

# I LOVE MY BIBLE!

2

All Staff  
Pre-Class

MEMORY WORK -  
LARGE GROUP

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

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

## God's Word is LIGHT

- 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 Go Fish's "Ten Commandment Boogie"**  
Sing with lots of action. Use this song to discuss the meaning of each commandment.
- **Memorize Psalm 1 by repeating it together each week before going to small-group time. Display a posterboard with the words. 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).**

Use actions to aid in memorization:

<sup>1</sup>Blessed is the man that walketh not in the counsel of the ungodly,  
(walk) (stop walking; shout "NOT!")

nor standeth in the way of sinners,  
(stand straight and stiff, arms at side)

nor sitteth in the seat of the scornful.  
(sit)

<sup>2</sup>But his delight is in the law of the LORD;  
(big smile) (hold hands like a book)

and in his law doth he meditate day and night.  
(hands like book) (point to head) (eyes big) ("sleep" w/ head on hands)

<sup>3</sup>And he shall be like a tree planted by the rivers of water,  
(stand, put arms up & out) (hands make ripples)

that bringeth forth his fruit in his season;  
(take bite of imaginary fruit)

his leaf also shall not wither;  
(hold up hand, fingers together) (shout "NOT!") ("crumple" hand)

and whatsoever he doeth shall prosper.  
(thumbs up)

<sup>4</sup>The ungodly are not so:  
(shout "NOT!")

but are like the chaff which the wind driveth away.  
(blow "chaff" from hand)

<sup>5</sup>Therefore the ungodly shall not stand in the judgment,  
(sit while shouting "NOT!")

nor sinners in the congregation of the righteous.  
(make gathering-in motion with arms) (point right)

<sup>6</sup>For the LORD knoweth the way of the righteous:  
(point to head) (hands together, then out & apart) (point right)

but the way of the ungodly shall perish.  
(hands together, then out & apart) (point left) (cross & then open arms horizontally, like for a missed field goal)

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.)

Items needed: Different forms of the Bible such as electronic versions on your computer and phone, as well as a regular printed copy.

**Since this is only the second week of the quarter, there are only a few review questions from last week's lesson. Before I ask those, I want to ask you a couple of other questions:**

- **What was the Bible originally written on?** (*stone tablets [e.g., the 10 Commandments], animal skin parchments, scrolls, etc.*)
- **What is your Bible printed on today?** (*paper*)
- **Aren't you glad you don't have to haul around a Bible made of stone?!**

The Bible was the first major book printed after the invention of the printing press by Johannes Gutenberg around 1440. Now we have all kinds of Bibles printed on paper (**show yours**). In the last few years, there have been many new inventions, and now we have other ways to read the Bible. (**Show and briefly discuss how your electronic versions work.**)

**Who knows how we will be reading the Bible in the future! The important thing is that we read and obey it!**

**Now for the review questions:**

- **The Bible was originally written in what languages?** (*Old Testament: mainly Hebrew; New Testament: Greek*)
- **Why must translators always be very careful and prayerful as they translate the Bible into other languages?** (*because they must not change the meaning of the original text; God's Word must not be added to or subtracted from*)
- **Last week we compared God's Word to a what?** (*sword*)
- **What is a sword used for?** (*battle, protection, etc.*)
- **Whom did Jesus defeat by quoting Scripture?** (*the devil*)
- **How can you become an expert at using your Bible?** (*learn where and how to find things in your Bible; read your Bible; study your Bible; memorize Bible verses so you will always have God's Word—your sword—with you; listen when the Word is taught and preached; don't just listen—DO—what the Bible says*)

## 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: Meditate on Psalm 119:105. Pray for anointing.

Items Needed: Various types of lights (flashlights, lamps, glow sticks, etc.); Bible; "Light" visual.

**Show kids the various lights and how they work.**

- **What natural (not manmade) lights do we have in our world?** (*the sun, moon, and stars—created by God, the source of all light*)
- **Why do we need light? How does it help us?** (*to see, as our eyes don't work well in the dark [flashlights, spotlights]; to guide us [headlights]; to make things more beautiful [track lighting on artwork, light shining through stained glass, etc.]; plants need light to grow [and we need plants]; light also adds warmth [especially the sun!]; etc.*)
- **What would it be like if we had no light at all?** (*gloomy, depressing, hard to find our way, hard to read, hard to do anything at all*)

- **How is the Bible—God's Word—like light?** (*it helps us see the truth; it guides us; it makes things clearer and more beautiful; it helps us grow; etc.*)

Read Psalm 119:105 from your Bible. Have someone turn off the lights in the room. Attempt to walk to the door holding your flashlight but NOT turning it on. Then turn on your flashlight to guide your steps.

God's Word can guide our lives so we don't bump into problems and fall down and hurt ourselves—but only if we read it, listen to it, study it, and obey it. If we have a Bible and we don't read it, listen to it, study it, and obey it, it's like trying to walk in a dark place without turning on our flashlight.

Have a student attach the "Light" visual to board.

Let's pray right now that God will help us learn to read, study, and obey His Word.

Lead the kids in prayer—response to lesson.

## BIBLE SKILLS

(Leader/Teacher)

(15 min.)

Begin to familiarize students with the structure of the Bible and the names of all the books. Point out the two testaments, division names, and book names using the Books of the Bible Demonstration Board.

- **How many books are in the Bible?** (66)

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

- Each book is also divided into smaller parts. What do we call these smaller parts of books? (*chapters*)
- Each chapter is also divided into even smaller parts. What do we call these smaller parts of chapters? (*verses*)

The Bible is divided into parts like this to make it easier for us to find things. We're going to practice looking up some verses.

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 .

Open your Bible in the middle and find the BOOK of Psalms.

- Is Psalms in the Old or New Testament? (*Old*)
- What division of the Old Testament is Psalms in? (*Poetry*)

Now find CHAPTER 119 of Psalms. This is the longest chapter in the Bible!

- How many verses does Psalm 119 have? (*176!*)

Nearly every one of these 176 verses mentions God's Word!  
We are going to read verse 105.

Have a student read Psalm 119:105 to the class.

This is the verse we talked about in our Bible lesson. God's Word is the light that shows us the right way to go.

Now look further down chapter 119 and find verse 130.

Have a student read Psalm 119:130 to the class.

- When God's word enters our hearts and minds, it gives what? (*light*)

God's Word helps us understand important things. Don't let anyone tell you the Bible is too hard to understand. Read, listen, and pray, and God will make it simple and understandable.

Choose a couple of students to carefully collect the Bibles.

## ACTIVITY/SNACK

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

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

Supplies: Stained glass coloring pages (books available at book stores, amazon.com, doverpublications.com)  
Markers and/or crayons  
Optional: Glow sticks  
Small snack if desired

Give each student a stained glass coloring page and markers or crayons. As they color the pages, serve a small snack if desired. You may also wish to pass out glow sticks and show students how to activate them.

Remind students:

**Light makes things more beautiful. Take your picture home and place it in a window to remind you how necessary and beautiful light is to your life—just like God's Word.**

**Even a small light like your glow stick shines brightly in the dark. God's Word is the bright light this dark world needs.**