

# The Family

**God is Love  
God is Provider  
God is Protector**

This unit of study has been designed for use in conjunction with the Beacon Media resource:

*Themes for Christian Studies* - a Biblical foundation for learning.

E-mail: [mail@beaconmedia.com.au](mailto:mail@beaconmedia.com.au)  
[www.beaconmedia.com.au](http://www.beaconmedia.com.au)

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# Notes for teachers

## Christian life and character development

### Through the completion of this unit students will:

- Understand that living in families is God's plan.
- Understand that God loves us as a loving father.
- Appreciate the importance of the family, and various family members.
- Develop loyalty and support within the family.
- Appreciate the safety and protection of the family unit.
- Develop good relationships between family members.
- Learn the importance of forgiveness when disagreements arise.
- Enjoy activities that families do together.
- Appreciate the extended family.
- Understand the importance of obedience and respect for elders.
- Understand how family members can help each other.
- Understand the importance of love, obedience and respect within the family.

### Biblical Integration – refer to:

*Themes for Christian Studies 1* God is Love.

*Themes for Christian Studies 4* God is a Love.

### Music resources – Refer to ‘Primary Music’

God Loves You (*from All Creation Sings*)

Wide Wide as the Ocean (*from Sing a Joyful Song*)

A Great Big Dad (*from Couldn't be Finer*)

### Literacy

- Describe family members.
- Write about family members.
- Make a collection of family photographs and discuss them.
- Describe the things that family members do together.
- List and describe the things that are important to your family. eg. home, pets, holidays.
- List the special qualities, gift and talents of each family member.

### Art

- Illustrate family members.
- Make a drawing to resemble a family photograph, complete with frame.
- Draw the things that are special to your family.
- Design a family coat of arms.

### Mathematics

- Measure heights of family members and graph results.
- Compare measurements of hand spans, arm lengths and head circumferences.
- Devise problem solving activities involving how many years ago family events took place.
- Devise problem solving activities involving how many years in the future a family event takes place. Eg. If my sister gets married 11 years from now she will be ? years old.
- Work out exact differences in ages between family members
- Take surveys and make graphs. Eg. type of pets owned by families; occupations of parents; number of family members.

### Social context

- Draw comparisons between the natural family and the family of God.

- Think of activities your family does, or might like to do, together.
- Describe how your family shares in activities with other families.
- Discuss roles of family members; parents' occupations.
- List ways in which you can help each member of your family.
- Discuss ways of working together, and the value of working together.
- Present real life situations involving family conflict, and work out ways of avoiding or resolving conflict.
- Collect photographs of family members.
- Draw up a family tree.
- Discuss ways in which families can pass on skills and knowledge from generation to generation.
- Discuss the issue of adoption, and realise that some children are adopted into new families.
- Discuss the work of missionaries in caring for families, foster parenting plans and care for orphans over past years. e.g. Dr. Bernardo, George Mueller, (UK).
- Take a survey of family pets and discuss the importance of pets to the family.
- Compare family life in different cultures. Eg. Compare Australian Aboriginal with White Australian families.
- Compare family life today with family life 100 years ago. List the similarities and differences in the types of activities families do together.

### **History**

- Write your family history; describing family events of the past.
- Draw your family tree.
- Draw family trees of the Bible.

### **Geography**

- Look at family traditions around the world.

### **Environment**

- Use of the environment for family activities. Eg. bushwalks; recreation in parks; beach or snow activities; kite flying.

### **Science**

- Study different types of pets. Observe behaviour of pets. Record information using charts and graphs.
- Make a study of genetics. Look at similarities between parents, children and siblings.
- Make a study of twins: identical and non-identical.

# Junior Primary teacher's notes

## God is Protector; God is Provider, Servant, Peace

### My family

#### Related sections from Themes for Christian Studies:

God is Protector, Level 1: God protects those who love Him

God is a Servant, Level 1 serving in the home.

God is Provider, Level 1 provision of food through the family.

God is Peace, Levels 1 & 2: security through homes and families; peace with others; sharing; playing together

#### Preparation

You will need:

- photographs of families, and photos of individual family members: babies, toddlers, older children. twins, parents, grandparents
- photographs of different types of families. Eg. single parent, families with adoptive members, families from different racial groups
- drawing materials
- assistance from older family members, who may be able to teach skills or pass on knowledge of earlier times
- stories about families
- a collection of items that are special to your family, representing your family's interests

#### Vocabulary

family special celebrate together members provide protect

#### Discussion

- How many people in your family?
- How many boys/girls?
- What different kinds of families are there?
- What *is* a family?
- Who is the oldest child in the family?
- Who is the youngest?
- What are the advantages/disadvantages of being the oldest/youngest?
- Who has a baby or toddler in their family?
- How can older children help younger children?
- How can children help Mum and Dad?
- Should children do what their parents ask them to do?
- What pets does your family have?
- What kind of a house does your family live in?
- What things does your family like doing together?

- What kind of work do your parents do?
- Why do parents need to work?
- What are some favourite meals of your family?
- How does your family celebrate special occasions like birthdays and Christmas?
- Where have you been for family holidays?

### **Application**

- Make a scrap book: *My Family*
- Collect photographs for your scrap book.
- Draw a portrait of your family.
- Draw your house.
- Make a collection of things that are special to your family. Explain why they are special.
- Design a family coat of arms. Divide it into sections and draw things that represent your family.
- Make a gift and a special card for a family member.
- Prepare a favourite family meal.
- Write about your family. Say why each family member is special.
- Write about special times your family has had together.
- Write about your family pets. Draw them

# Activity sheet 1 - Families are God's plan

## For listening and discussion

It is God's plan that you are a part of a family. Every family is special. There is no other family like your family. Some families are big. Some families are small. Families are made up of parents and their children. When those children grow up, they get married and have children, and so the family gets bigger. The parents become grandparents, and they often have lots of grandchildren.

People in families belong to one another. That's how God planned it. Parents love their children very much, and children love their Mums and Dads. Because families love each other, they want to care for each other. Don't you feel safe when your Mum or Dad is around? Mums and Dads protect their children. Mums and Dads make sure that their children have all the things they need. What are some of the things that you need?

Just as Mums and Dads love and care for their children, God loves and cares for all of us. He is like a great big Dad, watching over us all the time. He knows what we need. He makes sure we have the things we need. He protects us too. He is so great and mighty, He is able to help us when we need help. Can you think of times when you need help from your Mum and Dad? Can you think of times when you need help from your Heavenly Father?

Here are some Bible verses that tell us how God loves and cares for us like a great big Dad:

*"I will be your Father, and you shall be my sons and daughters," says the Lord. (2 Corinthians 6:18. GNB)*

*See how much the Father has loved us! His love is so great that He has called us His children. (1 John 3:1 GNB)*

Song: *A Great Big Dad* from *Couldn't Be Finer*

1. Why did God plan for people to live in families?
2. How do parents protect their children?
3. How does God protect us?
4. What would you do if you felt afraid?

## Activity Sheet 2 – My Family

**Draw a picture of your family. Draw your pets too.**

**Take a piece of paper and fold it into 4. Draw a picture for each of these – 4 pictures on one side and 4 pictures on the other side.**

1. I am safe when I am with my Mum and Dad.
2. I have fun with my family.
3. I like to help Dad.
4. I like to help Mum.
5. Dad can make something.
6. Mum can make something.
7. I can make something for Dad.
8. I can make something for Mum.



## Activity Sheet 3 – My home

**Draw a house. Draw these things inside the house:**

Draw each person in your family.

Draw things that are special to your family.

**Draw these things outside the house:**

Draw your garden.

Draw your car.



Thankyou God  
for keeping me  
safe.

**Now draw or write about the special things you like to  
with Mum**

**do:**

with Dad

with brothers or sisters



I play with my brother and have fun.

## Activity Sheet 4 – Jobs at home

So that we can have the things we need, Dads, and sometimes Mums, work at jobs. Draw some of the jobs Mum and Dad can do to earn money.

Mum and Dad work hard at home too. Draw some of the jobs that Mum and Dad do at home.

Make a list of all the jobs that *you* can do at home to help Mum and Dad. Write the date at the top of the list. Put a tick next to each job when you do it. See how many jobs you can do in a week.

Name:

Date:

jobs	done

## **Middle Primary teacher's notes**

# **God is Protector; Provider; Love; Patient; Life; Peace**

## **What is a family?**

### **Related sections from *Themes for Christian Studies*:**

God is Love, Level 4: God is a loving Father

God is Provider, Level 4 & 5: God is a caring provider; God is a faithful provider.

God is Life, Level 5: God is the joy of life.

God is Patient, Level 7: The forgiving father.

### **Preparation**

You will need:

- Pictures of families
- Large piece of cardboard and felt pens
- Coloured pencils

### **Vocabulary**

protection loyalty trust support discipline obedience respect cooperation

### **Discussion**

What is a family?

Why did God choose to place us in families?

What are the things we need to stay alive?

How does living in a family help us to get the things we need?

Is it always easy to get on with everyone in your family?

What are some of the problems?

What should we do when we have disagreements?

How can family help members help each other in times of trouble?

Tell about a time when you were helped by a family member.

How can you be helpful to your family?

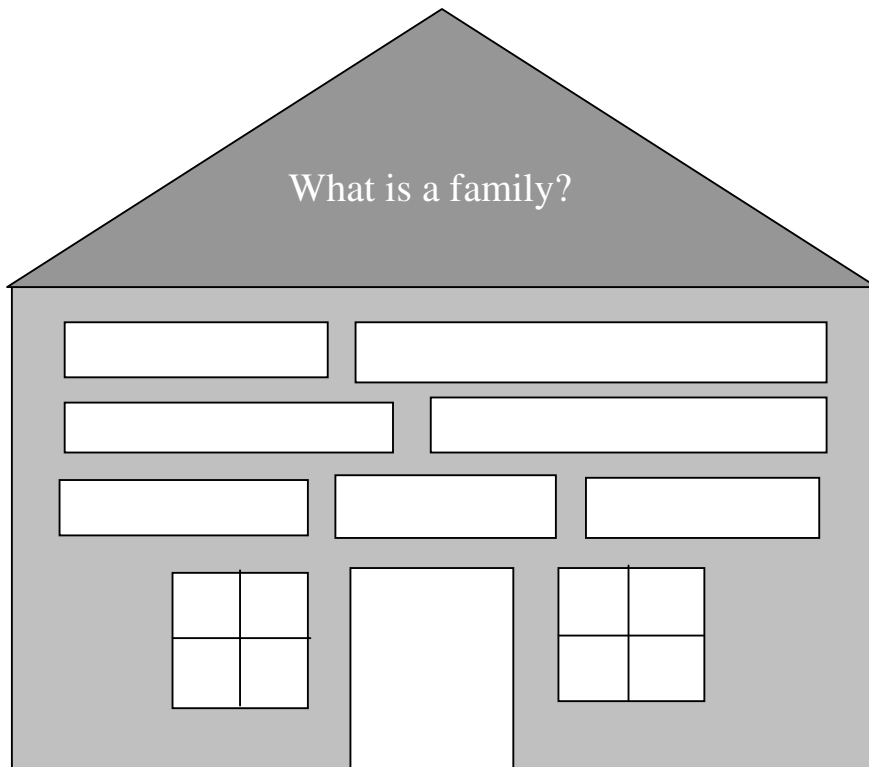
What sort of behaviour do parents expect from their children? Why?

Who made the rules for families? What are some of the rules?

# Activity Sheet 1 - God places us in families

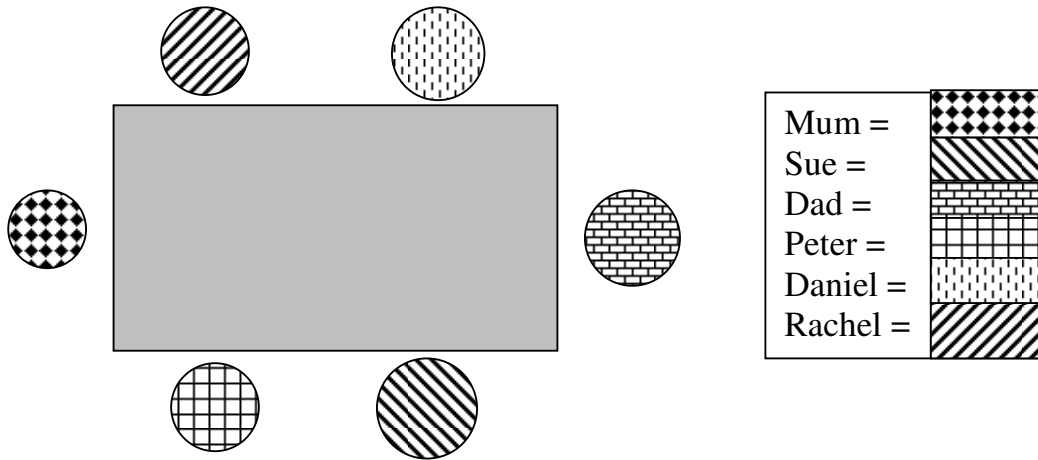
Use a large sheet of cardboard to draw up the shape of a house. Draw bricks inside of various lengths. In the roof of the house, write: *What is a family*. Inside the bricks on the walls of the house, write all the things that a family could provide. *Examples:*

- shelter from storms and heat
- protection from evil
- love
- good memories
- friendship to others
- fun
- good food
- knowing God's ways



## Activity Sheet 2 – My family table

On a sheet of paper draw a picture of your family table. Choose a colour for each family member. Your drawing could look something like this:



Colour can remind us of feelings. Yellow may make you feel happy. Red may be for someone who is loud most of the time. Pink may be for kindness. Blue may be for a calm feeling. Green may be for someone who is neat and tidy. Write a sentence for each family member, explaining why you chose that colour.

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## Activity Sheet 3 – God planned for us to live in families

1. Why has God planned that we live in a family?

a) Take a sheet of paper and write a sentence about each of these:

- food
- shelter
- love
- care
- protection
- happiness

b) Which of those things provide for the needs of our body?

c) Which things are special to the way we feel?

d) Think about a baby without a mum. Could it survive? \_\_\_\_\_

2. Here are some different types of families:

- old
- young
- families with one parent
- families with one child
- families with many children
- families from different countries

a) Which type of family do you live in? \_\_\_\_\_

b) Choose one type of family to draw. Write a sentence under your drawing explaining how this type of family is different from your own.

3. Getting on together

a) Write a sentence about why it is important to get on well with the members of your family.

- Think about all the things you do together
- Think about the amount of time you spend together
- Remember that you will be part of your family for life!

b) Here is a saying:

*"You can choose your friends but you can't choose your family."*

What do you think this means?

## Activity Sheet 4 - Respect

Here are some important things that every family should have.

### \Respect

*Respect* means treating people as if they are important. It means taking notice of the things they say. Another word for *respect* is *honour*. *Respect* is listening to what God has to say about the way family members treat one another. God has written some rules for families. Here they are:

- Honour you father and your mother. (Exodus 20)  
This is one of the 10 commandments. It means that children must listen to what their parents tell them, and obey cheerfully. It also means to be helpful to our parents.
- Children, obey your parents, for this is right.
- Sons, listen to your father's instructions. (Proverbs)
- Be faithful to your husband or wife.  
This one is for parents. It is also one of the 10 commandments.
- Love one another. 1 John 7:9  
This one is for everyone!

a) Why is it important for children to respect their parents?

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c) Why do you think it is important for children to obey their parents?

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d) Why do parents sometimes have to discipline their children?

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e) Do parents still love us when they discipline them?

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f) What are some things our parents do to help us obey?

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## Activity Sheet 5 – Loyalty and Trust

### Loyalty

Loyalty means 'not choosing the opposite side'. Another word for *loyalty* is *faithfulness*. Faithfulness is one of the fruits of the Spirit.

a) When did you stick up for someone in your family?

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b) Would you have changed sides if everyone else had been on the opposite side?

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c) Find out about two people in the Bible who were not loyal to Jesus. Write about each.

Matthew 26:14-16

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John 18:25-27

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The Bible says in Malachi 3:6 "*I, the Lord change not.*" Does God still love us when we do wrong? \_\_\_\_\_

Will God *always* care for us? \_\_\_\_\_

d) How do parents show faithfulness to their children?

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e) How can children be faithful to their parents?

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f) How can you be faithful to your brothers or sisters?

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## Activity Sheet 6 - Trust

### **Trust**

We can *trust* someone who is faithful. We trust them because we know them very well. We have usually known them for a long time. When we trust someone, we feel sure that they will be good to us. We feel sure that they won't do anything bad to us.

a) Why can children trust their parents?

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b) Why can we trust God?

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c) Write a list of all the people you trust.

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d) Name a baby animal that trusts its mother.

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e) How can we make an animal trust a human?

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f) What would cause an animal to distrust a human?

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g) Draw a picture of an animals that shows trust towards a human.

## Activity Sheet 7 - Love

### Love

a) How do you show love to members of your family?

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b) How do they show love to you?

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c) Fill the gap, from Proverbs 18:24. There is a friend who sticks closer than a  
\_\_\_\_\_. Who is this friend? \_\_\_\_\_

d) The love we have for the members of our family is very special. Why is it  
different to the love you may have for a friend?

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Roman 12:9-10 tells us about brotherly love. What is special about brotherly  
love?

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e) What is the greatest love that can ever been shown? John 15:13.

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f) How does Jesus want us to love? John 13:34.

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g) Fill the gap, from 1 John 4:20-21 - If we hate our brother we cannot say that we

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# Activity Sheet 7 - Forgiveness

## Forgiveness

Family members often have quarrels. This doesn't mean that they don't love one another. When we know someone very well, we sometimes say the things we are really feeling. Maybe these things upset family members. When we are at home, we sometimes forget to be as kind, or as polite as when we are at another person's house.

If we do not forgive one another, then the quarrel can go on for a long time. Sometimes people don't talk to one another. Sometimes people continue being angry with one another.

a) What should we do when we have a quarrel with a family member?

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b) How soon should we forgive each other?

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c) What would you do if you wanted to say sorry, but the other person was still angry with you?

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d) There is a story in the Bible where there was trouble between brothers - one was Jacob and Esau. The story had a happy ending. Why?

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e) Read about a Father who forgave his son in Luke 15:11-32. What does this story tell us about God our Heavenly Father?

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## Activity Sheet 8 - Support

### Support

A table has support. Its legs are its support. The table top cannot stay up by itself. It needs the legs to help. It's a bit like that with families. Families need to work together and stay together to help one another.

a) Choose someone in your family. How can you be a support to that person?

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b) Write a sentence about a time when you showed support to someone in your family.

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c) Draw a picture of a family situation where the children are showing support to Mum or Dad. Here are some examples:

*Mum is having visitors to tea and the washing machine has just over-flowed.*

*How can the children help?*

*Dad has to gather up the papers for recycling, and the garbage collection is due in 5 minutes. How can the children help?*

## Activity Sheet 9 - Cooperation

### Cooperation

It is important for family members to cooperate with each other.

a) Write a sentence to explain what 'cooperate' means.

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b) On a separate piece of paper draw a picture or cartoon strip to show how family members cooperate with each other. Here are some examples:

*Daniel has a difficult project and he can't understand all the instructions. How can Dad help?*

*Susan can't do up her shoe laces but her older brother can. The family is late in getting ready for school.*

c) Now write a list of family rules that would be important for cooperation in *your* family.

e.g. Children go to bed at 8.30 p.m.

Children ask permission before watching T.V.

All family members clean up after themselves.

No one is to make unnecessary work for others.

All family members speak and act kindly towards one another.

h) Make a work chart to show how you and your brothers or sisters cooperate with Mum and Dad to get things done. Put the date at the top of the chart so you know when you started. Put a tick in the *finished* column when you have done the job.

Family Work Chart		
Name	Job to be done	How often?
Daniel	Putting the bin out	Every Tuesday

## Activity Sheet 10 - The fruits of the Spirit

There are nine fruits of the Spirit. Do you know them? So far we have looked at the fruits of love and faithfulness, but there are seven more. The fruits of the Spirit are very important for every family.

a) Look up Galatians 6:22-23. Write out these verses.

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b) Think of ways of showing the fruits of the Spirit in your family. Example:

*LOVE... hugging my Mum*

*JOY ... making Mum a special present..*

*PEACE...not fighting with my little brother*

*PATIENCE*\_\_\_\_\_

*KINDNESS*\_\_\_\_\_

*GOODNESS*\_\_\_\_\_

*GENTLENESS*\_\_\_\_\_

*FAITHFULNESS*\_\_\_\_\_

*SELF-CONTROL*\_\_\_\_\_

c) Draw a picture of each member of your family. Write a describing word underneath each person. Include your pets too if you like. Use some of the fruits of the Spirit to describe them.

## Activity Sheet 11 – A play reading

### Family watching T.V.

by Leighton Rudd

**1<sup>st</sup> boy:**

Got 'em! Yaay!

**1<sup>st</sup> girl:**

Ooooh! It would be terrible to die like that!

**1<sup>st</sup> boy:**

Well, he deserved it. He'd done the same to others.

**2<sup>nd</sup> girl:**

That doesn't make it right, you know!

**2<sup>nd</sup> boy:**

Quiet! I want to see the end.

**Brief pause**

**1<sup>st</sup> boy:**

Excellent! That was really cool!

**2<sup>nd</sup> boy:**

Yeah... especially the part where all the buildings got blown up!

**1<sup>st</sup> boy:**

Yeah...those rockets were really neat!

**1<sup>st</sup> girl:**

You know, you boys amaze me. I can't see anything that great about people getting killed. It upsets me a little.

**1<sup>st</sup> boy:**

That's because you're a girl.

**2<sup>nd</sup> girl:**

So killing people are what boys are meant to like! I bet Jesus wasn't like that.

**1<sup>st</sup> boy:**

But this isn't real. It's only make-believe.

**2<sup>nd</sup> boy:**

Yeah. If it was real I wouldn't like it.

**1<sup>st</sup> girl:**

But you get so excited by it. You really like it.

**1<sup>st</sup> boy:**

But it's not real.

**2<sup>nd</sup> girl:**

Yes, but I think Christians should be different.

**1<sup>st</sup> boy:**

(Goes and changes the channel.)

**1<sup>st</sup> girl:**

Don't change it!

**1<sup>st</sup> boy:**

Why not? It's only...

**2<sup>nd</sup> girl:**

I like it! It's my favourite program.

**2<sup>nd</sup> boy:**

It's rubbish! That's what it is!

**2<sup>nd</sup> girl:**

It's *not* rubbish! What about your stupid program?!

**1<sup>st</sup> boy:**

It's not stupid. You can really learn a lot from it.

**2<sup>nd</sup> girl:**

But what's the use of that anyway. It's no good for anything!

**2<sup>nd</sup> boy:**

The same can be said about your stupid program.

**1<sup>st</sup> boy:**

(Goes to get mother.)

**1<sup>st</sup> girl:**

Well I'm getting Mum. Muuum!

**1<sup>st</sup> boy:**

(Returns with Mum.)

Mum, they won't let us watch T.V.

**2<sup>nd</sup> girl:**

That's not true! We were watching it first!

**Dad appears.**

**Dad:**

That T.V. has caused too many arguments around this place. No one can watch it.

**Discussion questions:**

Do you think the children had permission from their parents to watch those particular programs? \_\_\_\_\_

Do you think parents should help choose the programs? \_\_\_\_\_

Were the children showing cooperation? \_\_\_\_\_

What are some of the fruits of the Spirit *not* being shown here? \_\_\_\_\_

You could make up another play to show how a family *could* cooperate watching T.V.



# Upper Primary teacher's notes

## God is Patient/Servant

### Family structure

#### **Related sections from *Themes for Christian Studies*:**

Levels 6 & 7, Patient/Servant themes: showing patience and a serving heart within the family.

#### **Preparation**

You will need:

- information on family trees
- some books or information on heredity and basic genetics

#### **Vocabulary**

inherited heredity genes immediate extended dominant adoption

#### **Discussion**

Why has God placed us in families?

What are some of the things we can learn by living in families?

In what ways do children in your family look like their parents?

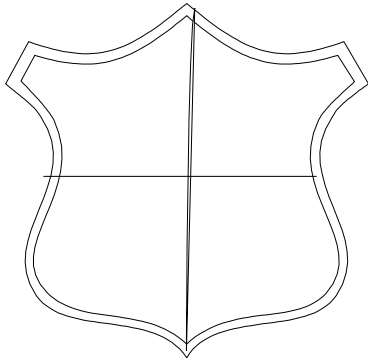
Why is this so?

**Instructions for activity sheets:** Students answer questions on separate paper or in exercise books.

# Activity Sheet 1 – My family

## 1. My family

- a) Draw a picture of your family. Put them in order of size from the tallest to the smallest. Name each person.
- b) List the approximate ages of the members of your family.
- c) Write next to each name something that person is good at. Write something about their character that is special.
- d) Make a family shield. Copy this shape, but larger. In each section draw something that is special to your family. Eg. pets, house, sports, music.



## 2. The family of God

- a) What is the family of God?
- b) How is it like a real family?

## 3. Looking at families

- a) Sometimes we can tell that a family is a family simply by looking at them together. We are usually like one of our parents more than the other. Think about your family. Who is alike among your brothers and sisters? Who is like Mum? Who is like Dad?
- d) Family members can also be alike because of the way they speak or act. Write some sentences about your family. Who acts more like Dad? Who acts more like Mum?
- e) Draw two family members who look alike.

## Activity Sheet 2 - Heredity

### Heredity

Children look like their parents because of heredity. This means that similar traits are passed on from parent to child.

- Write the meaning of heredity from your dictionary.
- What kind of physical traits can be passed on?
- What other traits could be passed on?

Family likenesses are passed on by genes. Every cell contains a great number of them. They are very tiny. Twenty thousand genes laid end to end would scarcely measure a millimetre. There are different kinds of genes. Each kind controls a particular feature. For example, there are pairs of genes for hair colour and eye colour, for skin colour and for height. Genes are made up of a special chemical called DNA. Why is it special? Because it can copy itself! Genes are like a set of instructions for how we are made. We have two genes for everything. One is from Mum and one is from Dad. These genes make us look a bit like Mum and a bit like Dad.

The first person to discover the idea of genes, was an Austrian monk called Gregor Mendel, back in the 19<sup>th</sup> century. He worked with pea plants. He studied the way the shape of peas, and the colour of the flowers, was passed on to the next generation. He worked out that there must be two copies of each gene in the pea.

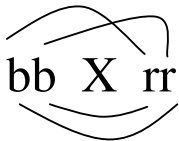
### *Experiment:*

Take two red pens and two black pens. Let's say that the two red pens are for red hair and the two black pens are for black hair. BUT! If a black pen is paired with a red pen, you will still get black hair because the black gene is stronger than the red gene. We call the stronger gene the **dominant** gene.

What hair colour do these genes make:

- black and black
- black and red
- red and red

Now take two black pens representing one parent with black hair. Take two red pens representing the other parent who has red hair. Work out the hair colour of the children. Remember that the black gene is stronger, or **dominant**.

  
bb X rr

### 4. God created us to be like Him

God is our Heavenly Father, and we are His children. He has given to us aspects of his character.

a) Write out the bible verse, Genesis 1:27.

b) God created us to be like Him in these ways:

*loving kind forgiving*

Can you think of some others?

c) Not everyone lives as God wants them to live. This means that not everyone shows the character of God in their lives. Think of ways in which Christians can show more of the character of God in their lives.

d) God is the perfect father. Not all fathers are perfect, but here are some similarities between human fathers and our Heavenly Father:

- Provider
- Protector
- Creator
- Someone who disciplines
- Someone who loves
- Someone who is in charge
- Someone who forgives

Make a cartoon strip to show a time in your family when Dad was one of these:

- Forgiving
- Loving
- Disciplining
- Protecting

## Activity Sheet 3 - Adoption

Adoption means *taking up and treating as one's own*.

Some families adopt children. This means that a child from another family comes to live with a new family. Often the adopted children are babies when they come to live with the new family. Adoption may happen for a number of reasons. Perhaps the child's parents have died. Perhaps the parents can not look after the child for some reason.

Sometimes children from other countries are adopted because of poor conditions in that country. Sometimes people who have plenty, in countries like ours, give money to support children in poorer countries. They have a *foster* child. The child doesn't come to live with that family, but instead, money is sent each month to provide food and clothing for the child, who continues to live with his or her own family.

**For an amazing story about adoption that took place among two Savi tribes of Irian Jaya, read *Themes for Christian Studies Level 6 - Peace*.**

Do you know someone from the Old Testament who was adopted by an Egyptian princess? If you know the story of the baby in the bull-rushes you can work it out.

1. Why did God allow this baby to be adopted? How did it fulfil God's special plan?

*Did you know... that God adopted us?*

Because of Adam and Eve's sin, humans are separated from God. However, because of Jesus' death on the cross He made it possible for all of us to become His children.

2. Write out these verses: John 1: 11 and 12

3. Read Romans 8:14 and 2 Corinthians 6:17-18. Who are the sons of God?

4. Read Galatians 3:23-26. How are we made children of God?

## Activity Sheet 4 - Family trees

We can divide family members into two groups: *immediate and extended*

In our immediate family there are brothers and sisters, Mum and Dad. In our extended family there are aunts, uncles, cousins, nephews, nieces and grandparents.

### 1. Immediate

Every boy is his father or mother's \_\_\_\_\_.

Every girl is her father or mother's \_\_\_\_\_.

If there are other children in a boy's family, he is their \_\_\_\_\_.

If there are other children in a girl's family, she is their \_\_\_\_\_.

### 2. Extended

My father's father is my \_\_\_\_\_.

My father's mother is my \_\_\_\_\_.

My mother's father is my \_\_\_\_\_.

My father's brother is my \_\_\_\_\_.

My father's sister is my \_\_\_\_\_.

My mother's brother is my \_\_\_\_\_.

My mother's sister is my \_\_\_\_\_.

My uncle and aunt's children are my \_\_\_\_\_.

I am my aunt's and uncle's \_\_\_\_\_.

I am my grandparent's \_\_\_\_\_.

### 3. Family trees in the bible

In the Bible we can learn about family trees from the *genealogies*. Find out what these are.

Here are the first three generations of the family of Jesus, starting from Abraham. (A generation is the distance in time between parents and children.)

a) Abraham's son was...

b) Isaac. Isaac's sons were...

c) Jacob and Esau...

d) Find out which son - Jacob or Esau - carried on the family tree.

Abraham was a very important person because God chose Him to be the father of many generations. God planned that Jesus would come from Abraham's family.

e) What was the promise given to Abraham? (Genesis 12:2)

f) What was the promise given to Sarah? (Genesis 17:15-16)

g) What did Abraham have to do to inherit the promise? (Genesis 12:1)

h) Why was it hard for Sarah and Abraham to believe God? (Genesis 17:17)

i) How were they able to believe and obey? (Hebrews 11:8)

j) What was the great nation that came from Abraham?

# My family tree

