Group_activity

Activity 1: Map Creation and Presentation

Objective: Understand the allocation of towns to the Levites.

Instructions:
1. Divide students into small groups of 4-5.
2. Provide each group with a blank map of ancient Israel and markers.
3. Assign each group a specific region mentioned in Joshua 21.
4. Guide them to draw and label the allocated towns for the Levites in their region.

Roles:
- Artist: Draws the map.
- Labeler: Writes town names on the map.
- Researcher: Reads Joshua 21 to find town information.
- Presenter: Presents the final map to the class.
- Coordinator: Ensures the group works together and stays on task.

Discussion Prompts:
- Why were towns given to the Levites and not land?
- How did the allocation help the Israelites?
- What do you think was the significance of these towns?

Participation:
Each student should rotate roles to gain experience in different tasks. The presenter shares the map with the class, summarizing the group's findings.

Activity 2: Role-Playing Skit

Objective: Explore the role and responsibilities of the Levites.

Instructions:
1. In groups of 3-4, assign roles such as Levite, Israelite, and Town Elder.
2. Ask students to create and perform a short skit illustrating a day in their allocated town.

Roles:
- Levite: Focuses on religious duties and teaching.
- Israelite: Learns from and assists the Levites.
- Town Elder: Manages town issues and interacts with Levites.

Discussion Prompts:
- What was the daily life like for a Levite?
- How did they help the community?
- How can we apply the idea of serving others today?

Participation:
Everyone should have a speaking part in the skit. After each performance, groups discuss the

significance of the Levites' role in their daily life.

Activity 3: Sharing and Celebrating Diversity

Objective: Appreciate the diversity within the tribes of Israel and connect to students' own lives.

Instructions:
1. Each group receives a card with information about one of the tribes mentioned in Joshua 21 and their assigned towns.
2. Research and discuss what each tribe might have celebrated or valued.

Roles:
- Reader: Reads and summarizes tribe information.
- Note-taker: Records group findings.
- Reporter: Shares the group's discussion with the class.
- Creative Artist: Draws a symbol representing the tribe’s unique qualities.

Discussion Prompts:
- How did God’s distribution of towns create a diverse community?
- What values can we learn from each tribe?
- What similarities and differences do we notice with our classmates?

Participation:
Each student contributes to the research and creation of the symbol. Reporters present their tribe analysis and symbol to the class, and groups compare notes to celebrate their class's diversity.