

# I LOVE MY BIBLE!

9

All Staff  
Pre-Class

MEMORY WORK -  
LARGE GROUP

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

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

## God's Word is a CLEANSER

- 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 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.)

## RULES & PRAYER

(Leader/Teacher)

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

## BIBLE LESSON

(Leader/Teacher)

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

Teacher Prep: Read 1 John 1:7, John 15:3, and Philippians 4:8-9.  
Pray for anointing.

Items Needed: Various cleansers such as bar soap, shampoo, toothpaste, laundry detergent, dish soap, bathroom cleaner, etc.; Bible; "Cleanser" visual.

**Show and discuss the various cleansers.**

- **What does this clean (or cleanse)?**
- **Why is it important for things (and people) to be clean?** (*to prevent the spread of germs and disease [sickness], so things will look nice, so things will smell good, because it feels better [no one really wants to eat off a dirty plate or sleep on filthy sheets], to take proper care of the things God has given us, etc.*)

**It's important for our bodies to be clean, but it's even more important for our hearts and minds to be clean.**

- **Why?** (*God is holy [clean, pure]; we can't stay near Him with dirty hearts and minds; there will be nothing unclean in Heaven*)
- **What kind of cleanser can clean our hearts and minds?**
  - **Jesus' blood:** Ask someone to quote (or read) 1 John 1:7.
  - **Jesus' word:** Read John 15:3 from your Bible.

If someone has these things (refer to the cleansers) in her cupboards but rarely uses them, will she be clean? (No.)

To have clean hair, you must use shampoo regularly. To have clean teeth, you must use toothpaste and brush your teeth every day. To have clean clothes, you must wash them with laundry soap after you wear them. (Etc.)

To have clean hearts, we must confess our sins as soon as we sin. To have clean minds, we must regularly (daily) read, listen to, think about, and obey God's Word. This helps us think more like He thinks: His thoughts are clean.

Here's a good way to keep a clean mind:

Read Philippians 4:8-9 from your Bible.

God's Word is the most true, honest, just (fair), pure (clean), lovely, of good report, virtuous (excellent), and praiseworthy thing we can think about! And notice that Paul (who wrote Philippians) said to not only *think* on these things but to *do* them.

Have a student attach the "Cleanser" visual to the board. Notice that the words on the cleanser bottle are in red because Jesus spoke these words.

If you have a dirty heart, confess your sins and Jesus will forgive you. If you're struggling with bad thoughts (a dirty mind), reading your Bible and praying every day will cleanse your mind and help you think good thoughts. Let's pray right now, confessing and asking Jesus to cleanse our hearts and minds and keep them clean with His 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 of Law are there? (5)

- What are the names of the books of Law? (*Genesis, Exodus, Leviticus, Numbers, Deuteronomy*)
- Do you remember (from last week's BIBLE SKILLS) which two books of Law contain the Ten Commandments? (*Exodus and Deuteronomy*)
  
- How many Old Testament books of History are there? (*12*)
- What are the names of the Old Testament Books of History? (*Joshua, Judges, Ruth, 1 Samuel, 2 Samuel, 1 Kings, 2 Kings, 1 Chronicles, 2 Chronicles, Ezra, Nehemiah, Esther*)
- Seven books of History are named after a particular person. Can you tell me anything about Joshua, Ruth, Samuel, Ezra, Nehemiah, or Esther? (*briefly discuss; synopses are below*)
  - *Joshua* led the Israelites into the Promised Land, marched around the walls of Jericho, commanded the sun to stand still during a battle, etc.
  - *Ruth* refused to leave her mother-in-law Naomi after their husbands died but went with her back to Israel and there met Boaz while gleaning in his fields and eventually married him and became the great-grandmother of King David (*Ruth→Obed→Jesse→David*).
  - *Samuel's* mother prayed earnestly for a baby, and when her prayer was answered, she gave Samuel (as a child) to God to serve with the priest, Eli. Samuel was called by God (literally out loud: "Samuel") at a very young age and grew up to be a great prophet. He was the one who anointed David to be king of Israel.
  - *Ezra* was a scribe (writer) and priest who returned with a group of Israelites (Jews) to Israel from Babylon, where they had been captives. He wrote about the rebuilding of the Temple in Jerusalem and taught the people to once again obey God's Word.
  - *Nehemiah* rebuilt the walls of Jerusalem and helped Ezra teach the people to obey God's Word.
  - *Esther* was a Jewish girl who was chosen to be queen of Persia. She showed great bravery by appearing before the king to reveal a plot by Haman (one of the king's closest advisors) to kill all her people.

**There are some amazing stories in the Old Testament books of History! Take the time to start reading some of them at**

home this week. If you need help, ask a parent or other adult to read these exciting books with you!

- How many books of Poetry are there? (5)
- What are the books of Poetry? (*Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon*)

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 Poetry book of Psalms. It's in the middle of your Bible. Find Psalm 119.

- What is special about Psalm 119? (*there are a few things: 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.]*)

Find Psalm 119:9.

Have a student read Psalm 119:9.

- What does this verse mean? (*The New Living Translation puts it this way: "How can a young person stay pure? By obeying your word."*)

God's Word is not just a book of exciting stories and beautiful poetry. If we obey it, it will keep our hearts and minds clean. It's a Cleanser!

Choose a couple of students to carefully collect the Bibles.

#### ACTIVITY/SNACK

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

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

Supplies: Bubble solution  
Paper towels  
Disposable bowls  
Straws

Optional: Computer and internet access to <http://www.bubblemania.com/video/video-artistry.html>

NOTE: You can purchase commercially prepared bubble solution or make your own with 1 part ultra dish soap (Dawn and Joy are recommended) to 15 parts water (distilled water works best) or 1 part regular dish soap to 10 parts water. You can add .25 part glycerin or white corn syrup for sturdier bubbles.

Remind students: **After cleanliness☺, one of the best things about soap is bubbles!**

If desired, watch "Soap Bubble Artistry" or another video from bubblemania.com to show some fun things you can do with bubbles.

Pour some bubble solution into a bowl and demonstrate how to blow through the straw into the solution to make bubbles. Show the students that if the straw is dry, it will pop the bubbles, but if it is wet, you can poke it into a bubble and blow more bubbles inside. (Practice before class.)

Give each student a bowl and a paper towel to set it on. (Have plenty of paper towels on hand.) Pour enough bubble solution into each bowl to cover the bottom to about 1/2". Then give each student a straw and let them blow away (remind them not to suck!).

Ask them:

- **How big a bubble can you make?**
- **How tall a pile of bubbles can you make?**
- **Can you blow bubbles inside other bubbles?**

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