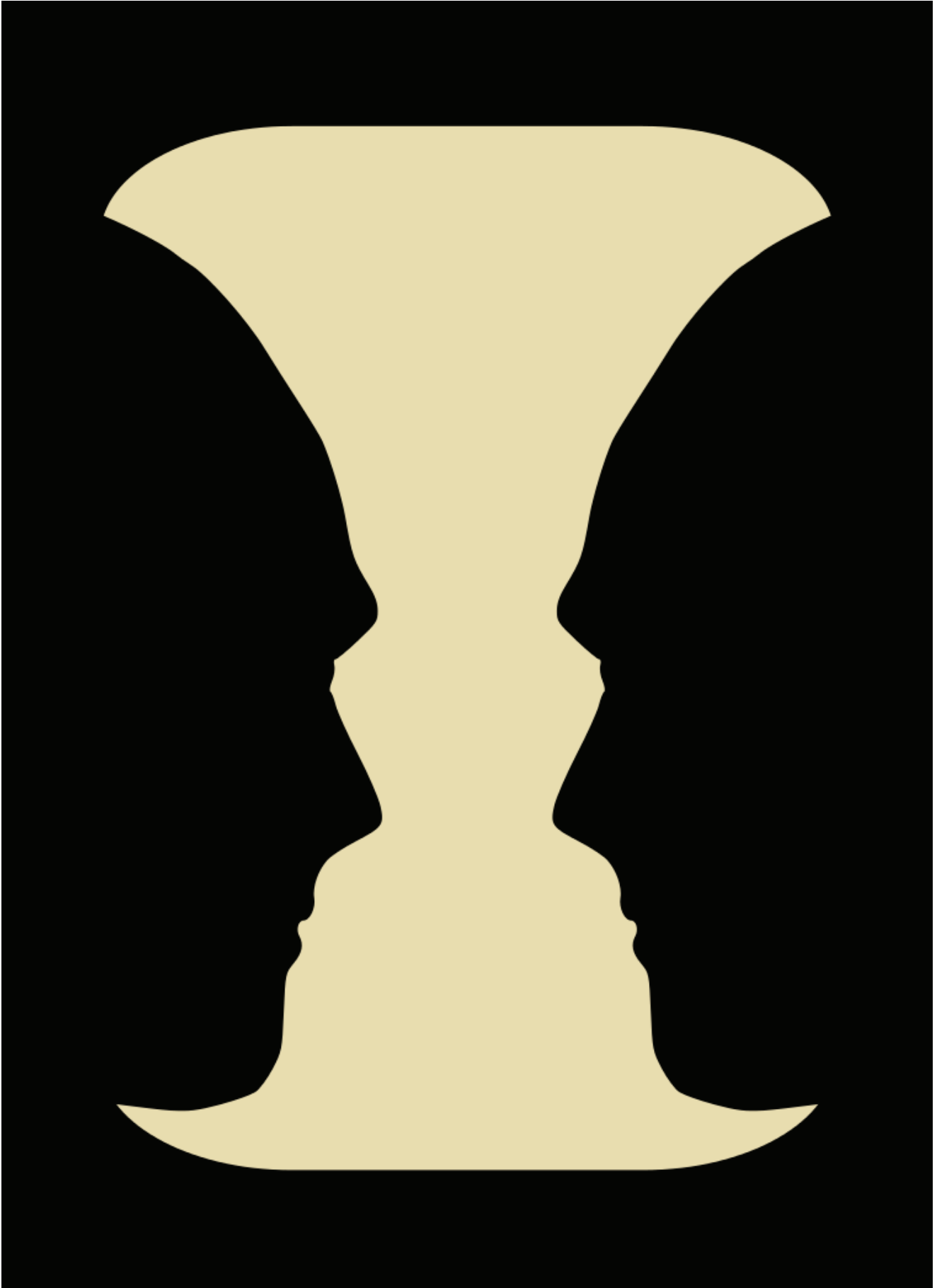
4.1 RESOURCE – What's the first thing you see?

Lesson 4: Part 1. What can you see?
Print one copy to display
(or remove these pages from this book).



4.1 RESOURCE – What's the first thing you see?

Lesson 4: Part 1. What can you see?
Print one copy to display
(or remove these pages from this book).



4.2 RESOURCE – Four photos

Lesson 4: Part 1. What can you see?
Print one copy to display
(or remove these pages from this book).



4.2 RESOURCE – Four photos

Lesson 4: Part 1. What can you see?
Print one copy to display
(or remove these pages from this book).



4.2 RESOURCE – Four photos

Lesson 4: Part 1. What can you see?
Print one copy to display
(or remove these pages from this book).



4.2 RESOURCE – Four photos

Lesson 4: Part 1. What can you see?
Print one copy to display
(or remove these pages from this book).



4.3 RESOURCE – I can see... worksheet

Lesson 4: Part 1. What can you see?
Print one copy per student.

Write the correct sentence endings from the box on the lines below.

a crowded street	colourful rugs
a large mountain in the distance	delicious food
a long table	many archways
a reflection in the water	pink flowers on a blossom tree
a white car	thousands of people praying
a white tablecloth	three domes
an enormous mosque	two buses
cars and bikes on the road	

Photo 1

I can see ... _____

Photo 2

I can see ... _____

Photo 3

I can see ... _____

Photo 4

I can see ... _____

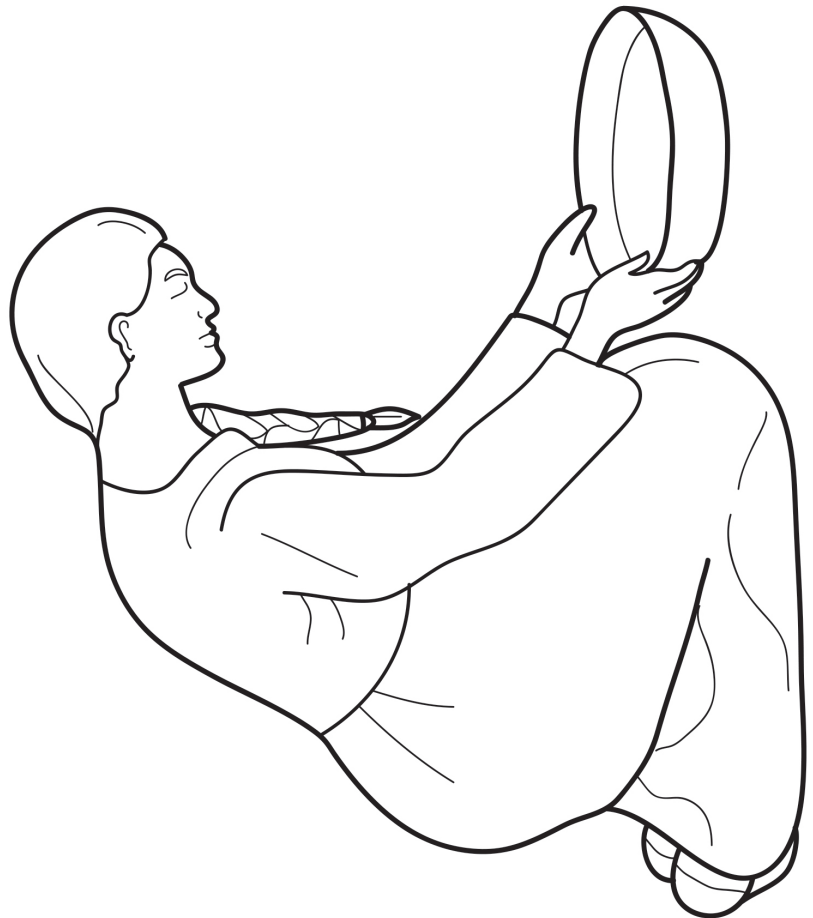
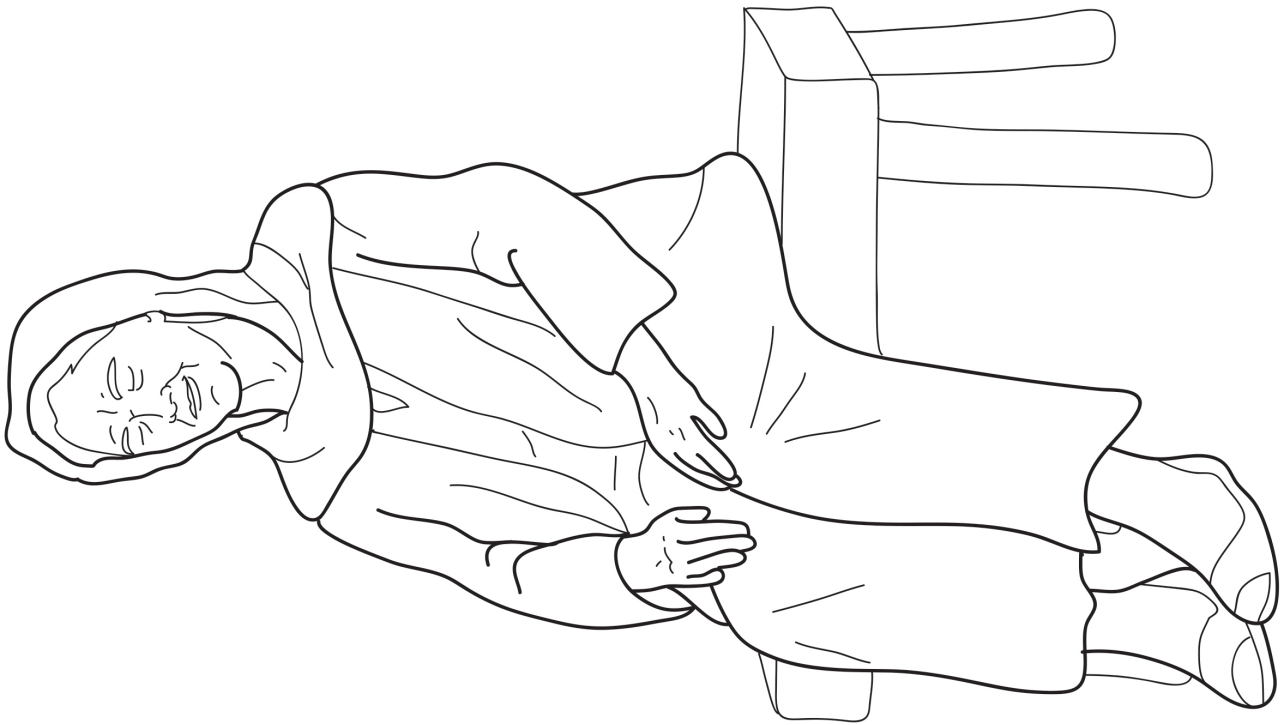
4.4 RESOURCE – Large sketches

Lesson 4: Part 2. God sees Hagar – Genesis 16:1-15
Print one set of A4 sketches to display.



4.4 RESOURCE – Large sketches

Lesson 4: Part 2. God sees Hagar – Genesis 16:1–15
Print one set of A4 sketches to display.



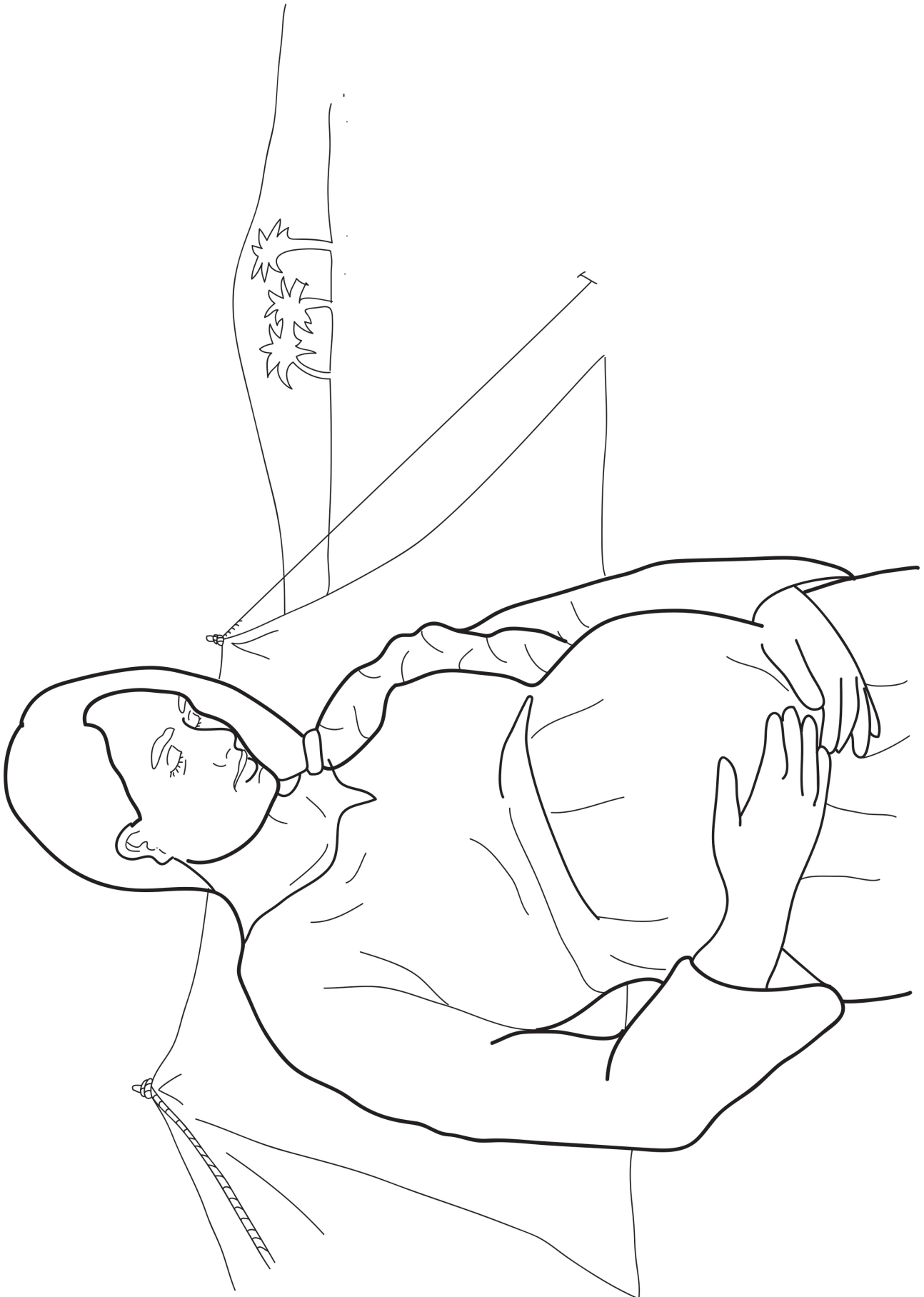
4.4 RESOURCE – Large sketches

Lesson 4: Part 2. God sees Hagar – Genesis 16:1-15
Print one set of A4 sketches to display.



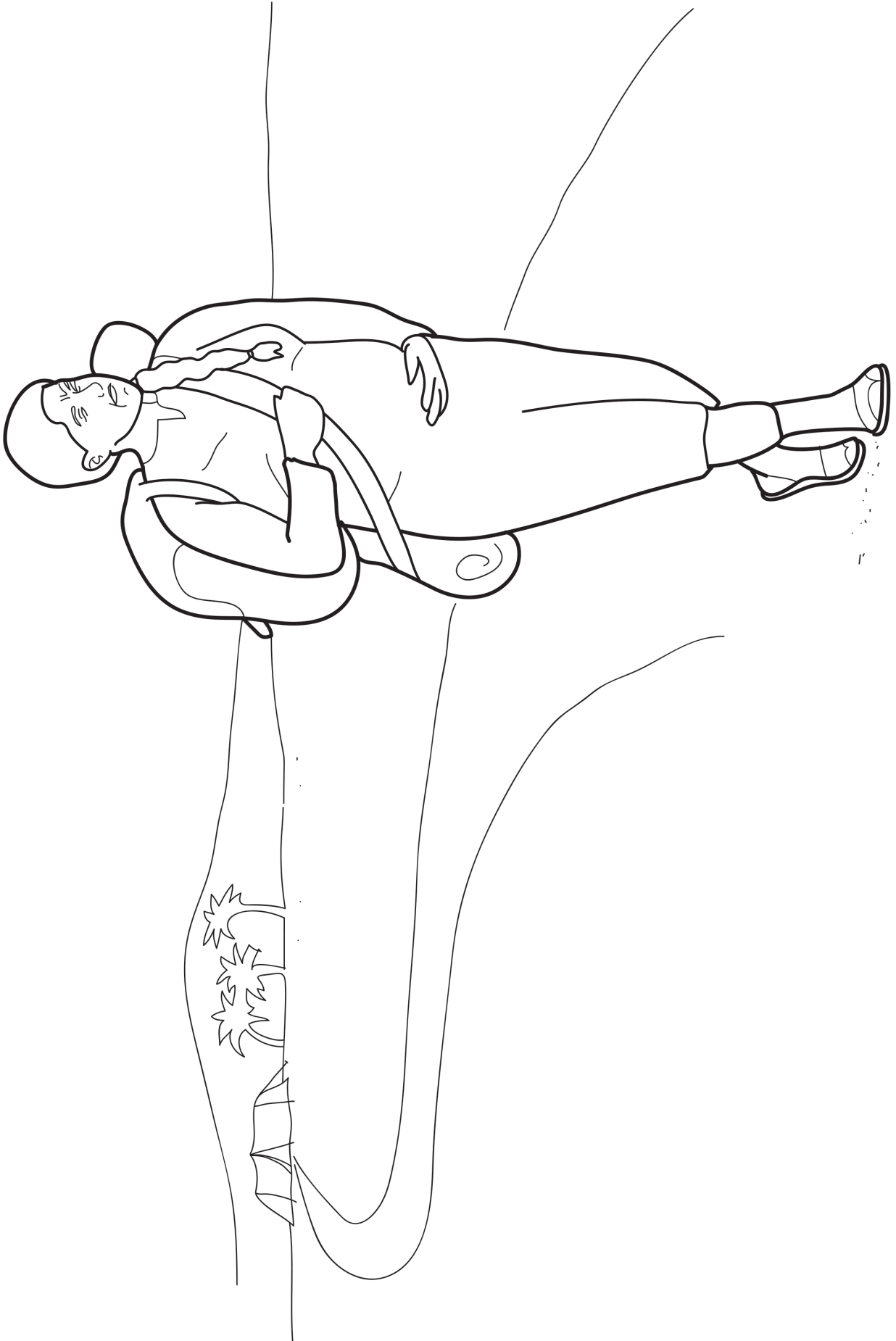
4.4 RESOURCE – Large sketches

Lesson 4: Part 2. God sees Hagar – Genesis 16:1-15
Print one set of A4 sketches to display.



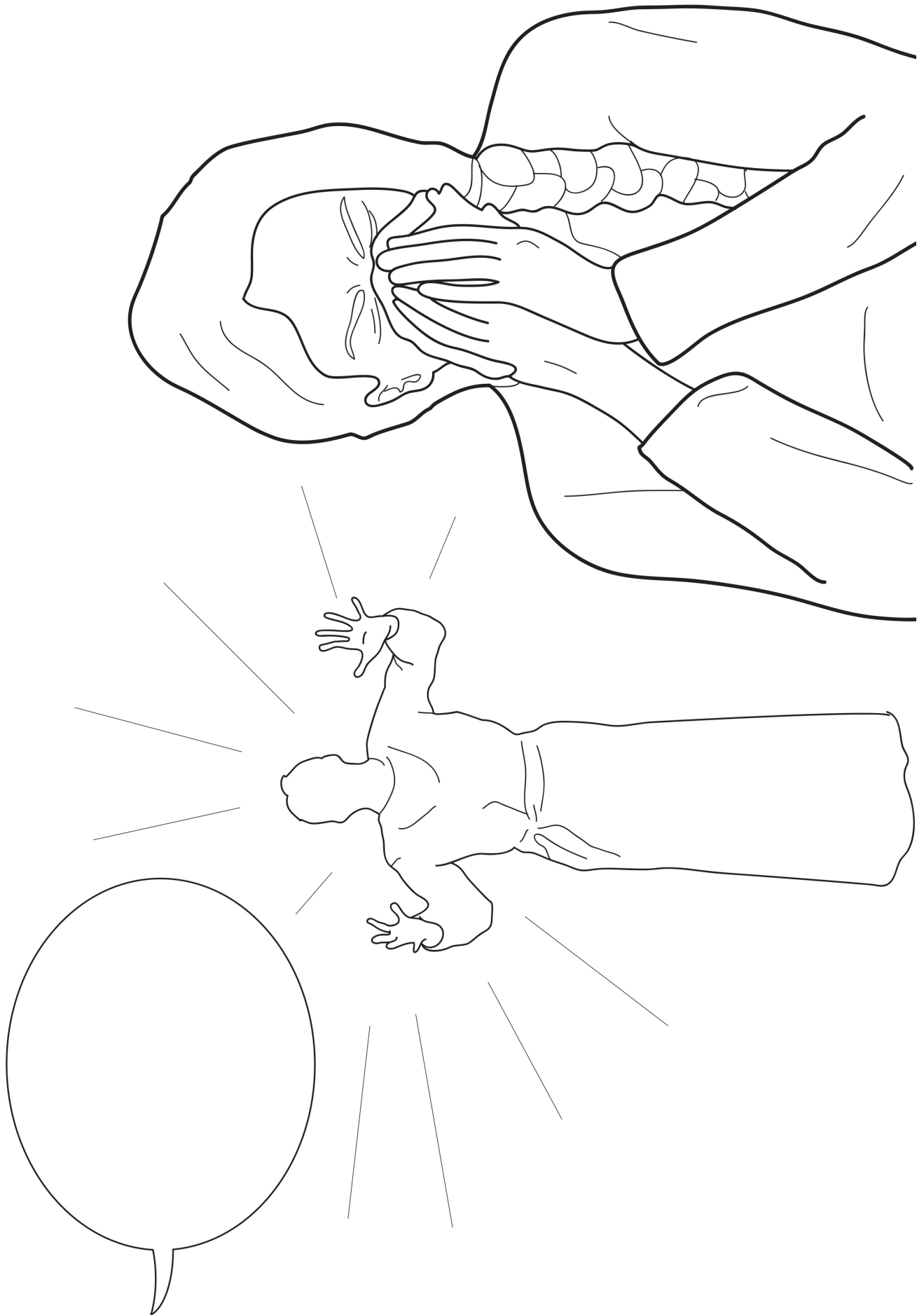
4.4 RESOURCE – Large sketches

Lesson 4: Part 2. God sees Hagar – Genesis 16:1-15
Print one set of A4 sketches to display.



4.4 RESOURCE – Large sketches

Lesson 4: Part 2. God sees Hagar – Genesis 16:1-15
Print one set of A4 sketches to display.



4.4 RESOURCE – Large sketches

Lesson 4: Part 2. God sees Hagar – Genesis 16:1-15
Print one set of A4 sketches to display.



4.4 RESOURCE – Large sketches

Lesson 4: Part 2. God sees Hagar – Genesis 16:1-15
Print one set of A4 sketches to display.



**Sarai and
Abram had no
children.**

**Hagar was
Sarai's Egyptian
slave.**

**Sarai gave
Hagar to
Abram as a
second wife.**

**Hagar became
pregnant.**

**Hagar ran away
because Sarai
was cruel.**

**An angel said,
'God will give
you many
children.'**

**Hagar said,
'God sees me!'**

**Hagar had a
son named
Ishmael.**

4.6 RESOURCE – Small sketches

Lesson 4: Part 2. God sees Hagar – Genesis 16:1-15
Print one copy per pair and cut up.



Women Matter to God.HB.4



Women Matter to God.HB.4



Women Matter to God.HB.4



Women Matter to God.HB.4



Women Matter to God.HB.4



Women Matter to God.HB.4



Women Matter to God.HB.4



Women Matter to God.HB.4



4.7 RESOURCE – Small sentence strips

Lesson 4: Part 2. God sees Hagar – Genesis 16:1–15
Print one copy per pair and cut up.



Women Matter
to God.HB.4

Sarai and Abram had no children.

Women Matter
to God.HB.4

Hagar was Sarai's Egyptian slave.

Women Matter
to God.HB.4

Sarai gave Hagar to Abram as a second wife.

Women Matter
to God.HB.4

Hagar became pregnant.

Women Matter
to God.HB.4

Hagar ran away because Sarai was cruel.

Women Matter
to God.HB.4

An angel said, 'God will give you many children.'

Women Matter
to God.HB.4

Hagar said, 'God sees me.'

Women Matter
to God.HB.4

Hagar had a son named Ishmael.

Fill in the missing words.

Genesis 16:1–15

1. Sarai and Abram had no _____.
2. Hagar was Sarai's Egyptian _____.
3. Sarai _____ Hagar to Abram as a second wife.
4. Hagar became _____.
5. Hagar ran away because Sarai was _____.
6. An angel said, 'God will give you _____ children.'
7. Hagar said, 'God _____ me.'
8. Hagar had a _____ named Ishmael.

Lesson 5

PART 1 (APPROX 1 HOUR):

Life stages

PART 2 (APPROX 1/2 HOUR):

Sarah is old
Genesis 18:1-14

 **Prepare lesson****Part 1. Life stages****Print resources**

- RESOURCE 5.1 – Eight people**
Print one copy of each photo to display (or remove these pages from this book).
- RESOURCE 5.2 – Life stages labels**
Print one copy per student and cut up.
- RESOURCE 5.3 – Life stages worksheet**
Print one copy per student, and fold each worksheet in half so that only the first two columns are visible at first.

Part 2. Sarah is old**Read scripture**

- Genesis 18:1–14 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 or biblegateway.com
- RESOURCE 5.4 – Large sketches**
Print one set of A4 sketches to display.
- RESOURCE 5.5 – Large sentences**
Print one set of A4 sentences to display.
- RESOURCE 5.6 – Small sketches**
Print one copy per pair and cut up.
- RESOURCE 5.7 – Small sentence strips**
Print one copy per pair and cut up.
- RESOURCE 5.8 – Gap-fill worksheet**
Print one copy per student.

Select Variations to activities

(see pages 4–5)

Preparation for next week (optional)

At the end of today's lesson, say 'Next week we will be talking about families. If you would like to, please bring in a photo of yourself with some members of your extended family.'

Part 1. Life stages

Activate knowledge

Display photos from **RESOURCE 5.1 – Eight people** in random order.

Invite a volunteer to place them in the correct order from youngest to oldest.

Invite a different volunteer to place the labels from **RESOURCE 5.2 – Life stages labels** next to the correct photos.

RESOURCE 5.1 – Eight people

Print one copy of each photo to display (or remove these pages from this book).

RESOURCE 5.2 – Life stages labels

Print one copy per student and cut up.

Focus on language

Activity 1: How old?

Display the photo of the newborn baby from **RESOURCE 5.1 – Eight people**.

Ask ‘How old is a newborn?’

Invite responses.

Divide students into pairs.

Distribute a copy of **RESOURCE 5.3 – Life stages worksheet** (folded in half with only the first two columns visible) to each student.

Invite pairs to work together to complete the column titled ‘How old am I?’

Share answers together as a whole class.

(**Note:** answers for this activity will be subjective. Assure students that age ranges are acceptable – e.g. a newborn can be considered under 28 days or 2–3 months old.)

RESOURCE 5.3 – Life stages worksheet

Print one copy per student, and fold each worksheet in half so that only the first two columns are visible at first.

Activity 2: What can they do?

Ask 'What skills does a newborn baby have? What can they do?' (If necessary, prompt with questions like 'Can a newborn baby walk/sleep/cry?')

Invite responses.

Invite pairs to unfold their worksheets and work together to complete the column titled 'Skills: What can I do?'

Share answers together as a whole class.

Activity 3: What do they like to do?

Ask 'What interests does a newborn baby have?' (If necessary, prompt with questions like 'Is a newborn interested in soccer/its mother/sleeping?')

Invite responses.

Invite pairs to work together to complete the column titled 'Interests/hobbies: What do I like doing?'

Share answers together as a whole class.

Extension activity: Creating sentences

Create sentences about the people in **RESOURCE 5.1 – Eight people** using vocabulary introduced in the previous activities. For example:

- The teenager is a girl. She is 15 years old. She can read and she likes spending time on her phone.
- The old man is 80 years old. He is wearing a grey, striped shirt. He is a grandfather.

Part 2 – Sarah is old

Genesis 18:1–14

Read for gist

Hold up a hard copy of the Bible.

Say ‘Abram and Sarai from the last lesson are now called Abraham and Sarah because God gave them new names.’

Say ‘In the Bible story, Sarah is an old woman.’

Distribute copies of Genesis 18:1–14 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 5.4 – Large sketches](#) in order.

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

Sentences:

1. Three men visited Abraham.
2. They said, ‘In one year your wife will have a son.’
3. Sarah was listening in the tent.
4. She laughed.
5. She thought, ‘I’m too old to have a baby.’
6. God asked Abraham, ‘Why did Sarah laugh?’
7. God asked him, ‘Is anything too hard for me?’

Re-read the sentences, placing the correct sentence from [RESOURCE 5.5 – Large sentences](#) near each sketch as you go.

**RESOURCE 5.4 –
Large sketches**

Print one set of A4
sketches to display.

**RESOURCE 5.5 –
Large sentences**

Print one set of A4
sentences to display.

**RESOURCE 5.6 –
Small sketches**

Print one copy per pair
and cut up.

**RESOURCE 5.7 –
Small sentence strips**

Print one copy per pair
and cut up.

**RESOURCE 5.8 –
Gap-fill worksheet**

Print one copy per
student.

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

Reinforce the language

Divide students into pairs.

Distribute **RESOURCE 5.6 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 5.7 – 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 5.8 – 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.

Preparation for next week (optional)

Say ‘Next week we will be talking about families. If you would like to, please bring in a photo of yourself with some members of your extended family.’

5.1 RESOURCE – Eight people

Lesson 5: Part 1. Life stages
Print one copy of each photo to display
(or remove these pages from this book).



5.1 RESOURCE – Eight people



5.1 RESOURCE – Eight people

Lesson 5: Part 1. Life stages
Print one copy of each photo to display
(or remove these pages from this book).



5.1 RESOURCE – Eight people

Lesson 5: Part 1. Life stages
Print one copy of each photo to display
(or remove these pages from this book).



5.1 RESOURCE – Eight people



5.1 RESOURCE – Eight people

Lesson 5: Part 1. Life stages
Print one copy of each photo to display
(or remove these pages from this book).



5.1 RESOURCE – Eight people

Lesson 5: Part 1. Life stages
Print one copy of each photo to display
(or remove these pages from this book).



5.1 RESOURCE – Eight people



newborn

teenager

baby

adult

toddler

middle-aged

child

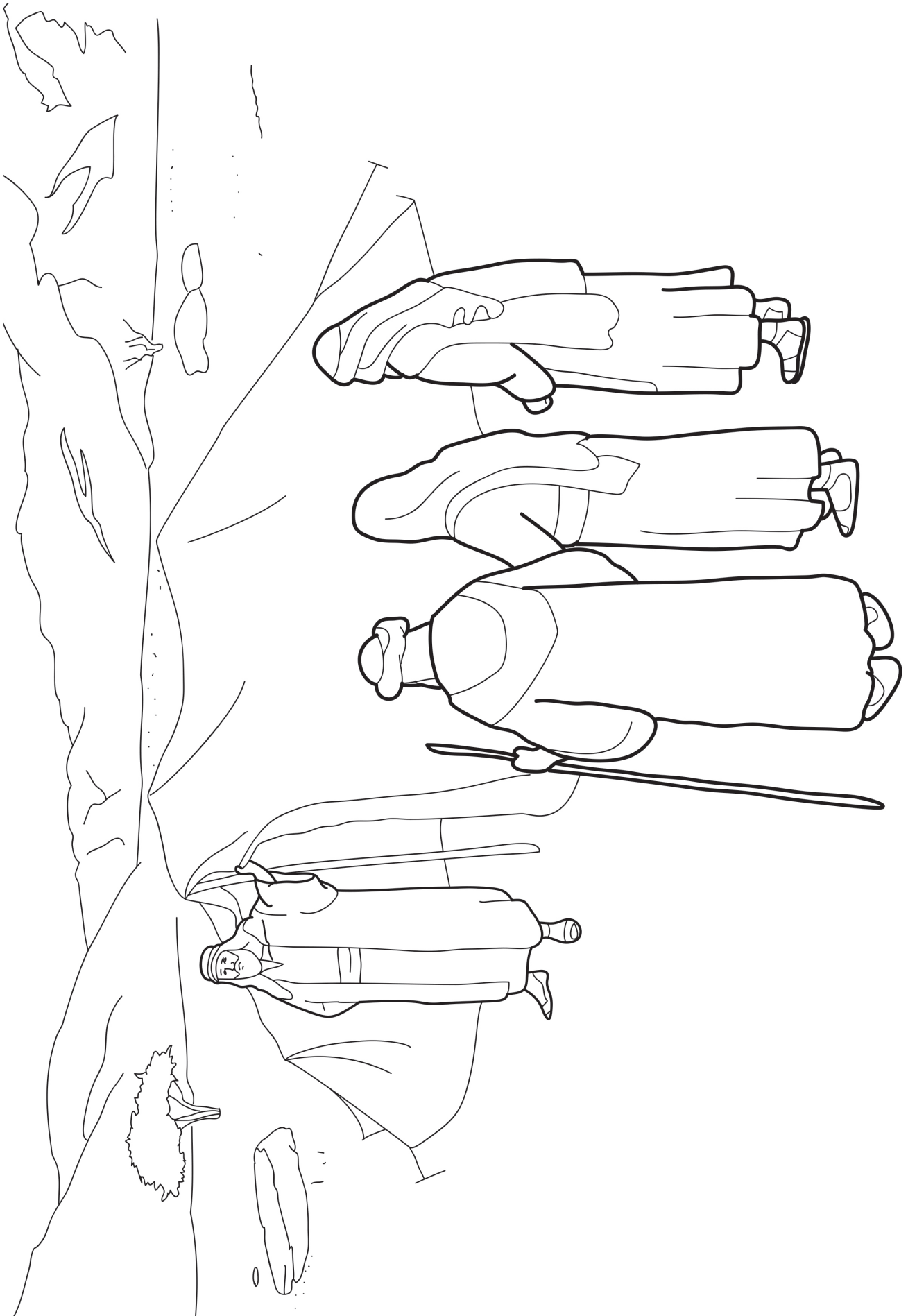
old

5.3 RESOURCE – Life stages worksheet

Life stage	How old am I? (Age range in months/years)	Skills: What can I do?	Interests/hobbies: What do I like doing?
newborn			
baby			
toddler			
child			
teenager			
adult			
middle-aged			
old			

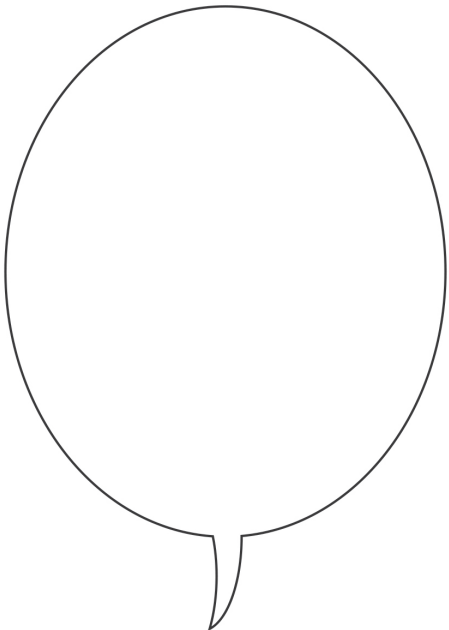
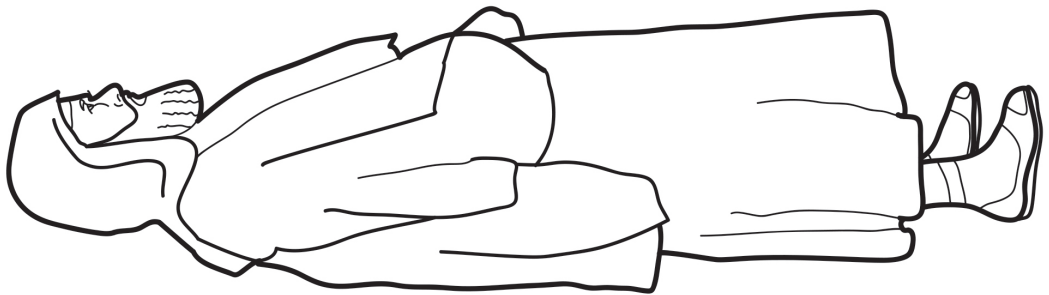
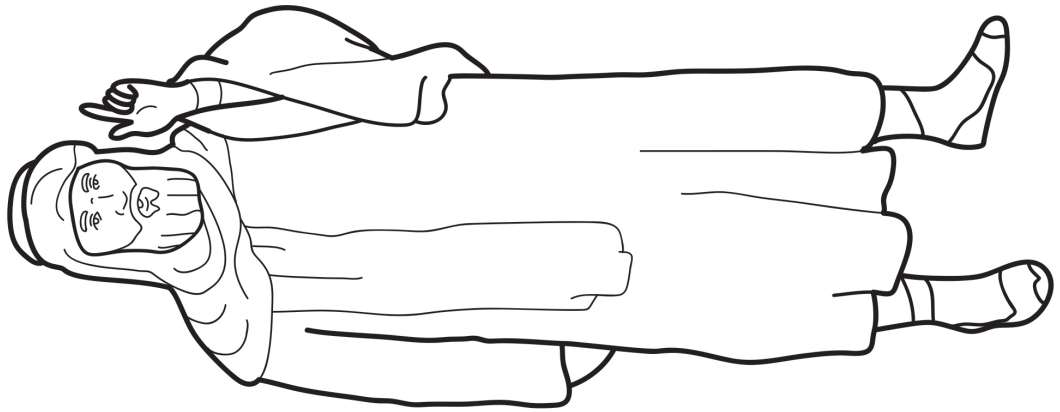
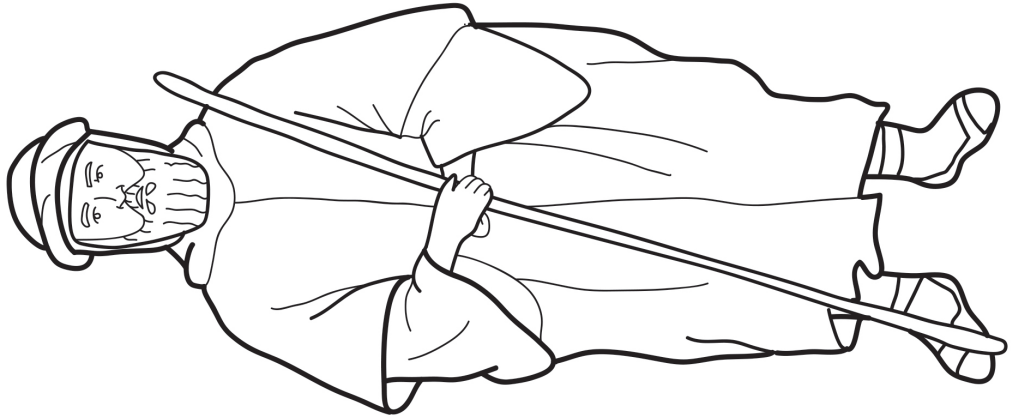
5.4 RESOURCE – Large sketches

Lesson 5: Part 2. Sarah is old – Genesis 18:1-14
Print one set of A4 sketches to display.



5.4 RESOURCE – Large sketches

Lesson 5: Part 2. Sarah is old – Genesis 18:1-14
Print one set of A4 sketches to display.



5.4 RESOURCE – Large sketches

Lesson 5: Part 2. Sarah is old – Genesis 18:1-14
Print one set of A4 sketches to display.



5.4 RESOURCE – Large sketches

Lesson 5: Part 2. Sarah is old – Genesis 18:1-14
Print one set of A4 sketches to display.



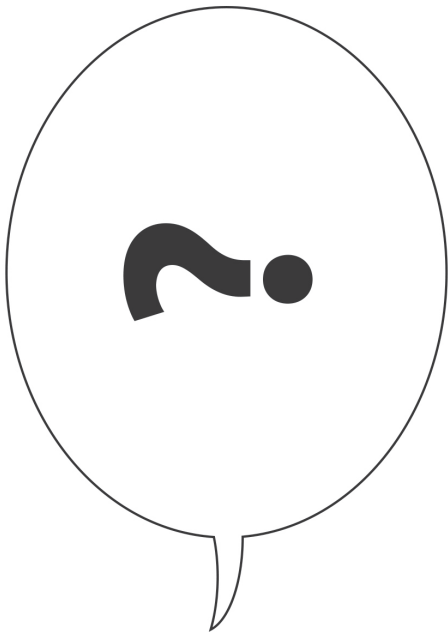
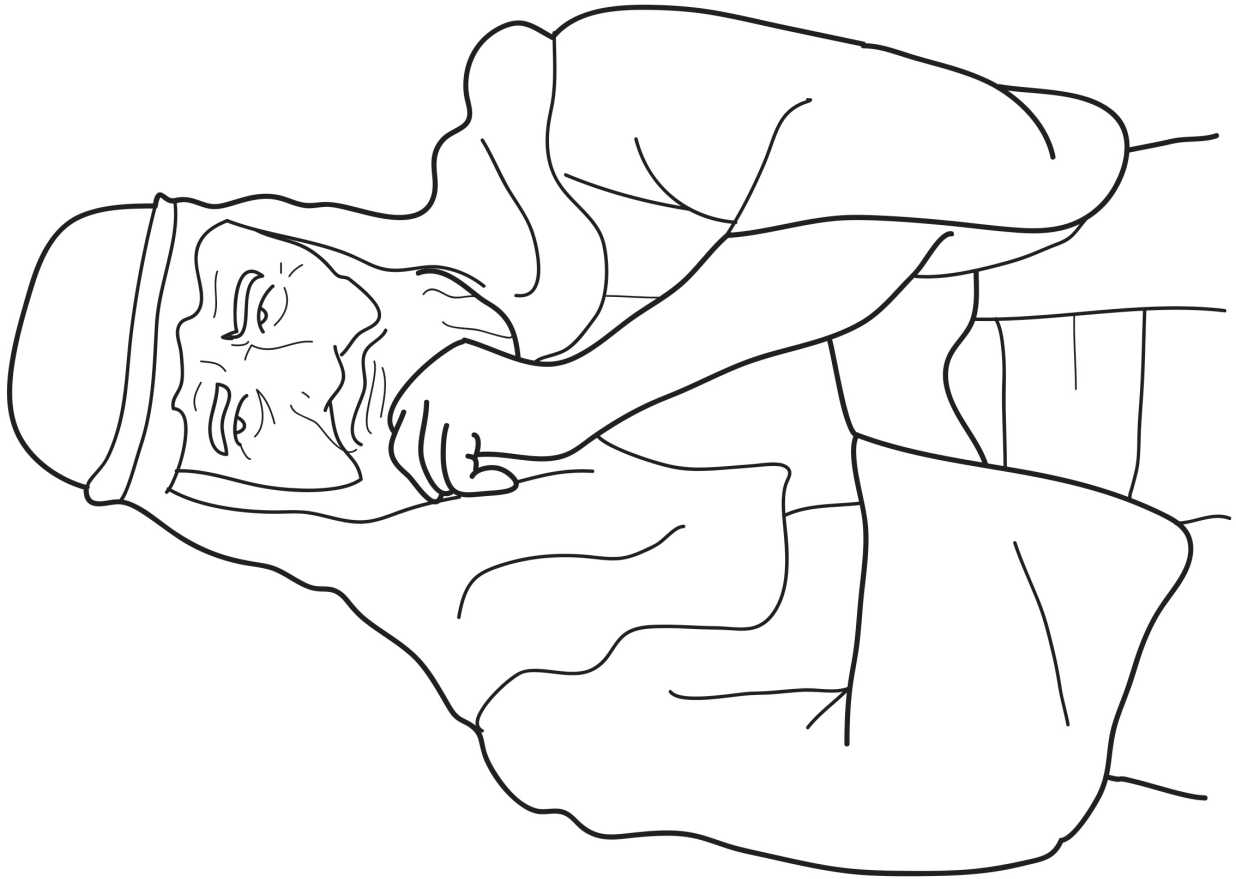
5.4 RESOURCE – Large sketches

Lesson 5: Part 2. Sarah is old – Genesis 18:1-14
Print one set of A4 sketches to display.



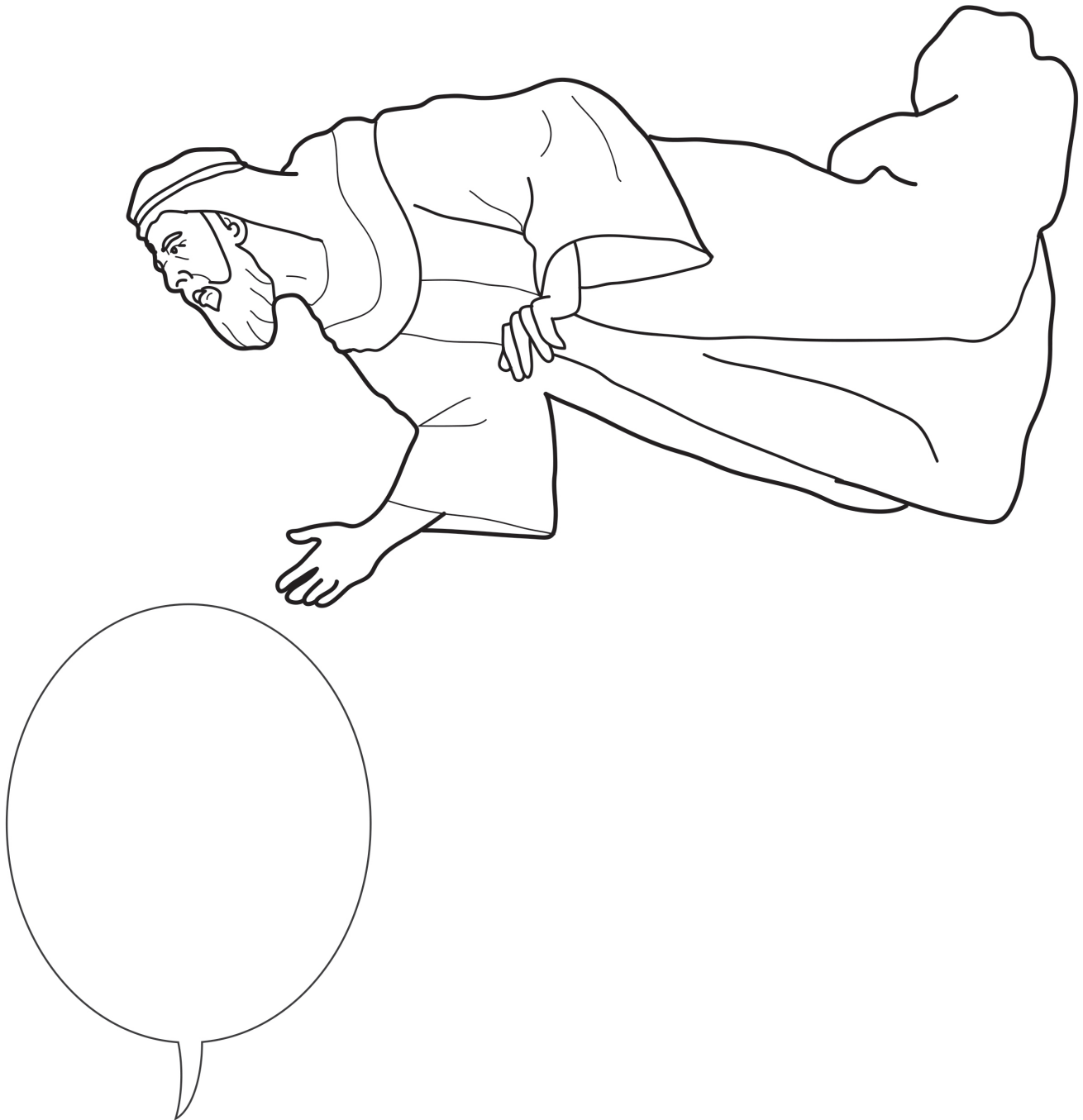
5.4 RESOURCE – Large sketches

Lesson 5: Part 2. Sarah is old – Genesis 18:1-14
Print one set of A4 sketches to display.



5.4 RESOURCE – Large sketches

Lesson 5: Part 2. Sarah is old – Genesis 18:1-14
Print one set of A4 sketches to display.



**Three men
visited
Abraham.**

**They said,
'In one year
your wife will
have a son!'**

**Sarah was
listening in
the tent.**

She laughed.

**She thought,
'I'm too old to
have a baby!'**

**God asked
Abraham,
'Why did Sarah
laugh?'**

**God asked him,
'Is anything too
hard for me?'**

5.6 RESOURCE – Small sketches

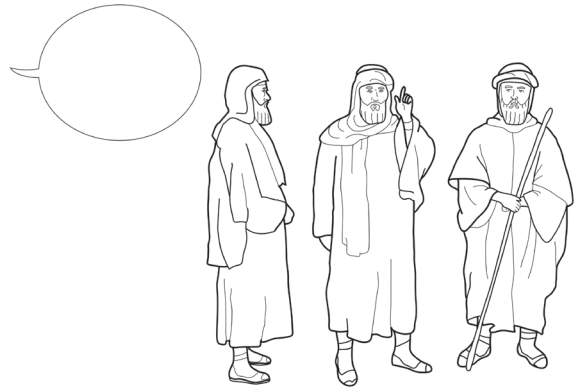
Lesson 5: Part 2. Sarah is old – Genesis 18:1-14
Print one copy per pair and cut up.



Women Matter to God.HB.5



Women Matter to God.HB.5



Women Matter to God.HB.5



Women Matter to God.HB.5



Women Matter to God.HB.5



Women Matter to God.HB.5



Women Matter to God.HB.5



5.7 RESOURCE – Small sentence strips

Lesson 5: Part 2. Sarah is old – Genesis 18:1-14
Print one copy per pair and cut up.



Women Matter
to God.HB.5

Three men visited Abraham.

Women Matter
to God.HB.5

They said, 'In one year your wife will have a son.'

Women Matter
to God.HB.5

Sarah was listening in the tent.

Women Matter
to God.HB.5

She laughed.

Women Matter
to God.HB.5

She thought, 'I'm too old to have a baby.'

Women Matter
to God.HB.5

God asked Abraham, 'Why did Sarah laugh?'

Women Matter
to God.HB.5

God asked him, 'Is anything too hard for me?'

Fill in the missing words.

Genesis 18:1–14

1. Three men visited _____.
2. They said, 'In one year your _____ will have a son.'
3. Sarah was _____ in the tent.
4. She _____.
5. She thought, 'I'm too _____ to have a baby.'
6. _____ asked Abraham, 'Why did Sarah laugh?'
7. God _____ him, 'Is anything too hard for me?'

Lesson 6

PART 1 (APPROX 1 HOUR):

Relatives

PART 2 (APPROX 1/2 HOUR):

God provides Rebekah Genesis 24:1–27, 67

 **Prepare lesson**

Part 1. Relatives

Print resources

- RESOURCE 6.1 – Family questions**
Print one copy per student. Select the questions that are the correct level for your students, and draw a line through any that are too difficult.
- RESOURCE 6.2.1 – Family tree worksheet**
Print one copy per student.
- RESOURCE 6.2.2 – Family tree teacher copy**
Print one copy or bookmark this page.

Additional equipment

- A photo of you with your extended family
- (Optional) Students to bring a photo of themselves with some members of their extended family

Part 2. God provides Rebekah

Read scripture

- Genesis 24:1–27, 67 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 or biblegateway.com
- RESOURCE 6.3 – Large sketches**
Print one set of A4 sketches to display.
- RESOURCE 6.4 – Large sentences**
Print one set of A4 sentences to display.
- RESOURCE 6.5 – Small sketches**
Print one copy per pair and cut up.
- RESOURCE 6.6 – Small sentence strips**
Print one copy per pair and cut up.
- RESOURCE 6.7 – Gap-fill worksheet**
Print one copy per student.

Select Variations to activities

(see pages 4–5)

Part 1. Relatives

Activate knowledge

Draw a simple family tree on the board. Include yourself and two other generations. Use squares (and a blue marker if possible) for males and circles (and a red marker if possible) for females.

Write your name in the square or circle that represents you.

Say 'These are my relatives.'

Invite a volunteer to point out each relative as you identify them.

Say 'Point to my mother/brother/nephew/sister-in-law' etc.

Focus on language

Activity 1: Drawing your family tree

Divide students into pairs.

Invite students to draw simple family trees to represent some of their relatives. If they have brought photos from home, they can include the people from the photos.

Invite students to create simple sentences about their relatives (e.g. I have three sisters. I have two sons and two daughters. My husband is Ahmed.).

Activity 2: Talking about your relatives

Distribute **RESOURCE 6.1 – Family questions** to each student.

Ask 'Are there any new words?'

Discuss any words that are new to the students.

Model the questions and answers with a helper/volunteer.

RESOURCE 6.1 – Family questions

Print one copy per student. Select the questions that are the correct level for your students, and draw a line through any that are too difficult.

Invite students to stand in two concentric circles with the inner circle facing outwards and the outer circle facing inwards.

Invite students to speak with each other using the questions from [RESOURCE 6.1 – Family questions](#).

After 2–3 minutes, **invite** students in the outer circle to move one position to the right so they have a new partner.

Invite students to speak with each other using the questions again.

Repeat for as many turns as time permits.

Activity 3: Naming relatives

Distribute a copy of [RESOURCE 6.2.1 – Family tree worksheet](#) to each student.

Invite students to work together to complete the worksheet.

Check answers together using [RESOURCE 6.2.2 – Family tree teacher copy](#) as your reference.

**RESOURCE 6.2.1 –
Family tree worksheet**

Print one copy per
student.

**RESOURCE 6.2.2 –
Family tree teacher
copy**

Print one copy or
bookmark this page.

Part 2 – God provides Rebekah Genesis 24:1–27, 67

Read for gist

Hold up a hard copy of the Bible.

Say 'In the Bible story, a servant travels to meet Abraham's relatives.'

Distribute copies of Genesis 24:1–27, 67 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 6.3 – Large sketches** in order.

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

Sentences:

1. Abraham said, 'Go to my relatives and find a wife for Isaac.'
2. Abraham's servant obeyed his master.
3. The servant travelled to find a wife for Isaac.
4. He asked God to show him the right woman.
5. He saw a beautiful virgin called Rebekah.
6. Rebekah was the daughter of Abraham's brother.
7. God provided Rebekah for Isaac.
8. Isaac married her.

Re-read the sentences, placing the correct sentence from **RESOURCE 6.4 – Large sentences** near each sketch as you go.

**RESOURCE 6.3 –
Large sketches**
Print one set of A4
sketches to display.

**RESOURCE 6.4 –
Large sentences**
Print one set of A4
sentences to display.

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

Reinforce the language

Divide students into pairs.

Distribute **RESOURCE 6.5 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 6.6 – 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 6.7 – 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.

RESOURCE 6.5 – Small sketches

Print one copy per pair
and cut up.

RESOURCE 6.6 – Small sentence strips

Print one copy per pair
and cut up.

RESOURCE 6.7 – Gap-fill worksheet

Print one copy per
student.



1. What are your
parents' names?

2. Do you look more
like your mother or
your father?

3. How many siblings
do you have?

4. Who is your favourite
grandparent? Why?



5. How many people
are in your immediate
family?

6. How did you get
your name?





**7. Do you get along
well with your family?**

**8. How often do you
see your cousins?**

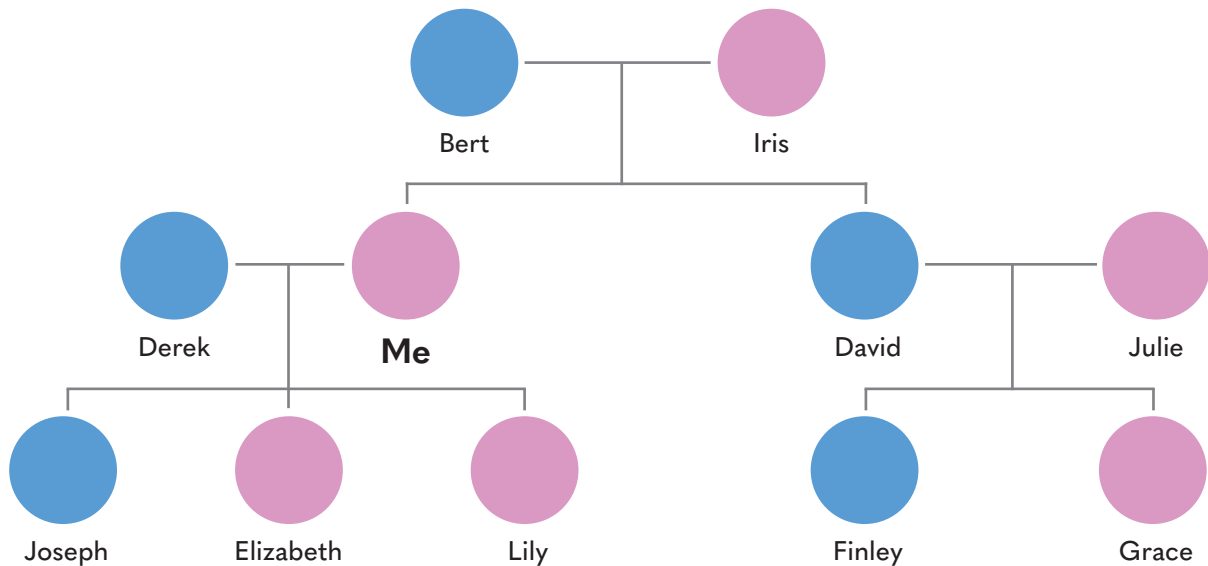
**9. Are you married?
If so, do you get along
with your in-laws?**

**10. Do you have children?
If so, how old are they?**



6.2.1 RESOURCE – Family tree worksheet

Lesson 6: Part 1. Relatives
Print one copy per student.



Write the answers to the questions on the lines below.

1. What is my mother's name? _____
2. What is my father's name? _____
3. What is my husband's name? _____
4. What are my daughters' names? _____ and _____
5. What is my son's name? _____
6. What is my brother's name? _____

Extension questions:

7. How many children do I have? _____
8. What is my nephew's name? _____
9. What is my niece's name? _____
10. What is my sister-in-law's name? _____
11. Who is David's wife? _____
12. How many nieces does David have? _____
13. How many cousins does Lily have? _____
14. How many siblings does Lily have? _____
15. Who is Finley's aunt? _____

6.2.2 RESOURCE – Family tree teacher copy

Lesson 6: Part 1. Relatives
Print one copy or bookmark this page.

Write the answers to the questions on the lines below.

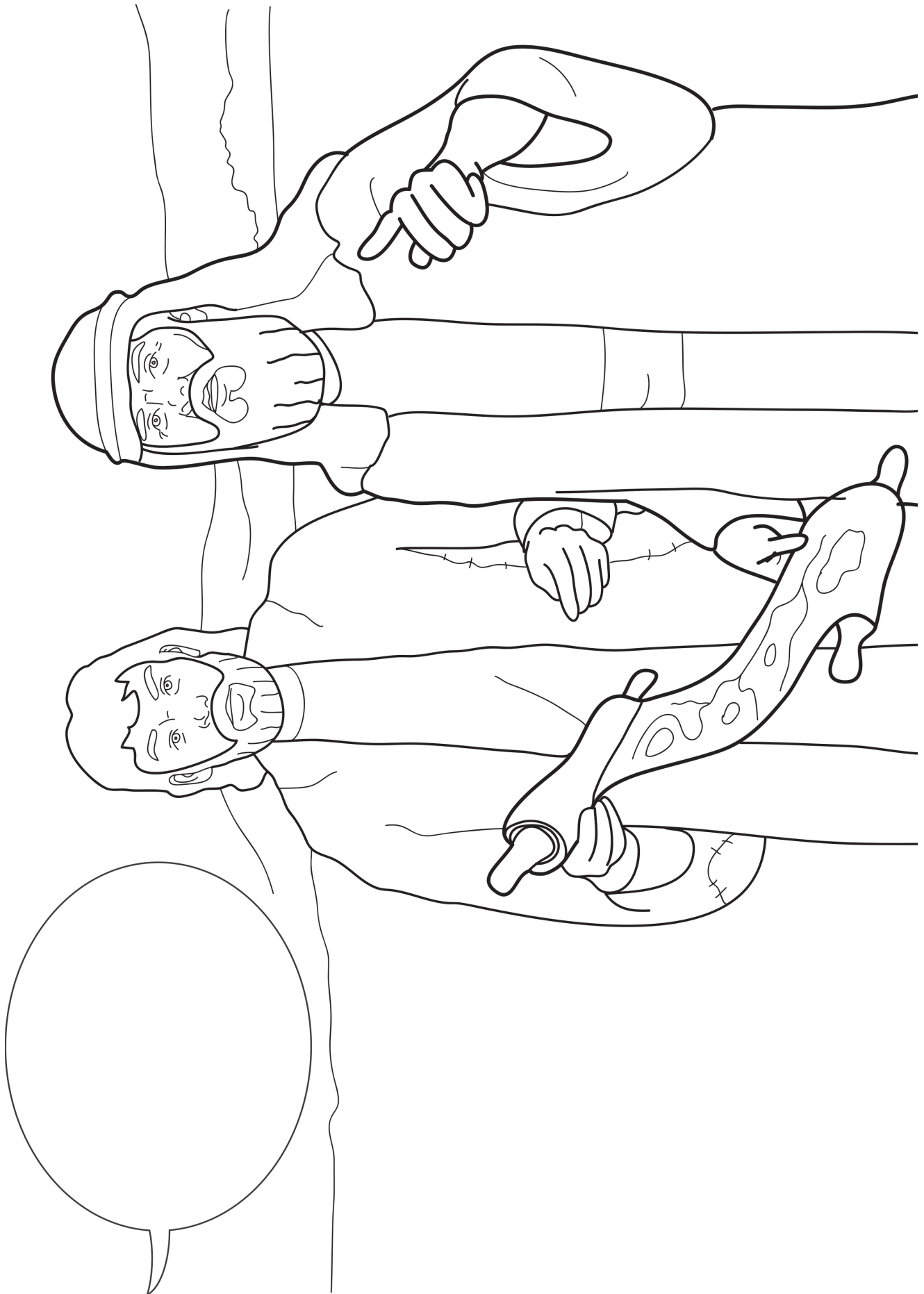
1. What is my mother's name? Iris
2. What is my father's name? Bert
3. What is my husband's name? Derek
4. What are my daughters' names? Lily and Elizabeth
5. What is my son's name? Joseph
6. What is my brother's name? David

Extension questions:

7. How many children do I have? Three
8. What is my nephew's name? Finley
9. What is my niece's name? Grace
10. What is my sister-in-law's name? Julie
11. Who is David's wife? Julie
12. How many nieces does David have? Two
13. How many cousins does Lily have? Two
14. How many siblings does Lily have? Two
15. Who is Finley's aunt? Me

6.3 RESOURCE – Large sketches

Lesson 6: Part 2. God provides Rebekah –
Genesis 24:1-27, 67
Print one set of A4 sketches to display.



6.3 RESOURCE – Large sketches

Lesson 6: Part 2. God provides Rebekah –
Genesis 24:1-27, 67
Print one set of A4 sketches to display.



6.3 RESOURCE – Large sketches

Lesson 6: Part 2. God provides Rebekah –
Genesis 24:1–27, 67
Print one set of A4 sketches to display.



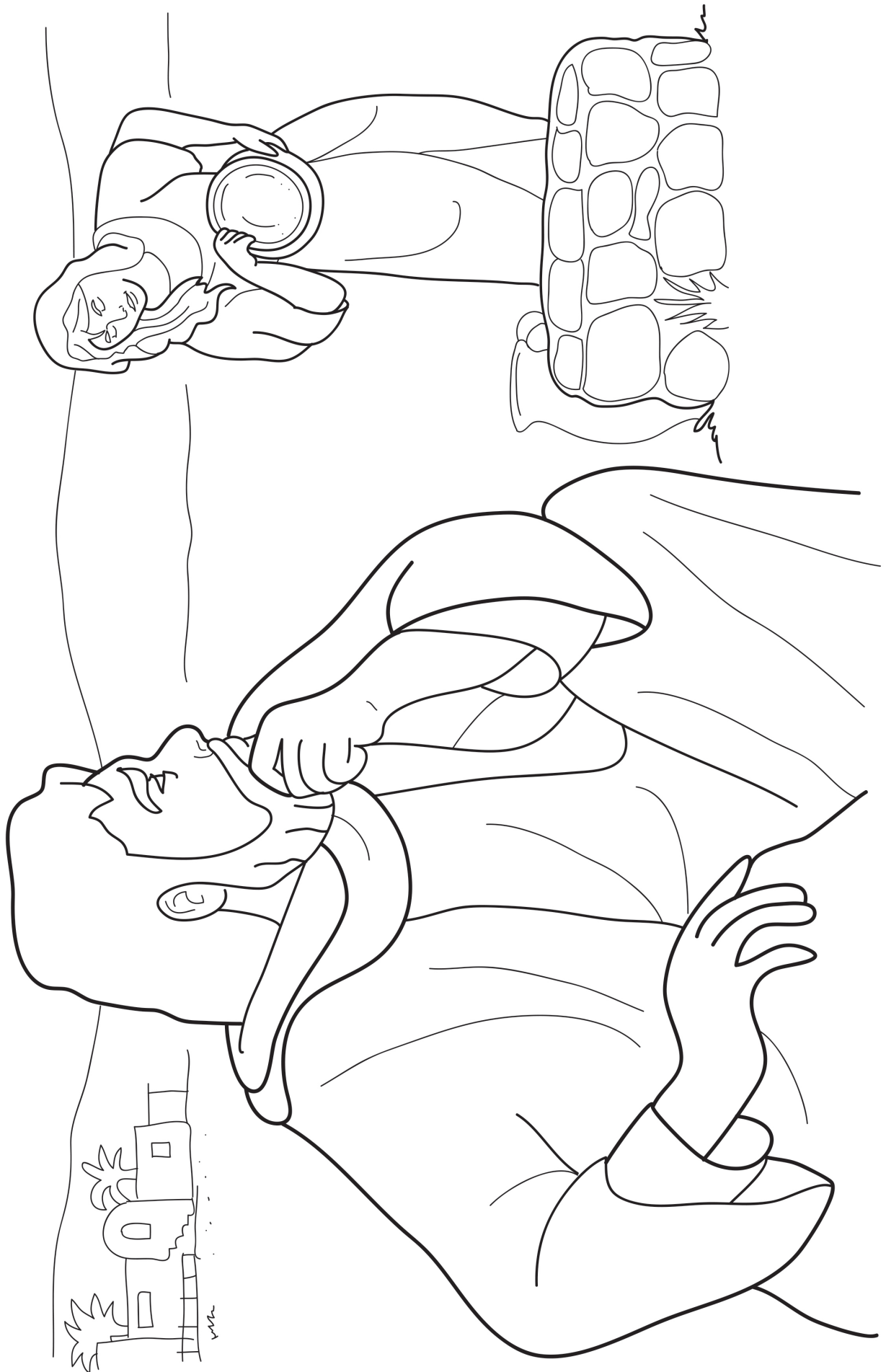
6.3 RESOURCE – Large sketches

Lesson 6: Part 2. God provides Rebekah –
Genesis 24:1-27, 67
Print one set of A4 sketches to display.



6.3 RESOURCE – Large sketches

Lesson 6: Part 2. God provides Rebekah –
Genesis 24:1-27, 67
Print one set of A4 sketches to display.



6.3 RESOURCE – Large sketches

Lesson 6: Part 2. God provides Rebekah –
Genesis 24:1-27, 67
Print one set of A4 sketches to display.



6.3 RESOURCE – Large sketches

Lesson 6: Part 2. God provides Rebekah –
Genesis 24:1–27, 67
Print one set of A4 sketches to display.



6.3 RESOURCE – Large sketches

Lesson 6: Part 2. God provides Rebekah –
Genesis 24:1-27, 67
Print one set of A4 sketches to display.



**Abraham said,
'Go to my
relatives and
find a wife for
Isaac!'**

**Abraham's
servant obeyed
his master.**

**The servant
travelled to
find a wife for
Isaac.**

**He asked
God to show
him the right
woman.**

**He saw a
beautiful
virgin called
Rebekah.**

**Rebekah was
the daughter
of Abraham's
brother.**

**God provided
Rebekah for
Isaac.**

**Isaac
married her.**

6.5 RESOURCE – Small sketches

Lesson 6: Part 2. God provides Rebekah –
Genesis 24:1-27, 67
Print one copy per pair and cut up.

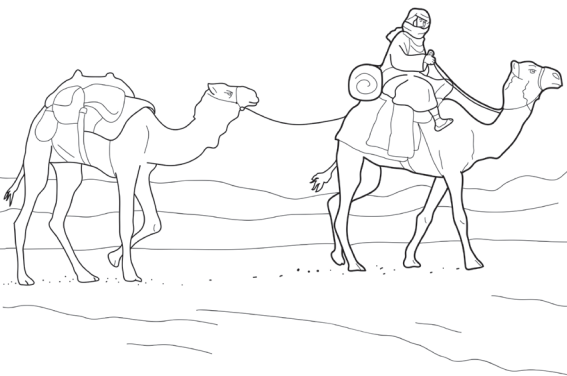
Women Matter to God.HB.6



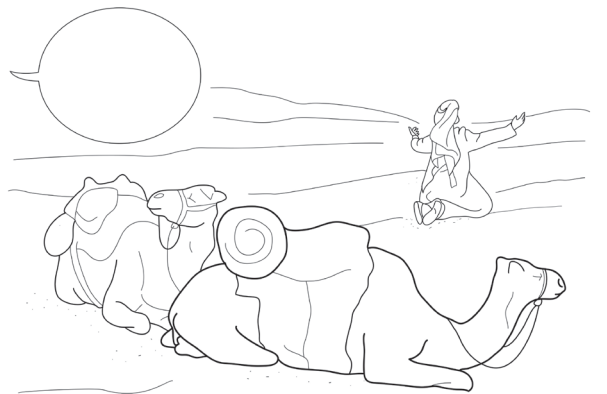
Women Matter to God.HB.6



Women Matter to God.HB.6



Women Matter to God.HB.6



Women Matter to God.HB.6



Women Matter to God.HB.6



Women Matter to God.HB.6



Women Matter to God.HB.6



6.6 RESOURCE – Small sentence strips

Lesson 6: Part 2. God provides Rebekah –
Genesis 24:1–27, 67
Print one copy per pair and cut up.



Women Matter
to God.HB.6

Abraham said, 'Go to my relatives and find a wife for Isaac.'

Women Matter
to God.HB.6

Abraham's servant obeyed his master.

Women Matter
to God.HB.6

The servant travelled to find a wife for Isaac.

Women Matter
to God.HB.6

He asked God to show him the right woman.

Women Matter
to God.HB.6

He saw a beautiful virgin called Rebekah.

Women Matter
to God.HB.6

Rebekah was the daughter of Abraham's brother.

Women Matter
to God.HB.6

God provided Rebekah for Isaac.

Women Matter
to God.HB.6

Isaac married her.

6.7 RESOURCE – Gap-fill worksheet

Lesson 6: Part 2. God provides Rebekah –
Genesis 24:1–27, 67
Print one copy per student.

Fill in the missing words.

Genesis 24:1–27, 67

1. Abraham said, 'Go to my _____ and find a wife for Isaac.'
2. Abraham's servant _____ his master.
3. The servant travelled to find a _____ for Isaac.
4. He asked _____ to show him the right woman.
5. He saw a beautiful virgin called _____.
6. Rebekah was the _____ of Abraham's brother.
7. God _____ Rebekah for Isaac.
8. Isaac _____ her.

Lesson 7

PART 1 (APPROX 1 HOUR):

Midwives

PART 2 (APPROX 1/2 HOUR):

Midwives in Egypt obey God Exodus 1:15–21

 **Prepare lesson**

Part 1. Midwives

Print resources

- RESOURCE 7.1 – Five photos**
Print one copy (or remove these pages from this book).
- RESOURCE 7.2.1 – Sentences in groups**
Print one copy and cut up.
- RESOURCE 7.2.2 – Sentences jumbled**
Print enough copies to display so all students can see them.

Additional equipment

- Child's baby doll
- Mask or gloves to represent midwife
- Nightgown to represent mother

Part 2. Midwives in Egypt obey God

Read scripture

- Exodus 1:15–21 in NlrV 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 or biblegateway.com
- RESOURCE 7.3 – Large sketches**
Print one set of A4 sketches to display.
- RESOURCE 7.4 – Large sentences**
Print one set of A4 sentences to display.
- RESOURCE 7.5 – Small sketches**
Print one copy per pair and cut up.
- RESOURCE 7.6 – Small sentence strips**
Print one copy per pair and cut up.
- RESOURCE 7.7 – Gap-fill worksheet**
Print one copy per student.

Select Variations to activities

(see pages 4–5)

Part 1. Midwives

Activate knowledge

Play a game of hangman for the word *midwife*.

Repeat for the following words: *professional, pregnancy, childbirth*.

Write the following on the board: *A midwife is a health professional who helps women during pregnancy, during childbirth and after childbirth.*

Invite volunteers to read this sentence aloud, focusing on pronunciation.

Focus on language

Activity 1: Describing photos

Display photo 1 from **RESOURCE 7.1 – Five photos**.

Ask ‘What can you see?’

Write responses on the board.

Invite students to create simple sentences about what they can see in the photo.

Write the sentences on the board, correcting errors as you go.

Repeat for the remaining four photos. (Alternatively, if you have enough helpers, divide students into five groups and rotate the photos through each group.)

Activity 2: Which photo?

Display **RESOURCE 7.1 – Five photos** at the front of the room.

Say ‘The mother’s hand is on her stomach.’

**RESOURCE 7.1 –
Five photos**

Print one copy (or
remove these pages
from this book).

Ask 'Which photo?'

Invite students to tell you the number of the photo you are describing.

Repeat for the following sentences:

- The baby is naked.
- The midwife is holding the woman's hand.
- The midwife is lifting the baby up.
- The doctor is touching the mother's shoulder.
- The mother is smiling.
- The mother is looking at her baby.
- The mother is holding the baby.
- The midwife is passing the baby to its mother.
- The midwife is taking the mother's blood pressure.
- The mother is groaning.
- The baby is a boy.

Activity 3: Miming sentences

Invite two volunteers to act as a midwife/doctor and a mother.

Display **RESOURCE 7.2.2 – Sentences jumbled** so that all students can see a copy.

Give the volunteers one set of sentences from **RESOURCE 7.2.1 – Sentences in groups**.

Invite volunteers to mime the scene in front of the class using the additional equipment brought from home (baby doll, mask/gloves, nightgown).

Invite students to guess each sentence that is being mimed.

Repeat with different volunteers for each of the remaining four scenes.

RESOURCE 7.2.2 – Sentences jumbled

Print enough copies to display so all students can see them.

RESOURCE 7.2.1 – Sentences in groups

Print one copy and cut up.

Extension activity: Sharing stories

Invite volunteers to share their experiences about midwives and childbirth.

Part 2 – Midwives in Egypt obey God

Exodus 1:15–21

Read for gist

Hold up a hard copy of the Bible.

Say ‘In the Bible story, the midwives respect and obey God.’

Distribute copies of Exodus 1:15–21 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 7.3 – Large sketches](#) in order.

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

Sentences:

1. There were two midwives in Egypt.
2. The king of Egypt said, ‘Kill the boys.
Let the girls live.’
3. The midwives respected God and disobeyed the king.
4. They let the boys live.
5. They lied to the king.
6. God was kind to the midwives.
7. Many Israelites were born.

RESOURCE 7.3 – Large sketches
Print one set of A4 sketches to display.

**RESOURCE 7.4 –
Large sentences**

Print one set of A4
sentences to display.

**RESOURCE 7.5 –
Small sketches**

Print one copy per pair
and cut up.

**RESOURCE 7.6 –
Small sentence strips**

Print one copy per pair
and cut up.

**RESOURCE 7.7 –
Gap-fill worksheet**

Print one copy per
student.

Re-read the sentences, placing the correct sentence from **RESOURCE 7.4 – Large sentences** near each sketch as you go.

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

Reinforce the language

Divide students into pairs.

Distribute **RESOURCE 7.5 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 7.6 – 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 7.7 – 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.

7.1 RESOURCE – Five photos

Lesson 7: Part 1. Midwives
Print one copy (or remove these pages from this book).



7.1 RESOURCE – Five photos

Lesson 7: Part 1. Midwives
Print one copy (or remove these pages from this book).



7.1 RESOURCE – Five photos

Lesson 7: Part 1. Midwives
Print one copy (or remove these pages from this book).



7.1 RESOURCE – Five photos

Lesson 7: Part 1. Midwives
Print one copy (or remove these pages from this book).



7.1 RESOURCE – Five photos

Lesson 7: Part 1. Midwives
Print one copy (or remove these pages from this book).





The mother's hand is on her stomach.
The midwife is taking the mother's blood pressure.

The mother is groaning.
The midwife is holding the woman's hand.

The midwife is lifting the baby up.
The mother is looking at her baby.

The midwife is passing the baby to its mother.
The mother is smiling.

The mother is holding the baby.
The doctor is touching the mother's shoulder.
The baby is a boy.



The mother is looking at her baby.

The midwife is holding the woman's hand.

The midwife is lifting the baby up.

The mother is smiling.

The mother is holding the baby.

The mother's hand is on her stomach.

The midwife is passing the baby to its mother.

The mother is groaning.

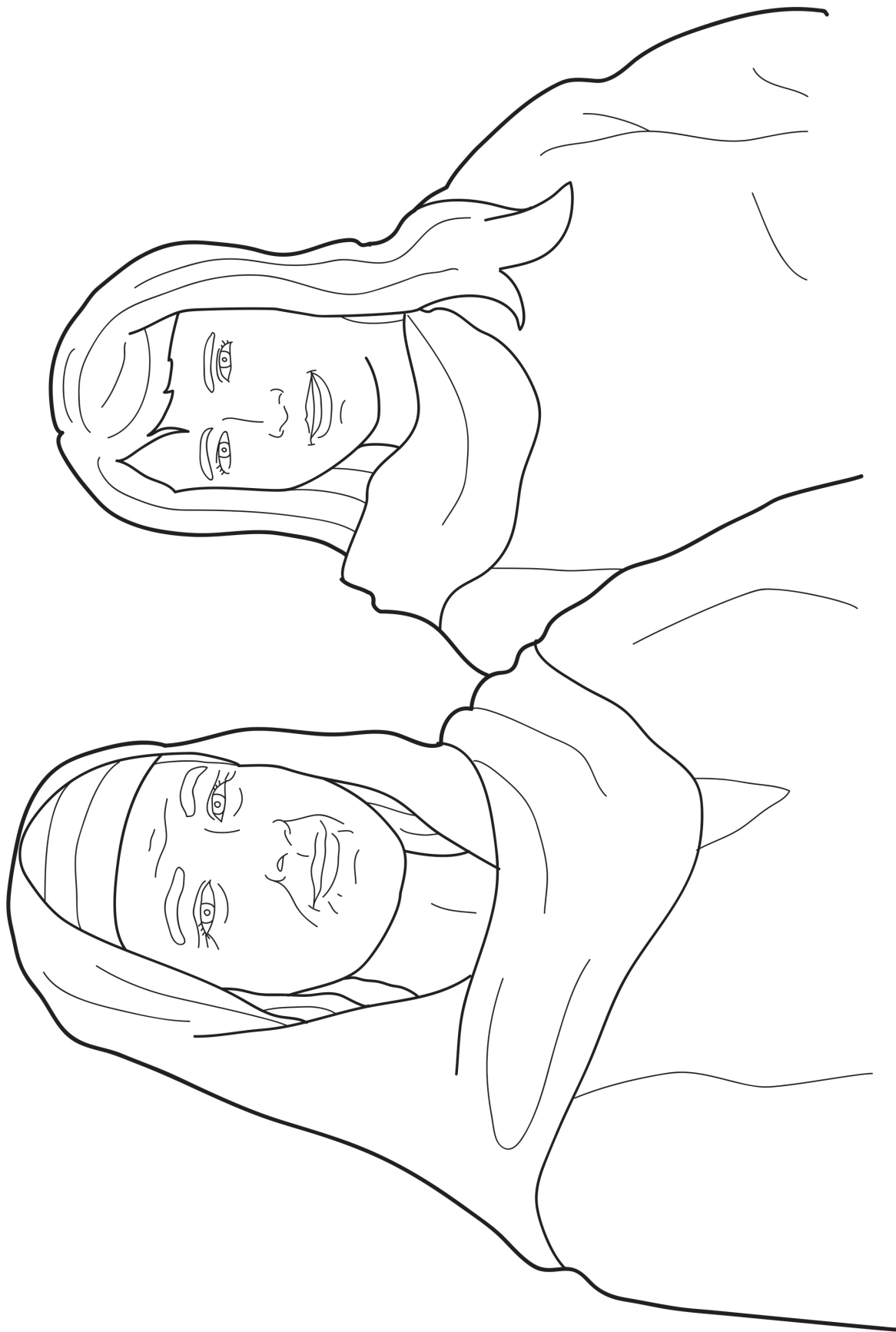
The baby is a boy.

The doctor is touching the mother's shoulder.

The midwife is taking the mother's blood pressure.

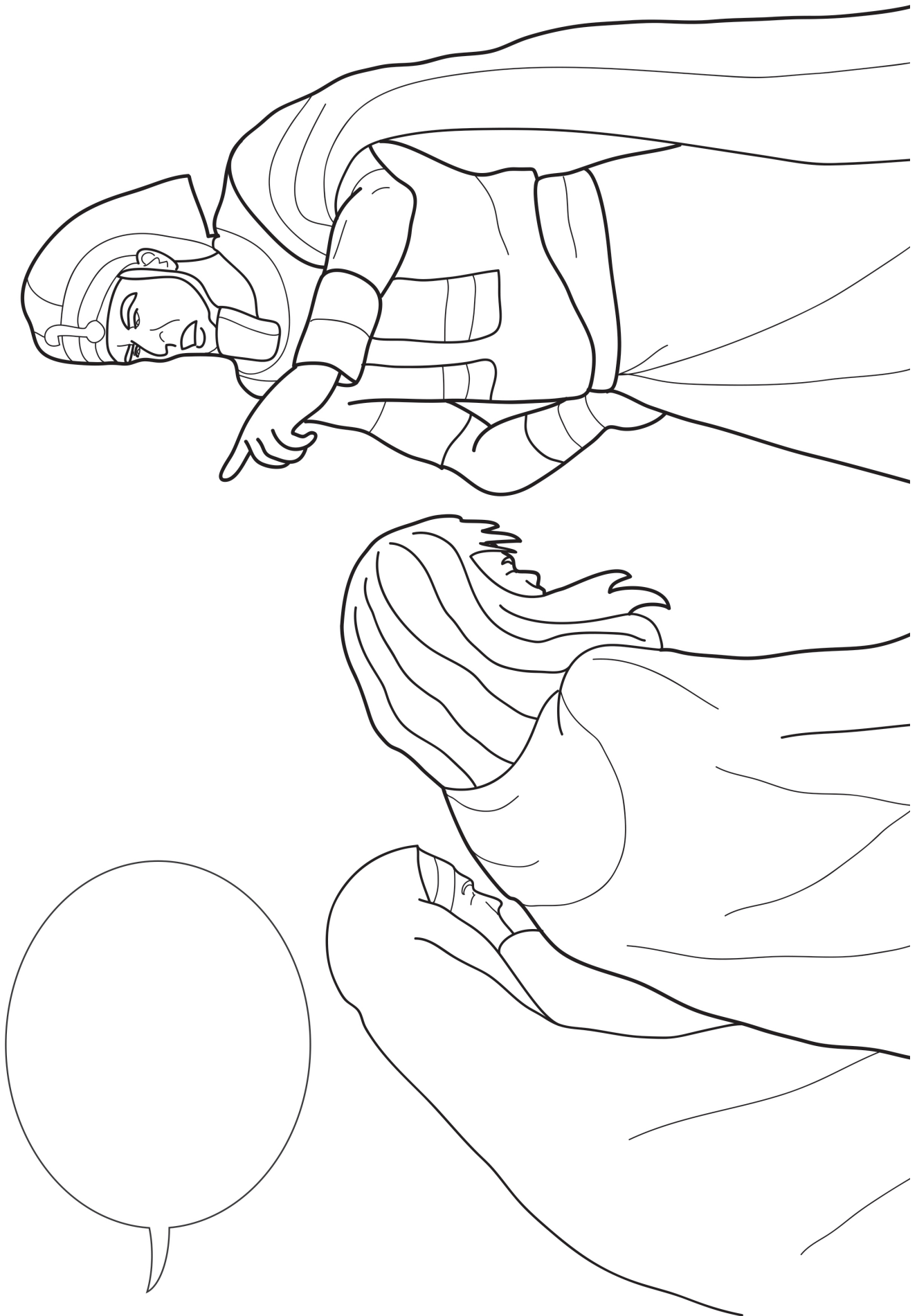
7.3 RESOURCE – Large sketches

Lesson 7: Part 2. Midwives in Egypt obey God –
Genesis 1:15–21
Print one set of A4 sketches to display.



7.3 RESOURCE – Large sketches

Lesson 7: Part 2. Midwives in Egypt obey God –
Genesis 1:15-21
Print one set of A4 sketches to display.



7.3 RESOURCE – Large sketches

Lesson 7: Part 2. Midwives in Egypt obey God –
Genesis 1:15–21
Print one set of A4 sketches to display.



7.3 RESOURCE – Large sketches

Lesson 7: Part 2. Midwives in Egypt obey God –
Genesis 1:15–21
Print one set of A4 sketches to display.



7.3 RESOURCE – Large sketches

Lesson 7: Part 2. Midwives in Egypt obey God –
Genesis 1:15–21
Print one set of A4 sketches to display.



7.3 RESOURCE – Large sketches

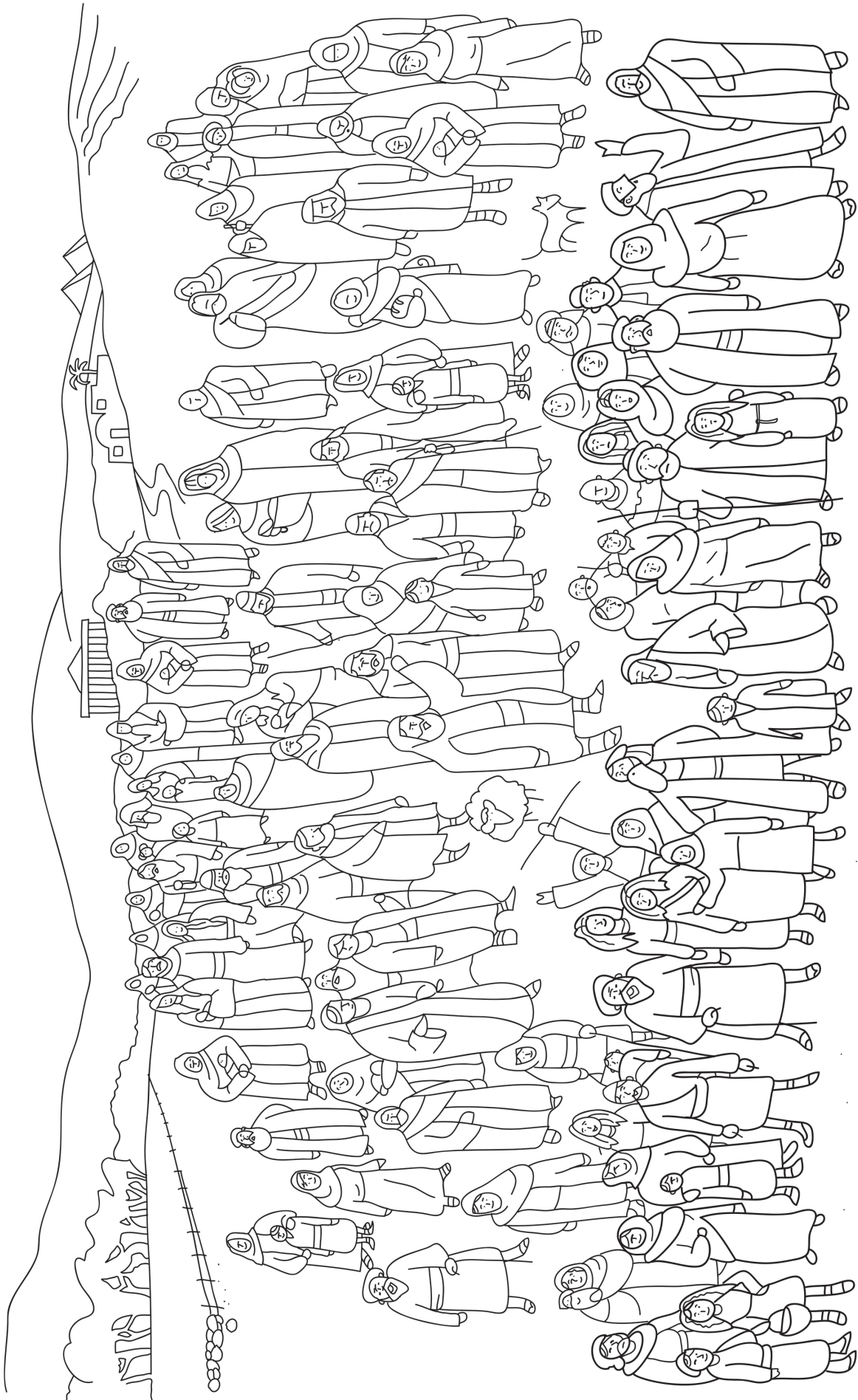
Lesson 7: Part 2. Midwives in Egypt obey God –
Genesis 1:15-21
Print one set of A4 sketches to display.



7.3 RESOURCE – Large sketches

Lesson 7: Part 2. Midwives in Egypt obey God –
Genesis 1:15-21

Print one set of A4 sketches to display.



**There were
two midwives
in Egypt.**

**The king of
Egypt said, 'Kill
the boys. Let
the girls live!'**

**The midwives
respected God
and disobeyed
the king.**

**They let the
boys live.**

**They lied to
the king.**

**God was
kind to the
midwives.**

**Many Israelites
were born.**

7.5 RESOURCE – Small sketches

Print one copy per pair and cut up. ✂

Women Matter to God.HB.7



Women Matter to God.HB.7



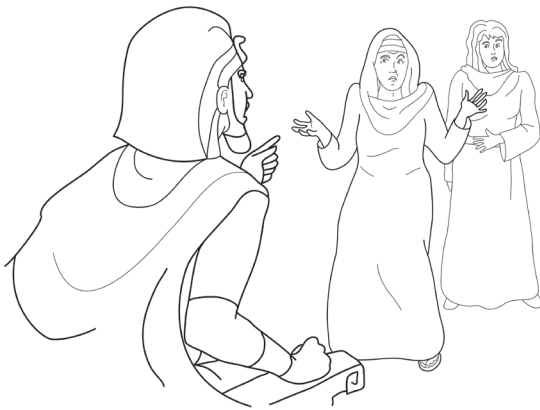
Women Matter to God.HB.7



Women Matter to God.HB.7



Women Matter to God.HB.7



Women Matter to God.HB.7



Women Matter to God.HB.7



7.6 RESOURCE – Small sentence strips

Lesson 7: Part 2. Midwives in Egypt obey God –
Genesis 1:15–21
Print one copy per pair and cut up.



Women Matter
to God.HB.7

There were two midwives in Egypt.

Women Matter
to God.HB.7

The king of Egypt said, 'Kill the boys. Let the girls live.'

Women Matter
to God.HB.7

The midwives respected God and disobeyed the king.

Women Matter
to God.HB.7

They let the boys live.

Women Matter
to God.HB.7

They lied to the king.

Women Matter
to God.HB.7

God was kind to the midwives.

Women Matter
to God.HB.7

Many Israelites were born.

7.7 RESOURCE – Gap-fill worksheet

Lesson 7: Part 2. Midwives in Egypt obey God –
Genesis 1:15–21
Print one copy per student.

Fill in the missing words.

Genesis 1:15–21

1. There were two _____ in Egypt.
2. The king of Egypt said, 'Kill the boys. Let the _____ live.'
3. The midwives _____ God and disobeyed the king.
4. They let the _____ live.
5. They _____ to the king.
6. God was _____ to the midwives.
7. Many Israelites were _____.

Lesson 8

PART 1 (APPROX 1 HOUR):

Hidden things

PART 2 (APPROX 1/2 HOUR):

Exodus 2:1–10

Women care for Moses

Prepare lesson

Part 1. Hidden things

Print resources

- [RESOURCE 8.1 – Hidden object labels](#)
Print one copy and cut up.
- [RESOURCE 8.2.1 – Hidden objects worksheet](#)
Print one copy per student.
- [RESOURCE 8.2.2 – Hidden objects worksheet teacher copy](#)
Print one copy or bookmark this page.
- [RESOURCE 8.3 – Running dictation texts](#)
Print one copy of each selected text per pair.
(**Note:** Choose text sections best suited to your group; you won't necessarily have time for students to dictate them all during one lesson.)

Additional equipment

- Six to eight items from home (if possible, use items that students have been introduced to in the previous seven lessons and/or choose some of items in [RESOURCE 8.1 – Hidden object labels](#): apple, clock, plate, fork, glass, lolly, teacup).
- Basket
- Child's baby doll used in Lesson 7
- Blanket/sheet to cover items
- Coloured markers

Part 2. Women care for Moses

Read scripture

- Exodus 2:1–10 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 or biblegateway.com
- RESOURCE 8.4 – Large sketches**
Print one set of A4 sketches to display.
- RESOURCE 8.5 – Large sentences**
Print one set of A4 sentences to display.
- RESOURCE 8.6 – Small sketches**
Print one copy per pair and cut up.
- RESOURCE 8.7 – Small sentence strips**
Print one copy per pair and cut up.
- RESOURCE 8.8 – Gap-fill worksheet**
Print one copy per student.

Select Variations to activities

(see pages 4–5)

Part 1. Hidden things

Activate knowledge

Hide one of the items brought from home in a basket covered with a blanket/sheet.

Say 'I have something hidden in the basket.'

Invite a volunteer to close their eyes while the remaining students view the item.

Invite the remaining students to describe the hidden item without saying its name (e.g. It has a handle, we use it for drinking, it's hot).

Invite the volunteer who closed their eyes to guess the item.

Reveal the item.

Repeat for the remaining items.

Focus on language

Activity 1: Drawing and guessing

Distribute the words from **RESOURCE 8.1 – Hidden object labels** to seven different volunteers. (If any volunteers are unfamiliar with the word they are given, also give them the matching picture from **RESOURCE 8.1 – Hidden object labels** as a prompt.)

Invite a volunteer to draw an image that represents their word on the board.

Invite the remaining students to guess the name of the image.

Repeat with the remaining six volunteers.

**RESOURCE 8.1 –
Hidden object labels**
Print one copy and cut
up.

RESOURCE 8.2.1
– Hidden objects
worksheet

Print one copy per
student.

RESOURCE 8.2.2
– Hidden objects
worksheet teacher
copy

Print one copy or
bookmark this page.

Activity 2: Hidden objects worksheet

Distribute a copy of **RESOURCE 8.2.1 – Hidden objects worksheet** to each student.

Invite students to work together to complete the worksheet.

Check answers together, referring to **RESOURCE 8.2.2 – Hidden objects worksheet teacher copy**.

Extension: Invite students to work in pairs to create questions and answers about the hidden objects (What is the clock near? The clock is near a frying pan.)

Activity 3: Running dictation

Note to teacher:

Instructions for running dictation

In this activity, one student from each pair is to 'run' and look at a text displayed on the wall, try to remember it, run back, and *quietly* dictate the text to their partner, who then writes it down.

The aim is to get the text written down in the shortest time possible without error. Students may go back and forth between the text and their partner as many times as they need to.

Ensure that there's an open area in which students can freely move back and forth between their partners and the wall where their text is displayed.

Choose the sections of text best suited to the level of your students. Students will all dictate each selected text at the same time, so you will only be displaying sections one at a time, but with multiple copies of the same text well-spaced so that they can be easily accessed.

Additional points

Correct capital letters and punctuation marks must be included for the dictation to be correct.

**RESOURCE 8.3 –
Running dictation texts**

Print one copy of each
selected text per pair.

You may need to remind students periodically that the runner can spell aloud but must not write anything. You may also need to remind them to speak quietly!

When the first pair says they have completed the dictation, check their work for accuracy. It's rare for a pair to complete the dictation activity without error the first time. If you find errors, encourage them to keep going and move to the next pair who says they've finished, until you find a correct 'winner'. Once the winner is found, move to the next section of text and recommence the process.

Display the first section of text (multiple copies of the same section, one per pair) from **RESOURCE 8.3 – Running dictation texts** on the wall at some distance from where students are gathered.

Divide students into pairs.

Nominate a 'runner' and a 'writer' in each pair.

Explain how the activity is to work using the information in the 'Note to teacher' above. (Model the activity with a helper if necessary.)

Invite each pair to call out and notify the teacher when they think they have correctly dictated and written the text.

Invite writers to sit still with pen and paper.

Invite runners to move back and forth between the displayed text and their partners until they have dictated the text. Make sure they understand that they must whisper, not speak loudly or yell.

Repeat for as many sections as you choose.

Part 2 – Women care for Moses Exodus 2:1–10

Read for gist

Hold up a hard copy of the Bible.

Say ‘In the Bible story, a mother hides her baby in a basket.’

Distribute copies of Exodus 2:1–10 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 8.4 – Large sketches](#) in order.

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

Sentences:

1. An Israelite woman had a baby boy.
2. She hid the baby in a basket.
3. The baby’s sister watched from a distance.
4. Pharaoh’s daughter saw the baby.
5. The sister knew someone who could feed him.
6. The baby’s mother fed him.
7. Pharaoh’s daughter adopted the baby.
8. She named him Moses.

Re-read the sentences, placing the correct sentence from [RESOURCE 8.5 – Large sentences](#) near each sketch as you go.

**RESOURCE 8.4 –
Large sketches**
Print one set of A4
sketches to display.

**RESOURCE 8.5 –
Large sentences**
Print one set of A4
sentences to display.

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

Reinforce the language

Divide students into pairs.

Distribute **RESOURCE 8.6 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 8.7 – 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 8.8 – 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.

**RESOURCE 8.6 –
Small sketches**

Print one copy per pair
and cut up.

**RESOURCE 8.7 –
Small sentence strips**

Print one copy per pair
and cut up.

**RESOURCE 8.8 –
Gap-fill worksheet**

Print one copy per
student.



teacup



clock



apple



plate



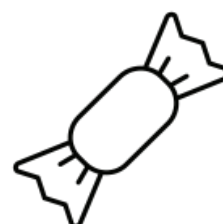
fork



glass



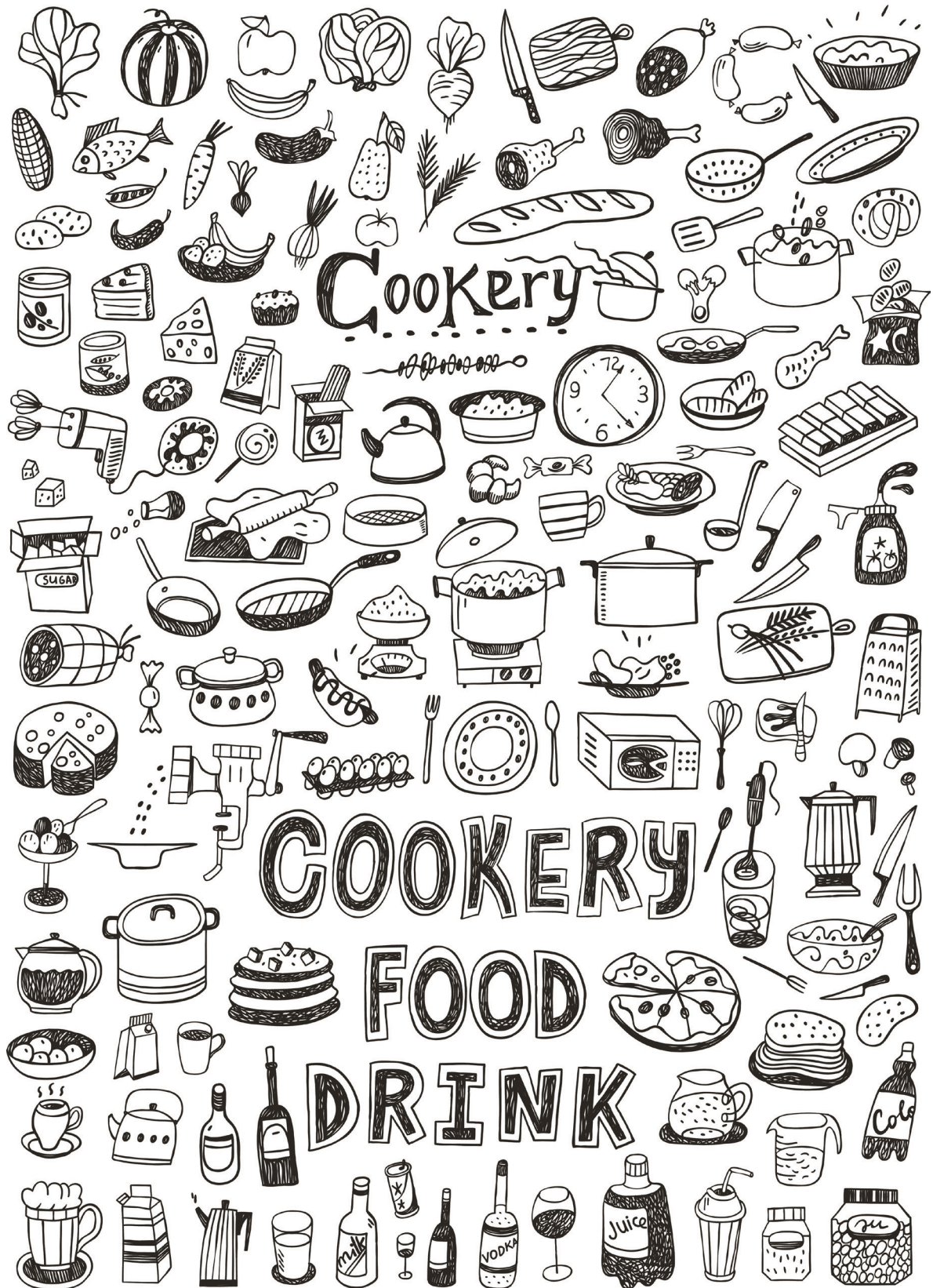
lolly



8.2.1 RESOURCE – Hidden objects worksheet

Find the seven hidden objects in the picture and draw circles around them.

apple	clock	plate	fork	glass	lolly	teacup
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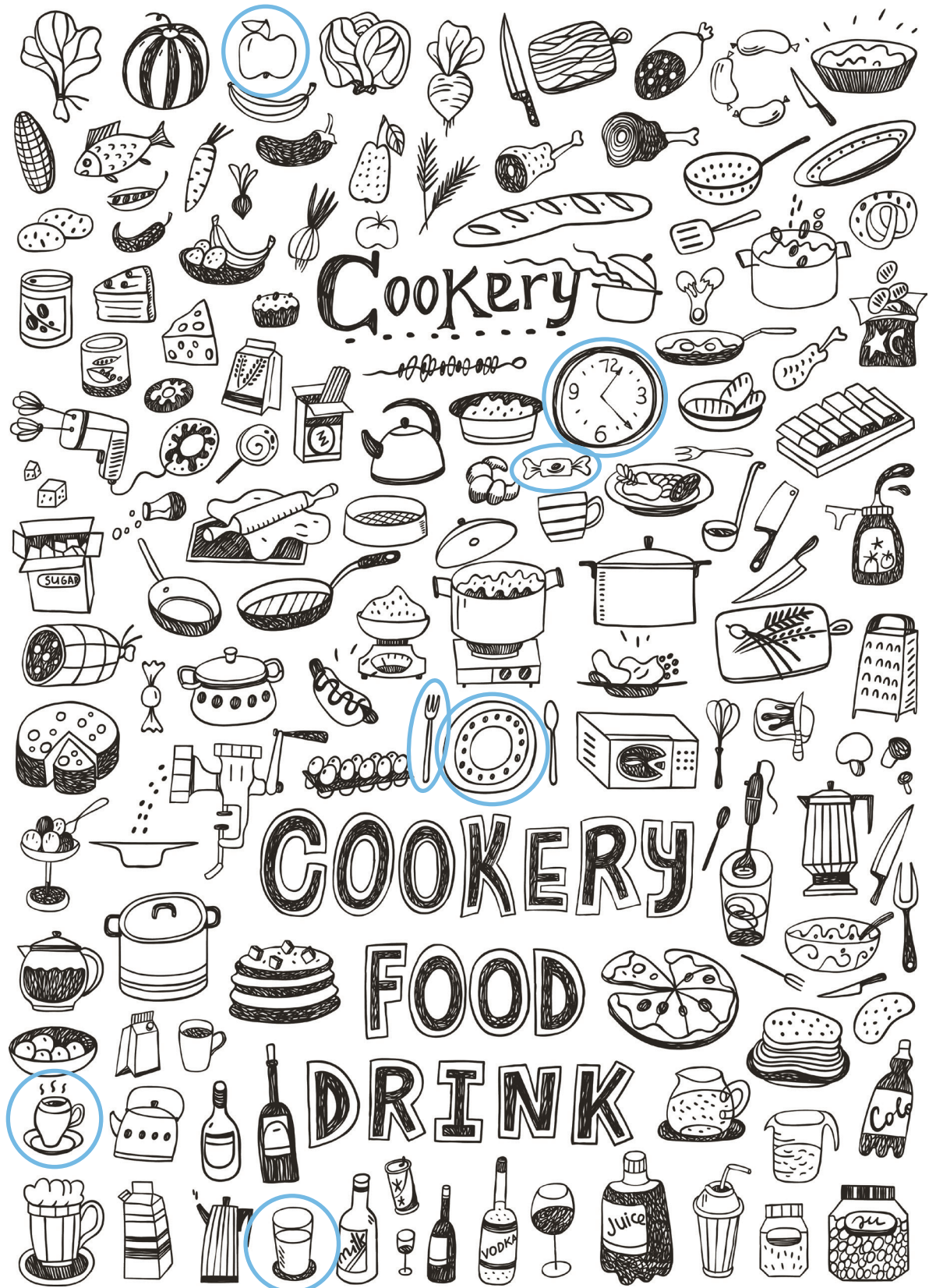


8.2.2 RESOURCE – Hidden objects worksheet teacher copy

Lesson 8: Part 1. Hidden things
Print one copy or bookmark this page.

Find the seven hidden objects in the picture and draw circles around them.

apple clock plate fork glass lolly teacup



8.3 RESOURCE – Running dictation texts

Have you ever wanted to hide your phone number when sending a text message? There are many reasons why you may want to send an anonymous text. Hiding your phone number when sending a text message is a simple process.

Here are the steps when using an iPhone:

1. On the home screen, tap 'Settings'.
 2. Scroll down and tap 'Phone'.
 3. Tap 'Show My Caller ID' and then tap the button to the right to turn it off.
- To ensure it's set to the off position, make sure the button is grey.

If you're using an Android phone, try these steps:

1. Launch the 'Phone' app and navigate to its 'Settings'.
2. Select 'Calls' in the 'Settings' list.
3. Choose 'Additional settings'.
4. Tap 'Caller ID'. You may have to wait before tapping it until it obtains the necessary information. It will show as 'Loading' or something similar.
5. From the 'Caller ID menu', select 'Hide number'.



8.4 RESOURCE – Large sketches

Lesson 8: Part 2. Women care for Moses – Exodus 2:1-10
Print one set of A4 sketches to display.



8.4 RESOURCE – Large sketches

Lesson 8: Part 2. Women care for Moses – Exodus 2:1-10
Print one set of A4 sketches to display.



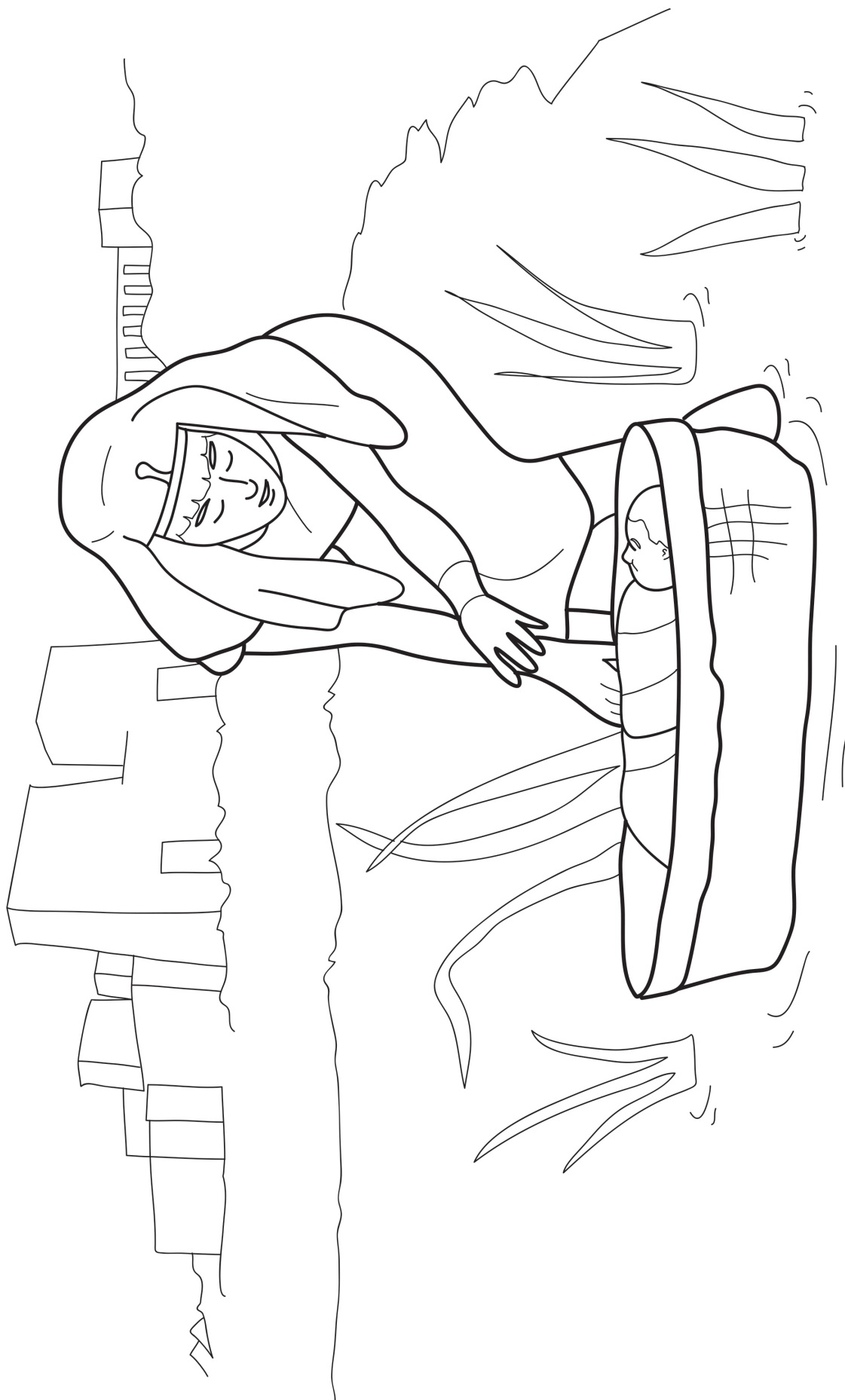
8.4 RESOURCE – Large sketches

Lesson 8: Part 2. Women care for Moses – Exodus 2:1-10
Print one set of A4 sketches to display.



8.4 RESOURCE – Large sketches

Lesson 8: Part 2. Women care for Moses – Exodus 2:1-10
Print one set of A4 sketches to display.



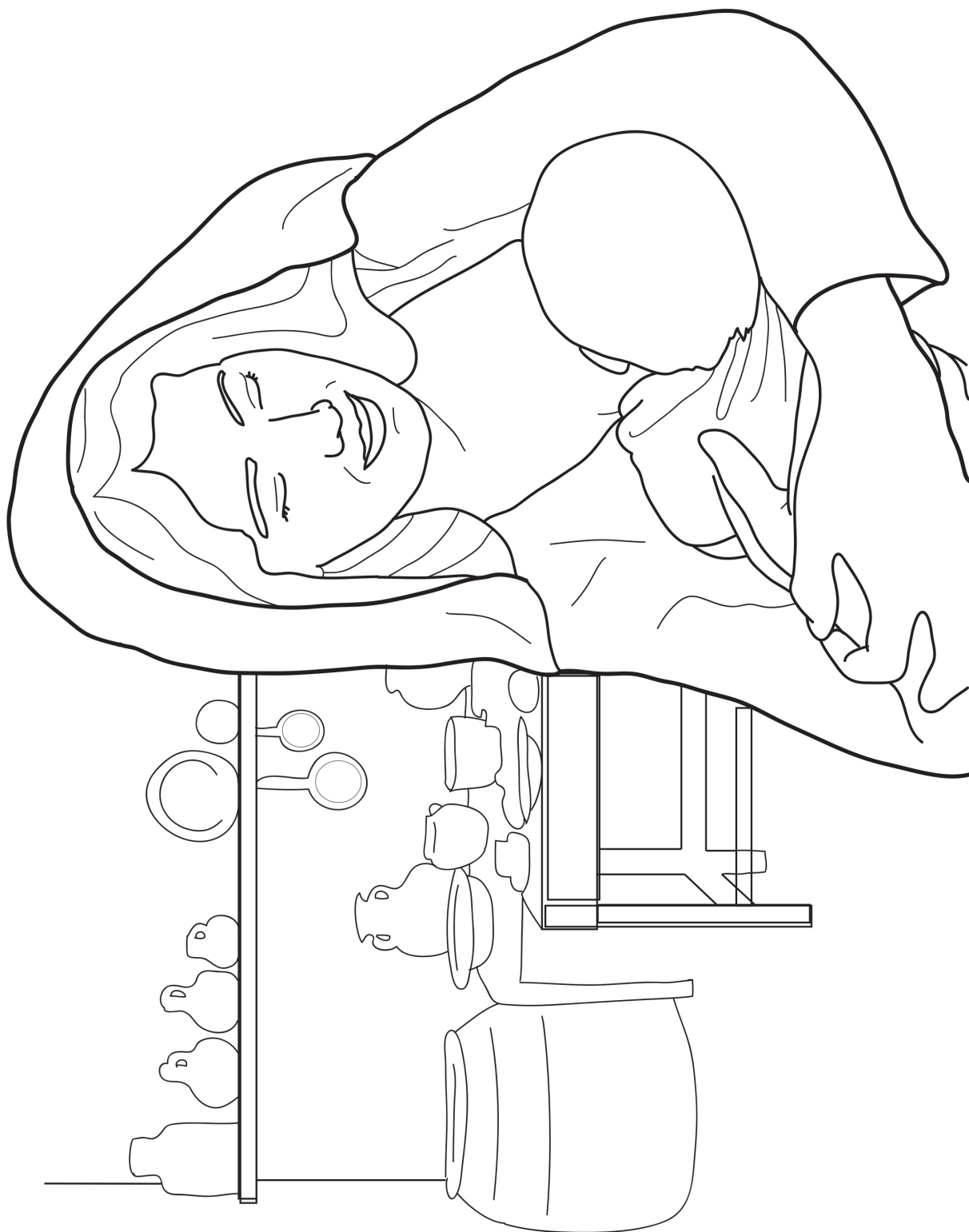
8.4 RESOURCE – Large sketches

Lesson 8: Part 2. Women care for Moses – Exodus 2:1-10
Print one set of A4 sketches to display.



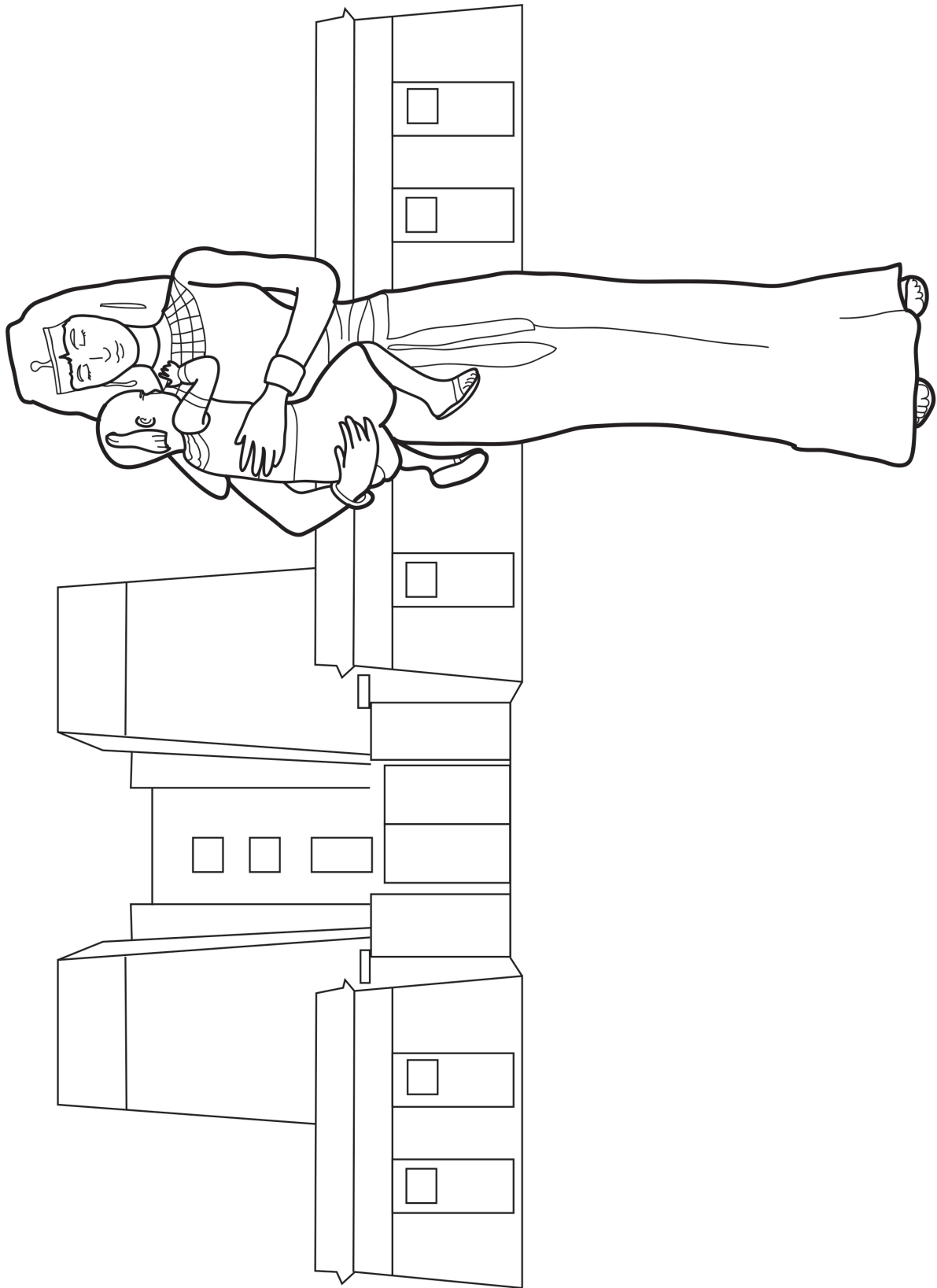
8.4 RESOURCE – Large sketches

Lesson 8: Part 2. Women care for Moses – Exodus 2:1-10
Print one set of A4 sketches to display.



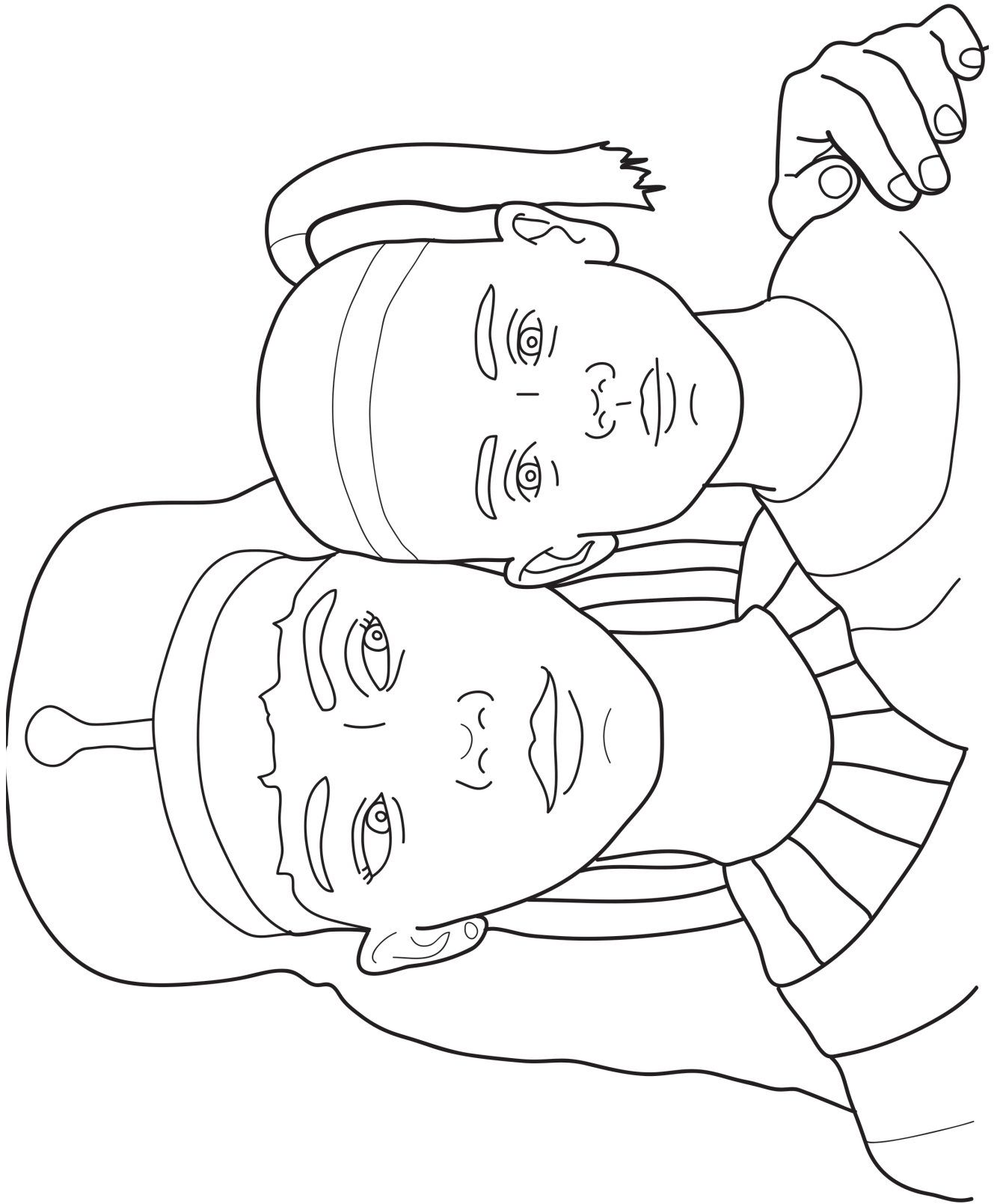
8.4 RESOURCE – Large sketches

Lesson 8: Part 2. Women care for Moses – Exodus 2:1-10
Print one set of A4 sketches to display.



8.4 RESOURCE – Large sketches

Lesson 8: Part 2. Women care for Moses – Exodus 2:1-10
Print one set of A4 sketches to display.



**An Israelite
woman had a
baby boy.**

**She hid the
baby in a
basket.**

**The baby's
sister watched
from a
distance.**

**Pharaoh's
daughter saw
the baby.**

**The sister
knew someone
who could feed
him.**

**The baby's
mother fed
him.**

**Pharaoh's
daughter
adopted the
baby.**

**She named
him Moses.**

8.6 RESOURCE – Small sketches

Lesson 8: Part 2. Women care for Moses – Exodus 2:1-10
Print one copy per pair and cut up.



Women Matter to God.HB.8



Women Matter to God.HB.8



Women Matter to God.HB.8



Women Matter to God.HB.8



Women Matter to God.HB.8



Women Matter to God.HB.8



Women Matter to God.HB.8



Women Matter to God.HB.8



8.7 RESOURCE – Small sentence strips

Lesson 8: Part 2. Women care for Moses – Exodus 2:1-10
Print one copy per pair and cut up.



Women Matter
to God.HB.8

An Israelite woman had a baby boy.

Women Matter
to God.HB.8

She hid the baby in a basket.

Women Matter
to God.HB.8

The baby's sister watched from a distance.

Women Matter
to God.HB.8

Pharaoh's daughter saw the baby.

Women Matter
to God.HB.8

The sister knew someone who could feed him.

Women Matter
to God.HB.8

The baby's mother fed him.

Women Matter
to God.HB.8

Pharaoh's daughter adopted the baby.

Women Matter
to God.HB.8

She named him Moses.

Fill in the missing words.

Exodus 2:1-10

1. An _____ woman had a baby boy.
2. She _____ the baby in a basket.
3. The baby's _____ watched from a distance.
4. Pharaoh's daughter saw the _____.
5. The sister knew someone who could _____ him.
6. The baby's _____ fed him.
7. Pharaoh's daughter _____ the baby.
8. She named him _____.

