

I LOVE MY BIBLE!

11

All Staff
Pre-Class

MEMORY WORK -
LARGE GROUP

(Leader/Teacher)

____:____ - ____:____
(15 min.)

God's Word is a MIRROR

- Arrange tables and chairs.
 - Pray for today's class.
 - Have music playing.
 - Welcome kids as they arrive and begin taking attendance.
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- Chose activities to help students begin learning the books of the Bible. To aid in memorization, use the Books of the Bible Demonstration Board. Several of the following activities use Books of the Bible Cards.
 - **Book Order Races**
Form teams and have them race using the Old or New Testament book cards to see which team can put them in order more quickly.
OR
Deal out the Old or New Testament book cards to all the students. Time the class to see how long it takes them to put the cards in order (on the floor at the front of the room). Repeat and have them try to beat the previous time. (Record their best time so that they can try to beat it next week.)
 - **Old or New**
Have a student draw a random card from the deck and call out the name of the book. Then choose a student to say whether the book is in the Old or New Testament. If correct, he/she gets to draw the next card.
OR
Display the Books of the Bible Demonstration Board at the front of the classroom. Have students stand in a line (or if you have a larger class, just have them stand at their seats) facing the board. Make sure cards are mixed up, and then have a student begin turning cards and calling out their names. If the book called is from the Old Testament, students take a step toward their left; if it is from the New Testament, they take a step toward their right (since, as they are facing the Books of the Bible Demonstration Board, the Old Testament is on their left and the New on their right). Let the student-caller draw and call several cards; then choose a new caller. Continue in this manner as you have time or until you have gone through all the Bible book cards.
OR
Form two teams. Have a member of each team come to the front of the class. Randomly chose a card from the deck and call out the name of the book. As quickly as possible, each team member calls out "Old" or "New." Award a point for the speediest correct answer (or award each correct answer a point). Continue, having a new player from each team come to the front.
 - **Musical Books**
Seat kids in a circle. Choose cards of consecutive books of the Bible equal to the number of players. Mix up the cards and give one to each player. As the music plays, players pass the cards around the circle. When the music stops, whoever has the first book in the series places his card in the center of the circle and is out of the game. Play resumes until all the cards have been placed in order. The last person to place a card gets to choose the next cards used in the game.

- **Callout-Repeat**
Call out 3-5 books (e.g., "Genesis, Exodus, Leviticus") at a time and have students repeat them. Repeat the callout-response several times. Then call out the next 3-5 books and have them repeat those.
VARIATION: Have a student lead the callout.
- **Pass the Beanbag (or Ball)**
Have students stand or sit in a circle. Pass a beanbag (it can't roll away like a ball). As each person receives the beanbag, he/she names the next book of the Bible (start wherever you'd like).
OR
Have the entire group call out the next book as each person receives the beanbag.
VARIATION: From time to time call out "Freeze." The person holding the beanbag must name the next three books in order.
- **Before or After**
Randomly choose a card from either the Old or New Testament deck. Don't let the students see the card. Have them try to guess the name of the book on the card by randomly naming a book. If the card you're holding comes before the book guessed, say "Before." If it comes after the book guessed, say "After." Keep narrowing it down until someone guesses the correct book.
- **Memory (Concentration) Game**
Choose several pairs of identical book cards from two Old or New Testament decks. Mix the cards and lay them out in a grid on the floor or a table. Have students take turns turning over two cards at a time, trying to find matches. If a match is found, the student gets to hold the cards. (Although in normal "memory game" rules the player gets another turn after finding a match, we usually have play pass to the next player.) The player with the most pairs at the end wins. Variation: Break into several smaller groups instead of playing with the whole group.
- **Sing the Books**
Sing the "Old Testament Song" and/or the "New Testament Song." Have a student point (with a pointer or play sword) to the names of the books as the group sings. Repeat several times with different students pointing.
- **Sing Memory Work Songs**
Several of the verses students are memorizing (during small-group memory work 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.)
- **Sing Go Fish's "Ten Commandment Boogie"**
Sing with lots of action. Use this song to discuss the meaning of each commandment.
- **Work on Memorizing the Ten Commandments**
Using the Ten Commandments visual display board, say the commandments together. Then close the board and ask students to remember what the first or fifth (etc.) commandment is. At first just concentrate on remembering the gist of the commandments and then work towards exact recall. (The complete 2nd commandment [set to "Twinkle, Twinkle Little Star"] and 10th commandment [set to "If You're Happy and You Know It"] may be sung.)
- **Memorize Psalm 1 by repeating it together each week before going to small-group time. Display a posterboard with the words. Use actions to aid in memorization (see back of Psalm 1 posterboard).**

From time to time discuss the overall meaning of the passage and what specific words mean, such as: *blessed* (happy), *counsel* (advice), *ungodly* (without God, sinful), *scornful* (those who mock and are disrespectful), *delight* (enjoyment, happiness), *meditate* (think about, ponder), *wither* (dry up, die), *whatsoever* (whatever), *prosper* (succeed, do well), *chaff* (dry outer covering that is separated from grain), *judgment* (time when God judges), *congregation* (gathering of people), *righteous* (right with God), and *perish* (die, come to nothing).

MEMORY WORK - SMALL GROUP

All Staff

_____ : _____ - _____ : _____
(15 min.)

- 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 5- 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 another classroom, the hallway, etc.)
- Work with each student on a list of Bible verses that you would like him/her to memorize. Allow students to work at their own pace (e.g., older kids not held back by younger), keeping track of their progress on charts or in workbooks.
 - 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 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.
- Also allow time for the kids to quote the names of the books of the Old and Testaments in order as they learn them, as well as Psalm 1.
- Remind students that there will be prizes for those who memorize.
 - Students must pass with a score of 80 percent or better when working in their *Quick and Powerful* workbooks.
- 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.
- As students achieve memory work goals, reward them during a large-group time so that everyone can congratulate them on their accomplishments.

REVIEW

(Leader/Teacher)

____:____ - ____:____
(10 min.)

- Ask review questions from previous lessons. See "I LOVE MY BIBLE! Review Questions." Ideas (keep in mind that you only have about 10 minutes):
 - 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.
- 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.)

RULES & PRAYER

(Leader/Teacher)

____:____ - ____:____
(5 min.)

BIBLE LESSON

(Leader/Teacher)

____:____ - ____:____
(15 min.)

Teacher Prep: Read James 1:22-25. Pray for anointing.

Items Needed: Something with which to smudge your face; damp cloth; comb; mirror(s); Bible; "Mirror" visual.

Arrive with your face smudged and hair and clothes disheveled. As you see how the kids react, begin to "discover" that you are untidy. Ad lib reasons why (dressed in a hurry, didn't have time to look at yourself, etc.). Discuss:

- **What's wrong with my hair (face, clothes, etc.)?** (*as students tell you, begin to try to fix: wash face with cloth, fix hair with comb, etc.*)
- **I think I look better now, but I really need a certain item so that I can see myself. What do I need?** (*mirror*)

Pull out a mirror and look yourself over, fixing anything you missed before.

- **Besides using a mirror to see how we look, what else are mirrors used for?** (*rearview mirrors help us see behind our car; rounded [convex] mirrors help us see around corners and are used in places such as parking garages, hospitals, and restaurant kitchens so that people don't crash into each other; dentists use little round mouth mirrors to help them see inside our [small, dark] mouths; mirrors are also used in cameras, lasers, telescopes, and other scientific instruments*)

Mirrors are useful tools. They can also be used to add light and beauty to a room.

James compared God's Word to mirror. Listen to James 1:22-24.

Read James 1:22-24 from your Bible, pausing when you read about "beholding his natural face in a glass" to demonstrate looking in the mirror.

So...this man looks in a mirror (glass) and notices that his face is dirty and his hair messed up, but instead of washing his face and combing his hair, he just goes away from the mirror so he won't have to see how bad he looks. James says we are like that man when we hear what God's Word says, but we don't do it.

- How is God's Word like a mirror? *(suggested answers below)*
 - *It shows us what we really look like inside (are we full of truth/lies, humility/pride, joy/sorrow, love/hate, jealousy, faith/doubt, etc.?).*
 - *It helps us see into even the small, dark places in our hearts (like a dental mirror).*
 - *If something is messed up in our lives, it shows us how to fix it.*
 - *It helps us see dangers around us (like rearview and convex mirrors).*
 - *It improves our lives with powerful truths (as mirrors improve things such as cameras, lasers, telescopes, etc.).*

Now listen to verse 25 of James 1:

Read James 1:25 from your Bible.

If we want to look good on the OUTSIDE, we should look in a mirror. If we want to look good on the INSIDE...and be blessed, we should not only hear God's Word but do (obey) it.

Have a student attach the "Mirror" visual to the board

We don't want to have dirty hearts and not even know it! Let's pray right now and ask God to help us see what He is showing us in the mirror of His Word, and then obey it.

Lead the kids in prayer—response to lesson.

BIBLE SKILLS

(Leader/Teacher)

____:____ - ____:____
(15 min.)

Familiarize students with the structure of the Bible and the names of all the books, using the Books of the Bible Demonstration Board.

- How many books of Law are there? (5)
- What are the names of the books of Law? (*Genesis, Exodus, Leviticus, Numbers, Deuteronomy*)
- Do you remember which two books of Law contain the Ten Commandments? (*Exodus and Deuteronomy*)

- How many Old Testament books of History are there? (12)
- Can you tell me about a character from one of the books of History? (*the names of the books should be clues; look at I Love My Bible!, Lesson 9, "God's Word is a Cleanser," BIBLE SKILLS, for information on several characters, though there are many more*)

- How many books of Poetry are there? (5)
- What are the books of Poetry? (*Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon*)
- What is special about Psalm 119? (*it is the longest chapter in the Bible; almost every verse mentions God's Word [statutes, commandments, laws etc.]; it is an acrostic poem with a stanza [section] for each letter of the Hebrew alphabet [within each stanza each verse begins with that letter]*)

- How many Old Testament books of Prophecy are there? (17)
- Which are the major (longer) books of Prophecy? (*the first five: Isaiah, Jeremiah, Lamentations, Ezekiel, Daniel*)

The Old Testament division with the most books is Prophecy.

- What is the New Testament division with the most books? (*Epistles [Letters]*)
- How many Epistles [Letters] are in the New Testament? (21)

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

Find the letter written by James. It's near the end of your Bible.

Have several students read James 1:22-25.

These are the verses we talked about in our Bible Lesson today.

- What are these verses comparing God's Word to? (*a mirror [glass]*)

Choose a couple of students to carefully collect the Bibles.

ACTIVITY/SNACK

(Leader/Teacher)

____:____ - ____:____
(15 min.)

Supplies: "Mirror Activity Page"
Pencils
Crayons

Optional: Snack and drink

Give each student a copy of the "Mirror Activity Page." Encourage them to draw themselves as realistically as possible. They may need to look in your mirror to remind themselves exactly what they look like. After they are finished drawing, you might wish to collect the papers and show them to the class, having them guess who is in the mirror.

Remind students: **God's Word is mirror. It shows us what we look like on the INSIDE, where it really matters.**

You might want to serve students a snack while they are drawing.

If time remains, play a game from "Memory Work—Large Group" or sing some memory work songs.