

CREATION - THE FIRST SHABBAT



The First Shabbat (Creation)

- Knowledge:** I know that God created the world in six days and God rested on the seventh day – Shabbat
- Skills:** I can use the text to identify key aspects of creation/Shabbat
- Understanding:** I understand that God resting on the 7th day was His plan for the world and how this applies to us

Lesson Objectives

- To know that God created the world in six days and rested on the seventh.
- To know that the concept of Shabbat starts with Creation.

Success Criteria

- Students will be able to identify what was created on each day.
- Children will understand that God rested on Shabbat.

Blended Learning

Day One

- Ask the student to draw light in their notebooks. If the student draws a sun then refer to the text in the **Torah Corner**.
- What was created on Day One? The answer is light. When was the sun created?
- Students click to reveal an impression of the light. Examine the text and discuss with the students how God made light and dark.
- What was there before?



Blended Learning

Day Two

- Bring a plastic box of water for each group in your class.
- Ask them to divide it. Can anyone?
- Look at what God made on Day Two.
- Use the IWB to look at the **Torah Corner**.
- Show how the *shamayim* (heaven) is also water. Point out that *shamayim* is "*sham – mayim*" – "water there".

Blended Learning

Day Three

- Use the IWB to complete this day.
- Look at the **Torah Corner**. Can you find the Hebrew word *eitz* (tree) in the *pasuk*?
- Look at how many plants there are. Go on a nature walk to appreciate God's creations.

Blended Learning

Day Four

- Use the IWB to complete this day.
- Give students a moon chart.
 - Be moon detectives and look at the moon tonight.
 - Record the moon every day until *Rosh Chodesh*.
 - What do you notice about the moon on *Rosh Chodesh*?

Blended Learning

Days Five and Six

- Use the IWB to complete these days.
- Note if a student picks the wrong animal – it was not created yet.
- Open the **Torah Corner** and let them be detectives to find what was created on each day.

Blended Learning

Shabbat

- Refer to the **Torah Corner** on the IWB.
- What does it mean “God rested”?
- The emphasis on the unit is that God did not create anything new on Shabbat.
- Please listen to the song and ask the students if they recognise the song.
- Bring out a *siddur* and find Friday night *Kiddush* and read the English and Hebrew. This explains that during the *Kiddush* on Friday night we acknowledge that God created the world in 6 days and did not create anything on Shabbat.

Let's ask

- How did God create the world?
- What questions do you have about Creation?
- Write up questions on a poster and display it for students to answer when they can throughout the program.

Let's play (Worksheet 1.1)

Creation Memory Game

- Play a memory game to reinforce what God created on each day.
- Give each student the printout of the days of Creation.
- Cut out each day's caption, e.g. "Day 1" and the picture for each day.
- Place the captions on the table and let the learner match the picture of the day with its caption.
- Stick it into their workbooks.

Let's make (Worksheet 1.2)

Create a special magic Shabbat box

- Refer to activity in the worksheet
- **Analogy:**
The Maharal compares the days of the week to a box. There are 7 days in a week. There are 6 sides to a box. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday are each compared to a side of the box. The space inside is Shabbat. The box would have no shape without the space inside. The same with the days of the week. Shabbat creates the shape and magic of the week.

Let's make (Worksheet 1.2)

Create a special magic Shabbat box

1. Cut along the lines of the drawing.
2. Fold along the lines and make your box.
3. Decorate your box.
4. Make a small slit in the one side.
5. On a separate piece of paper, draw in things that make Shabbat special to you.
6. Cut out your pictures.
7. Fold the pictures and put them inside the box creating a special magic Shabbat box.

Let's talk

- What do we say when we read *Kiddush* on Friday night?
- What do we thank God for?
- Why is it important to say "Thank you" to someone?
- How do you say "Thank you" to the people you love?
- Emphasise that by acknowledging Shabbat we show God that we are grateful for Him creating such a beautiful world for us.

Let's sum it up

1. Teacher to sing creation song and let the children finish the sentence:

On *Yom Rishon* there was (light)
 God created day and (night)
 On *Yom Sheni* from the Torah we know
 The (heavens / *shamayim*) showed
 On *Yom Shelishi* the earth and the (seas)
 Flowers, grass and all fruit (trees)
 On *Yom Revi'i* God did make
 Moon, stars and (sun) for everyone.

Yom Chamishi the (birds) in the sky
 And the (fish) in the sea
 On *Yom Shishi* God did create (animals), Adam and his mate (*Chava*/Eve)

Yom Shvi'i, God's day of (rest)
Shabbat HaKodesh we love best
 God made the world and to show it's true
 The *mitzvot* of Shabbat we do!

Let's sum it up

2. What did we learn from this lesson?
 - In how many days did God create the world?
 - What does it mean that God rested on the seventh day? What do we call the seventh day?
 - What does it mean to each person to rest?
 - How do you rest?
 - Emphasise that God created the world for six days and rested on the seventh.
3. Children can show their booklets to each other and self/peer assess.

Assessment

- Print out a class book.
- Allow each child the opportunity to make their own booklet and print their Creation page.
- Self/peer assessment.