

# I LOVE MY BIBLE!

12

All Staff  
Pre-Class

MEMORY WORK -  
LARGE GROUP

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

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

## God's Word is MILK & MEAT

- 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** (Combine decks of Old and New Testament book cards for these games.)  
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 2<sup>nd</sup> commandment [set to "Twinkle, Twinkle Little Star"] and 10<sup>th</sup> 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.

## 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)

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

Teacher Prep: Read 1 Peter 2:2 and Hebrews 5:12-14. Pray for anointing.

Items Needed: Milk; baby bottle; meat; Bible; "Milk & Meat" visual.

### Show milk (in baby bottle).

- **Do you like milk? Why or why not?**
- **At what time in your life was milk especially important to you?** (*when you were a baby*)
- **Why do babies drink so much milk?** (*it's their only source of nutrition [food]; it's the only thing they can digest*)
- **On average, a baby will double her birth weight in 6 months. So, if a baby weighs 7 pounds at birth, about how much will she weigh at 6 months of age?** (*7 lbs. x 2 = 14 lbs.*)

The baby also grows taller and stronger. At first she can't even hold up her own head, but by 6 months she can sit up all by herself. She has grown in other ways too, learning to laugh and mimic sounds. All of this growth is fueled by one food: MILK!

- **Milk is a good source of calcium, which helps us build strong what?** (*bones and teeth*)
- **Milk is also a good source of protein, which helps us build strong what?** (*muscles and other tissues throughout our bodies*)

Now listen to 1 Peter 2:2.

Read 1 Peter 2:2 from your Bible.

- In this verse, Peter compares God's Word to what? (*milk*)
- What does a baby do if he doesn't get his bottle of milk right away when he's hungry? (*cries until he gets it*)

Peter says we should desire (really, really want) God's Word, just like a baby really, really wants his milk!

Show meat.

- Could a baby eat this? (*no*) Why not? (*a baby doesn't have teeth; a baby's digestive system is not mature enough to digest meat*)

You used to drink only milk. Now you've grown, so you can eat meat.

- Do you like meat? If so, what are some kinds of meat you like? (*hamburger, steak, bacon, sausage, ham, chicken, pepperoni, turkey, pork chops, etc.*)
- What does meat do for our bodies? (*it helps us grow; it's a great source of protein, which builds muscles and other tissues throughout our bodies*)
- Imagine if we stayed like babies our whole lives—never grew teeth, never developed mature digestive systems. Would we ever be able to eat a hamburger, pizza, chicken strips, steak, etc.? (*no*)

A baby drinks milk to grow...so that eventually he can drink/eat more than milk.

Now listen to Hebrews 5:12-13.

Read Hebrews 5:12-13 from your Bible.

The writer of Hebrews is telling some Christians that they should be teaching God's Word to others, but instead they need someone to re-teach them the simple truths of God's Word. They should be growing up, but they are still baby

Christians. A baby cannot help others; he needs someone to help and take care of *him*.

You should read and study your Bible regularly. Then you will get past the milk stage (simple truths) and on to the meat stage (even more amazing truths).

Have a student attach the "Milk & Meat" visual to the board

Let's pray right now and ask God to help us grow and understand His Word, so that we won't always be baby Christians. We want to grow up so that we can tell others about all the wonderful truths of God's Word.

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 are in the New Testament?** (27; *3 letters in "New" x 9 letters in "Testament" = 27*)
- **How many Gospels are there?** (4)
- **What does "Gospel" mean?** (*good news; the Gospels contain the good news of Jesus' birth, life, death, and resurrection*)
- **What are the names of the Gospels?** (*Matthew, Mark, Luke, John*)
  
- **How many New Testament books of History are there?** (1)
- **What is the name of the New Testament book of History?** (*Acts*)
- **In which chapter of Acts did Peter say, "Repent, and be baptized every one of you in the name of Jesus Christ for the remission of sins, and ye shall receive the gift of the Holy Ghost"?** (*Acts 2*)
  
- **How many New Testament books of Prophecy are there?** (1)
- **What is the name of the New Testament book of Prophecy?** (*Revelation*)

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

Find the letter, Hebrews.

- Is this letter written BY Hebrews or TO Hebrews? *(to Hebrews; we're not sure who it was written by)*

Find Hebrews 5:13-14.

Have a student(s) read Hebrews 5:13-14.

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

- What are these verses comparing God's Word to? *(milk and meat)*

Now find the letter, 1 Peter.

- Is it before or after Hebrews? *(after)*

Find 1 Peter 2:2.

Have a student read 1 Peter 2:2.

Milk helps us grow so that we can eat meat, which helps us grow even more!

Choose a couple of students to carefully collect the Bibles.

#### ACTIVITY/SNACK

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

\_\_\_\_\_  
(15 min.)

Supplies:      Milk  
                     Meat  
                     Cups, plates, and napkins

Give each student a snack of milk and meat. Have them pray, thanking God for the food that helps them grow strong and healthy. Remind them: **Milk and meat help our bodies grow strong. God's Word helps us grow into stronger Christians.**