













Leader's manual

SP7

Promises to Abraham's family

From Genesis

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How it works

How the sessions are structured

Bible passage: All sessions are Bible-focused

Aim

This is the 'big idea' to be taught during this session. It is child-oriented.

Outcomes

These statements break down the aim into 'do-able' chunks. There are generally only three, so that the leader can keep them in mind and check up later whether or not they were achieved. They are broken up into:

- knowledge – information, concepts, beliefs
- understanding – more personal ways of grasping the concepts in the session
- life application – ways of making links between knowledge and children's lives, and reflecting on what kind of change might happen in response to God's word.

Memory verse

This verse will generally be based on the CEV Bible and will be taught during the session.

Notes

These notes for the leader give Bible context and background. There are hints regarding the theology of the passage, where it fits in salvation history and how it may properly be applied to both leader and child. There might also be comments about the management of the session content and special comments when needed about visual aids and activities.

Leader's prayer

This section links to the aim and outcomes, mentioning the way this session will actually call for a response from the child and make a difference in their lives.

Gear

A summary is given at the beginning of the session of all the equipment needed by the leader and when it will be used. Some items will be given as optional. The gear needed for the **Start up** and concluding **Activities** is given with the particular activity. Leaders should choose these in advance to ensure that they have all that is needed. It is advisable to try out any unfamiliar activity before the session to make sure it works.

Get ready

This section gives hints about important preparation to be done before the session starts.

Start up

During this time activities occur that introduce the theme, aim and ideas of the session. There may be a few activities to choose from. Each activity has a specified purpose.

Your choice of activities will often depend on the children in your group and the space available.

NOTE: Sometimes during **Bible focus** time there will be a special comment to the leader about an issue that may come up during the session.

Bible focus

Links



Links are made with the previous sessions.



Connections with life are raised and the children are encouraged to discuss 'real life' situations they face. We will raise the issue here and it will be drawn to a conclusion during **Bringing it together**.

Teaching time

This is the body of the session. It involves teaching and learning activities. For this youngest group the story time is usually presented first and activities done after to reinforce the main ideas raised by the story. The story time has as its central focus the explanation of the Bible text in an age-appropriate way so that the aim of the session is reached. The activities ensure that all the session outcomes are achieved.

What the leader actually says to the children is presented in bold text. Directions to the leader are in normal type.

In this part of the session the children are helped to understand the Bible. Concepts and activities are age-appropriate. The activities are designed to reinforce the Bible teaching by revising the main concepts and testing the children's recall.

Application is an important part of this section and it is done carefully, while being true to the passage and to the developmental needs of the children. At this youngest age group we are laying the foundations for further knowledge and understanding.

Regardless of the stage of their faith, they can be called on to respond and encouraged to know how God's word challenges them to love and trust Jesus as their Saviour and Lord.



This icon shows where in the session the Bible will be read to the children so they can listen to and interact with the word of God.



Music spot

Various songs, on readily available CDs, are suggested to link into the session and to provide a high-interest flow to the activities.

Think about it

Here the leader is encouraged to think through issues that occurred in the session and reflect on possible strategies for the future.

Bringing it together

This section is really important. The leader is encouraged to allow enough time for this as connections are discussed that impact the children's lives.

There may be open-ended questions that encourage children to respond in their own terms. We are aiming for honest responses from the children.

The Memory verse is often taught during this part of the session.

Prayer

This will normally follow **Bringing it together** and allows for the issues highlighted by the children to be prayed about. Leaders will model prayer and also teach children how to pray – both for themselves and for others, and for issues in the wider world.

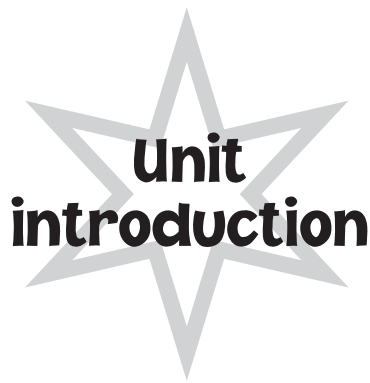
Activities

After the more formal learning time the leader is encouraged to choose one or more of the activities included in each session as a way of reinforcing the main learning ideas and also allowing the children to interact with the adult leaders and also their fellow group members.

Munchies

Many of the sessions contain ideas for **Munchies** – food and drink that relate to the session for the children to enjoy. It is a good idea to check with parents for any allergies that their children might have before serving food and drink.

NOTE: The **Links** in each session help children to recall what they have already learned. Leaders may wish to include a reflective session also.



Promises to Abraham's family

From Genesis

Unit aim

The children will learn that God keeps every promise he makes.

Unit outcomes

By the end of this unit the children will:

- know that God is a promise maker and keeper
- begin to understand how God was faithful to his promises, despite his people
- understand that God is always with his people
- begin to appreciate that they are God's children and God is their Father.

Memory verses

Sessions 1–4

(God said) I will watch over you. **Genesis 28:15a (CEV)**

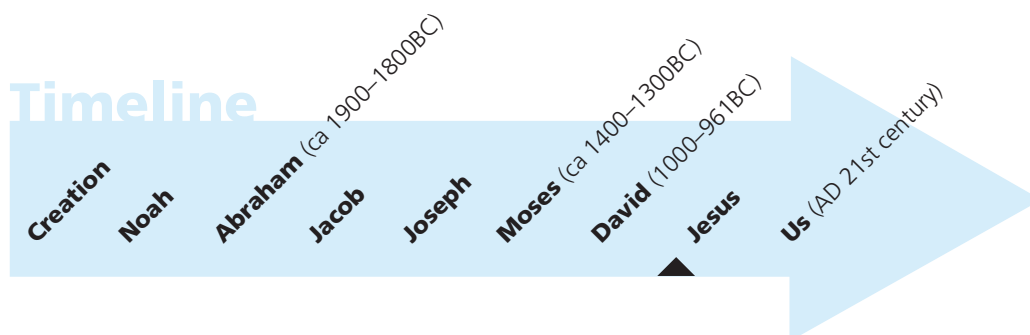
Sessions 5–7

Lord, you are kind and good. **Psalms 69:16 (CEV)**

Sessions 8–10

God will take care of you. **Genesis 50:24b (CEV)**

Where this fits in God's plan of salvation



We encourage the children to understand that the promises God made long ago to Abraham's family came true and are still important to us today.

Notes

Bible background

These ten sessions have a strong focus on the promises made to Abraham's family, through whom all nations will be blessed. The children will learn of the promises God made to his people during this time – promises of land and descendants, and great blessing. They will also see that God was faithful to these promises, despite the choices his people made at times. It was not always clear to God's people why certain things happened as they did and they often tried to take things into their own hands, using lies and deceit. Yet, as Genesis reveals, God's promises were to be fulfilled, in God's time, and in God's way.

Session 1 introduces the promise made to Abraham of a family that would become a great nation, with more descendants than stars in the sky. The promise is explored through the story of Isaac and Rebekah, and their desire to have a child (**Genesis 25:19–28**). The children will hear that after Isaac prayed to God for a child, Rebekah became pregnant with twins. They will be encouraged to trust that God keeps his promises and listens to prayer. **Session 2** continues the story of Isaac's sons, Jacob and Esau, and highlights the hostile relationship between the two brothers (**Genesis 27:1–28:5**). The children are reminded that God is faithful to his promises, despite his people.

In **Sessions 3 and 4** the children hear how God promised that he will never leave his people – he is always with them wherever they go and whatever they do (**Genesis 28:15**). They will learn a short verse to help them remember this comforting promise. The children will also hear how God blessed Jacob with children, wealth and land.

Session 5 encourages the children to praise God for his goodness and kindness to his people. The children will learn how Jacob and Esau were reunited after many years (**Genesis 32–33**). The concept of God as a rescuer is also introduced.

Sessions 6 to 9 focus on Joseph, Jacob's favourite son, and how God used him to rescue his people. In **Session 6** the children will hear how Joseph, hated by his brothers, was sold to slave traders and sent to Egypt – all part of God's rescue plan. The children will be encouraged to think about times when they can trust God. **Sessions 7 and 8** continue the story of Joseph, from his false imprisonment, to his position as governor over all of Egypt. The children will have the opportunity to re-enact parts of the story. **Session 8** also covers the reunion of Joseph with his brothers. In **Session 9**, the story of Joseph is brought to a conclusion. The children will explore how God

rescued his people from famine through Joseph. They will be reminded that God keeps his promises.

The final session is a reflective session. The children will hear that they are children of God, that he is their Father, and that they belong to God, just as Jacob's family and descendants did. The concepts in **Romans 8:15–17** are abstract so the teaching is kept simple: through a variety of activities, the children will be reminded that they are children of God.

Faith development

Children grow and develop physically, emotionally, cognitively and spiritually at different rates and in different ways. The unit aims to encourage growth in trust of our loving and caring Creator God, for each child at his or her own pace. No matter what stage of their faith development, they can be challenged to respond to God with trust in his faithfulness.

Faith has been described as having four aspects: believing, imagining, trusting and doing. (See *Children Finding Faith* by Francis Bridger, SU, England, 2000, available from CEP.) Believing involves having faith in the truth of the gospel and a reliance on the promises of God in Christ. Imagining involves creatively exploring our beliefs. Trusting involves the relational side of faith. Doing is the way we act as an outworking of our faith. Children, like adults, benefit from learning approaches that involve exploring faith from each of these four aspects. These sessions have been written with this in mind.

Special features

The leader's pack includes:

- the **Leader's manual** of ten sessions
- a set of 10 full-colour A3 **Leader's posters**
- a sample of the children's **Promise box** and **Promise mini-posters**. Extras may be purchased from CEP so that every child has their own copy to work with in each session.
- a set of photocopiable masters
- a variety of Visual aids and activities for each session.

Leader's posters

There is a **Leader's poster** to be displayed in each session, summarising the theme of the Bible teaching. These are useful for reinforcing teaching, summarising and recalling past sessions, and creating a colourful timeline of learning.

Children's component

The children will receive a **Promise box**. During each session they will be given a **Promise mini-poster** which highlights a promise made by God to Abraham's family. The **Promise boxes** will be used in a variety of ways during the unit: objects may be put inside them; they may be hidden; or they may be used in a game. During sessions the **Promise mini-posters** can also be used as aids for revision. At the end of each session the boxes will be collected, but the children will be able to take home their boxes in the final session as a reminder of what they have learned.

You will need to assemble the **Promise boxes** for the children before Session 1. Press out the box shape, fold along the dotted lines and secure along the edge and bottom with adhesive tape. There is a slot in the front of the box for the tap on the curved lid to slide into to close the box.

Activities

Children all learn in a variety of ways. *Serious play* is for three to five year-olds who enjoy and learn through play, are either non-readers or beginning readers, and are active in the years before formal schooling. Because of this, the story-time component of **Bible focus** is kept short and to the point, and the main concepts of the Bible passages are then reinforced in the activities.

At this stage the children are beginning to learn how to relate to God through his word, the Bible, and also through prayer. It is important that the leaders model this behaviour and encourage the children to follow their example.

A Memory verse activity is included in each session and is presented in an interactive way so that the children will begin to build their own personal store of Bible verses.

When choosing the activities you will include in each session, the number of children in your group, their individual skills and the space you have available will be important considerations. Try to encourage a wide range of activities so that the different learning skills of the children will be catered for.

Photocopiable masters

Photocopiable masters have also been included with most sessions to provide extra craft activities to reinforce key learning concepts or the Memory verse. The opportunity should be taken when helping the children with these activities to talk to them and learn more about each individual.

Purchase of the **Leader's pack** entitles you to make one copy for each member of your group.



Music spot

The *Earth movers* CD has been especially developed by CEP for use with the 3–5 year old age group. On the CD are songs about God and his promises, movement music for dance, music to cue the children to come back to the leader and get ready to listen, music to 'get up and boogie' to, and music for popular games such as pass the parcel and musical chairs.

Often the music helps the children to remember the significant learning that has taken place in the session. You may make one copy only of the CD onto audio cassette for use in the context of your church. This CD is available separately from your kids@church supplier.

Each session recommends the song or songs from the *Earth movers* CD that are most appropriate for reinforcing the key concepts of the session or the unit as a whole.

Other children's CDs you may find useful are:

- *Promises, promises*, CEP
- *How cool is that*, Johnny Burns
- *Praise crazy*, Johnny Burns
- *LIVE in the big tent*, Colin Buchanan
- *Jesus rocks the world*, Colin Buchanan
- *10,9,8 ... God is great*, Colin Buchanan
- *Practise being godly*, Colin Buchanan
- *Remember the Lord*, Colin Buchanan
- *Follow the Saviour*, Colin Buchanan
- *The King, the snake and the promise*, Emu Music
- *Lovely jubbly*, Doug Horley
- *Whoopah wahey*, Doug Horley

These CDs are available from CEP.





Promises and prayers

Genesis 25:19–28

Aim

To know that God keeps his promises and answers prayer.

Outcomes

By the end of this session the children will:

- know that Isaac prayed for a child, and God answered his prayer
- understand that God kept his promise to make Abraham's family bigger
- appreciate that they can trust God to listen to their prayers.

Memory verse

(God said) I will watch over you. **Genesis 28:15a (CEV)**

Notes

Read **Genesis 25:19–28**.

This series explores how God blessed all nations through one family. The children will see how God fulfilled his plans for his people, through his people, and despite his people. They will also consider what each of the Bible passages teaches us about God.

Before Rebekah married Isaac, her family prayed that she would be blessed with many children (**Genesis 24:60**). But Rebekah, like Isaac's mother, Sarah, was barren. Isaac asked God to let Rebekah have a child, just as his father, Abraham, had done so many years before. Isaac had faith that God would keep the promise made to Abraham of many descendants (**Genesis 13:16; 15:5; 17:6; 22:17**).

The discomfort during Rebekah's pregnancy was a sign, not only of the eventual conflict between the brothers, but also of the way that God would fulfil his promises to Abraham through the younger son, Jacob. God gave Rebekah a prophecy that Esau would serve his younger brother, which was not according to the custom of the time.

In this story God is revealed as a promise maker and keeper, and as one who listens to the prayers of his people. However, as the story shows, God's promises

are fulfilled in his time, and according to his ways. With the growth of Abraham's family, a great plan of rescue was slowly unfolding; Abraham, Isaac and Jacob had no way of knowing the exact part their family would play in this divine plan.

The Memory verse for the first few sessions is taken from God's promises to Jacob, when he was an adult, as he dreamed at Bethel. Although the words of this promise were specifically to Jacob, this promise is echoed to God's people through the Bible. **Psalms 121** restates this promise in a more general sense. When you discuss this verse with the children be sensitive to the possibility that the idea of God seeing them and watching them all the time may make some children feel uneasy. Help them see that God watches over us to look after us.

The promise highlighted for this session is: God always listens to my prayers. See **1 Peter 3:12**.

Leader's prayer

Give thanks for the opportunity to help the children discover more about what God is like. Pray also that you and the children will be faithful in prayer as an expression of your faith in God.

Gear

- ☐ A copy of the mobile phone template (page 15) for each child
- ☐ A 250 ml cardboard juice carton for each child, preferably empty
- ☐ Adhesive tape and scissors
- ☐ A **Promise box** for each child
- ☐ A bag of jelly babies
- ☐ **Leader's poster 1** (Isaac and Rebekah)
- ☐ A copy of **Promise 1 mini-poster** for each child
- ☐ Blu-Tack
- ☐ A copy of the Isaac and Rebekah photocopiable (page 16) for each child (see **Get ready**)
- ☐ Pieces of fabric resembling tent material and glue sticks for Take home
- ☐ CD and CD player
- ☐ Gear for chosen activities in **Start up** and **Activities** sections
- ☐ Food for **Munchies**

Get ready

Cut out the Jacob and Esau figures from **Leader's poster 1** ready for **Bible focus**.

Display **Leader's Poster 1**.

Prepare the children's **Promise boxes** as described on page 8. Cut out each child's copy of **Promise 1 mini-poster** and put aside for **Bringing it together**.

Hide the **Promise boxes** as described in **Find a box** opposite.

Copy and cut out a mobile phone template (page 15), for each child ready for **Mobile phone**.

Make a copy of the Isaac and Rebekah photocopiable (page 16) for each child. Cut out the Jacob and Esau figures from the side and cut up pieces of fabric for the tents. Place them aside for the **Take home** activity (page 13).

Set up a tent. This could be a two or three person tent, a beach gazebo, or a sheet over some tables and chairs. Put some cushions in the tent. If possible, place some wooden bowls, baskets, and pottery items next to the tent. Lay some sheepskins, blankets, or towels on the floor. Have two baby dolls ready to use in **Bible focus**.

For extra impact

Display some travel posters or brochures that show hot, desert areas.

Start up

Do **Mobile phones** and **Find a box**. Choose from the other activities in preparation for **Bible focus**. Tick each activity you do, for future reference.

Mobile phones

Purpose: To make a prop to use in the session.

Gear

- ☐ A pre-cut copy of the mobile phone template for each child (page 15)
- ☐ A 250 ml cardboard juice carton for each child
- ☐ Coloured pens and pencils
- ☐ Adhesive tape
- ☐ Scissors

Hand one pre-cut template to each child. Invite the children to decorate the template. Help the children to write their name and use adhesive tape to stick the 'mobile phone' cover around the juice carton. As they work, ask the children what mobile phones are for. Allow the children to call each other on their mobile phones and then put them away for later in the session. Why not encourage the children to tell their 'news' using their mobile phones?

Find a box

Purpose: To introduce the child's component for this unit.

Gear

- ☐ A prepared **Promise box** for each child (see **Get ready**)
- ☐ Jelly babies
- ☐ CD and CD player

Before the session, place a jelly baby in each of the children's **Promises Boxes** and hide them around the room (or outdoors if the weather is good).

Play some music and invite the children to look for the boxes. When the children find a box, label it with the child's name, and explain that it is a **Promise box** that will be filled with God's promises. Invite the children to open their box and reveal the jelly baby. Tell the children that God promised someone a big, big family. Eat the jelly babies and put the boxes aside for **Bringing it together**.

Baby bag bop

Gear

- ☐ A baby blanket or mat
- ☐ A variety of baby items
- ☐ Jelly babies
- ☐ CD and CD player

On a mat, place a variety of baby items, such as a rattle, baby powder, a nappy, a bottle, and so on. You will need at least one baby item per child in the group. Place a baby bag a few metres away from the mat.

Play music and encourage the children to dance. When the music stops they should take one baby item from the mat and bring it to the baby bag as quickly as possible. When the music starts, return the items to the mat, and start again. Encourage the children to pack the bag as fast as possible. You can also play this as an elimination game by taking away one baby item during each round. Whoever does not get a baby item is out.

At the end of the game reward each child with a jelly baby and tell the children that in today's story someone wanted to have a baby.

Five minute tourists

Purpose: *To set the scene for Bible focus.*

Gear

- ☐ The tent, posters, and other items set up in **Get ready**
- ☐ *Earth movers* CD and CD player

Play 'Skip or Gallop', track 17 of CEP's *Earth movers* CD, or another piece of movement music. Ask the children to join you as you explore the tent and travel posters. Tell the children that the people in today's story lived in tents made of goatskins and travelled around a lot, but did not have cars. Instead they used camels, donkeys, and horses. Encourage the children to share their own experiences of staying in tents. Have any of the children been to a desert area?

Bible focus

Links



Put your hand up if you know someone who always listens to you.

Who always listens to you? (Accept responses.)

How does it feel when someone listens to you? (Accept responses.)

Sometimes people don't listen. There might be a good reason for this, or there might not be.

What's a promise? (A promise is when you say you will do something – and you do it no matter what. For example, I promise I will smile today.)

Put your hand up if you know someone who always keeps their promises.

Who always keeps their promises to you? (Accept responses.)

How does it feel when someone keeps their promises to you? (Accept responses.)

Sometimes people don't keep their promises. There might be a good reason for this, or there might not be.

Today we'll hear about someone who always keeps promises, no matter what, and who always listens to us.

Teaching time

You will need **Leader's poster 1**, the baby Jacob and Esau figures (see **Get ready**), Blu-tack, the two baby dolls, the children's **Promise boxes** and a **Promise 1 mini-poster** for each child.

The children will need the phones they made in **Mobile phones**.

Sit near the tent set up in **Get ready**.

The Bible says that Isaac was the son of a man named Abraham. Point to Isaac on **Leader's poster 1**.

Isaac lived a long, long time ago, before your parents were born, before your grandparents were born ... before Jesus was born. One day Isaac married a woman called Rebekah. Point to Rebekah on **Leader's poster 1**.

Isaac and Rebekah lived in a big tent (point to your tent). **The tent was made of goatskins all sewn together. They didn't have houses like we do.**

After Isaac and Rebekah were married, Isaac remembered a special promise that God had made to his father, Abraham, many years before. God promised Abraham that his family would be very, very big, with lots of children. Isaac and Rebekah didn't have any children yet. Isaac hoped that Rebekah would have a baby soon.

'God keeps every promise he makes,' he thought. 'I'm sure he'll give us a baby soon.'

Teach the children the following poem and actions, or ask them to press the corresponding numbers on their 'mobile phone' as they repeat the poem after you.



One baby (hold up one finger),
Two babies (hold up two fingers),
Three babies (hold up three fingers),
Or four (hold up four fingers),
Five babies (hold up five fingers),
Six babies (hold up six fingers),
Maybe more! (Hold out both arms).

Can you see any babies on this poster? Point to Leader's poster 1.

As the years went by, Rebekah did not have any babies. Isaac was very, very sad but he kept on trusting God.

'God keeps every promise he makes,' he thought. 'I'm sure he'll give us a baby soon.'

After 20 years, Isaac and Rebekah still didn't have any babies. That's a long time to wait, isn't it?

How do you think Isaac felt? (Accept responses. Sad.)

Isaac decided to pray to God. He knew that God would hear his prayer.

'God keeps every promise he makes,' he thought as he prayed. 'I'm sure he'll give us a baby soon.'

Soon Rebekah had some wonderful news. She was going to have a baby. Isaac was so happy. God had listened to his prayer.

'I knew God would keep his promise,' he told Rebekah. 'God keeps every promise he makes.'

Then Rebekah gave Isaac some more news. She was going to have two babies. She could feel them kicking in her tummy, as if they were playing soccer!

What are babies called when two of them are born at the same time? (Twins.)

Isaac was surprised. Two babies! This was even better news!

Soon the two babies were born. Even though they were twins, they didn't look the same.

Hold up the Esau figure.

The first baby was called Esau. When he was born he was covered with red hair. Ask a child to Blu-Tack Esau onto Isaac's arms.

The second baby was called Jacob. When he was born he was holding onto Esau's heel (point to your heel) **and didn't want to let go!** Ask a child to Blu-Tack Jacob onto Rebekah's arms.

See how happy Isaac and Rebekah look? Point to Isaac and Rebekah on **Leader's poster 1**.

Just as God had promised Isaac's father, Abraham, his family was getting bigger and bigger.

Place the two baby dolls in the tent.

Bringing it together

What did Isaac do when he was waiting for God to give him and Rebekah a baby? (Accept responses. He prayed.)

Did God listen to Isaac's prayer? (Yes.)

God always listens to the prayers of his people. Not just on Sundays or at breakfast – always! He is never too busy to hear our prayers.

What did God promise Abraham? (That his family would be very, very big.)

Did God keep his promise? (Yes.)

The family was starting to grow and now Isaac had two boys – Jacob and Esau. The promise was starting to come true.

God always keeps his promises. Not just when he feels like it – always! He never forgets a promise he makes.

Hand out the children's **Promise boxes**.

This box can remind us that God keeps every promise he makes. Each week we will put a new promise in the box.

Hand each child a **Promise 1 mini-poster**. Read the words of Promise 1 and invite the children to repeat the words after you. Ask the children to place their **Promise 1 mini-poster** inside their **Promise box**.

God always listens to my prayers.

Collect the **Promise boxes** ready for the next session.

Prayer

Ask the children to hold the mobile phones made earlier.

What is it called when we talk to God? (Praying.)

Remind the children that they can talk to God about anything. The 'mobile phone' can remind them to talk to God, but they don't have to use the phone to talk to God. They can talk to him any time, anywhere, just as they are. Invite the children to take turns talking to God using their mobile phones. End with the following prayer:

Dear Father God, thank you for always keeping your promises. Thank you for always listening to us when we pray. Help us to talk to you, because we know that you listen. Amen.

Take home

Gear

- ☐ A copy of the Isaac and Rebekah photocopiable and pre-cut Jacob and Esau figures (page 16) for each child (see **Get ready**)
- ☐ Pieces of fabric for tents
- ☐ Coloured pens and pencils
- ☐ Glue sticks

Invite the children to glue the Jacob and Esau babies onto the baskets in front of Rebekah and Isaac. Help the children glue pieces of fabric onto the tents. Invite the children to retell the story. If you have time, invite the children to colour the picture. What do the children think Isaac and Rebekah might have said to God when he gave them two babies?

Invite the children to take home their pictures in their *Serious play* back packs.



Music spot

Encourage the children to join in as you play the following. Dance to the music or hold the mobile phones made earlier and sing into them.

Talk to God, track 13 on CEP's *Earth movers* CD.

Pray, track 5 on Johnny Burns' *How Cool Is That* CD.

PTL 150, track 4 on Johnny Burns' *Praise Crazy* CD.

Father Abraham, traditional song.

Memory verse

Tell the children that you want to teach them another promise that God made to his people. Say the Memory verse two or three times, inviting the children to repeat it after you. Try the following format with the children echoing each line, and say it faster and faster. Point to the children each time you say 'you'.

God said (echo)

I will (echo)

Watch over (echo)

You (echo)

(God said) I will watch over you. Genesis 28:15 (CEV)

Activities

Choose from the following activities to conclude the session. Play music while the children are working.

Two little babies

Gear

- ☐ CEP's *Earth movers* CD and CD player

Play 'Stop and Rest', track 16 of CEP's *Earth movers* CD, or lullaby music, in the background as you teach the children the following rhyme:

One little baby, hairy and red (hold up one finger)

'His name is Esau,' his mother said

Another little baby (hold up another finger)

grabbed Esau by the heel (hold your heel)

His mother called him Jacob, and gave him a

cuddle (pretend to cuddle a baby)

Two little babies (hold up two fingers)

Born on the same day

Esau and Jacob, asleep they lay (cup your hand, place two fingers in it and rock your hand from side to side).

Tent tenants

Gear

- ☐ The tent set up in **Get ready**
- ☐ Two baby dolls
- ☐ CEP's *Earth movers* CD and CD player

Encourage the children to play freely in the tent. Play 'Talk to God', track 13 of CEP's *Earth movers* CD as the children play. Talk to them about babies – do any of them have a new baby in the house, or know someone who is going to have a baby? Is anyone in your group a twin, or do the children know any twins like Jacob and Esau? Remind the children that God answered Jacob's prayer and gave him and Rebekah twins.

Tell me all about it

Gear

- ☐ The children's mobile phones made in **Mobile phones**

Ask the children to hold the mobile phones made earlier. Tell the children that you need their help to re-tell the story they just heard. Pretend to call the children and ask them to tell you, through their 'mobile phone', what happened in each part of the story. If needed, use the following cues:

- Isaac was the son of ...
- Isaac and his wife wanted a
- What did Isaac do?



- What happened next?
- How many babies did Rebekah have?
- Who was born first?
- What did Rebekah call the babies?

Munchies

Gear

- Two jelly babies for each child

Give each child two jelly babies. Before they eat, ask them to name the two babies from the story.



Think about it

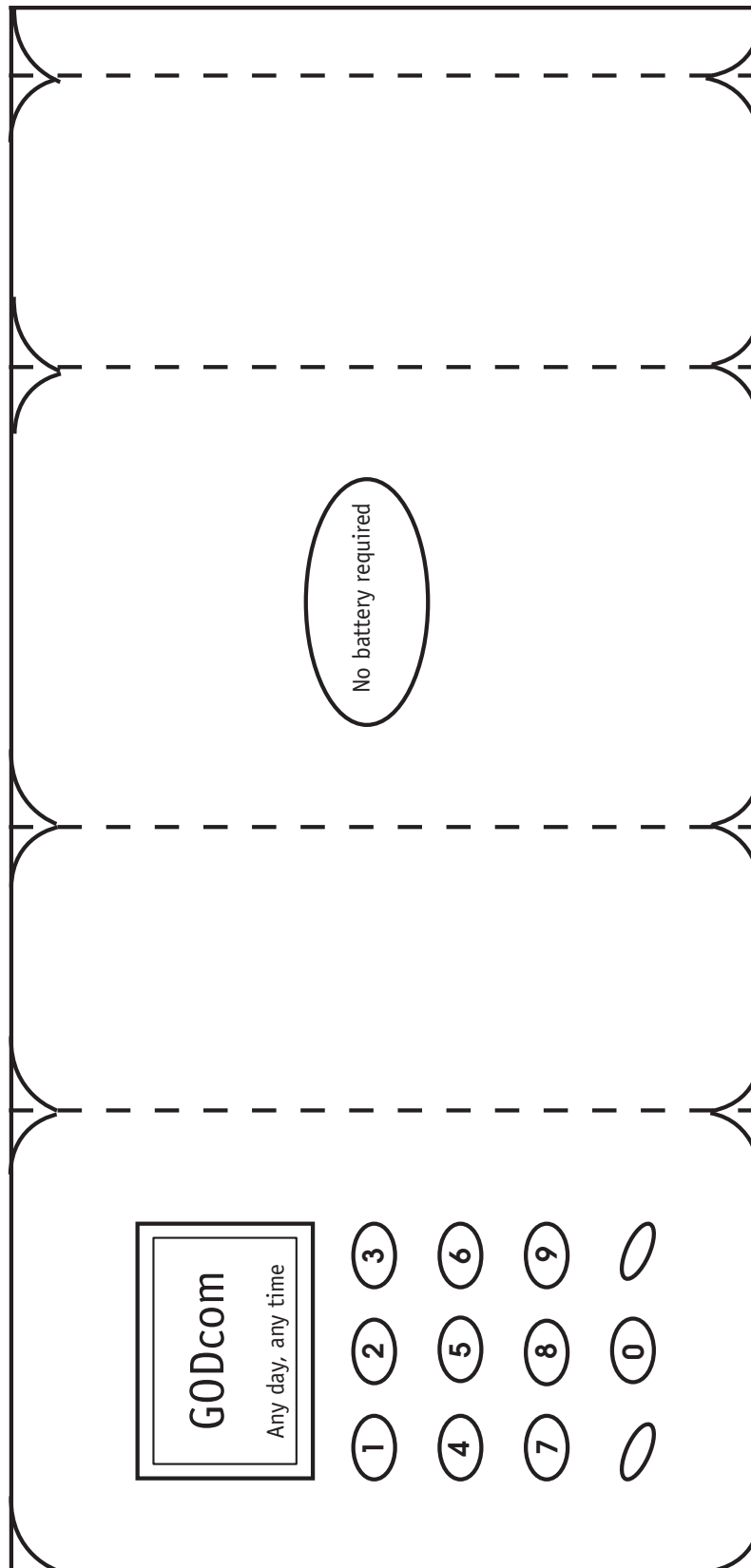
Did the children understand that God keeps his promises?

Did they understand that God wants them to talk to him and that this is called prayer?

Think ahead

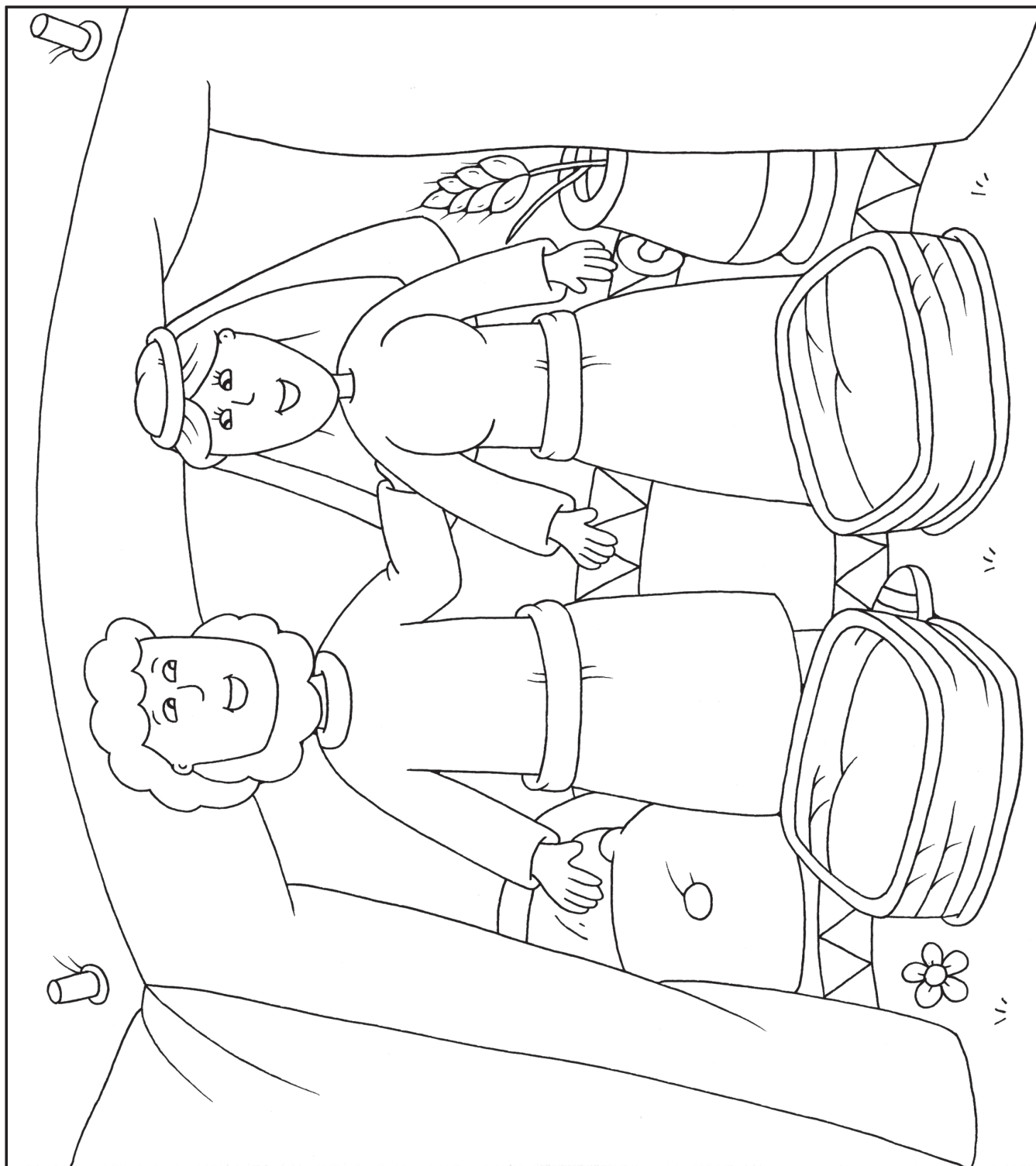
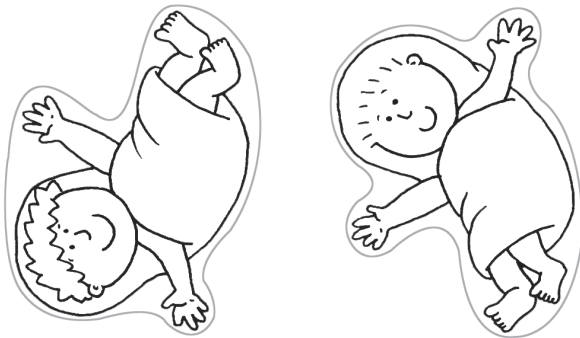
You will need: **Leader's posters 1** (Isaac and Rebekah) and **2** (Isaac, Rebekah and Jacob), the children's **Promise boxes**, children's **Promise 2 mini-poster**, pieces of wool fleece or fake fur, a spray bottle of water and a copy of the Story of Jacob photocopyable (page 23) for each child.

Refer to **Gear** for Session 2 (page 18).



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