

I LOVE MY BIBLE!

4

All Staff
Pre-Class

MEMORY WORK -
LARGE GROUP

(Leader/Teacher)

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

God's Word is FIRE

- Arrange tables and chairs.
- Pray for tonight'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 (see back of Psalm 1 posterboard).

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: Study Jeremiah 20 and 38. Pray for anointing.

Items Needed: "God's Word is Fire" PowerPoint show and computer (or various pictures of fire); Bible; "Fire" visual.

Go through the "God's Word is Fire" PowerPoint show, discussing the pictures and questions and then skip down to the SUMMARY/PRAYER part of this lesson.

OR

Show students the pictures of fire and discuss the following questions.

- **What are some ways fire is helpful?** *(it gives us light, helps us celebrate, keeps us warm, looks beautiful when contained [as in a fireplace], burns away old growth to make room for new, cooks our food, can be a unifying symbol [as in the Olympic Torch], helps us make useful things from metal, etc.)*
- **What are some ways fire is NOT helpful?** *(it can spread quickly and burn down entire fields and forests and destroy all kinds of things, including homes and lives)*
- **How is God's Word like fire?** *(it brings light into our lives [shows us right from wrong], warms our hearts [brings joy], adds beauty [beautiful things to think on], can bring comfort but can also make us uncomfortable when we have sinned, gets rid of the bad things in our lives so that new good things can grow, spreads quickly when we share it with others)*

The Old Testament prophet Jeremiah was persecuted for speaking God's Word. Among other things, he was beaten, put

in stocks, and thrown into a dungeon (a muddy pit). Listen to what he said:

Read Jeremiah 20:9 from your Bible.

SUMMARY/PRAYER

Even though Jeremiah felt discouraged at times, and thought he would just give up talking about God's Word, he could not! God's Word was like a fire inside of him!!

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

Let's pray right now that God's Word will burn in our hearts—getting rid of the bad things, making the good things better. And let's pray that we will never stop telling others about the things we have learned from 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. Point out the two testaments, division names, and book names using the Books of the Bible Demonstration Board.

- How many books are in the Old Testament? (39—3 letters in "OLD" and 9 letters in "TESTAMENT")
- How many books are in the New Testament? (27 = 3 letters in "NEW" x 9 letters in "TESTAMENT")
- How many books are in the entire Bible? (66)

- What are the divisions of the Old Testament? (Law, History, Poetry, Prophecy)
- How many books of Prophecy are there? (17)

The longer books of Prophecy are called the "Major Prophets." These books are not more important than the other books of Prophecy, just longer. The Major Prophets are: Isaiah, Jeremiah, Lamentations (written by Jeremiah), Ezekiel, and Daniel.

Let's say those five books together several times: Isaiah, Jeremiah, Lamentations, Ezekiel, and Daniel. *(Repeat several times.)*

- During the Bible Lesson today we talked about one of the Major Prophets. Which one? *(Jeremiah)*

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 book of Jeremiah (a little past the center of the Bible). Find chapter 20, verse 9.

Have a student read Jeremiah 20:9 to the class.

Jeremiah couldn't stop talking about God's Word! He said it was like a fire inside of him!! Now turn three chapters over to Jeremiah chapter 23, verse 29.

Have a student read Jeremiah 23:29 to the class.

God Himself called His Word a fire—a powerful force!

- What is the first division of the Old Testament? *(the Law)*
- What are the books of the Law? *(Genesis, Exodus, Leviticus, Numbers, Deuteronomy)*

Let's say those five books together several times: Genesis, Exodus, Leviticus, Numbers, Deuteronomy. *(Repeat several times.)*

Turn towards the front of the Bible and find the book of Deuteronomy. Find chapter 5. We're going to read verses 22-24.

Have a student(s) read Deuteronomy 5:22-24 to the class.

God spoke out of the fire, and He wrote His words on two tables of stone.

- **What were those words on the tables of stone? (*the Ten Commandments*)**

God's Word is powerful, like a fire!

Choose a couple of students to carefully collect the Bibles.

ACTIVITY/SNACK

(Leader/Teacher)

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

Supplies: "Jeremiah 20:9—Fire" coloring pages
Red, yellow, and orange tissue paper cut into small flame-like pieces
Glue sticks
Crayons
Hot Cheetos, red hots or other hot treats
Drinks (?juice pouch that won't spill easily)
Plates/bowls and napkins as necessary

(Before class, complete a sample page to show the kids, coloring in the picture and letters and attaching tissue paper flames with glue.)

Hand out coloring pages. Remind students to write their names on their pages. Show them your sample and the supplies and have them complete the coloring pages.

While kids are working on their coloring pages, serve Hot Cheetos or other snacks, as well as drinks. Remind kids to take the time to pray and give thanks for their snacks.

Remind the students:

God's Word is a powerful and burning FIRE!

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