

A Journal of Praise

Genesis 7:6–8:19

VISUAL AIDS

Do you have a personal, hand-written, day-by-day diary? Do you have a journal in which you recorded the many days of a long trip? Bring them to show the children.

MEMORY WORK

“This I recall to my mind and therefore I have hope: Because of the LORD’s Great LOVE, we are not consumed, for His compassions never fail. They are new every morning. Great is Your faithfulness!” (Lamentations 3:21–23)

CRAFT

Have each child work on his/her own “Journal of Praise.” The daily entries need not be long, but they should record at least one small thing that gave them joy or made them smile. I have done this in Sabbath School, with a large class of six-and-seven-year-olds. I handed each child a small book to take home. There were eight xeroxed pages, beginning with a decorated title page: *JOURNAL OF PRAISE*. At the top of the next seven pages was the date and this question: What happened today? At the bottom of each page was this declaration: PRAISE THE LORD, FOR HE IS GOOD!

The space in between was left for the children to fill with good things. The following week they brought their books to share with the class. This was a wonderful project!

REVIEW QUESTIONS

1. What is a journal? (What French word is found inside this English word?)
2. Who wrote about the flood in the Bible? How did he know what happened?
3. What dating system is used in the account of the flood?
4. Who steered the ark through the raging waters of the flood?
5. How did God get rid of the water that covered the earth?
6. One day the ark stopped moving on the waters. Why?
7. What was the first creature to leave the ark?
8. What gift did the dove bring to Noah?
9. What happened on Noah's birthday?
10. When did Noah, his family and the animals leave the ark?

PRAYER

LORD, we thank You for all the days that You give us! LORD, help us to count our days and redeem the time.

PSALMS TO SING

107D . . . and 13 (1, 3, 5); 27C (15, 16); 28AB; 29A (1, 2, 6); 31CDEG; 34ACDE; 36B; 42B (8, 9, 12); 46C; 66B; 90CD (6–8); 93A; 100ABC; 105A (1, 2, 3, 5); 106A; 118C (14, 17); 121ABC; 130AB.

FIELD TRIP

Since we live near Ottawa, the capital of Canada, we have at our disposal the National Archives. There you can take children to see the carefully kept journals of many explorers. However, every community keeps records and every library has journals. Perhaps you can find some interesting ones to study.

(This student lesson starts on page 165.)

A New Beginning

Genesis 8:15–22

VISUAL AIDS

Season has followed season, year after year, century after century, according to the kind promise of our LORD. The unchanging change of the seasons—is it not wonderful? Bring calendars with photographs displaying the beauty of each season: spring's flowers, summer's fields, fall's forests, winter's frost. Show them pictures of our work and play in each season: swimming on hot summer days or sledding on cold winter nights, planting on a sunny spring morning or harvesting on a chilly fall evening. There are so many marvellous pictures!

MEMORY WORK

“As long as the earth endures, seedtime and harvest, cold and heat, summer and winter, day and night will never cease.” (Genesis 8:22)

CRAFT

It is easy to make a “clock” for the seasons. Take a round paper plate and divide it in quarters, with each season's name printed on top. The children can then illustrate each section. Add a moveable hand to the centre of the clock. Move it round and round, showing the children how season has followed season, uninterrupted, for thousands of years. God promised never again would he stop everything because of man's sin—and God has kept that promise! Another craft idea is this: Divide a piece of white art paper into four sections, labelling each with the name of a season. Then have the children draw a picture of the same scene, (such as a person standing under an apple tree,) four times. The only thing changing in each picture is the season!

REVIEW QUESTIONS

1. What was the first thing that Noah built in the new world?
2. What did Noah kill and burn on this altar? Why?
3. Was God pleased with Noah's offering? Why?
4. What did God promise?
5. Has God kept that promise?

PRAYER

LORD, we thank You for Your loving words and faithful promises, which You have kept through all generations. Thank You, LORD, for the seasons, in which we have such joy. Thank You for not cursing the ground or killing all life again because of man's sin. We give thanks to You, O LORD; Your mercy endures forever!

PSALMS TO SING

104A . . . and 26A; 30AB; 54AB; 66C; 72C; 74B; 96AB; 100ABC; 104E; 117B; 119L; 136B.

FIELD TRIP

One need not travel very far to view the change of seasons. Look out over a field or a forest, a park or your front lawn—and there with your eyes you can see one season and with your minds you can “see” all the seasons. Talk about what you see now and what changes there would be in the other seasons. Use all your senses. What would you feel, smell, taste or hear in each season?

(This student lesson starts on page 176.)

A Sign In the Clouds

Genesis 9:1–17

VISUAL AIDS

Bring “rainbow-makers” (glass prisms) for your children to use. Explain how the sun shining through millions of raindrop prisms creates a rainbow in the sky. You should also bring photographs of all kinds of rainbows: full arcs, half arcs, double ones, fading ones, etc. Man has captured many beautiful rainbows on film!

MEMORY WORK

“God said . . . I have set My rainbow in the clouds, and it will be the sign of the covenant between Me and the earth.” (Genesis 9:13)

CRAFT

Using paints, crayons, coloured pencils or glitter glue—have the children make rainbows.

REVIEW QUESTIONS

1. God said, “Be fruitful and multiply and fill the earth.” To whom was this blessing given? When was it given?
2. What food did God give to man in the beginning? What food did God give to man after the flood?
3. How did God show that human life was different than animal life? How was human life protected?
4. What did God say in the beginning about man, that He repeated after the flood?
5. What is a covenant?

6. What promise did God make in this covenant?
7. What was the sign of this covenant?
8. At the end of the world, there will be another sign in the clouds. What (or whom) will all people see in the sky?
9. How can we escape that terrible Day of the LORD, when God will destroy the heavens and the earth? How can we be saved?

PRAYER

LORD, we thank You for all Your blessings to us, especially for Your Word, Your promise and Your covenant—which endure through all generations. God, we thank You for rainbows, the sign of Your covenant with the earth. LORD, thank You for providing a way of escape from that final day of destruction.

PSALMS TO SING

111A . . . and 25C; 50A; 65B; 103C; 105A (1–3, 5).

FIELD TRIP

If you live in Ireland, no doubt you can go for a walk and see a rainbow, but for the rest of us it may be difficult to see God's sign of the covenant set in the clouds. If you live near Niagara Falls (or even a waterfall of lesser magnificence) you can view something similar. You can see a "spraybow" of colours, which you can also make on your own front lawn by turning on a sprinkler and standing between the water and the sun.

(This student lesson starts on page 180.)

A Divided Family

Genesis 9:18–11:32

VISUAL AIDS

Find pictures of the world's great towers, such as the C.N. Tower in Toronto, The Eiffel Tower in Paris, the Leaning Tower of Pisa, the Empire State Building of New York, etc. A political map of the world would also be useful, to show how people have spread over the entire earth and how they have been divided into nations. Bring books in different languages, especially those using different alphabets, and let the children try to read them. It will give them a real experience of Babel!

MEMORY WORK

"I am God and there is no other; I am God and there is none like Me . . . I say: My purpose will stand, and I will do all that I please . . . What I have said, that will I bring about; what I have planned, that will I do." (Isaiah 46:9–11)

CRAFT

Perhaps your children can build a tall tower (with blocks or sticks, boxes or bricks—anything!) Build a tower that "reaches to the heavens" and then watch it collapse!

REVIEW QUESTIONS

1. What were the names of Noah's three sons?
2. Which son was cursed? Which son was blessed? Why?
3. Who was Canaan? Which people came from him?
4. Which people came from Shem?
5. Who is called the father of faith?

6. Who was the most important person born in the line of Shem?
7. The sons of men decided to build a city with a tower reaching to the heavens. Why?
8. God divided people into many different languages. Why?
9. What does “Babel” mean?
10. Why did God pour out the Holy Spirit on His children, causing them to speak in other tongues or languages?
11. How can we share the gospel with people of another language?
12. Which tribes, peoples, nations and languages will be praising God forever in heaven?

PRAYER

LORD, thank You that we can trust You and Your Word, that what You say, You do. God, we praise You that Your plans and purposes never fail. We thank You for the great gift of the Holy Spirit, poured out upon all Your sons and daughters, that we might proclaim the good news of the Saviour to all people. We pray for the work of missionaries and translators, as they bring the gospel to every tribe and people and nation—in their own language. And LORD, we thank You for the good gift of speech! May we ever use our voices to bless one another and glorify You.

PSALMS TO SING

9A; 33B . . . and 2; 12A; 18AG; 34BDE; 55B (1); 49B (7–10); 61; 64AB; 102B; 112AB; 144A; 145A.

FIELD TRIP

Is there a tower in your community? This would be the time to visit it! Is there a construction site? Listen to the men talk as they build. Imagine the confusion, if they all spoke different languages. They would have to abandon their work.

(This student lesson starts on page 186.)

The City of God

Genesis 12:1–9

VISUAL AIDS

Ruins! There are many pictures of the ruins of ancient cities, citadels, civilizations, etc. (Check magazines, like National Geographic.) What man builds, eventually falls; what God builds, lasts forever. Also useful for this lesson would be photographs or specimens of the precious stones used in the walls of the City of God, (as described in Revelation 21:19, 20.)

MEMORY WORK

“Trust in the LORD forever, for the LORD, the LORD, is the Rock eternal.” (Isaiah 26:4)

CRAFT

For this lesson you could have the children make name plaques for themselves. This can be done by painting or “glittering” their names onto cardboard, burning or carving their names into wood, scratching their names onto stones or metal, chalking their names onto walls or sidewalks, pressing their names into sand or cement, etc. While the children are working, make sure to emphasize the only way their names will last: If they believe in Christ Jesus, the Lamb of God, their names are written in the Lamb’s Book of Life—forever!

REVIEW QUESTIONS

1. Why did Abram leave his country, his city and his family?
2. What was the great promise that God made to Abram?
3. Who went with Abram on this journey of faith?

4. God promised to make Abram into a great nation, but what two things were missing?
5. Where did God lead Abram? To whom did this land belong? Why was this country called “The Promised Land”?
6. What did Abram build in this land? Why?
7. Why did Abram not build a city or find a country for himself? For which city/country was Abram waiting and longing?
8. Describe that city. How do we know what it looks like?
9. For whom has God prepared this city?

PRAYER

LORD, we thank You for Your precious promises to us, which we can trust with all our hearts! Thank You, LORD, for the gift of faith, because by faith we can follow You (wherever You lead us) and by faith we can obey You (whatever You tell us.) God, we thank You for the men and women of old, who lived by faith, that we might imitate them. We thank You their stories, revealed to us and recorded for us in the Bible, for our great benefit. We rejoice in You, O LORD, and in the City of God, which You have prepared for us. In this world, in the cities and countries in which we live, we have trouble—but You, O LORD, have prepared a place for us, where there is no more grief or pain. For this we thank You, O merciful God, and for the time when You will wipe away every tear from our weary eyes.

PSALMS TO SING

48B . . . and 31DG; 46ABC; 72C; 84B; 90C; 107A; 135C.

FIELD TRIP

Perhaps you live in a country that has ruins of castles or cathedrals, where you can view the slow decay of ancient dreams. Or perhaps you can take a tour in any town or city, looking for the ways men try to make their names last. There are names carved into tree trunks and sprayed onto rocks; there are names printed on books and signed on paintings; there are names in gold letters beneath massive monuments; there are names flashing in neon lights; there are names everywhere, but the only important place to have your name is the one place no one can see it—in the Lamb’s Book of Life!

(This student lesson starts on page 194.)

The God Who Guides and Guards and Gives

Genesis 12, 13

VISUAL AIDS

Tragic pictures of starving nations, which show the effects of drought and the ravages of famine, would be appropriate for this lesson. Show the children how a famine looks with the carcasses of cattle lying shrivelled on land which is hard, bare, cracked and parched. Show them pictures of desperate people, who hold out withered hands for a crust of bread. Show them the dying children, just frail little skeletons, who sadly clasp the only thing they own—an empty bowl. Famine! That was what Abram faced in the land of Canaan. You might also show the children pictures of the world's wandering shepherds, the nomads who dwell in tents.

MEMORY WORK

“O God . . . I long to dwell in your tent forever and take refuge in the shelter of your wings.” (Psalm 61:4)

CRAFT

You can make various kinds of tents with your children, depending on their ages. If it's a young class, bring sheets to drape over chairs. The children can sit in their “tents,” while they listen to the lesson. You can make tiny “teepees” too, by having the children paint bright designs on half-circles of brown paper. (Tent poles can be glued on the inside and door flaps cut on the straight edge.) Fold them into cones and secure with tape.

REVIEW QUESTIONS

1. Abram lived by faith, trusting God to guide him, guard him and give to him. Give examples to show that Abram lived by faith.
2. Was there any time when Abram lived by fear, instead of faith?
3. How was it possible that Abram became so rich?
4. Where did Lot choose to live? Why? Was it a good choice?
5. What did God give to Abram?

PRAYER

LORD, thank You that You are a God whom we can trust. Thank You for taking care of us, for guiding us and guarding us and giving to us.

(Each child can also give thanks for specific ways in which God has cared for him.)

PSALMS TO SING

33C . . . and 27B; 28A (6–8); 31ADE; 32D; 34AC; 37CD; 40DF; 61; 62A (1, 4,5); 73C; 91A; 121ABC.

FIELD TRIP

Sleeping in a tent can be a scary experience. I have heard coyotes howling as they ran by my tent. I have heard bears sniffing around the campsite. I have imagined mountain lions screaming in trees overhead, (which turned out to be raccoons fighting) and I have imagined rattle snakes slithering under the canvass. When darkness descends, you suddenly realize how thin the walls of your tent really are! To sleep over-night in a tent would be an excellent outing to teach your children about Abram, who by faith lived in a foreign land . . . in a tent . . . trusting God to guard him all through the night.

(This student lesson starts on page 200.)

An Account of Kings

Genesis 14

VISUAL AIDS

Pictures of war would be useful for this lesson, especially those photographs that depict the anguish of people taken prisoner.

MEMORY WORK

1. "It is God who arms me with strength and makes my way perfect." (Psalm 18:32)
2. "You give me Your shield of victory, and Your right hand sustains me; You stoop down to make me great!" (Psalm 18:35)

CRAFT

Perhaps for this lesson your children could work on a mathematical as well as a theological concept: the tithe! Bring paper plates divided into ten equal wedges. Have the children colour (or cut out) one tenth to show the tithe. Also, if your class isn't too large, bring small bags, each with ten pennies in them. There are nine pennies for each child to keep, but the tenth one belongs to God, which can be put in the church collection plate. You can also make xeroxed sheets for each child, showing fifty "loonies" (the one-dollar Canadian coin) or fifty of whatever currency you use. Work out with the children what one tenth would be and colour (or cut out) the appropriate number of coins. The pharisees tithed on their herbs and spices, so bring a jar of pepper-corns, nutmegs or cloves and figure out what the tithe on them would be. You can tithe on anything—lines of sheep, baskets of apples, bags of gold, etc.

REVIEW QUESTIONS

1. There was a war in the land of Canaan. How many wicked kings with their armies were involved in this war?
2. What happened to Lot? Why? How was he rescued?
3. What does Melchizedek mean? Who was he?
4. What did Abram give to Melchizedek?
5. Melchizedek was a living “shadow” to help us see . . . whom?
6. Did Abram receive anything from the king of Salem? What?
7. Did Abram receive anything from the king of Sodom? Why not?

PRAYER

LORD, we thank You for the great King of Righteousness, even Jesus our LORD, who has blessed us in the heavenly realms with every spiritual blessing!

PSALMS TO SING

47A; 110 . . . and 2; 10B; 18EJ; 28AB; 33C; 37B; 44AD; 54AB; 56; 59AB; 62C; 68A; 72B; 89D; 96A; 136A (1, 2); 138AB; 145A; 149.

FIELD TRIP

Is there somewhere you can go to see the glory of earthly kings? The crown jewels are on display in the Tower of London, the Louvre in Paris, the Kremlin in Moscow. Vanity of vanities! Abram despised the wealth of such earthly kings, taking not even one jewel from their crowns, not even one thread from their robes. What Abram treasured was the blessing, which he received from heaven's only King.

(This student lesson starts on page 206.)

A Very Great Reward

Genesis 15:1-6

VISUAL AIDS

There are wonderful photographs of the starry heavens. A picture of the millions of stars in the Milky Way would be particularly useful. Look in any astronomy book.

MEMORY WORK

“Consider Abraham: He believed God, and it was credited to him as righteousness.” (Galatians 3:6)

CRAFT

You can make a starry sky in your classroom by hanging hundreds of stars large and small from the ceiling. Among these many stars there should be a star for each child with his/her name on it. If they believe in Jesus, if they have the faith of Abraham, then they are among his children, like stars in the sky.

REVIEW QUESTIONS

1. Why did Abram not accept the king of Sodom's reward?
2. Afterwards, what did God say about what Abram had done?
3. Abram spoke to God about something that was troubling him. What was it?
How did God reassure Abram? What did God say?
4. Why did the LORD take Abram outside his tent at night?
5. What did God promise Abram? How did Abram respond?
6. How is any person made righteous in the sight of God?
7. What was the very great reward that God had for Abram?

PRAYER

LORD, I pray that each child here might have the same faith as Abram, that each one might also believe in You. Thank You, God, for crediting our faith as righteousness, for not holding our sins against us. LORD, thank You for Your most precious gift to us—Jesus, “The Bright Morning Star,” who enables us to shine like stars in the universe, as we hold forth the Word of Life! Thank You that, although we may miss many of the rewards in this life, You have given us the greatest reward of all, which is Your Son, Jesus Christ, in whom we have eternal life. May we praise Your Holy Name forever and ever.

PSALMS TO SING

127A . . . and 5AB (1, 5); 8AB; 18C; 20B (1–3); 31DG; 32AC; 34BD; 37A; 62C; 71C; 128AB.

FIELD TRIP

Take the children out on a clear night to view the Milky Way and all the other stars. Try to count them! Remind the children of God’s promise to Abram.

(This student lesson starts on page 211.)

Know For Certain

Genesis 15:7–21

VISUAL AIDS

A picture of vultures circling in the heat of the day would illustrate the setting for this lesson. Also, a metal box with a lock containing legal documents (such as property deeds) would be a very useful visual aid. Remind the children that what Abram kept locked in his heart, which was God's Word, was more valuable than any deed to the promised land.

MEMORY WORK

“Praise the LORD . . . He remembers His covenant forever.” (Psalm 111:1, 5)

CRAFT

The children could make decorated folders or envelopes for their important papers. Of course, they won't have legal documents to place in them, but they may have important letters or pictures or reports that they wish to keep in a safe place.

REVIEW QUESTIONS

1. What question did Abram ask God?
2. What did God tell Abram to do?
3. How long did Abram have to wait for God's answer?
4. When Abram fell into a deep sleep, what did He see?
5. What did God tell Abram was going to happen in the future?
6. God made a covenant promise to Abram. What was it?
7. God has made a covenant promise to us. What is it?

PRAYER

LORD, thank You for Your promises, in which we can hope and trust—especially Your promise of eternal life in Jesus Christ. Thank You for the New Covenant in the precious blood of Your Son, by which we can “know for certain” that there is everlasting life for all who believe.

PSALMS TO SING

111B . . . and 25C; 32D (5); 37B (6–8); 47A; 50A; 62B (1, 2); 89E; 97AC; 105A; 111A; 130AB.

FIELD TRIP

Can you take the children somewhere to see a blazing fire and billowing smoke? “Our God is a consuming fire” (Hebrews 12:29). God often presents Himself to men in fire and smoke, as He did that night when He came to Abram in a vision.

(This student lesson starts on page 215.)

God Hears! God Sees!

Genesis 16

VISUAL AIDS

X-ray pictures of bones and ultrasound photos of unborn babies (both boys and girls) would be useful for this class. Modern technology allows us to see inside the human body, but God alone can see into the future.

MEMORY WORK

“Trust in the LORD with all your heart and lean not on your own understanding; in all your ways acknowledge Him, and He will make your paths straight.” (Proverbs 3:5, 6)

CRAFT

You can all work together to make two collage-type posters. In magazines find pictures of old women, whose faces are wrinkled and whose bodies are withered. For the other poster find pictures of smooth-skinned, straight-backed, young women—especially ones who are expecting a baby or holding a baby. You can also clip from newspapers and magazines some appropriate words for each poster. To which group did Sarah belong? To which group did Hagar belong? (This craft prepares the way for the miracle described in Genesis 21:1–7—the birth of Isaac.)

REVIEW QUESTIONS

1. Sarah had a plan to get a baby for herself and Abram. What was the plan? Was it a good plan? Why or why not?
2. How old was Abram when he got married to his second wife?

3. After Hagar became pregnant, did Abram have a happy family? Why not? Who was having difficulties with whom? Why?
4. Why did Hagar run away from home? Was that a good solution to the problem?
5. Who found Hagar in the desert? What did He tell her to do? 6. What did the LORD tell Hagar about her unborn baby?
7. Why was Hagar supposed to call her baby Ishmael? What does that mean?
8. Was there a happy ending to this story? What was it?
9. Do you think Ishmael was the child that God promised to Abram?

PRAYER

LORD, we thank You for always hearing us and seeing us, even when we are hiding from everyone else. Thank You, God, for helping us when we are in terrible situations. LORD, thank You that our hope in You is never disappointed. Help each one of us to always turn to You in our distress. Help us to turn to You before we bring trouble and travail into our lives.

PSALMS TO SING

139A . . . and 5AB (1, 5); 27C; 28A (1, 2, 6, 7, 8); 31E; 32BD; 34ACD; 86A; 102A (1); 116A; 119T; 121ABC; 130A; 139B.

FIELD TRIP

Perhaps you can arrange for your class to minister to two groups of women. Young women who are pregnant often need help, as do old women who are lonely and needy.

(This student lesson starts on page 220.)

The Covenant Confirmed

Genesis 17

VISUAL AIDS

For this lesson you need pictures of old men with wrinkled faces and weary eyes and snowy beards, for Abraham was almost 100 years old when God appeared to him again. Also, a world map would be useful for this lesson, when you are discussing the greatness of the world's nations. Make sure to point out the little land of Israel in contrast to the vast land of Russia. You could also bring some legal documents or diplomas to show the children the seals affixed to them. Circumcision was the sign and seal of God's covenant.

MEMORY WORK

“Against all hope, Abraham in hope believed . . . He did not waver through unbelief regarding the promise of God, but was strengthened in his faith and gave glory to God, being fully persuaded that God had power to do what He had promised.”

(Romans 4:18, 20)

CRAFT

For this lesson, type out Genesis 17 and xerox enough copies for all the children in your class to have their own page. Have them read it and highlight the word *covenant*, which is found fourteen times in this passage. Now you need a craft to reinforce the idea of “a sign and a seal.” Have the children write their signatures on their piece of work and then add their thumb prints in sealing wax. Their work is now authenticated by a sign and a seal—their signature and their finger-print.

REVIEW QUESTIONS

1. What are the four new names to consider? What do they mean? Why did God give those names?
2. In the covenant with Abraham, what did God promise?
3. In the covenant with Abraham, what did God require?
4. What was the sign of the covenant? What did it mean? To whom was this sign supposed to be given?
5. Was Sarah included in the covenant? How do we know?
6. When was Abraham made righteous? Was it before or after he was circumcised? What did God count as righteousness?
7. How is a person purified from sin?
8. Abraham would soon have two sons. With which one would God establish His covenant?
9. How old was Abraham when he was circumcised? How old was Ishmael? How many days passed before Abraham did what God commanded?
10. Circumcision was the sign of the Old Covenant. What is the sign of the New Covenant?
11. God promised Abraham and Sarah that kings would come from them. Who were some of those kings? Which son of theirs was known as the King of kings?
12. How did this Son of Abraham purify God's people from sin?

PRAYER

LORD, we thank You for Your great covenant promise, which You first spoke to Abraham, so very long ago: "I will be their God." LORD, we thank You and praise You for being our God, for "blessed are the people who have the LORD to be their God" (Psalm 144:15). We thank You and praise You for making us Your people and for saving us from our sins through Jesus Christ. We thank You for the great peace and joy which we have in Him. We exult in You, O LORD, for You have fulfilled all Your covenant promises to Abraham and to us . . . in Jesus.

PSALMS TO SING

71C . . . and 25C; 32D (5); 67AB; 92C (5); 100ABC; 105A; 111AB;

FIELD TRIP

There are two ceremonies by which children are entered into the covenant. Perhaps your class can witness a baby's baptism in a church, whereby he/she re-

ceives the sign of the New Covenant. Male babies eight-days old, who are in Jewish families, receive circumcision, the sign of the Old Covenant. To witness this “cutting of the covenant,” even if it were possible, might not be advisable, for it remains a sign of blood and tears.

Note: This lesson deals with a sensitive topic: circumcision. If your class does not know what circumcision is, you may wish to deal with it linguistically first: circum = around (e.g. circumference & circumvent) and scission = cutting (e.g. scissors & incision). Circumcision is, therefore, a “cutting around.” Then you may wish to deal with the topic medically by explaining what doctors sometimes do in the hospital to new-born baby boys. On the part of his body, which makes a baby boy a boy, there is an extra piece of skin, (called the foreskin,) which the doctor removes . . . sometimes. Not all baby boys have their foreskins removed. It used to be that only Jewish boys were circumcised, because it was a religious ceremony for them. When Jewish boys were eight days old they received the sign of the Old Covenant: circumcision!

(This student lesson starts on page 225.)