# Group_activity

Activity 1: Land Division Skit

Instructions:
- Divide students into small groups.
- Each group will create a short skit demonstrating the process of land division among the tribes of Israel in Joshua 17.

Roles:
- Narrator: Reads brief bullet points of the land division events.
- Joshua: Leads the decision-making process on land allocation.
- Tribe Representatives: Present arguments and requests for more land.

Discussion Prompts:
- How do the tribe representatives feel about their land lot?
- What kind of responsibilities did Joshua have as a leader?
- Why was land division important for the tribes?

Active Participation:
- Each student takes on a character role or helps create props/scenery.
- Share the skit with the class and answer questions from peers about their presentation.

Activity 2: Map Making and Exploration

Instructions:
- Provide students with blank maps of the Promised Land.
- Ask each group to mark and label the territories mentioned in Joshua 17.

Roles:
- Researcher: Looks up information in the Bible to guide placement.
- Cartographer: Draws and labels the map.
- Presenter: Explains the map to the class.

Discussion Prompts:
- What are some key features of the land assigned to each tribe?
- How might living in different territories affect the tribes?
- Why was it important for each tribe to have their own land?

Active Participation:
- Each student contributes by researching, drawing, or presenting findings.
- Groups showcase their maps and engage in a Q&A with the class.

Activity 3: Debate - Fairness of Land Distribution

Instructions:
- Organize students into two groups for a debate on whether the land distribution was fair.

Roles:
- Moderator: Facilitates the discussion and keeps time.

- Affirmative Team: Argues that the land distribution was fair.
- Negative Team: Argues that the land distribution was not fair.

Discussion Prompts:
- What criteria could have been used to distribute the land?
- How do we determine fairness in sharing resources?
- What could be done differently to ensure all tribes were content?

Active Participation:
- Each student prepares and shares a point or argument for their team.
- After the debate, students vote anonymously on which arguments were more convincing and discuss the results.