



Treasure for the Heart

*Psalm 119:11
"Thy Word I have
treasured in my
heart, that I may
not sin against
thee."*



Workshop for Teaching the Bible to Children



Treasure for the Heart ***Table of Contents***

◆ **Karyn Henley on...**

- Storytelling
- Learning Strengths
- Communicating
- Scripture Memory
- Behavior Management

◆ **Bright Ideas**

- Child-tested activities and visuals that really work

◆ **Tips You Can Use Tomorrow**

- Permanent Materials
- Quick Tips
- Word Search Blackline Master
- Self-binding Books
- Bits and Pieces
- “Give Me Five!”
- 101 Ways to Praise a Child

◆ **Bible Class Curriculum from College Park Church of Christ**

- Curriculum Guide with Goals and Objectives
- Lesson Titles and Memory Verses for Three-Year Study (Genesis to Revelation)
- Templates for Lesson Summaries, Weekly Lesson Plans, Weekly Lesson Hand-outs
- Samples of Lesson Summaries

◆ **Where to Find...**

- Where to Order
- Bibliography

◆ **Notes**



Karyn Henley on...

*Storytelling
Learning Strengths
Communicating
Scripture Memory
Behavior Management*

The Five-Day Sandwich*

Preparing to Tell a Bible Story

Amat Victoria Curam or Victory Loves Preparation

- Begin preparing for your lesson early in the week.
Don't wait until Saturday night to prepare for a Sunday lesson.
- Pray. Ask God to guide you as you decide how to tell the story, think about how to apply it to the children's lives, and consider what God wants to teach you from the story.
- To help you prepare for the story, early in the week, turn to the Scripture where you find next week's story. Mark it in your Bible. Then read that passage once a day for five days during the week before your lesson. Each day, as you read, think about something different in the story.

Day 1: Think about ENJOYING the story.

Do you see something new you've never seen before?

Day 2: Think about each CHARACTER.

What do you think the character(s) looked like?
What do you think he sounded like when he talked?
What do you think he looked like when he walked?
What would his handshake feel like?



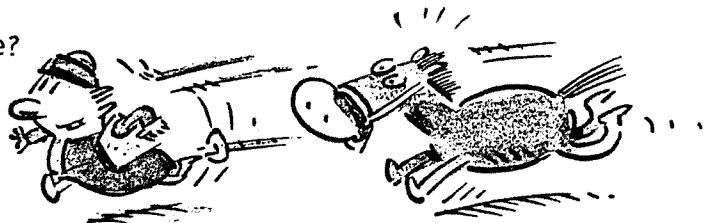
Why does this help?

It helps you think of this person as a real person, which he was. You will not incorporate these things into the story, because they are not biblical facts. But because you have thought of this character as a real flesh-and-blood person, you will tell the story with more sensitivity and expression.

As part of your preparation, you might want to know more about this character, especially if there is some fascinating fact about him that you could tell the children. For this, you will need a Bible fact book. (One Bible fact book is *The Complete Book of Bible Trivia* by J. Stephen Lang, Tyndale House Publishers, Inc.)

Do you know?

Which person's height is mentioned in the Bible?
Who was the youngest king in the Bible?
Which judge had seventy sons?
Who ran faster than horses?



*Adapted from *Creative Storytelling* by Jack Maguire (McGraw-Hill).

The Sandwich Grows

Day 3: Think about a PHRASE.

You will not tell the story by reading it or memorizing it word for word from the Bible or the lesson plan book. You will tell it with your own words because you will know it.

Is your memory verse taken from this story? If it is, learn it word for word and know where to say it as you tell the story.

Learn other key phrases.

- Concise, clear statements of concepts you want the children to catch, even if it's not the memory verse for the lesson. "Is anything too hard for the Lord?" (Genesis 18:14).
- Statements that set the stage extremely well or conclude the story in a satisfactory way. "There has never been a day like it before or since" (Joshua 10:14).
- Important statements of faith made by the character. "You come against me with sword and spear and javelin, but I come against you in the name of the Lord Almighty" (1 Samuel 17:45).

What other key phrases can you think of?

Day 4: Think about the ENVIRONMENT.

Stories don't happen in a vacuum. The setting is important.

Where does this story take place?

If you had been there, what would you have SEEN?

What would you have SMELLED?

What would you have HEARD?

What would you have TASTED?

What would you have TOUCHED or walked on?

What kind of weather do you think they had that day?

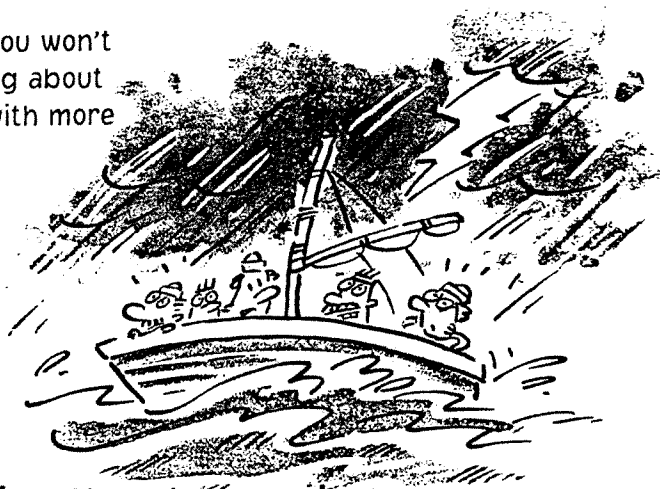


Why is that important?

The Bible events happened at real places. Of course, you won't tell what you've imagined as if it were fact. But thinking about what it might have been like helps you tell the story with more feeling and understanding.

Do you know?

- What stories occurred during a storm?
- What stories happened in crowded streets?
- What stories took place in caves?
- What stories took place at night?
- What stories happened on mountains?



Day 5: Think about the TOTAL impression the story makes on you now that you've lived with it for a few days.

Four Storytelling Tools You Carry Everywhere

1. Gestures

Use your hands and body language to reinforce your words.

- "The king was big and fat." As you say this, hold your arms out in a wide circle.
- "The disciples were scared." Draw your arms in toward your body, raise your eyebrows, and shiver.
- "She had a little baby." Hold your arms as if cradling a baby, rocking back and forth.

What would you do to emphasize these descriptions with gestures?

- They were very hungry.
- He climbed up the tree and looked down the road.
- Their boat was tossing back and forth.



2. Tone of voice

- Your tone of voice can change the attitude of a sentence.

Say the word *mother*, addressing your mom with love.

Say *mother* as if you're asking her if she's all right.

Say *mother* as if you were a disgusted teenager.

- You can speak very softly and even whisper in stories so that children can hear you. When would it be good to whisper in a story?
- You can yell when the story characters yell. "A sword for the Lord and for Gideon!" shouted the army.
- You can speak slowly, or you can speak quickly.
- You can start low and go up higher when someone is climbing a tree or a mountain.
- You can start high and make your voice go lower when someone is coming down a mountain.

How would you say this?

- He was very angry.
- He was so happy!
- She was afraid.



3. Response

You respond to how you see the children reacting.

- If they look like they don't understand, explain.
- If they look like they're losing interest, get more animated and move on to the next part of the story.
- If they look overwhelmed or frightened, lighten up on the dramatics.

4. Words

- Know the ages of the children you will be telling your story to, and take into consideration the words they can understand.
- Remember: Preschool children don't understand symbolism and will take you literally. "You crack me up!" makes it sound as though you are very fragile. They will interpret what they hear in terms of things that are familiar to them. "Holy" is like Swiss cheese.



Applying the Story

The Many Layers of Bible Stories

Bible stories are not one-dimensional. They have many layers. So when telling a Bible story, it's helpful to know which of these layers you are going to FOCUS on.

For example: The story of Mary and Martha (Luke 10:38-42)

What are some possible areas of focus?

- helping
- listening
- hospitality
- complaining

Your turn: The story of Noah (Genesis 6-8)

What are some possible areas of focus?

-
-
-
-



How do you decide what your focus should be?

Your lesson plan will probably do this for you, giving you a theme or goal that will be the focus of the story. If your lesson plan does not do this for you, here are some things to think about as you decide:

1. The younger the child is, the more important it is that there be only one, simple focus. However, older children may want to focus on several different aspects of the story.
2. Make sure the focus is one that a child of that age can relate to. This makes the story more meaningful to him.
3. Are there some issues you've been dealing with in class that would make a particular focus appropriate? For example, if the children are having trouble accepting others in class who may be different, a good focus for the story of Zacchaeus would be Zacchaeus's rejection by the people and his acceptance by Jesus. However, if you think the children need to hear about repentance, you may want to focus on what Zacchaeus did to show his change of heart.

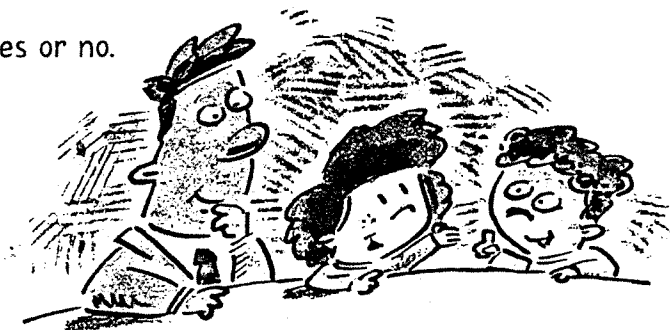


Briefly Debrief

Ask the children open-ended questions about the story.

These are questions that can't be answered by a simple yes or no.

- Ask how it might have felt to be the story character.
- Ask them what the character(s) chose to do. What were the consequences of his choices?
- Ask what this story told them about God.
- Ask if the story made them think of anything that happened in their lives.
- Share with them any impact the story may have had on you.



The Fact Is . . .

- All young children are tactile-kinesthetic. They learn best by touching and doing.
- In the first few grades of school, some children will begin to show a strength in the visual area. They learn best by watching and seeing.
- At around ten to twelve years of age, some children will begin to show a strength in the auditory area. They learn best by listening.
- Among all people over ten years old, 20 percent learn best by hearing, 40 percent learn best by seeing, and 40 percent learn best by moving and doing.*

Think About It

- How has most of our teaching traditionally been done?
- Do we need to change the way we teach? If so, why?
- How can we more effectively teach children who learn differently than we do?

The auditory learner will respond well to

- singing and music
- discussion and guided conversation
- storytelling
- pretending and imagining
- audio and videotapes



The visual learner will respond well to

- story pictures and application pictures
- bulletin boards
- videotapes
- demonstrations
- puppets and story figures
- chalk talks
- books



The tactile-kinesthetic learner will respond well to

- blocks and toys he can manipulate
- active games
- finger plays
- dress-ups and dramatic play



*See *Learning Styles* by Marlene D. LeFever (David C. Cook).

Physical and Environmental Strengths*

Other elements that affect learning include

- Physical position

Some people learn best lying flat on their stomachs. Some learn best sprawled on a soft couch. Some concentrate best when they're sitting up straight.

- Movement

Some people learn best when they are moving.

- Eating or chewing

Some people concentrate best when they are eating or chewing something.

- Sound

Some people learn best in silence. Others learn best with background sound.

- Time of day

Some people are morning learners. Others concentrate best at night.

- Room design

Some people learn best in a formal desk-chair setting. Others learn best in an informal setting.



How can I provide for all these different kinds of learners at the same time?

The key word is . . . VARIETY!

- Provide a time when the children can sit in chairs and a time when the children can sit cross-legged or lie on their stomachs on the floor.
- Alternate activities that involve movement with activities that are more restful.
- Do some of your learning while snacking or chewing.
- Play background music during part of the class time, and at other times, have no background sound.
- Sometimes tell the story by flashlight, with the room lights dimmed.
- Change settings for activities, moving around the room, switching from table and chairs to the floor and even outside.



*Based on information from researchers Dr. Rita Dunn and Dr. Kenneth Dunn as reported in *Learning Styles* by Marlene D. LeFever (David C. Cook Publishing Co.).

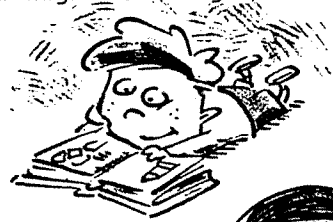
Strengths and Intelligence

There are seven areas in the brain in which a person can develop intelligence.* Most people operate most intelligently out of a few of these areas. However, it is possible to be *smart* in all seven areas. As you read the following descriptions, write down the name of someone you think might be intelligent in that area.

The linguistic person

- is skilled at working and playing with sounds and words.
- likes to say, hear, and see words as he learns.
- enjoys writing, reading, and listening.

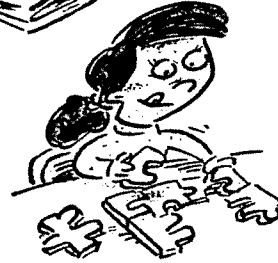
I think _____ may have linguistic intelligence.



The logical-mathematical person

- likes to explore patterns.
- likes to experiment and think through problems.
- enjoys science kits, brain teasers, and computers.
- enjoys collecting and categorizing.

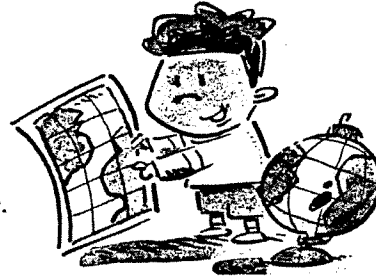
I think _____ may be strongly logical-mathematical.



The spatial person

- enjoy films, videos, and cameras.
- likes to use maps.
- is skilled at using art supplies and building supplies.

I think _____ may have spatial intelligence.



The musical person

- likes humming and singing.
- enjoys playing instruments.
- likes rhythm and melody.
- is sensitive to sound.

I think _____ may have musical intelligence.



The bodily-kinesthetic person

- likes to learn through her senses.
- wants to touch, do, and move.
- enjoys role play and creative movement.
- likes hands-on activities.

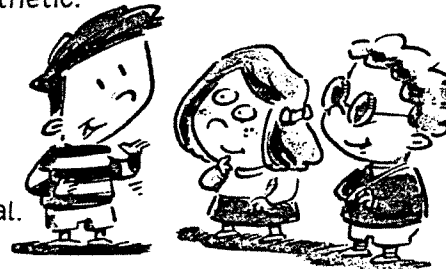
I think _____ may be strongly bodily-kinesthetic.



The interpersonal person

- likes to organize and communicate.
- enjoys other people and has lots of friends.
- learns well by interacting with others.

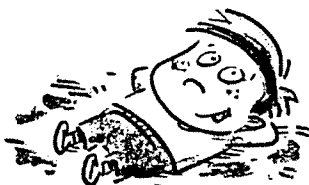
I think _____ may be strongly interpersonal.



The intrapersonal person

- likes to work alone.
- is self-motivated.
- has deep thoughts, ideas, and dreams.

I think _____ may be strongly intrapersonal.



*Based on Howard Gardner's Theory of Multiple Intelligences. See *Seven Kinds of Smart* by Thomas Armstrong (Penguin Books).

Keys to Good Communication

1

Stop, look, and listen.

Why is listening the first step in communicating?

Stop, look, and listen . . .

to learn how the child perceives his world.

to learn what is important and interesting to the child.

to show the child you are interested in him.



2

Choose your words carefully; speak your words clearly.

The adults sang, "He is exalted, the King is exalted!"

The child heard, "He is exhausted, the King is exhausted!"

The adults said, "Titus, Philemon, Hebrews, James . . ."

The child asked, "Why did he bruise James?"

The adults said, "Thanks be to God."

The child heard, "Thanks, speedy God."

The adults said, "Lead on, O King Eternal."

The child heard, "Lead on, O kinky turtle."

Choose your words carefully; speak your words clearly . . .

to make sense to a child's logic.

to avoid symbolism.

to minimize misunderstandings.



3

Play with children.

How does play help you communicate with children?

Play with children . . .

to develop their trust in you.

to enjoy them.

to provide a relaxed format
for communicating.

to build relationships.



4

Use good manners.

List some ways you are respectful to adults.

Discuss how you can respect children in those same ways.

Use good manners . . .

to show your respect for the child.

to provide a good example for communication.



More Than Words Can Tell

7% of what we communicate comes from our actual words (the content).

38% of what we communicate comes from the sound people hear (the tone of voice).

Try this:

Say "I love you" in the following ways:

sarcastically

angrily

passionately

as a question

fondly

as a matter of fact

in fear

sadly

- The content was the same each time.
- Did the meaning stay the same? Why?

- What does this tell you about communication?

55% of what we communicate comes from the way we look (body language, gestures, and facial expressions).

Turn to the person next to you. Cross your arms, lean back, and say, "You're one of my good friends." Now turn to the same person. Uncross your arms, lean forward, and say, "You're one of my good friends." What was the difference in the way the listener perceived each communication? What does that tell you about communication?

Nonverbal Communication

Turn to the person next to you. Choose which of you will be person A and which will be person B.

Person A should stand up.

Person B should kneel in front of person A.

Person A should tell person B,

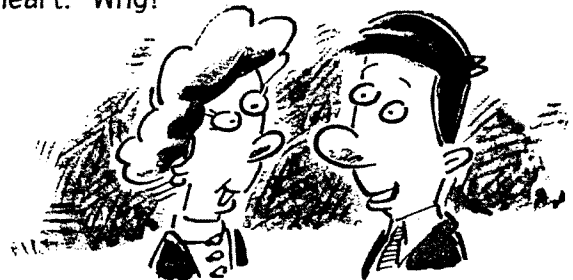
"I'm so glad you're here today.

We're going to have a very good time."

Now sit back down, eye to eye, and say the same thing.

What's the difference in what is communicated?

One educator says that when we communicate with children, we should be on a level at which we are "eye to eye and heart to heart." Why?



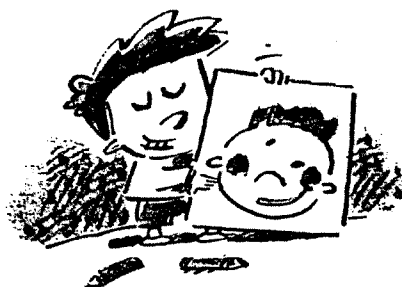
The Classroom Communicates

What do you want your classroom to say?

List three things you want children to feel when they come into your classroom.

1.
2.
3.

How can your classroom communicate to children so they will respond with the feelings you wrote above?



Suggestions

What does it tell a child when you go to the trouble to make class time age appropriate, interesting, and meaningful? What does it tell her when you make it fun? It tells her you care.

- **The children's own artwork hanging on the walls communicates the feeling of belonging. "This is my room." It communicates to the child that he is appreciated. "My teacher likes what I made."**
- **A colorful room with decorations at the child's eye level helps capture his interest and invite him in. It communicates fun and happiness.**
- **Toys or activities that are accessible and ready for the child to play with as soon as he arrives communicate a welcome feeling. Somebody has already been thinking about the child and is ready for him to be there.**
- **Activities that the children can accomplish successfully communicate the fact that someone appreciates where the child is developmentally. They like him just the way he is.**
- **Furniture that is the child's size communicates that someone cares about his size.**
- **Jobs for the child to do in the classroom communicate that the child belongs. "They need me. I have a job here."**

Why Teach Scripture Verses?

1

To fight temptation

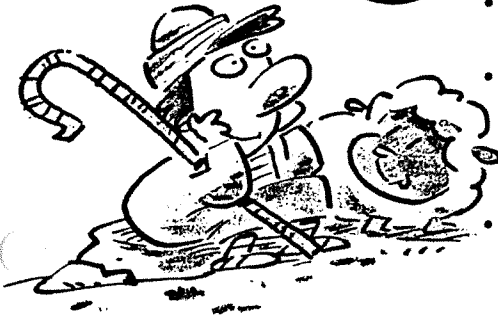
- The psalmist wrote, "I have hidden your word in my heart that I might not sin against you" (Psalm 119:11).
- Jesus fought temptation by quoting Scripture. "It is written: 'Man does not live on bread alone, but on every word that comes from the mouth of God'" (Matthew 4:4).
- "Take the helmet of salvation and the sword of the Spirit, which is the word of God" (Ephesians 6:17).



2

To meditate on God's ways, to think about him

- Psalm 119 talks about meditating on God's precepts, decrees, statutes, and promises.
- David was called a man after God's own heart (1 Samuel 13:14). What did David do? One thing he did was meditate on God's deeds and ways. David wrote, "I meditate on all your works and consider what your hands have done" (Psalm 143:5).
- God told Joshua, "Do not let this Book of the Law depart from your mouth; meditate on it day and night, so that you may be careful to do everything written in it" (Joshua 1:8).



3

To use in prayer

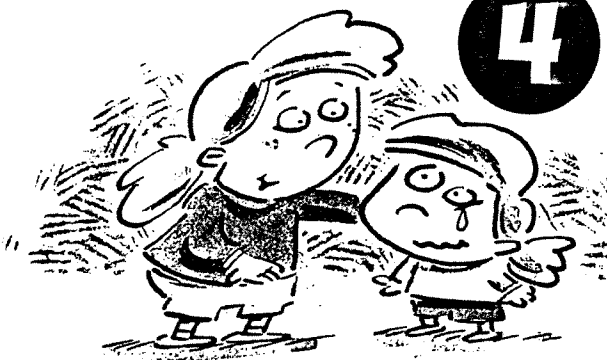
- John wrote, "If we ask anything according to his will, he hears us. And if we know that he hears us—whatever we ask—we know that we have what we asked of him" (1 John 5:14, 15). How do we know we are asking according to his will? One way to know is to pray Scripture.
- Teach children to pray some of their memory verses. "Help me to be kind to others" is a way of praying Ephesians 4:32.



4

So God can bring them to mind in circumstances when you need them

- Molly was frightened by a bee. She ran into the house crying. Big sister Jenni said, "Remember: 'In God I trust, I will not be afraid'" (Psalm 56:11).



Your Turn

Can you think of other reasons to memorize Scripture?

List some verses that might help you or a child to fight temptation.

(Hint: Think of a specific temptation first. Then ask what God says about that sin. You may want to use a concordance. For example, look up *pride*: "Pride goes before destruction, a haughty spirit before a fall" (Proverbs 16:18).

1

2

3



Name a Scripture that you like to meditate on (think about). Think of a good Scripture to teach children to meditate on.

Write a Scripture that would be good to use as a prayer. Then write it in the form of a prayer.

List some Scriptures that a child might apply to his own life and learn to quote in the context of a normal day.

Write or quote a Scripture that you memorized as a child. Why do you think you remember it? How has that Scripture affected your life?

Keys to Memorizing

When teaching children to memorize, we need to help them in three specific areas. Help them to

1. **FOCUS** on what they are trying to memorize.
2. **LINK** it to something they already know.
3. **UNDERSTAND** what they are memorizing.

God gave his people ways to remember him.

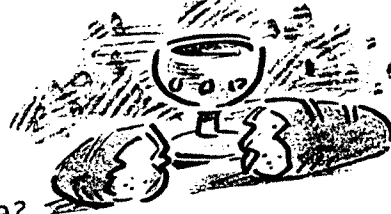
Things to SEE

"Throughout the generations to come you are to make tassels on the corners of your garments, with a blue cord on each tassel. You will have these tassels to look at and so you will remember all the commands of the Lord, that you may obey them" (Numbers 15:38, 39).

More visual symbols God gave his people include

- rainbow
- Passover
- communion

Can you think of other visual symbols God gave?

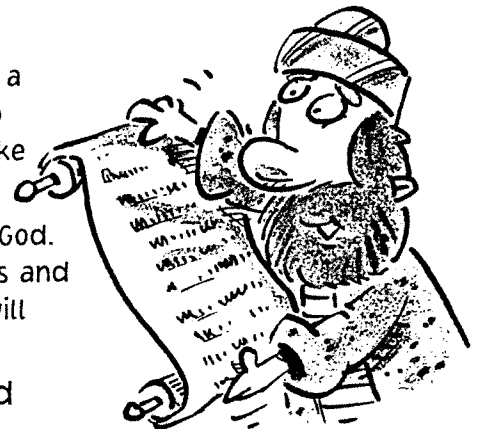


Things to HEAR

Aaron and Hur held Moses' hands up while Joshua led God's people in a fight against the Amalekites. God's people won. "Then the Lord said to Moses, 'Write this on a scroll as something to be remembered and make sure that Joshua hears it'" (Exodus 17:14).

God gave Moses a song to teach the people so they would remember God. "Now write down for yourselves this song and teach it to the Israelites and have them sing it. . . . This song will testify against them, because it will not be forgotten by their descendants" (Deuteronomy 31:19, 21).

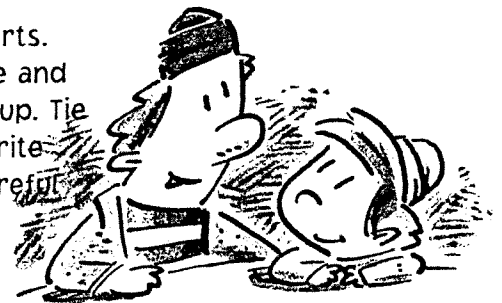
Can you think of occasions in the Scripture when God's Word was read in the hearing of the people?



Things to DO

"These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the doorframes of your houses and on your gates. . . . Be careful that you do not forget the Lord" (Deuteronomy 6:6-4, 12).

Can you think of other things God said to do so his people would remember him?



Ideas for the Ears

For children who learn best by hearing, repetition is one of the best ways to learn the verse. How can we make repetition fun?

1. Repeat the verse in the same rhythm each time.

For example: "I know (pause) that God (pause) can do *all* things" (Job 42:2).

Every time you repeat the verse, say it with the same emphasis on the same words, pausing at the same places.

2. Set the verse to music.

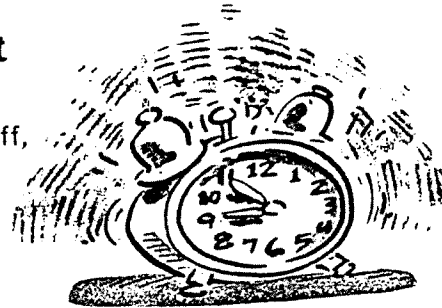
Try the verse with well-known melodies such as "Row, Row, Row Your Boat" or "Mary Had a Little Lamb."

Challenge the children in your classroom to put it to music.



3. Choose a signal to remind you to repeat the verse during class time.

Say the verse every time you turn the lights on and off,
or every time you ring a bell,
or every time your watch alarm beeps,
or every time you clap a specific rhythm.



4. Say the verse in different voices.

What would it sound like if an elephant said it?

What would it sound like if a mouse said it?

How would a cat say it? Or a bird?

Start the verse in a normal voice and get louder.

Start loud and get softer.

Start fast and get slower.

Start slow and get faster.



5. Replace words with a clap.

Say the entire verse.

Say it again, leaving out the first word and clapping instead.

Say it again, leaving out the first and second words and clapping instead.

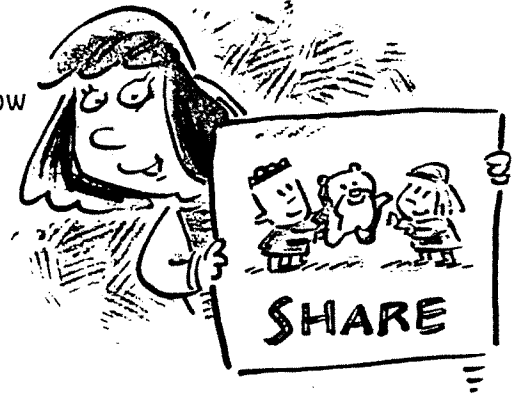
Continue leaving out words and adding claps until the entire verse is done by clapping.

Setting Direction

1

Set your course.



We can't expect children to follow rules they are not aware of.



2

For the young child, three or four rules are enough.

One teacher posts these four rules:

It makes us  to  share.

It makes us  to  help.

It makes us  to  love.

It makes us  to  obey.

Another teacher has three rules:

- 1) Use words to settle problems.
- 2) Share and take turns.
- 3) Take care of our things.

Do you see anything that all these rules have in common?*



3

Post these rules in your room.

But children can't read. What good does that do? You can read the rules to them and they will know the rules are there. You will refer to them when they have trouble remembering. You may also want to use a different picture to symbolize each rule.

4

Point out the rules the first few class times and review them periodically.

What are your classroom rules? State them in a positive way.

*They are all stated in a positive way.

Helping the Ship Stay on Course

Preventing Misbehavior

- What we do affects what children do.
- There are three areas where we have some control and can take steps to prevent negative behavior: the teacher, room, and schedule.

Some Checklists

The Teacher

- ☐ I pray for the children during the week.
- ☐ I tailor my lesson plan to fit the needs of my class.
 - I know what each of my children likes and can do.
 - I choose activities that will interest them.
 - I choose activities they can do successfully.
 - I bring extra activities in case I need them.
- ☐ I arrive early to class.
 - Class starts when the first person arrives.
 - If the children arrive first, they take charge; the teacher walks into their environment.
 - If the teacher arrives first, the teacher takes charge; the children walk into the teacher's environment.
- ☐ I am prepared for class.
 - All materials are gathered and ready.
 - I am ready and waiting to greet the children.
- ☐ I have at least one helper, plus . . .
 - For 2s and 3s: one teacher for every five children.
 - For 4s and 5s: one teacher for every seven children.
- ☐ I have communicated the class rules to the children.
 - They know what I expect of them.
 - The rules are consistent from week to week.
 - I am consistent when I enforce the rules.
 - My co-teachers and aides know the rules and support me.
- ☐ I am excited to be here and show my enthusiasm.
 - If I am excited, the children will be excited too.

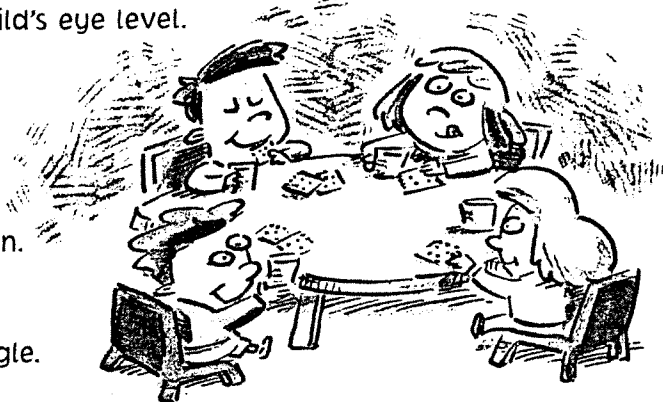


The Room

- ☐ My room is not too open.
 - Children tend to view a large, open room as a gymnasium, a place to run.
 - I block the running paths with tables, chairs, and shelves arranged creatively.
- ☐ My room is not too small.
 - If there are too many children to fit comfortably in a room, they will feel crowded and frustrated. They may push others out of the way just trying to get space.
- ☐ My room is age-appropriate.
 - The furniture is small to fit the size of my children.
 - The play equipment and toys fit the needs, interests, and abilities of my children.
- ☐ The toys in my room work. They are not broken.
 - Puzzles that don't have all the pieces and toys that don't work frustrate children.
- ☐ My room is neat and inviting.
 - I have colorful decorations and interesting things to look at and do.
 - My wall decorations are hung at the child's eye level.

The Schedule

- ☐ My schedule fits the needs of the children.
 - I alternate quiet and active activities.
 - I have a snack time.
 - I give the children time to talk and wiggle.
- ☐ Our routine schedule is consistent from week to week.
 - Young children feel secure knowing what will happen.
- ☐ I plan a variety of activities.
 - I use things children can see, hear, touch, taste, and smell.
- ☐ I am flexible enough to change activities if an activity isn't working or the children are losing interest.
- ☐ I move around the room for different activities.
 - Moving helps keep the children interested.
- ☐ I give the children a five-minute warning before they change activities.
 - This helps them adjust to the change.
- ☐ I have a plan for getting everyone's attention.
 - Some options are: ring a bell, flash the lights off and on, sing a song, begin a clapping rhythm.



Why Children Misbehave

Misbehavior usually occurs because children are choosing inappropriate ways to get their perceived needs met. They may not even be conscious of the specific need or be able to express it. What are some needs that could cause negative behavior?

.....

1. Attention

"I need to feel valued and wanted.
I need someone to listen to me."



2. Leadership

"I need to do something significant.
I need my efforts to be acknowledged."



3. Security

"I need to know that there are boundaries.
I need you to help me learn to control myself."

4. Encouragement

"I need to know you think I can do it.
I need to have successes."

5. Health

"I don't feel well today.
I'm cranky. I need to rest."

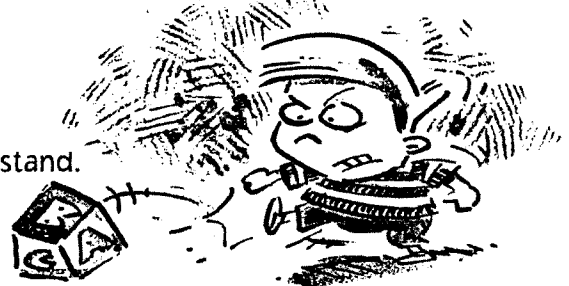


6. Nutrition

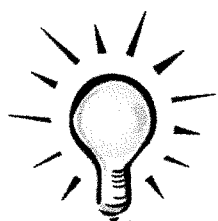
"I didn't get breakfast today.
I need to eat something."

7. Comfort

"There are problems at home that I don't understand.
I'm afraid, angry, confused."



Negative behavior can be stopped for the short-term, but if the need is not met, negative behavior will occur again. If negative behavior is going to be stopped, someone will have to help meet the child's need or show the child how to meet his own need in positive ways. Each need is met in different ways.



Bright Ideas!



A Heavy Load

- Matthew 6:12, 15; Acts 10:43; Ephesians 4:25-32
- First Grade and up

This can be a lesson in repentance of sins and asking for forgiveness from God and others, or a lesson in forgiving others and letting go of grudges. It is a wonderful hands-on activity that illustrates how hard we make our own lives when we carry around the burden of our own unforgiven sins or the burden of resentment toward others for wrongs done to us.

Materials needed: Bricks or medium-sized rocks

Peel-off self-adhesive labels

Marker pen

Strong laundry bag or pillowcase with string or rope tie

Preparation: Label the bricks or rocks with sins or wrong-doings that are meaningful to the age level of your class. You may want to do this in class to get their input.

Activity: Let a child hold the bag over his shoulder. As he walks around the room, add the “sins” (rocks) one at a time, letting the bag get heavier and heavier. Talk about how unrepented and unforgiven sins weigh on our minds and hearts and make it hard for us to get through the days and nights. Then discuss how God can help the child lighten his load by removing the wrongs from the bag. (The maturity of the children will determine what they need to do to right the wrongs.) Give each student an opportunity to carry the bag with and without the rocks.

Extension: Replace each rock as it is removed with a piece of lightweight plastic fruit labeled with an appropriate fruit of the Spirit. (Galatians 5:22-23)

From Mary King

Walking in the Light

- I John 1:7, Proverbs 4:14, Ephesians 5:8, and others
- Can be adapted to various ages

Materials needed: Wide masking tape

Flashlight or lantern

Wide tip black marker pen

Preparation: Mark out your path on the floor with very wide masking tape, and letter the “streets” with very large letters. You will want to make the sinful or disobedient street names fit the age group being taught. Cover the path with a large sheet, to be removed when the room lights are turned off.

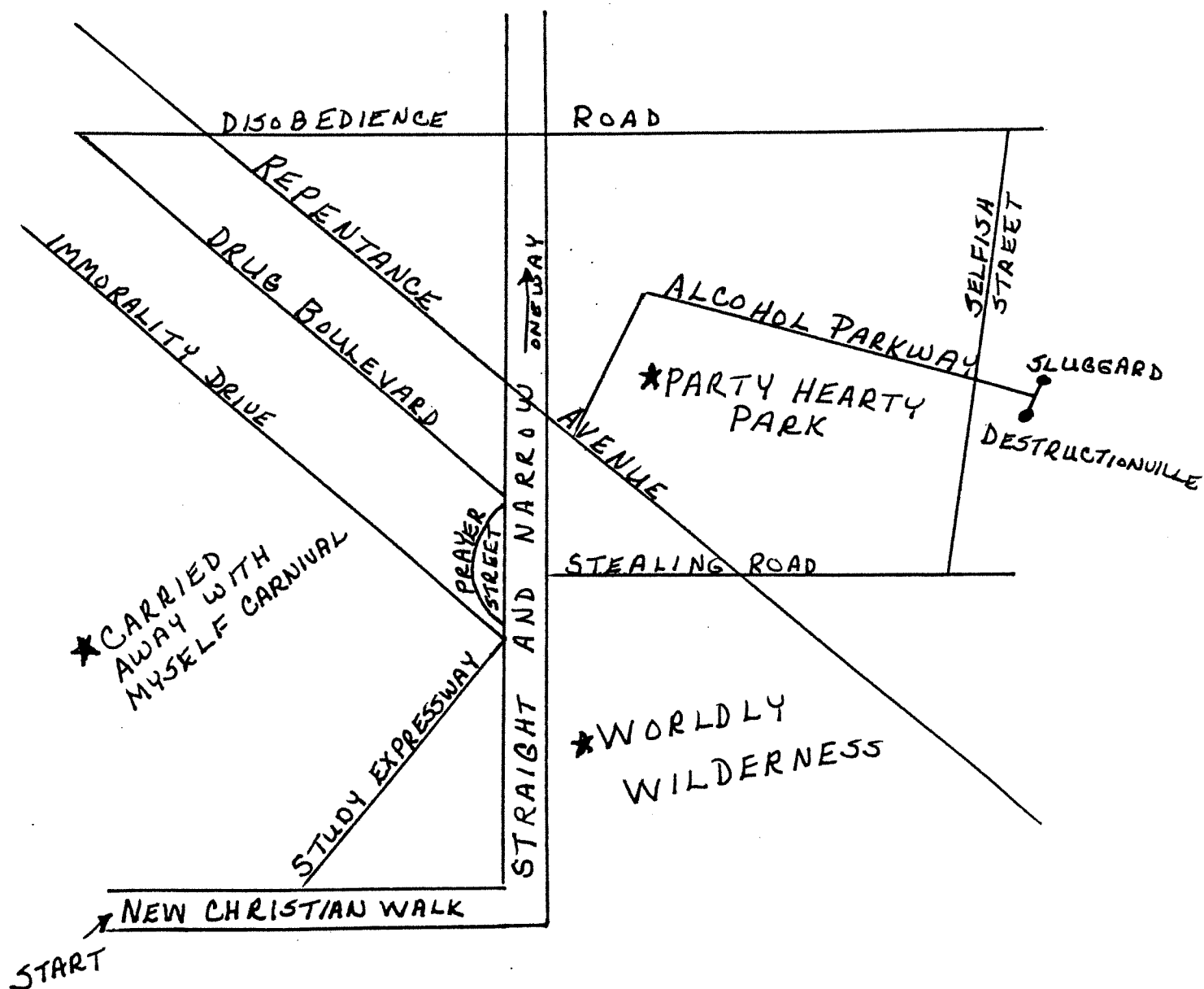
Activity: Talk about keeping eyes on the light of God’s Word, repenting by making a total change in life, mind, and actions, becoming a new creature. Tell them that it will be very dark off the path away from the light; and we have no idea what dangers (sins) await us. But God knows! “Stay on the path and in the light,” should be said a lot to bring it to their minds. This activity may be done as a class or with individual students if time and space permit.

Turn off the classroom lights. The flashlight is carried in front as the students walk along behind. Shine the flashlight at each intersecting street and let them decide, “Do we turn or not?” Notice at Study Expressway, you can get down the road faster if you study the Bible and can probably avoid some sins altogether, since you have gained knowledge and know what to look for and how to resist. But if you do take the turn at Stealing Road, you can get back on the main road by Repentance Avenue, taking you back to the one-way street, Straight and Narrow. At Alcohol Parkway, notice that it is a dead end and leads to two villages, Sluggard and Destructionville; and it does not reconnect with the Straight and Narrow without a great deal of loss and difficulty. At the detour, Prayer Street doesn’t even cross Drug Drive; so you may be able to avoid that wrong turn altogether.

the detour, Prayer Street doesn't even cross Drug Drive; so you may be able to avoid that wrong turn altogether.

Later, the light may be held steady in the distance by a co-teacher. The class walks toward it, not looking down, by faith, trusting that God will lead us right if we keep our eyes and our lives focused on Him and His will.

From Sharon Foster



Unity Puzzle

- Ephesians 4:1-16
- First grade and up

This is a great object lesson showing unity. It illustrates that the church is one body, with many members, each with his or her own abilities.

Materials needed: An inexpensive blank cardboard jigsaw puzzle, with the appropriate number of pieces (If you can't find a blank puzzle, you can paint over a picture puzzle. Break it apart after it dries, and make sure the pieces fit back together well.

Marker pen

Preparation: Write a student's name on each puzzle piece. Put the teacher's name on one, too!

Activity: Talk about how each of us has his or her own talents and responsibilities in the church. As they put the pieces together, discuss the fact that they can't force their piece into someone else's place. The whole body must be "...fitted and held together by that which every joint supplies, according to the proper working of each individual part..." to make a complete puzzle. We should not be jealous or envious of someone else, because each has his or her own function in the church; and it is unique to that person.

Let someone remove his piece; and show that if just a single piece is missing, we do not have a complete puzzle (body).

From Sharon Foster

Wall of Bible Facts

- The whole Bible
- All ages

This is an excellent way to learn and constantly review basic facts about and from the Bible. Learning these facts gives children confidence that they know some important things from the Bible, even though they can't yet read.

Materials needed: Black craft paper

Colorful border, pictures, letters, numbers

Stapler

Preparation: Cover an entire wall, from floor to ceiling and side to side, with black craft paper. Put a border around it on all sides, and title it "Bible Facts." Scatter pictures, words, and numbers all over the wall, in random order. Use anything that will remind children of the Bible fact you want them to recall. Put everything up at once, even though the class may not have studied that fact yet. (For example: numbers such as 39, 27, 66 etc.; words such as "God's Son," "Two Parts," "Genesis 1:1;" pictures such as the Twelve Sons of Jacob, the Bible, three crosses, etc.) The bright colors against the black background make a huge impact.

Activity: With children seated on the floor in front of the wall, the teacher moves back and forth, pointing to and reading the various keys, as the children give the fact that goes with that number, word, or picture. (Teacher: "39!" Children: "The Old Testament has 39 books!") Do this quickly and with great enthusiasm and animation.

For younger children, sing as they get in place for this activity:

(To the tune of "Jingle Bells") Bible facts, Bible facts, Things we need to know, Bible facts, Bible facts, Get ready, get set, Let's go!

From Barbara Jump

ABC's of Acts

- Fourth grade and up

This is a tool for helping students (and teachers!) remember the events recorded in each chapter of the book of Acts. This comes from the Bible Study Guide where it is credited as being shared by word of mouth among other teachers. It was passed along to Sharon Foster and Dana Ritchie from Gloria Land. Sharon and Dana had the facts on colorful laminated construction paper hanging on the wall and used this as a learning and review tool. Individual copies can be made with each letter and fact on small cards. Punch a hole in each card in the upper left-hand corner, and put the cards on a metal ring.

A Chapter 1
Ascension
Another Apostle chosen

B Chapter 2
Beginning of the church

C Chapter 3
Crippled Cured

D Chapter 4
Disciples Detained

E Chapter 5
**Evil companions and
wise counselor**

F Chapter 6
Faithful seven chosen

G Chapter 7
Great sermon by Stephen

H Chapter 8
Havoc to Happiness

I Chapter 9
Into Damascus

J Chapter 10
Journey to Joppa

K Chapter 11
**Kingdom taken to
Gentiles**

L Chapter 12
Led by an angel

M Chapter 13
Missions of Paul begin

N Chapter 14
Not gods but men

O Chapter 15
Old law not binding

P Chapter 16
Philippians converted

- Q** Chapter 17
Questions on Mars Hill
- R** Chapter 18
Reasoning with Apollos
- S** Chapter 19
Seven Sons of Sceva
- T** Chapter 20
Troas on the Lord's Day
- U** Chapter 21
Uproar in Jerusalem
- V** Chapter 22
Valiant defense
- W** Chapter 23
Waiting to kill Paul
- X** Chapter 24
eXcuses from Felix
- Y** Chapter 25
Yoke of bondage reviewed
by Festus
- Z** Chapter 26
Zealous before Agrippa
- A2** Chapter 27
And the trip to Rome
- B2** Chapter 28
Bearing the Gospel to Rome

The Jerusalem Journal

- Acts 2 and others
- Third Grade and up

This can be used for reporting any exciting Bible event, but is especially good for guided reinforcement of the lesson on the beginning of the church on the day of Pentecost. You can title your “front page” to fit the name of your local newspaper, and bring a newspaper so the students can see the layout of a real front page.

Materials needed: White 8½x11 paper

Word processor or typewriter

Front page of local newspaper

Preparation: Make a master and student copies (2 per child) of a “front page” of the Jerusalem “daily paper” as it might have looked on the day after Pentecost in 33 A.D.

Activity: Teach the Bible lesson, and then discuss how the story might have been reported in the local newspaper on the following day. You will want to point out the amazement and other possible emotions of the witnesses to the event. Provide books for researching measures of money, customs of dress, and architecture of the era. The newspaper articles must answer the following questions: Who, What, When, Where, and Why?, and should contain quotes from the principal characters. Be sure students understand that the articles must be Biblically accurate.

Students write rough drafts of their columns, and the teacher, or “editor,” proofreads. Students then make their finished copies and add “photographs” by illustrating and coloring with colored map pencils or crayons. Articles can be read to the class and displayed on a bulletin board covered with black and white newspapers, bordered in red. (This activity can be spread over two class periods.) See next page for suggested layout.

Day after Pentecost

A.D. 33

The Jerusalem Journal

Palestine's Leading Newspaper

Jerusalem, Palestine

2 Mites

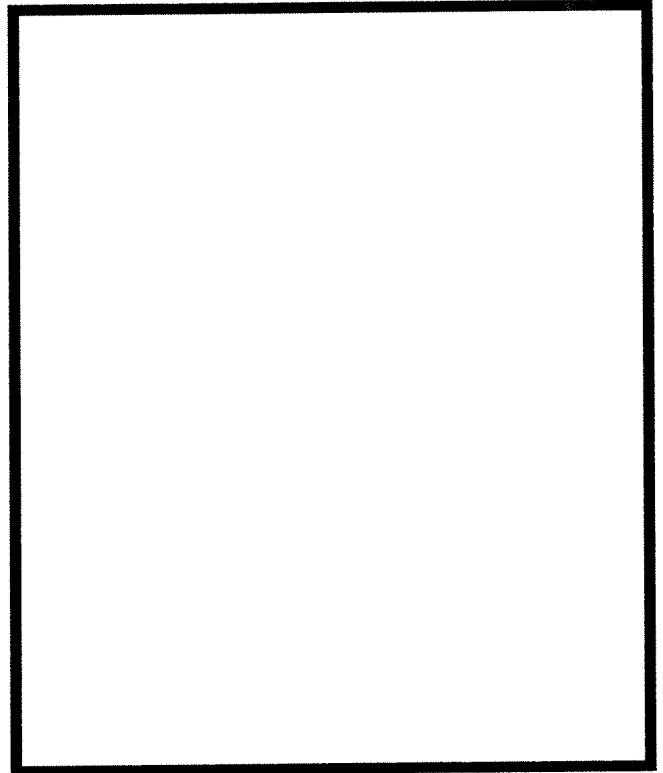
Tongues of Fire Herald Beginning of Church!

Sound of wind draws crowd to Temple

By

Staff Writer of The Jerusalem Journal

SOLOMON'S PORCH--



Interviews

- II Timothy 2:1-2; Titus 2:2-8
 - Third grade and up

This is an activity to be done outside of class that will build up both the interviewer and the interviewee! It can be used to teach the children that there are many in the congregation who have “stories of faith” to tell and that there are role models for them to follow among the Christians in their local congregation.

Materials needed: List of questions with room on the paper for writing answers

Camera for taking picture of person interviewed with the interviewer

Preparation: Make copies of question sheet for students to use in their interviews.

Activity: Have each student think of one adult in the congregation that he would like to interview in person. Emphasize that the interview should be done in person, not by telephone. Discuss the questions to be asked and times that might be appropriate to request the interviews. (Between class and worship service is obviously not a good time.) You may want to get input from the students in making up the questions, or you may choose to formulate the questions yourself. It depends on the ages and abilities of your students. Give them about a week to do their interviews and bring them back to class. You or a parent might need to help out in taking the pictures.

Each student reads his or her interview for the class. The papers and pictures can be made into an interesting bulletin board or a thought-provoking display on the wall outside your classroom. It is guaranteed to inspire some edifying conversations between the children and adults in the church. This can be an ongoing project that ensures that every willing member is interviewed. (See next page.)

Some suggested questions: (Be sure the questions are open-ended, edifying, and not intrusive.)

1. When did you obey the Gospel?
2. Who taught you the Gospel?
3. Is there a Scripture or “memory verse” that helps you in everyday life?
4. Was there ever a time when your faith was really tested? Can you tell me about it?
5. What is your favorite hymn? If it’s not in our songbook, will you teach it to me?
6. What are some blessings that God has given you this week?

Extension: When the class is studying about elders and deacons, the interviews may be done with the elders, deacons, and local preacher. The students may also want to send the questions out to missionaries supported by the congregation.

From Mary Andrews

Spreading the Gospel

- Acts
- Third through sixth grades

This shows how the gospel spread from Jerusalem in the early days of the church.

Materials needed: map of Bible lands in New Testament times
(8 ½ x 11 or larger)

Clear glass plate (salad or dinner size for small map, cookie plate for larger map)

water blue food coloring eye dropper baking soda

Preparation: Put water in plate to cover bottom. Place map on table; and set plate on top of map, centered over Jerusalem.

Activity: With students gathered around table, review the events that took place on the Day of Pentecost as the Gospel was preached and the church began. Talk about how the persecution caused Christians to take the Gospel from Jerusalem to other places. As you do this, drop one or two drops of food coloring (the Gospel) into the plate of water over Jerusalem. It will begin to spread throughout the land (over the map). Name the places and review the scriptures in Acts that refer to each place. Then, as you talk about how knowledge of God's Word, prayer, and unity in working to teach others helped spread the good news, sprinkle small amounts of baking soda into the mix. The color will spread even faster and have some substance, but you will still be able to see the map underneath.

Discuss the fact that the same thing happens today—the Gospel is spread from one person to another, throughout the whole world.

From Sharon Foster

Flat Stanley

- Second and Third Grades
- Project spanning several months

This activity teaches children that there are Christians working in other places that they can get to know, love, and encourage because they are part of God's family.

Materials needed: the book, Flat Stanley, by Jeff Brown

Tagboard or cardboard patterns of Flat Stanley (Enlarge pattern on next page.)

Large sheets of manilla paper crayons scissors map pins

Access to a laminating machine world and U.S. wall maps

Preparation: This is a project that is best begun outside class, maybe at a "Flat Stanley" party at your home, because you can't spend precious Bible class time reading a secular book and making Flat.

Activity outside of Bible class: The first step is to read the book aloud to the children, and let them enjoy the pictures. Discuss all the things they could do if they were "flat." Next, the children make their Flat Stanleys on sheets of manilla paper by drawing around the pattern with pencil. They use the crayons to add features and clothes, front and back. Have the Stanleys laminated, and cut them out.

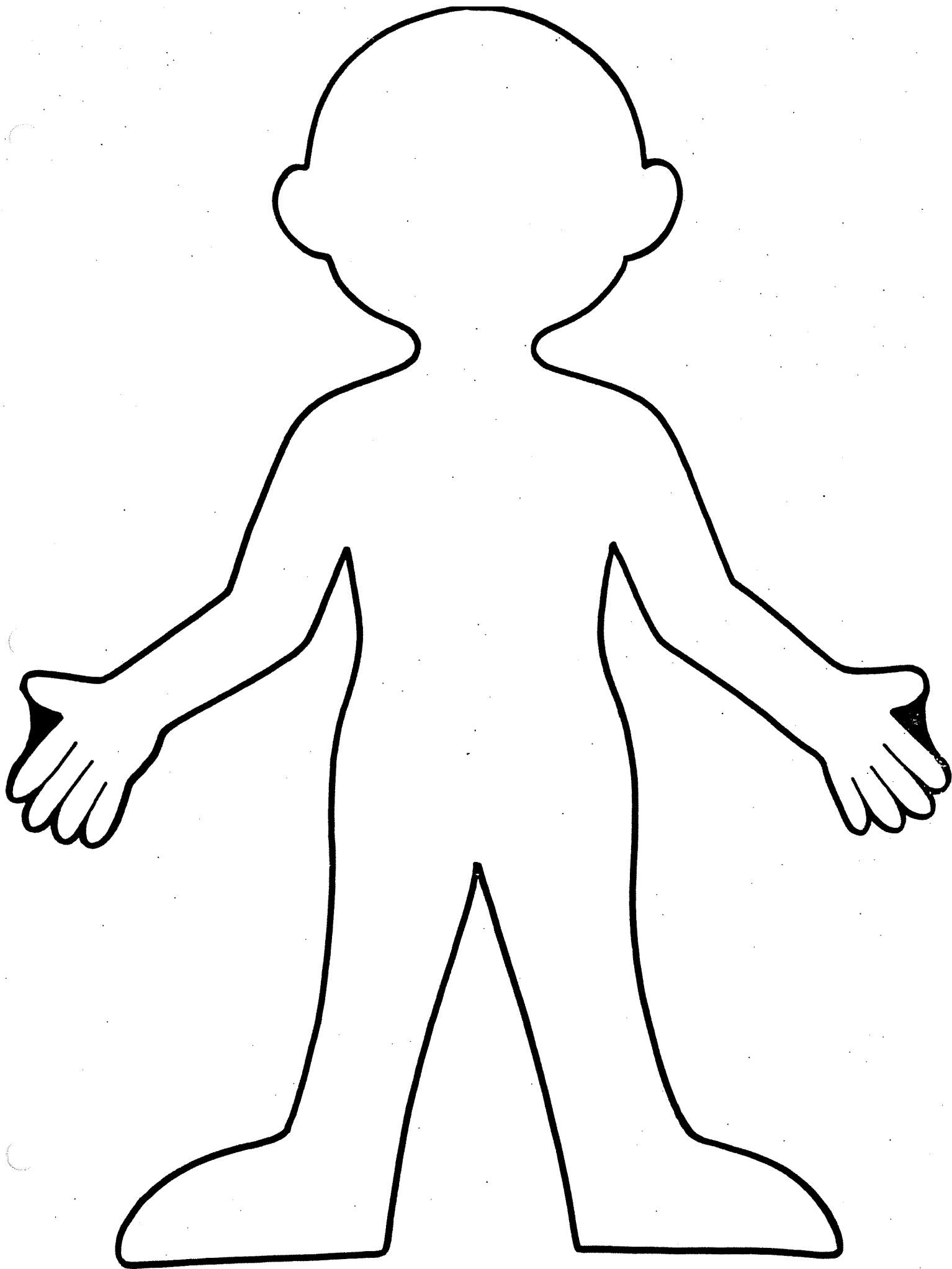
Enlist parents to help them decide on someone to receive Flat and a letter about him in the mail. It should be someone who will take the time to introduce Flat to the children and Bible class teachers in their home congregation or mission field; and it must someone who will be sensitive to the need to respond creatively and fairly quickly. You may need to provide a list of names and addresses of missionaries or other members of the church of Christ in other congregations in your town or elsewhere. (If you know many families in the mission field, you could have just one "Class Flat Stanley.")

The Flat Stanleys are placed in large brown envelopes along with letters explaining (This can get tricky!) what they are all about. They are then mailed to the friends chosen. The object is to have Flat returned “home” with a letter and a picture or two telling what he “learned” about the Bible, the family activities he took part in, and how he behaved while he was with them. If you choose your recipients carefully, the children will get back some very thoughtful, exciting, and spiritually uplifting letters; and they will learn about how the Gospel is being spread to other parts of the world. Your class may also learn of some ways they can help the children or missionaries in other areas or countries. Be sure to follow up on those things, if possible.

Make a bulletin board in your classroom, featuring the world and U.S. maps. As the letters and pictures come back, put them up on the bulletin board; and let the children put map pins on the maps to show where Flat has been.

This is a fairly ambitious undertaking at the beginning, but the rewards are well worth the initial effort. The bonus is that it practically “does itself” once you get it started. You will be amazed at how “into it” people get when they receive the little paper guy; and children seem to understand and respond to Stanley, no matter what language they speak!

From Mary Andrews



Water from a Rock!

- Numbers 20:7-13—Moses and the Water of Meribah
 - Pre-school through First Grade

This is an excellent hands-on experience in acting out the story of Moses' striking the rock with a rod.

Materials needed: Chicken wire

Plain brown grocery bags leaves and twigs hot glue gun

Water bottle with large "straw" water cookie sheet

Black or brown plastic bag rod (dowel stick)

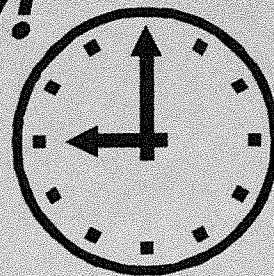
Preparation: Using chicken wire, bend and shape into a huge rock. Leave a hole in the back large enough for a water bottle (one that has a large "straw") and your hand to fit in. Cover with brown grocery bags, punching a small hole in the front under a seam or flap. The straw will slip through that hole. You will be able to hold the bottle up so water will pour out. Hot-glue leaves and twigs to the top and sides. The "rock" sits on a cookie sheet that has been covered with the black or brown plastic bag.

Activity: The children come up and "smite" the "rock" with a "rod," and you squeeze the bottle as you hold it up so that water comes out.

From Jody Jenkins



*Tips You Can Use
Tomorrow!*



Permanent Materials

Keep these on hand for a variety of uses by classes of all ages.

*Starred items should be in all classrooms from Kindergarten and up.

- Bible maps*
- Present-day maps and globes*
- Bible time lines for readers and non-readers*
- Bible reference books appropriate for each class* (See Bibliography.)
- Pale blue twin-size bed sheets (2)
- Green twin-size bed sheet
- Tan twin-size bed sheet
- Tan pillowcase or small solid-color laundry bag with drawstring
- Tent (or tan sheet large enough to drape over chairs to make a tent)
- Large plastic snake
- Realistic baby doll with “swaddling clothes” and basket bed
- Black plastic cooking pot and large wooden spoon
- Pottery jugs or urns of various sizes
- Baskets of various sizes
- Old robes, towels, rope “belts”
- Wooden dowel sticks of different sizes
- Crown suitable for king or queen
- Smooth rocks of various sizes and/or bricks
- Wooden craft clothespins
- Suitcase
- Purse
- Wooden blocks (jumbo, plain natural or solid colors)
- Flashlights with batteries
- Alphabet cards on wall (manuscript for K, first, second grades and cursive for third, fourth grades)
- Sand table or box
- Plastic animal figures
- Flannelboard and colorful flannelgraph or felt figures (Backgrounds are optional and sometimes distracting.)

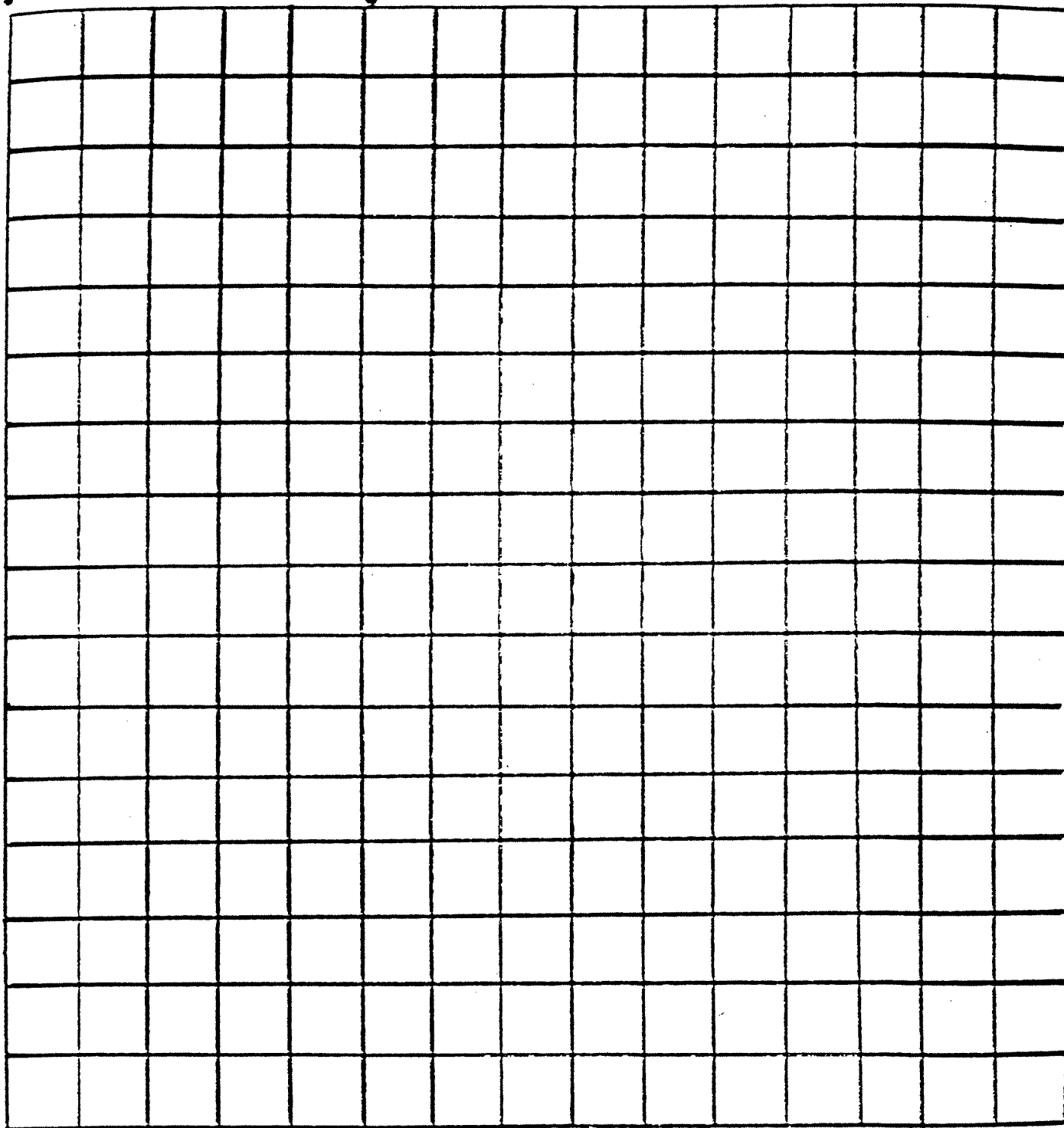
Quick Tips

Important: Whenever possible, use the real thing for your visual; but be careful not to focus so much on the visual that the Bible story, its central truth, and its application get lost. Keep the visual simple and interactive, if possible.

- **Bedsheets:**
 - Light blue = water (Use two to “part” the sea and let children walk across on dry ground.)
 - Green = fields, pastures
 - Tan = ground, tent
 - Tan pillowcase with rope or string tie = bag or sack
- **Black plastic cooking pot:**
 - Jacob’s red stew or pottage (Look for this “cooking pot” on sale at the discount store after the end of October.)
- **Burning bush:**
 - Attach yellow and orange cellophane leaves to real branches. Shine flashlight behind.
- **Cardboard tubes from toilet tissue and paper towels:**
 - People
 - Torches with orange and yellow paper “flames” attached
 - Tree branches with green paper leaves attached
- **Clothespins:**
 - Use wooden craft clothespins for people. Draw on features with permanent markers. Bits of cloth may be added.
- **Crown of thorns:**
 - Grapevine wreath (small enough for child’s head) from craft store
- **Earthquake:**
 - Let children hold green or tan bedsheet by edges and shake.

- Flashlight:
Lantern or torch
Shine it underneath wooden blocks stacked like firewood to make a campfire.
- Glow-in-the-dark stars and moon:
Place on the ceiling, and turn off room lights. Lie on floor to tell story that took place at night. (Promise to Abraham, Jacob's ladder)
- Hail:
Rocksalt
- Lightning:
Flash room lights on and off.
- Masking tape:
Use on floor to outline shapes large enough for children to "go inside." Make a boat, a room, or a whole building.
- Puppets:
Paper cups with facial features drawn on
Paper plates (Staple two together with space for hand. Add facial features, yarn hair.)
- Water turned to blood:
Mix red Kool-Aid with sand. Drop water droplets into it, and the sand turns red. (Be sure you know your students when using this or any other "trick" visual, and explain how you did it. We had some that thought they had truly witnessed a miracle!)

Word search



Self-binding Books

This is a quick and easy way to make small booklets that the children can write and illustrate in to reinforce Bible stories studied. Older students (from about third grade up) can learn to make their own booklets this way. All you need are sheets of white 8 ½ x 11 inch paper and scissors.

1. Fold 1 sheet of paper hot dog style. DO NOT crease.
2. Cut from center fold to 1 ½ inch of both long edges.
3. Fold 2nd sheet of paper hamburger style and CREASE.
4. Open paper out flat, and cut in along the fold line 1 ½ inch top and bottom.
5. Roll 2nd piece lengthwise like a long tube, and fit into slit of 1st piece.
6. Unroll and fit together.
7. To add more pages, repeat steps 3 through 6.

Bits and Pieces

◆ Did you know...?

- You can write on laminated paper, posterboard, or tagboard with a permanent marker and reuse it by erasing with hairspray or nail polish remover.
- You can color large areas of posterboard, using art pastel chalks and then spreading and smoothing it with baby oil on a cotton ball.
- You can use the copy machine to make wonderful enlarged blackline copies of color snapshots of your students. The large black and white prints make great door decorations and additions to class bulletin boards—use your imagination, and be creative!
- Your postcard sent to a child when he has been absent from class can be a real encouragement and a reminder that he is loved and missed. (And, besides, who doesn't love to get mail?)
- Velcro self-adhesive dots and strips are the greatest inventions for interactive bulletin boards, posters, aprons, and T-shirts!
- It's okay to say, "I don't know," in answer to a student's question! But always follow that with, "That's a good question—let's see if we can find the answer." (And it's also okay to say that there are some things that God just didn't tell us.)



Give Me Five!

Teach your students this little phrase and hand signal, and you can quiet a room full of children in a few seconds and get them ready to listen to your every word.

Put a poster on the wall showing the five steps with a picture of a hand, and rehearse them in the procedure until their response is automatic. Be firm and consistent with it, and you will wonder how you ever got along without it.

With children through about the third grade, introduce the procedure with the poster and the “Listening Glove.”

Give Me Five!

- 1. Eyes on speaker***
- 2. Mouth quiet***
- 3. Feet still***
- 4. Hands free***
- 5. Ears listening***



Adapted from The First Days of School by Rosemary and Harry K. Wong

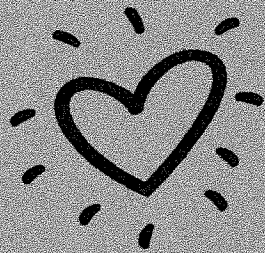
101 Ways to Praise a Child

I'm glad God gave me you!... You're fun... You're learning... Wow!...
Super... You're special... Outstanding... Excellent... Great ... Good... Neat...
Well done... I knew you could do it!... Remarkable... I'm proud of you...
Fantastic... Nice work... Looking good... You're right on top of it...
Beautiful... You're catching on... I miss you when you're gone... Now
you've got it... You are incredible... Bravo!... You're fantastic... You're doing
exactly what God wanted... Hurray for you!... You did it all by yourself...
How nice... How smart... Good job... That's incredible... You're unique...
Good for you... You gave your best... You're a winner... I like you... You're
my friend...

Remarkable job... Beautiful work... You learn well... You did your best!...
Spectacular... You're precious... God loves you... You're my darling... You
belong... Great discovery... You figured it out... You've discovered the
secret... Fantastic job... Hip, hip, hooray!... Magnificent... Marvelous...
Terrific... You're important... Phenomenal... You're sensational... What a
happy face... Super work... God is pleased, and so am I... Creative
job... Exceptional performance... Fantastic try... Super job...

You're a good helper... You are very responsible... You share well... You
are exciting... You learned it right... What an imagination... How creative...
What a good listener... You're fun... You're growing up... You care... You
try hard... I trust you... You mean a lot to me... You make me so happy!...
You're mine... You're one of a kind... You make me laugh... You can do
it... You're so thoughtful... I see you're trying... You're really thinking... I
wouldn't want you any other way!... God and I treasure you... A+ job...
You're my buddy... You make my day... That's the best... You're my
helper... It's fun to do this with you... I like sharing with you... Hugs and
kisses... What a beautiful smile!... Good thinking!... I love you!

P.S. Remember, a smile is worth a thousand words!



*Bible Class
Curriculum
from
College Park
Church of Christ*

Curriculum Goals—College Park Church of Christ

Infant Class (6 to 18 months)

1. Bible class is a special time.
2. The Bible is a special book.
3. The Bible should be handled with care.
4. The Bible is God's Book (Word).
5. God created everything: flowers, trees, sun, etc.
6. God created me: I am special. Learn about eyes, ears, nose, mouth, hands, feet.
7. Learn how to pray: fold hands, bow head, close eyes.

2 Year Old Class (18 months – 2 years)

1. Learn behavior in class: how to sit still, be reverential.
 - a. Learn respect for the Bible. Take care of classroom, furniture.
 - b. Have basic knowledge of songs used in worship.
 - c. Know how many books are in Bible, and begin to learn to say them in order.
 - d. Learn to pray.
2. Study general principles and characters.
 - a. Create an awareness of God.
 - b. Simple characteristics: love, obedience, kindness.
 - c. God made everything: It took 6 days to create, and on the 7th day God rested.
 - d. God made Adam and Eve. Adam named the animals.
3. Be excited about Bible study.
 - a. Need to be here, worshipping, working, being good examples.
 - b. Notice heroes or examples.
4. Learn to respect authority.
 - a. From principles and characters show consequences of not respecting God's authority.
 - b. Learn respect for authority by doing what God says.
 - c. God is head of all the world.
 - d. Learn respect for God by knowing who Dad and Mother are.
5. Know God is the Father, and Jesus is the Son.
 - a. Jesus came to earth to save sinners.
 - b. Jesus loves us.
 - c. Learn from the characters who his parents are and where he was born.

3 and 4 Year Old Class

1. Still emphasize behavior.
 - a. Grows out of the objectives from ages 18 months – 2 years old.
 - b. Maintain a respect for the Bible as a special book, furniture, etc.
 - c. Know the words to the basic songs and be able to sing them.
 - d. Learn to pray and to lead a prayer.
 - e. Learn and recite the books of the Bible:

Books of Law	Genesis - Deuteronomy
History	Joshua - II Chronicles
Poetry	Job - Psalms
Wisdom	Proverbs - Song of Solomon
Prophecy	Major and Minor Prophets

2. Start learning facts from the Old and New Testaments.
 - a. Learn simple facts about the Bible; e.g., 10 commandments, apostles, etc.
 - b. Understand the Bible is real, not fantasy.
 - c. The Bible is God's book; it is His word.
 - d. The Bible tells us how to live, how to talk to Him in prayer, how He takes care of us.
3. Become acquainted with Bible stories, not so much emphasis on principles.
 - a. Have a time in which the student places the Bible character in the proper time period. Develop heroes!
 - b. At home, have time for a Bible story every day; use simple memory verses.
 - c. Develop the idea that the Bible stories teach us how to live.
4. Be excited about attending classes and worshipping God.
 - a. Make cards and send to the sick: be good to other people, take care of other people, help other people, share with other people, serve other people.
 - b. Understand the church is not the building but the people; be introduced or familiar with the leaders, e.g. elders, deacons, preacher, teachers.
 - c. Ask people to attend services.
 - d. Talk to others about Jesus.
 - e. Learn responsibilities with the church: prepare communion, clean building, take care of the yard.
5. Understand that each person is important.
 - a. God loves each individual.
 - b. It pleases God for me to obey.
6. Learn the story of creation:
 - a. God made everything, know the order and days of creation.
 - b. God made us.

- c. Be familiar with stories showing how people disobeyed God and consequences. Instill appreciation for authority and respect of God.
7. Know Jesus is our Savior.
- a. Know He is God's Son.
 - b. Know the important events in His life.
 - c. Know Jesus died for all mankind and was raised from the dead.
 - d. Know the story of Jesus: His birth, the names of His parents, who visited Him, stories of childhood, being separated from His parents, parables, etc.
8. Family relationships:
- a. Know woman's role.
 - b. Know man's role.
 - c. Recognize the father as the head of the family.
 - d. Recognize the relationship of the father and mother; the father treats the mother with love and kindness and the mother treats the father with respect.
 - e. Children obey their parents.
 - f. Stress the importance of family: e.g., roles of each parent and child. Marriage is for life.
9. Worship:
- a. The importance of singing.
 - b. The Lord's Supper is partaken each Lord's day and the reason why.
 - c. It is a time to sit quietly
 - d. We should bow our head to pray.
 - e. The importance of giving.
 - f. Worship is not a time for play.
10. Learn that the church is made of people who are Christians. It is not a building.
- a. Learn that the church has leaders: be able to identify them.
 - c. Develop heroes from these leaders.

Kindergarten and First Grade Class

1. Still emphasize proper behavior.
- a. Show respect for the Bible, furniture, etc.
 - b. Note the behavioral objectives already stated.
 - c. Teach the boys how lead a song.
 - d. Begin to learn what worship really is: the acts of worship, etc.

2. Know facts of the Old and New Testaments.
 - a. Add to the Old Testament, the books of the New Testament.
 - b. Know that the Bible is God's book. It is real, not make believe.
 - c. The Bible tells about life and death.
 - d. The Bible tells us how to live.
 - e. Be able to look up scriptures.
 - f. Be able to participate in scripture search.
 - g. Be able to have a knowledge of simple facts of the Bible and be able to build on them: 10 plagues, 12 sons of Jacob, 10 commandments, days of creation, etc.
3. Begin to emphasize the difference between the Old and New Testaments.
 - a. Introduce that the Old was fulfilled or taken away with the New.
 - b. The Bible tells of sin and its consequence.
 - c. The Bible tells us to trust, obey and thank God.
 - d. Serving and pleasing God is for all time and not just when we come together as the church.
4. Be able to draw principles and applications from stories.
 - a. Demonstrate skills in using Bible maps and using timelines.
 - b. Learn to listen and participate in class and during worship services.
5. Stress the importance of family relationships: know the roles of each individual in the family.
 - a. Show respect for authority in the family: the father is the head of the family; children obey parents.
 - b. Show respect for God and what happened to the disobedient from Bible stories.
 - c. Recognize the need to submit to God.
 - d. Show respect for others: be good to others, take care of sick friends, help those who need your help, share, don't hurt others, make God happy.
6. God has plans for me.
 - a. God takes care of us.
 - b. God wants me to be good.
 - c. God forgives and so must we.
 - d. Honor God because He made us, He is the creator.
 - e. Honor dad as head of the family.
 - f. Show from Bible stories God's response to people who disobey.
7. Know the leaders in the church.
 - a. Love is developed by being close.
 - b. Individuals are important.
 - c. It is good to do things together.

8. Define vocabulary words associated with the lesson. Explain, on their level, terms such as: synagogue, temple, camel, bulrushes, famine, plague, creation, miracle, camp, multitude, etc.
9. Explain Bible characters such as: Moses, Joshua, Israelites, Joseph, Esau, Egyptians, Abraham, Isaac, Sarah.
10. Begin to be familiar with events that happened and when they happened using a timeline.
11. Reinforce familiarity with who Jesus is, why he came, what he accomplished, what he is going to do for us and how we can please Him.
 - a. Show Jesus is the Savior and the Son of God.
 - b. Know the important events in the life of Christ.
 - c. Uniqueness of Jesus' resurrection from the dead.
12. Be able to review and drill previous Bible lessons.
13. Know the creation story. Evolution is false, not God's account of creation.
 - a. Know God made everything.
 - b. What was the order of creation and what happened on each day.
 - c. Every creature produced after it's kind.
14. Understand the church is the body of Christ. There are many "churches" so be sure you belong to the one you read about in the Bible.
 - a. Know that the "church" is composed of Christians.
 - b. The building is the place where the "church" meets.
 - c. Be familiar with the "acts of worship."

Second and Third Grade Class

In addition to the above.

1. Name the books of the Bible.
 - a. Who wrote them.
 - b. Events that occurred in each book such as: Genesis took place before children of

Israel left Egypt; the book of Ezra took place after captivity.

2. Be able to answer:
 - a. What do these books show God wants from his followers?
 - b. For example, in the book of Isaiah God wants His children to give up idols and worship only Him.
3. Know that the Bible is God's word; it is real.
 - a. Be introduced to pictures of manuscripts from which the Bible was translated.
 - b. Understand the difference between the Old and New Testaments; such as the Old being limited to the Jews and the New available to all, etc
4. Recognize:
 - a. Each individual is responsible to God.
 - b. Each church is responsible to God.
 - c. God has leaders in the church and we have responsibilities to them.
 - d. The New Testament is our guide today.
5. Care for one another.
 - a. Use example of family and friends to show this.
 - b. Show the relationship of Christ to the Church.
 - c. Show the relationship of Christians to God and one another.
6. Follow the previous information on Jesus and God and build upon them.
 - a. Understand Christ is our Savior. Although the Son of God, He loved us enough to die in our place.
 - b. Appreciate the humanity of Christ. He lived as a human on this earth with the same temptations and pains any human could have.
 - c. Have general knowledge of resurrection: awareness of what Jesus went through on the cross.
7. Know God's account of creation.
 - a. Evolution is just a theory and not scientific fact.
 - b. Introduce laws of science that evolution contradicts.
 - c. Know the days of creation.
8. Develop concept of authority.
 - a. God has a right to implement law for man because He is the creator.
 - b. Respecting His authority will be shown in our respect for our parents, teachers, older people, governmental officials, etc.
 - c. You cannot substitute for God's way: example, Nadab and Abihu.
9. Family

- a. Recognize that God placed man over woman. Learn responsibilities and roles of each person in the home, church and world.
 - b. Learn basic principles of a relationship with someone else, seen by getting along with others in the family: show kindness, and love. Don't cheat or lie, or talk badly about others, etc.
 - c. Grasp that marriage is very important, and who you choose for marriage is very important and for a lifetime.
10. Learn that worship is a pleasant experience.

Fourth and Fifth Grade Class

- 1. In addition to the above skills.
- 2. Have a knowledge of Bible stories and principles.
 - a. Be able to use more detailed memory verses.
 - b. Be able to recite Bible facts and perform scriptures search exercises.

- c. Name the books of the Bible, who wrote them and what happened.
 - d. Know that God speaks to us through His word: through individual writers we learn His will for us and His church.
3. Emphasize more doctrine rather than Bible stories.
 - a. The student should be able to draw his own conclusions from facts learned.
 - b. Emphasize building of one's own faith.
 - c. Know the author, date and chronology of the books of the Bible.
 - d. Be able to briefly tell the story of redemption from Genesis to Revelation.
 - e. Begin to understand inspirational claims concerning the bible: archeology, etc.
 - f. Begin to understand how we got the Bible.
 - g. Know the Bible characters and encourage heroes within the Bible.
 4. Know the importance of enjoying worship.
 5. Be able to give a brief history of the church.
 6. Know the story of creation: the omniscience, omnipotence and omnipresence of God.
 7. Demonstrate from stories how God dealt with those who refused His word.
 8. Review all above on worship, the church, Jesus Christ, the family and really begin to drive these points home and make them applicable in the student's life.
 9. This is where all of the above objectives from 18 months to this point should be reviewed and really begin to make application to each individual.
 - a. Don't begin to force the idea of becoming Christians; let it happen as a result of teaching. If not careful we can talk young children into something they are not ready for.
 - b. Help them internalize the Bible stories, principles and facts.
 - c. At this point we have laid a foundation for what proceeds in the next several years of the individuals's life. If a good foundation has been established then, when one recognizes sin and it's consequences, good results will follow.
 - d. The job of the educator is not to solve all the problems; just give the student the tools to solve them themselves.
 - e. Spend time reviewing all previous objectives.

Junior High and High School Classes

1. Accumulation of all of the above plus:
2. Know the Bible:
 - a. Be able to give a synopsis of each book.
 - b. Know the author, date and major characters of each book.

- c. Be able to give a chronological development to the Bible: creation, flood, exodus, etc.
 - d. Know that the Old Testament is the forerunner of the New.
 - e. Not only know the redemption story but what redemption is, how it is attained and why it is necessary for them.
3. Be able to give proofs of inspiration.
- a. Fulfilled prophecy.
 - b. Internal and external evidence.
 - c. Archeology
4. Church:
- a. Know the difference between the church local and church universal.
 - b. Know the leaders in the church and the function of each one. Know scriptural characteristics for leaders.
 - c. Know that the church is spiritual and not established for entertainment or secular education.
 - d. Be familiar with church history: reformation, missionary societies, institutionalism, liberalism, denominationalism, etc.
 - e. Know who Luther, Calvin, Campbell and Stone are.
 - f. Be familiar with identifying characteristics of the Lord's church.
 - g. Know the local congregation's leaders and their roles and their independence from other congregations.
5. Worship:
- a. Be able to lead a prayer and know reasons for prayer.
 - b. Be able to sing and tell the story of the song and what it is about.
 - c. Communion - why, frequency, elements and the difference in the elements.
 - d. Giving - purpose and command.
6. Understand the need for closeness:
- a. Helps with peer pressure, be associated with positive peers not negative, i.e, "evil companions corrupt good morals".
 - b. Helps with moral issues: pressure to dance, drink, take drugs, engage in sex.
 - c. Primary education regarding this **must** come from the home.
7. Be familiar with family relationships.
- a. More in depth discussion on the role of husbands and wives.
 - b. More emphasis on obedience to parents and authority.
 - c. They must recognize that what they do affects others and they have responsibilities within the family unit.
 - d. Be able to recognized that marriage is binding in God's eyes and that married people should help each other serve God.

8. Have a good understanding of the Genesis account of Creation.
 - a. The earth was created in days not years.
 - b. Understand the second law of Thermodynamics.
 - c. Understand the law of Biogenesis.
 - d. Understand the fallacy of dating methods.
 - e. Be able to see the circular reasoning in dating methods.
 - f. Understand the fallacy of Theistic evolution.
9. Understand authority.
 - a. Know that since God is man's creator he is subject to God in all things.
 - b. Man cannot change what God said to suit his purposes.
 - c. Know what authority means: right, power.
 - d. Know that Christ has all authority: who He is and why He can tell us what to do.
 - e. Have an understanding of how to establish authority: commands, examples and necessary inference.
 - f. Understand the nature of specific and general authority.
10. Understand the importance of considering the context to understand a passage.
 - a. Begin to understand figures of speech used in the Bible.
 - b. Begin to understand that the Hebrew poetry found in Psalms is more concerned with thought pattern than rhyme.
11. Know Old Testament history, geography and customs.
 - a. Be able to identify major bodies of water.
 - b. Be able to describe the character of rule that God's people were under in various periods of time: e.g. Patriarchal, etc.
 - c. Understand Jerusalem was the center for worship for Jews and where the church began.
12. Reinforce the facts about Christ as the foundation for faith.
 - a. The virgin birth stressed as a foundation of His deity
 - b. Understand that though Jesus was deity He lived as a man feeling pain, joy, love and compassion.
 - c. The miracles were proof of his claim to be the Son of God.
 - d. Stress Christ's zeal in doing God's will and His submission to the Father
 - e. Understand important events surrounding the death of Christ.
 - f. Be acquainted with prophecies pointing to Christ.
 - g. Understand events surrounding the resurrection of Christ and the prophecies that point to it.
 - h. Learn the characteristics of the person Jesus desires to be His disciple, e.g. the Sermon on the Mount - humble, submissive, obedient, etc.

13. How to live as a Christian.
 - a. Even though men and women are of equal importance, God placed man over women in all things.
 - b. Recognize our obligation as lights in the world, leading people to Christ.
 - c. See importance of choosing a "date" that will influence a strong and pure character. See the necessity of choosing mates for marriage that will influence a strong and spiritual home.
 - d. Understand the Biblical principles for decisions regarding right and wrong in areas of dress, language, conduct around the opposite sex, habits, etc.
 - e. Togetherness was a part of the New Testament church. The need of togetherness in their lives and relationships with one another and others in local congregations.
 - f. There is work to do, e.g. pass out tracts, engage in bible studies, giving out correspondence courses, cleaning up the building and property, etc.
 - g. Understand their obligation does not end at baptism, they need to continue to grow.
14. By the time the student reaches the end of our Bible class program, he/she should know what to do to become a Christian. Once again, don't push, let teaching take it's natural course.

Adult Classes

1. Establish a program to textually study the entire Bible.
2. To better acquaint the student with the purpose for writing and the subject of each of the books of the Bible.
3. To gain and further enhance the individual student's knowledge of God's word and its application to daily life.
4. To study topics pertinent to religious error and subjects that relate to today's problems from the truth of God's word.
5. Establish an on going program for the development and improvement of individuals to be teachers in classroom environments.

Conclusion:

These are Curriculum goals. Only by diligent attention to these goals will they produce the desired fruit. If each teacher fails to use them and build on them, they will do absolutely no good!

Our aim is not to be the only source of spiritual nourishment for ones personal development. bible classes were never arranged and are ill equipped to do the total job. Teachers at best can only facilitate what is done at home.

What will it take to make these Curriculum Goals fruitful? Students who are interested in learning; parents who are involved in helping their individual child/children learn; and teachers who are excited, interested, prepared and challenging of the students. Teachers, use your imaginations to come up with hands-on experiences for the students. Only Biblical lessons teaching God's word will help us reach our goals.

1st Quarter - GENESIS

1. Creation
2. God's Family
3. Cain and Abel
4. Noah and the Flood
5. Abraham
6. Abraham and Lot
7. Isaac, Son of Promise
8. Jacob and Esau
9. Jacob and His Family
10. Joseph and His Brothers
11. Joseph Imprisoned
12. Joseph Reunited with Jacob
13. Review

MEMORY VERSES

Psalms 19:1
Psalms 19:1
Psalms 19:1
Psalms 19:1
Hebrews 11:8
Hebrews 11:8
Hebrews 11:8
Hebrews 11:8
Genesis 37:4
Genesis 37:4
Genesis 37:4
Genesis 37:4
Review

2nd Quarter - THE EXODUS

1. Baby Moses
2. Moses, Deliver of Israel
3. God Sends Ten Plagues
4. The Passover
5. The Exodus
6. God Provides/The Amalekites
7. Moses and Jethro
8. The Ten Commandments
9. Israel Creates a Golden Calf
10. The Tabernacle
11. Israel's Murmuring
12. The Twelve Spies
13. Review

Hebrews 11:23
Hebrews 11:23
Hebrews 11:23
Hebrews 11:23
I Peter 5:6-7
I Peter 5:6-7
I Peter 5:6-7
I Peter 5:6-7
Mark 12:30
Mark 12:30
Mark 12:30
Mark 12:30
Review

3rd Quarter - ISRAEL WANDERS/ENTERS

1. Korah, Dathan and Abiram
2. Moses Sins
3. The Brass Serpent
4. God Gives Israel Victory
5. Balak and Balaam
6. Israel's Idolatry
7. Moses Dies
8. Entering Canaan
9. Conquering Canaan
10. Achan's Sin
11. The Gibeonites
12. The Division of Canaan
13. Review

Romans 11:22
Romans 11:22
Romans 11:22
Romans 11:22
Proverbs 3:5-6
Proverbs 3:5-6
Proverbs 3:5-6
Proverbs 3:5-6
II Peter 3:9
II Peter 3:9
II Peter 3:9
II Peter 3:9
Review

4th Quarter - JUDGES AND KINGS

1. The Promised Fulfilled
2. The Judges
3. The Judges Continue
4. The Judges Continue
5. The Judges Continue
6. The Judges Continue
7. Ruth
8. Eli and Samuel
9. Samuel and Saul
10. King Saul
11. David and Saul
12. David and Goliath
13. Review

Joshua 24:15
Joshua 24:15
Joshua 24:15
Joshua 24:15
Psalms 121:1-2
Psalms 121:1-2
Psalms 121:1-2
Psalms 121:1-2
I Samuel 15:22
I Samuel 15:22
I Samuel 15:22
I Samuel 15:22
Review

5th Quarter - KINGS AND PROPHETS

1.	King David	Romans 12:9
2.	David and Bathsheba	Romans 12:9
3.	King Solomon	Romans 12:9
4.	Solomon Builds the Temple	Romans 12:9
	Solomon's Decline	Romans 12:21
6.	Rehoboam	Romans 12:21
7.	Jeroboam	Romans 12:21
8.	Elijah and Prophets of Baal	Romans 12:21
9.	Elijah's Chariot	Romans 6:4
10.	Elisha and Naaman	Romans 6:4
11.	Israel's Wickedness	Romans 6:4
12.	The Kings of Judah	Romans 6:4
13.	Review	Review

6th Quarter - WISDOM LITERATURE

1.	Job	I Corinthians 10:13
2.	Psalms of Praise	I Corinthians 10:13
3.	Psalms of Guidance	I Corinthians 10:13
4.	Messianic Psalms	I Corinthians 10:13
5.	Instructional Psalms	Psalms 119:105
6.	Psalms of Nature	Psalms 119:105
7.	Psalms of Repentance	Psalms 119:105
8.	Parent/Child Relationships	Psalms 119:105
9.	Purity	Ecclesiastes 12:13
10.	Seven Things God Hates/Desire Wisdom	Ecclesiastes 12:13
11.	The Worthy Woman	Ecclesiastes 12:13
12.	The Whole <i>Duty</i> of Man	Ecclesiastes 12:13
13.	Review	Review

7th Quarter - CAPTIVITY AND RETURN

1.	Isaiah	Jeremiah 31:33
2.	Jeremiah	Jeremiah 31:33
3.	Ezekiel	Jeremiah 31:33
4.	Jonah	Jeremiah 31:33
5.	Nebuchadnezzar	Daniel 2:44
6.	The Fiery Furnace	Daniel 2:44
7.	Belshazzar	Daniel 2:44
8.	Daniel and Darius	Daniel 2:44
9.	Ezra	Ezra 7:10
10.	Nehemiah	Ezra 7:10
11.	Esther	Ezra 7:10
12.	Haggai and Zechariah	Ezra 7:10
13.	Review	Review

8th Quarter - THE LIFE OF CHRIST

1.	The Birth of Christ	John 3:16
2.	John the Baptist	John 3:16
3.	The Baptism of Christ	John 3:16
4.	The twelve Apostles	John 3:16
5.	Miracles	Matthew 5:16
6.	The Sermon on the Mount	Matthew 5:16
7.	The Parables	Matthew 5:16
8.	Golden Ministry	Matthew 5:16
9.	Galilean Ministry	Mark 16:16
10.	Paran Ministry	Mark 16:16
	The Trial and Crucifixion	Mark 16:16
12.	The Resurrection	Mark 16:16
13.	Review	Review

9th Quarter - ACTS OF THE APOSTLES

1.	The Ascension	Acts 2:38
2.	The Church Begins	Acts 2:38
3.	Peter Imprisoned	Acts 2:28
4.	Ananias and Sapphira	Acts 2:38
5.	Stephen and Philip	Romans 1:16
6.	The Conversion of Saul	Romans 1:16
7.	Cornelius	Romans 1:16
8.	The First Journey	Romans 1:16
9.	The Second Journey	I Peter 3:15
10.	The Third Journey	I Peter 3:15
11.	Paul's Trial	I Peter 3:15
12.	The Journey to Rome	I Peter 3:15
13.	Review	Review

10th Quarter - THE EPISTLES

1.	God's Gospel	Romans 10:10
2.	"If God is for Us..."	Romans 10:10
3.	Christians as Citizens	Romans 10:10
4.	Growing to Perfection	Romans 10:10
5.	Unity in the Church	I Corinthians 13:13
6.	Love	I Corinthians 13:13
7.	No Other Gospel	I Corinthians 13:13
8.	Stand Fast	I Corinthians 13:13
9.	The Scheme of Redemption	Galatians 3:27
10.	Marriage	Galatians 3:27
11.	The Whole Armor of God	Galatians 3:27
12.	Salvation	Galatians 3:27
13.	Review	Review

11th Quarter - THE EPISTLES

1.	Be Like-minded	Philippians 2:3
2.	Rejoice in the Lord	Philippians 2:3
3.	The Pre-eminence of Christ	Philippians 2:3
4.	Seeking Things Above	Philippians 2:3
5.	Worship	John 4:23
6.	Church Discipline	John 4:23
7.	The Second Coming	John 4:23
8.	Instructions for the Young	John 4:23
9.	Young Timothy	II Timothy 3:16
10.	Character of Christians	II Timothy 3:16
11.	Elders	II Timothy 3:16
12.	Deacons	II Timothy 3:16
13.	Review	Review

12th Quarter - THE EPISTLES

1.	Servitude	Hebrews 11:1
2.	The Superior New covenant	Hebrews 11:1
3.		Hebrews 11:1
4.	Heroes of Faith	Hebrews 11:1
5.	Faith Demands Work	James 2:26
6.	Bridle the Tongue	James 2:26
7.	Suffering for Right	James 2:26
8.	False Teachers	James 2:26
9.	God is Love	I John 2:5
10.	The Revelation	I John 2:5
11.	Review of OT	I John 2:5
12.	Review of NT	I John 2:5
13.	Review	Review

Lesson Summary

Class:

Date:

Lesson #

Topic:

Text:

Daily Bible Reading

Thursday -

Friday -

Saturday -

Monday -

Tuesday -

Memory Verse:

Spiritual Concept:

Suggested Objectives:

1.

Suggested Activities:

1.

Lesson Questions:

1.

WEEKLY LESSON PLAN

DATE: _____

CLASS: _____ LESSON # _____

TEACHERS: _____ TOPIC: _____

SPIRITUAL CONCEPT: _____

TEXT: _____ MEMORY VERSE: _____

OBJECTIVES: _____

WHO: _____

WHAT: _____

WHEN: _____

WHERE: _____

WHY: _____

WHEREFORE (APPLICATION): _____

VISUAL #1 (ILLUSTRATION): _____

VISUAL #2 (APPLICATION): _____

VISUAL #3 (REVIEW): _____

PRECLASS ACTIVITY: _____

ACTIVITIES: SUNDAY

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

ACTIVITIES: WEDNESDAY

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

MATERIALS NEEDED: _____

SPECIAL ASSIGNMENTS: _____

Weekly Lesson

Class:

Date:

Lesson:

Topic:

Text:

Daily Bible Reading:

Thursday	-
Friday	-
Saturday	-
Monday	-
Tuesday	-

Memory Verse:

Spiritual Concept:

Lesson Questions and Study Material:

Lesson Summary

Class: 2 Year Old

Date:

Lesson # 12

Topic: Joseph Reunited with Jacob

Text: Genesis 41:46-47:31

Daily Bible Reading:

Thursday-	Genesis 41:46-42:38
Friday-	Genesis 43-44
Saturday-	Genesis 45
Monday-	Genesis 46
Tuesday-	Genesis 47

Memory Verse: Genesis 37:3: *"Now Israel loved Joseph more than all his children, because he was the son of his old age. Also he made him a coat of many colors."*

Spiritual Concept: Obedience-forgiving

Suggested Objectives:

1. Tell how Joseph took care of his family.
2. Tell how Jacob felt when he learned Joseph was still alive.

Suggested Activity:

Before class begins, place a few coins in the top of each of the small bags you filled with corn last week. In one bag, place a baby's silver drinking cup. Have students act out the story, discovering the cup and coming before Joseph. Allow students to take home the bags with instructions to tell the story to their families.

Lesson Questions:

1. Review the lesson of Joseph forgiving his brothers.
2. Tell why Joseph's brothers came to Egypt.
3. Name Joseph's father.
4. Know that Joseph forgave his brothers for putting him in the well.
5. Why should we forgive others who do wrong to us?
6. Review the lesson of Joseph reunited with Jacob.
7. Know how Joseph took care of his family.
8. Tell how Jacob felt when he heard that Joseph was alive.
9. Did Jacob love Joseph very much?
10. Do our parents love us very much?

Lesson Summary

Class: 4th and 5th Grades

Date:

Lesson # 12

Topic: Joseph Reunited with Jacob

Text: Genesis 41:46-47:31

Daily Bible Reading:

Thursday-	Genesis 41:46-42:38
Friday-	Genesis 43-44
Saturday-	Genesis 45
Monday-	Genesis 46
Tuesday-	Genesis 47

Memory Verse: Genesis 37:3: *"Now Israel loved Joseph more than all his children, because he was the son of his old age. Also he made him a coat of many colors."*

Spiritual Concept: Obedience-forgiving

Suggested Objectives:

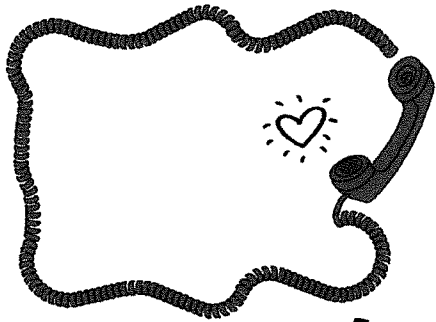
1. Tell why Benjamin finally made the trip to Egypt.
2. Tell how Pharaoh reacted to Joseph's reconciliation with his family.

Suggested Activity:

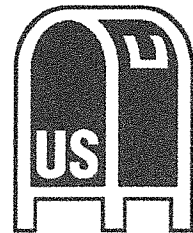
Define "partiality." Discuss the fact that parental partiality was a part of Jacob's whole life story. Does God show partiality to His children?

Lesson Questions:

1. What were Joseph's sons' names? What did these names mean?
2. When the brothers stood before Joseph, why did they tell him about Jacob and Benjamin?
3. What did the brothers find in their sacks when they left Egypt?
4. Did the brothers return to Egypt immediately?
5. Who went to Egypt with the brothers the second time?
6. Were the brothers pleased when Joseph revealed himself?
7. What did Joseph do to his brothers after he revealed who he was? (Genesis 45:5-15)
8. Did Joseph completely forgive his brothers, or did he still have grudges towards them?
9. Should we forgive totally and not hold any grudges? Why?
10. How did Israel (Jacob) react to the news of Joseph's being alive and well?



Where to find...



Where to Order
Books, workbooks, and pictures:

A Beka Book, Inc.
P.O. Box 19100
Pensacola, FA 32523-9100
1-800-874-2352

Bible Study Guide for All Ages
P.O. Box 2608
Russellville, AR 72811
1-800-530-7995

Britnell Publications
P.O. Box 505
Athens, AL 35611
(205) 232-1120

Florida College Bookstore
119 Glen Arven Avenue
Temple Terrace, FA 33617
1-800-423-1648

Gospel Advocate Bookstore
P.O. Box 150
Nashville, TN 37202
1-800-251-8446

Guardian of Truth Bookstore
Box 9670
Bowling Green, KY 42102
1-800-428-0121

Karyn Henley Resources
P.O. Box 40269
Nashville, TN 37204
1-888-573-3953 (toll-free)

Teaching, Etc.
1455 Buckingham, #512
Richardson, TX 75081
(972) 480-9082

The Bible Lab Educational Services
1575 Silverado Trail
Napa, CA 94555-1409
(510) 792-2432

Novelty Items:

Oriental Trading Co., Inc.
P.O. Box 3407
Omaha, NE 68103-0407
1-800-228-2269

B. Palmer Sales Co., Inc.
P.O. Box 850247
Mesquite, TX 75185-0247
1-800-442-4895

Peepers, Inc.
P.O. Box 146
Weaverville, NC 28787

Bibliography

A Beka Book Flash-A-Card Sets (Pensacola, Florida: A Beka Book Publications, 1982)

Mary and Dr. Donald Baker, Bible Study Guide for All Ages (Russellville, Arkansas, 1994)

Jane Britnell, Rainbow Lessons, Old Testament and New Testament (Athens, Alabama: Britnell Publications, 1975)

Jeff Brown, Flat Stanley (New York, New York: HarperCollinsPublishers, 1964)

College Park Church of Christ, Bible Class Curriculum Guide, Goals, and Objectives with Lesson Summaries (on disk)

Lynda Duthler and Kathleen Hale, The Bible Lab (Napa, California)

Elsie E. Egermeier, Egermeier's Bible Story Book (Anderson, Indiana: The Warner Press, 1969)

Karyn Henley, Child-Sensitive Teaching (Cincinnati, Ohio: Standard Publishing, 1997)

Karyn Henley, First Hand, Book 3, Creative Storytelling Methods (Nashville, Tennessee: Allen Thomas Publishing, 1991)

Karyn Henley, Snip-and-Tell Bible Stories (Loveland, Colorado: Group Publishing, Inc., 1993)

Karyn Henley, Sword Fighting (Nashville, Tennessee: Allen Thomas Publishing, 1992)

Karyn Henley, Teacher Training Series Folders (Cincinnati, Ohio: Standard Publishing, 1997)

Ruth Krauss, The Carrot Seed (New York, New York: HarperCollins Publishers, 1973)

J. Stephen Lang, The Complete Book of Bible Trivia (Wheaton, Illinois: Tyndale House Publishing, Inc., 1988)

Mrs. Irven Lee, Mrs. Lee's Stories About God's First People (Athens, Alabama: C.E.I., 1976)

Mrs. Irven Lee, Mrs. Lee's Stories About Jesus (Athens, Alabama: C.E.I., 1956)

Lawrence Richards, International Children's Bible Handbook (Fort Worth, Texas: Worthy Publishing, Inc., 1986)

Lawrence Richards, It Couldn't Just Happen (Dallas, Texas: Word Publishing, 1989)

Kenneth N. Taylor, The Bible in Pictures for Little Eyes (Chicago, Illinois: Moody Press, 1984)

The Bible Story Clip Art Book (Ventura, California: Gospel Light, 1989)

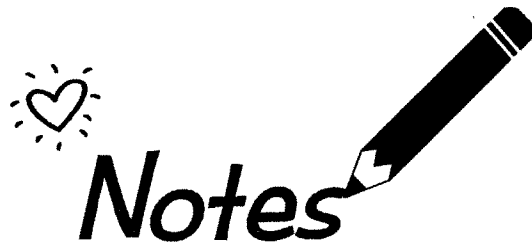
The Big Book of Bible Games (Ventura, California: Gospel Light, 1996)

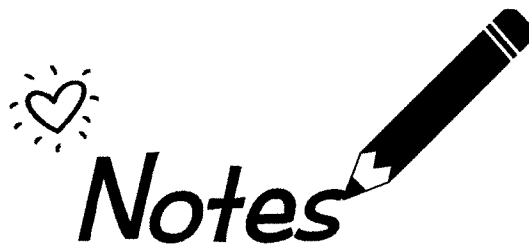
The Big Picture Bible Time Line (Ventura, California: Gospel Light, 1991)

Sandra and Bob Waldron, A Generation That Knows not God (Athens, Alabama: Bob Waldron, 1990)

Lynn Waller, International Children's Bible Dictionary (Fort Worth, Texas: Worthy Publishing, Inc., 1987)

Rosemary and Harry K. Wong, The First Days of School (Sunnyvale, California: Harry K. Wong Publications, 1991)





*Mary Andrews
811 Agape Circle
Rockwall, TX 75087
(972) 771-5547
maryandrews@airmail.net*