

# Adventures on

Traveling Through the Bible



1

All Staff  
Pre-Class

## Creation & The Fall

- Arrange tables and chairs.
- Pray for today's class.
- Have music playing.
- Welcome kids as they arrive.
- Begin taking attendance.

### MEMORY WORK - LARGE GROUP

\_\_\_\_\_  
(Leader/Teacher)

\_\_\_\_:\_\_\_\_ - \_\_\_\_:\_\_\_\_  
(20 min.)

Chose some of the following activities:

- **Books of the Bible**  
Chose activities from the "Books of the Bible Memorization Activities" sheet. Allow time for students to quote the names of the books of the Old or New Testament in order when they have mastered them. Have a chart or poster for them to record their accomplishments.
- **10 Commandments**
  - Sing "The Ten Commandment Boogie" by Go Fish.
  - Sing the 2<sup>nd</sup> Commandment (Ex. 20:4) to the tune of "Twinkle, Twinkle, Little Star."
  - Sing the 10<sup>th</sup> Commandment (Ex. 20:17) to the tune of "If You're Happy and You Know It."
  - Print commandments and numbers on separate cards. Mix up the cards and have the students match them up again (can use Velcro to attach them to a board) or play the memory game (place in grid on table and have students turn over two at a time to try to find the commandment and number that match).
- **Memory Work Songs**  
Several of the verses students are memorizing (during MEMORY WORK - SMALL GROUP time) have been set to music. From time to time, sing these songs during large-group time. (Visuals can be found in the tubs with the students' memory work folders.)
- **Award Prizes**  
As students achieve large- or small-group memory work goals, reward them (the next week) during MEMORY WORK - LARGE GROUP time so that everyone can congratulate them on their accomplishments.
- Break into smaller groups, one teacher with each group, and work with students on individualized memory work.
  - For our class, we divide into four groups: two each for 6- to 7-year-olds and 8- to 10-year-olds. (To cut down on noise and confusion, two groups may leave the room to practice verses in the hallway or stairwell, etc.)
  - We use workbooks entitled *Quick and Powerful Scriptural Concepts for Children* by Valda Johnson and Ilene Sargeant, ordered through Pentecostal Publishing House. In these, students memorize a set of six verses at a time, quoting them

### MEMORY WORK - SMALL GROUP

All Staff

\_\_\_\_:\_\_\_\_ - \_\_\_\_:\_\_\_\_  
(15 min.)

one at a time, then two at a time, then three at a time, etc., until they are ready to test on all six at once.

- Remind students that there will be prizes for those who score 80 percent or better when they test (exceptions may be made for younger students, etc.).
- Remind students that during Bible Memory Work time, everyone must be working! Encourage them to work together to memorize verses, as opposed to distracting each other.
- Coloring pages are available to help occupy visitors (or younger/distracted students) while their classmates are quoting verses.

## REVIEW

\_\_\_\_\_  
(Leader/Teacher)

\_\_\_\_:\_\_\_\_ - \_\_\_\_:\_\_\_\_  
(10 min.)

- Since there are no review questions yet, play one of the following games using some general Bible questions based on previous years' lessons (e.g., name a book of Law, name a book of History, etc.; name one of the 10 Commandments; name something "God's Word is..."; name a Fruit of the Spirit; name a piece of the Armor of God; Name something Jesus is that begins with the letter "A," "B," etc). Be sure you are ready with answers for your questions. 😊
  - Toss out candy for correct answers.
  - Form teams and play Bible baseball.
  - Form teams and play tic-tac-toe. (A correct answer allows a team to place its "X" or "O.")
  - Play musical chairs. If student answers a question correctly, he/she is NOT out.

## RULES & PRAYER

\_\_\_\_\_  
(Leader/Teacher)

\_\_\_\_:\_\_\_\_ - \_\_\_\_:\_\_\_\_  
(5 min.)

- Go over rules (Power Hour Promises) by calling on students to read/remember the rules.
- Pray together for the class. (Take individual requests from students only as time allows.)

## BIBLE LESSON

\_\_\_\_\_  
(Leader/Teacher)

\_\_\_\_:\_\_\_\_ - \_\_\_\_:\_\_\_\_  
(20 min.)

Teacher Prep: Read *Genesis* 1-3 and *Romans* 5:8, as well as *Read with Me Bible*, pp. 2-19. (NOTE: The lessons in this series cover a lot of material, so you will need to keep the lesson moving along to get through the material in 20 minutes.)

Items Needed: *Read with Me Bible*, Play-doh or clay, timeline figures #2-11, Bible. (NOTE: Attach timeline items to board carefully with rolled pieces of tape; try to avoid sticking the tape to the timeline itself. The items from this lesson will be placed to the left of the timeline. See photos.)

Timeline Board →



This lesson's items →



LESSON (teacher's words are in bold; teacher's actions are highlighted in yellow; answers to questions are in parentheses):

This year we are going to take some "Adventures on Route 66," traveling through the Bible from *Genesis* to *Revelation*.

- Why do we call this "Adventures on Route 66"? (*because there are 66 books in the Bible*)

Most weeks we're going to read from this *Read with Me Bible* (*show book*). The words are similar to those found in your Bible. We're also going to put characters and events on our timeline (*point out timeline, showing the "flow" of time from bottom left corner up to the cross and back down to lower right corner*).

- What does *B.C.* mean? (*Before Christ*)

- **What does A.D. mean?** (*anno Domini, which is Latin for "in the year of our Lord"*)

**Begin to form a human figure from the Play-doh.**

- **What is the very first story God tells us in the Bible?**  
(*Creation: God spoke the world into existence and formed man from the dust of the ground*)

**Let's read about Creation.**

**Read the Bible storybook to students with expression, noting Scripture references and showing pictures. Tell the students to pay careful attention because you will be asking them questions after you read.**

*Read with Me Bible, pp. 2-19.*

**Discuss the following questions.** (*Read with Me Bible may not address all of them.*)

- **What did God create on the 1<sup>st</sup> day?** (*light*)  
Have a student attach timeline item #2 (Day 1) next to timeline.
- **What did God create on the 2<sup>nd</sup> day?** (*the firmament [sky]*)  
Have a student attach timeline item #3 (Day 2) next to timeline.
- **What did God create on the 3<sup>rd</sup> day?** (*dry land, plants*)  
Have a student attach timeline item #4 (Day 3) next to timeline.
- **What did God create on the 4<sup>th</sup> day?** (*sun, moon, stars*)  
Have a student attach timeline item #5 (Day 4) next to timeline.
- **What did God create on the 5<sup>th</sup> day?** (*sea creatures and birds*)  
Have a student attach timeline item #6 (Day 5) next to timeline.
- **What did God create on the 6<sup>th</sup> day?** (*land animals and people*)  
Have a student attach timeline item #7 (Day 6) next to timeline.
- **What did God do on the 7<sup>th</sup> day?** (*He rested*)  
Have a student attach timeline item #8 (Day 7) next to timeline.
- **Who were the first two people God created?** (*Adam and Eve*)  
Have a student attach timeline items #9 (Adam) and #10 (Eve) next to timeline.
- **What one rule did God give Adam and Eve?** (*don't eat from the tree of knowledge of good and evil*)
- **Did Adam and Eve break God's one rule?** (*yes*)

Have a student attach timeline item #11 (tree with serpent) next to the timeline.

- What happened after they broke the rule? (*they were kicked out of the Garden of Eden; death entered the world; they were separated from God*)

In the beginning, God's creation was beautiful and perfect, but when man sinned, things began to decay and die. And Adam and Eve realized they were unholy and couldn't be near God anymore.

- What kind of clothes did Adam and Eve make for themselves? (*clothes made of fig leaves*)
- What kind of clothes did God make them? (*clothes made of animal skins*)

God made Adam and Eve better clothes. The innocent animals that were killed to make these clothes were only the first of many that were sacrificed over many years to cover people's sins—until Jesus came and died for the sins of all people for all time.

Read Romans 5:8 from your Bible. The Bible is all about God's love for us and His plan to save us from our sins.

Let's pray right now and thank God for all the beautiful things He has created and for loving us so much even while we are sinners. Let's ask Him to forgive our sins right now.

Lead the kids in prayer—response to lesson.

#### BIBLE SKILLS

\_\_\_\_\_  
(Leader/Teacher)

\_\_\_\_:\_\_\_\_ - \_\_\_\_:\_\_\_\_  
(10 min.)

Goal: Familiarize students with the structure of the Bible and how to locate specific verses. Use a board with the books of the Bible and their divisions to assist with this.

Hand out Bibles. Remind students to handle Bibles carefully and to help younger students. Teachers will also need to assist students until they become familiar with finding verses.

The Bible is a big book made up of 66 smaller books.

- What is the first book in the Bible? (*Genesis*)

Find *Genesis* in your Bible. Every book of the Bible is divided into sections called chapters. Look for the bigger numbers on the pages; these are the chapter numbers. Find chapter 1 of *Genesis*.

God spoke the world into existence: He created things with His Word. Let's find every time the words "God said" appear in *Genesis* chapter 1. (Write "God said" on the marker board or a piece of paper so students will know exactly what they are looking for. Then list the verse numbers as kids find the words.)

- Which verses in *Genesis* 1 contain the words "God said"? (3, 6, 9, 11, 14, 20, 24, 26, 28, 29).

**God's Word is powerful!**

Choose a couple of students to carefully collect the Bibles.

#### SNACK/ACTIVITY

\_\_\_\_\_  
(Leader/Teacher)

\_\_\_\_:\_\_\_\_ - \_\_\_\_:\_\_\_\_  
(10 min.)

Supplies: Fruit (or fruits) of your choice  
Water or other drink  
Plates, napkins, and cups as needed  
Optional: Play-doh

- What was the fruit that Adam and Eve were not supposed to eat, but they did? (*fruit from the tree of knowledge of good and evil*)

Sometimes people like to joke that it was an apple, but the truth is we don't know what the fruit from the tree of knowledge of good and evil was like.

We're going to eat a snack of fruit today. None of it came from the tree of knowledge of good and evil...or the tree of life, which was another tree in the Garden of Eden (*Genesis* 2:9, 3:22-24). Now that would have been a good tree to eat from!

Pray for the snack and then serve students fruit and drink.

Optional: Give students Play-doh and ask them to create things.