Group_activity

Activity 1: Role Play and Reflection

Instructions:
1. Divide students into small groups of four to five.
2. Each group is tasked with creating a short role play dramatizing Abner’s decision to shift allegiance from Ish-bosheth to David.

Roles:
- Abner
- Ish-bosheth
- David
- Narrator (to provide context as needed)
- Additional Participant: Adviser to one of the main characters

Discussion Prompts:
- What motivations might Abner have for changing his loyalty?
- How do you think David felt about Abner's decision?
- Discuss how each character's actions influenced the unfolding of events.

Participation:
- Each student must contribute to creating dialogue for their assigned character.
- Following the role play, each group shares insights and reflections with the whole class.

Activity 2: Timeline Creation and Analysis

Instructions:
1. Provide each group with a large sheet of paper and markers.
2. Students are to create a visual timeline of the key events in 2 Samuel 3.

Steps:
- Start from the beginning of the chapter and list major events.
- Include Abner's conversation with Ish-bosheth, Abner's overtures to David, and Joab's actions.

Discussion Prompts:
- How did each event build upon the previous one?
- What were the consequences of Abner's and Joab's actions?

Participation:
- Each student contributes by drawing a symbol, writing a key point, or explaining a section of the timeline.
- Groups present their timelines and analyze the sequence of events together.

Activity 3: Debate on Loyalty and Leadership

Instructions:
1. Split students into two debate teams.
2. Each team prepares arguments for or against Abner’s loyalty switch.

Roles:
- Team For: Argue why Abner’s decision was justified.
- Team Against: Argue why Abner should have remained loyal to Ish-bosheth.

Discussion Prompts:
- What does loyalty mean in the context of leadership?
- Is switching sides always a sign of betrayal, or can it be strategic?

Participation:
- Each student must present one argument or counter-argument.
- After the debate, engage the class in a reflection round asking them to personally choose a side based on what they’ve learned.