

I LOVE MY BIBLE!

13

All Staff
Pre-Class

MEMORY WORK -
LARGE GROUP

(Leader/Teacher)

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

God's Word is SEED

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

- 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 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.

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 Mark 4 (the Parable of the Sower is also found in Matthew 13 and Luke 8). Pray for anointing.

Items Needed: A variety of seeds and seed packets; "Parable of the Sower" visuals; "Seed" visual.

Show seeds.

- **What are these and what do we do with them?** (*seeds; we plant them to grow things; we eat them*)

See if students can identify the various seeds and briefly discuss the kinds of things that grow from seeds.

- **How do we plant seeds?** (*dig up/prepare the ground; make sure the ground receives the proper amount of sunlight; place the seed in the ground; cover the seed; keep the seed watered and protected from birds, etc.*)
- **Can seed ever be, or become, bad?** (*yes; it can become old and unable to sprout, or it can grow bad or annoying things like weeds that strangle out useful plants*)

Jesus told several parables about seeds and growing things.

- **What is a parable?** (*a story that illustrates truth by comparing earthly [natural] things to heavenly [spiritual] things*)

Let's talk about one of His parables called the Parable of the Sower.

- What is a sower? (*a planter, a farmer, a gardener*)

Tell the "Parable of the Sower," using visuals. Read and show only the front sides the first time through. Then say:

Remember, in a parable, the natural things stand for (represent) spiritual things.

Show page 1 of the "Parable of the Sower" and read Mark 4:14 from the back.

- In this parable, what does the seed stand for? (*God's Word*)

Show page 2 of the parable and read Mark 4:15 from the back.

The ground of the wayside is very hard. The seeds do not sink in.

- What does the wayside represent? (*a hard-hearted person who does not listen to God's Word*)
- What do the birds who eat (take away) the seed represent? (*Satan*)

Show page 3 of the parable and read Mark 4:16-17 from the back.

The stony ground doesn't have enough dirt to support a large plant.

- What does the stony ground represent? (*a person who hears God's Word gladly but doesn't do what it says [doesn't put down roots]*)
- What does the sun represent? (*persecution, temptation, things going wrong, etc.*)

Show page 4 of the parable and read Mark 4:18-19 from the back.

- What does the thorny ground represent? (*a person who hears God's Word and begins to obey it but then gets busy and distracted by other things*)

Show page 5 of the parable and read Mark 4:20 from the back.

- What does the good ground represent? (*a person who hears and receives [obeys] God's Word continually*)

- **What does the fruit represent?** *(the good things we do when we obey God's Word; the Fruit of the Spirit: love, joy, peace, longsuffering, gentleness, goodness, faith, meekness, and temperance [we will be studying these next quarter])*
- **Does every piece of good ground produce the same amount of fruit?** *(no; some good ground produces 30 times more than was planted, some 60 times more, and some 100 times more)*

We shouldn't compare the good things we do to what others do. We should just listen to and obey God's Word and watch Him do good things in and through our lives!

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

- **How can we make sure we are GOOD ground that God's Word (the seed) will grow in?** *(read God's Word, listen when God's Word is taught and preached, obey God's Word, pray [prayer helps "soften our hearts" and get out the "stones"—the things that keep God's Word from growing in us])*

Let's pray right now that we will be good ground. Let's ask God to keep our hearts soft always. Ask Him to remove any stones. Ask Him to help us listen to and obey His Word so that it can grow in us and produce beautiful things!

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, 1 Peter.

- Is this letter written BY Peter or TO Peter? (by Peter)
- How many letters in the New Testament were written by Peter? (two: 1 Peter and 2 Peter)

Find 1 Peter 1:23-25.

Have a student(s) read 1 Peter 1:23-25.

Natural seed is corruptible; it will decay/die. But God's Word is incorruptible; it will never decay or die! It will last forever! And it is planted in us!!

Choose a couple of students to carefully collect the Bibles.

ACTIVITY/SNACK

(Leader/Teacher)

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

Supplies: Small disposable bowls
Permanent markers
Small peat pots (2/student)
Potting soil
Spoon or scoop
Pencils
Sunflower seeds
Plastic wrap

Hand wipes
Paper towels
"Sunflower Seed Instructions"
Shelled, roasted sunflower seeds
Drinks

Fill small peat pots with potting soil ahead of time (fill enough for each student to have two).

Give each student a disposable bowl and have them write their names on them with permanent markers (or teacher can do this ahead of time).

Give each student two peat pots filled with potting soil. Students should then:

1. Place their peat pots into their bowls.
2. Poke a pencil into the soil of each peat pot (past the sharpened point so the soil just reaches the "yellow").
3. Place one sunflower seed into each hole and cover with soil.
4. Cover their bowls with plastic wrap to secure the contents for the trip home.
5. Wipe their hands and clean up their area.

Give each student a "Sunflower Seed Instructions" sheet and review the information with them.

Serve a snack of shelled, roasted sunflower seeds and drink of your choice.

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