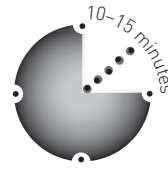


# Skill Centers



## Grades 4–6 Introductory Meeting

**Bible Passage:**

Psalms 104:24;

1 Timothy 4:4;

Genesis 1:1-31

**Verse:** Genesis 1:31

**Key Passage:** none

**Bible Story:** God's

Creation Is Good

**Levels of Biblical Learning Statements:**

Grade 4: I can begin to understand what God is like by discovering the things He created.

Grades 5–6: I can feel secure because God made the world, is still at work in it, and cares what happens to people.

**Meeting Goals:**

Introduce the elements of a Bible Skills, Drills, & Thrills meeting.

Show how to read and find a reference (book, chapter, verse).

Introduce Old Testament/New Testament/number of books/divisions/Key Passages.

**Welcome**

As children and parents arrive ask that each person fill out a name tag and each child an enrollment form. Explain that each of the children along with their parents will complete the “security checkpoints” before the journey begins. Give each family member a “ticket” (description card) and the children the word cards. Tell them to hold on to this until Group Skills.

**The “Security Checkpoints”****Division Safari**

Give each child an activity page and a pencil. Guide them to use the “Books of the Bible Poster” to find the answers about divisions of the Bible.

**Answers to “Division Safari”:**

1. 10

2. ( $4 \times 2 = 8$ ) General Letters

3. ( $8 \div 2 = 4$ ) Gospels

4. Minor Prophets

5. 40

6. Samuel, Kings, Chronicles

7. Paul's Letters, 13

**Old Testament/New Testament Fish**

Guide players to fish for Bible book cards, and place the cards in the correct bucket. Encourage the children and family members to look in the Table of Contents of the Bible for help. Fish for at least six books.

**Letter Toss**

Guide the children to toss a beanbag onto a letter, and name a book in the Bible that starts with that letter. Encourage the children to throw with their backs to the curtain, over the right shoulder, then the left, and between the legs. If there is no book that starts with that letter, congratulate the player for knowing that and continue.

**Welcome****• Provide:**

- name tags, enrollment forms, and pens.
- a card for each person.  
Make copies of page 31, “Elements of a BSDT Meeting,” and cut apart the cards.

**Division Safari**

- Provide activity page 5 and a pencil for each child.
- Display “Books of the Bible Poster” (Item 17).

**Old Testament/New****Testament Fish****• Provide:**

- a large paper bag and two buckets. Label one bucket *Old Testament* and the other bucket *New Testament*.
- two dowel rods with a magnet secured to a string on each.
- “Books of the Bible Cards” (Item 5) with a paper clip attached to each one.

**Letter Toss****• Provide:**

- a shower curtain liner. Use a permanent marker and randomly write the letters of the alphabet on the liner.
- a beanbag

### Gathering Activity

- Provide:
  - a CD player and a CD with praise music
  - a large road map
  - a black marker

### Learn the Memory Verse

- Provide:
  - Bibles and the Genesis 1:31 card from “Bible Verse Cards”
  - (Item 7a CSB)
  - (Item 7b KJV)

### Gathering Activity

Begin playing the praise song. Explain that the music is the signal to move from Skill Centers to Group Skills. Lead everyone to look at the ticket they were given and to find the person who has the matching definition or word ticket. If they need help, tell them to look for the ticket that has the same number. Once the matches have been identified, lead the participants to form a circle in order of the numbers given on the tickets. Say: “Welcome to Bible Skills, Drills, & Thrills. Our travels this year are going to take us far and wide. I am so glad you have decided to journey with us. Every trip needs an itinerary. The itinerary tells you where you are going and when. The tickets you have received will tell you what you will be doing in a Bible Skills, Drills, & Thrills meeting.” Ask for the players with the tickets for number 1 to share their element. As each one shares, write the element on the map you have prepared. Add comments about each element and answer any questions. Introduce the leaders who will be helping with the different skill areas.

### Learn the Attention Signal

Say: “You will have a great time in Bible Skills, Drills, & Thrills. Sometimes you will be busy doing different activities. We need a signal that will get everyone’s attention.” Ask: “Have you ever seen a tour guide leading her group through a tourist spot?” Say: “Often the guide holds up her hand so everyone can follow her through a crowded spot. When I need your attention, I will hold my hand up high. I might say, ‘Attention’ and I might not.”

Raise your hand high and say, “Attention.” Invite the participants to be seated in the Group Skills area.

### Learn the Memory Verse

Explain that in each Group Skills time a memory verse will be learned and discussed. Say: “You find verses in the Bible by using chapter and verse numbers. Open your Bible to the first book of the Bible—Genesis.” Show the Bible verse card for Genesis 1:31. Say: “Our first memory verse is found in chapter 1 of Genesis. Find chapter 1, and give our attention signal when you find it.” Offer help to anyone who is having problems. Wait for everyone to locate Genesis. Continue: “Now, using the small verse numbers, find verse 31 and stand up when you find it.” Ask a volunteer to read the verse.

Say: “That was great. Have a seat.” Continue: “You will memorize more than 25 Bible verses. Today you are going to begin learning the memory verse Genesis 1:31.” Explain that the group will echo what you say. Begin Genesis 1:31 and lead the group to repeat it like an echo. Say the first two words of the verse, and let the group echo both words. Continue adding one or two words at a time until they complete the verse and reference. Say: “God saw everything that He made and said it was very good. That includes you. I am so glad God cares for each one of us. You will learn more about God’s creation and work in Meeting 2.”

## Pray

Lead a prayer time thanking God for each one present. Ask God to help the children know how much He cares for them and to give them the skills they need to learn His Word this year.

## Hear a Bible Story

Make sure everyone has a Bible. Say: “During Group Skills each meeting, you will hear and study a Bible story or passage. Today you are not going to hear about just one Bible story but about several. Listen closely and discover how many Bible passages our guest is talking about.”

## Key Passages

*(“Key Passages” enters and holds up the large piece of paper with “Key Passage” written on it.)*

Hello! My name is Key Passage. A key is pretty important, isn’t it? Without a key you can’t unlock the door to your house or start a car. A Key Passage is a group of important verses in the Bible. You’ve heard your teachers and our pastor talk about some of the 10 Key Passages you are going to study. Who has ever heard of the resurrection? How about the Psalm that starts, “The Lord is my shepherd”? or, maybe the Good Samaritan? You see, you’re already familiar with a few of the 10 Key Passages for this year.

*(Holds up the Key Passage reference card: Genesis 12:1-3.)* In Bible Skills, Drills, & Thrills you will learn how to find these important passages. *(Point to the elements as you talk.)* Here is a book of the Bible, the chapter, and the verses. Sometimes the Key Passage is a whole chapter. You will not only learn the titles of 10 Key Passages and where to find them, but you’ll learn information about the Key Passages, too.

*(Hold up a Key Passage title card: God’s Covenant with Abraham.)* Key Passages have special titles that remind you of what they are about. See if you can find this one: God’s Covenant with Abraham: Genesis 12:1-3. *(Allow time for participants to find the Key Passage.)*

Good job! That Key Passage is in the first book of the Old Testament. Now look for this one. *(Hold up the title and reference cards for The Twelve Apostles: Matthew 10:2-4.)* You had to turn a lot of pages, didn’t you? This Key Passage is in the first book of the New Testament. The Bible is divided into two major parts—the Old Testament and the New Testament. You’ll learn 10 important passages from both the Old and New Testaments.

Well, I think I had better let you get started. You’ve got a lot of fun things to learn. *(Key Passages exits.)*

Ask: “How many Key Passages will you learn?” (10) Say: “You will learn other Bible stories as well that will help you apply the memory verses.”

## Play a Game

### Key Passages

- Enlist a leader to be the actor named “Key Passages.”
- On a large piece of paper write Key Passage.
- Provide the “God’s Covenant with Abraham” and “The Twelve Apostles” Key Passage title and reference cards from “Key Passage Title and Reference Cards” (Item 9).

### Play a Game

- Provide:
  - two buckets
  - two sets of Old Testament Bible books from “Books of the Bible Cards” (Item 5). Place one set of book cards in each bucket.
- “Books of the Bible Poster” (Item 17)

### Introduce Skill Options

- Tape a card from “Books of the Bible Cards” (Item 5) under each chair.
- Place the “Books of the Bible Poster” (Item 17) in a prominent area.

### Family Skills to Go

- Provide:
  - a “Skill Check List” (Item 1) for each child
  - a “Books of the Bible Poster” (activity page 77 or Item 17) for each child

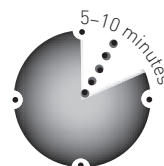
**Note:** Family Bible Skills to Go and the Service Option will happen at the same time. Provide light refreshments such as juice and cookies or small bags of pretzels like the ones served on airlines.

Explain that during Group Skills, a game will usually be played that helps develop Bible skills. Guide the group to form two teams. Ask those who had even and odd numbers during the Gathering game to form the two groups. Explain that to complete this relay each team will send one player at a time to choose an Old Testament book card from their team’s bucket. Each player will bring his card back to his team who will put the cards in the correct order. The first team to successfully place the Old Testament books in order wins. Remind the teams that they can use helps like the “Books of the Bible Poster” and the Table of Contents of the Bible. After the game, ask everyone to return to their seats.

### Introduce Skill Options

Explain that at the end of Group Skills, the children are given an opportunity to choose the Bible Skills, Recreation, Craft, or Service Option. Explain that today everyone will get a chance to do them all. Everyone will begin in Bible Skills.

Say: “Before you can move on in your journey, everyone needs a train transfer. Look under your chair.” Direct everyone to locate a book of the Bible card. Lead the group to put themselves in Bible book order. Remind them to refer to the “Books of the Bible Poster” if they need it. Once everyone is in line, invite them to read the names of the Bible books. Whoever has the first card will be the train’s conductor. Move to the Bible Skills area playing follow the leader. Remember to collect the Bible book cards.



### Family Bible Skills to Go

At the end of the activities, make refreshments available. Give family members and children the opportunity to ask questions.

When it is time to conclude the meeting, give the “attention” signal. Explain that at the end of every meeting the family members will be given an opportunity to share an activity with the children. Tell them what time they should return to the meeting area each week. Remind the children to bring their Bibles each week. Give each family the “Skill Check List” to put into the folder the child decorated in the Service Option, and take up the folders. Give each family a “Books of the Bible Poster” to take home to help with memorization.

Say: “Thank you for traveling with us today. I hope you enjoyed this short trip. I am looking forward to traveling with each of you for the entire Bible Skills, Drills, & Thrills journey this year.”

1. Skill Centers	2. Group Skills	1. To begin the meeting, you will choose from a minimum of three activities to learn or review Bible skills. All children in Children's Bible Drill should begin with the Skill Check List.	2. A gathering game begins Group Skills. The rest of the time includes a Bible story, verse memorization, prayers, and Bible skill practice. You will use an activity book during Group Skills.
3. Skill Options	4. Bible Skills	3. This is hands-on time when you get to choose an activity. Each option is planned for 20–30 minutes. The leader may decide how many Options to offer.	4. This Option includes Bible skill development games, activities, instruction, and practice in Children's Bible Drill. All children in Children's Bible Drill should choose this Option.
5. Recreation	6. Crafts	5. This Option provides active games that help you continue to learn and apply the Bible skills and knowledge from the meeting.	6. In this Option you get to make something that you can use to learn or demonstrate the application of the Bible skills or learning from the meeting.
7. Service	8. Family Bible Skills to Go	7. This Option includes learning, planning, and participating in individual, family, church, and community service projects that help you apply Scripture. Sometimes you may make something to share with someone else.	8. You end the meeting with a time to communicate learning and information with family members. Sometimes you get to teach your family what you have learned.

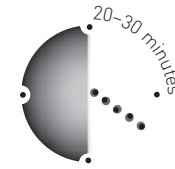
### Elements of a BSDT Meeting

**Instructions:** Copy this page and and cut the tickets apart so that each child and family member have one ticket. Use during Group Skills.

*Bible Skills, Drills, & Thrills Leader Guide Grades 4–6 Blue Cycle*  
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# Bible Skills



## Bible Drill Technique

- Provide:
  - video projection equipment and the CD cued to the “Bible Drill Demonstration” (Item 80)
  - Children’s Bible Drill Bibles
  - activity page 6 for each child

**Teaching Tip:** This is a good time to introduce the Children’s Bible Drill Bible and talk about where parents can purchase the Bible the children need.

**Teaching Tip:** Study the article “How Do You Prepare and Write a Church Drill?” (Item F) and “What Are the Four Kinds of Calls?” (Item G).

## Bible Drill Technique

Explain that the Bible Skills Option is best for children who will participate in Children’s Bible Drill. These activities focus on learning the books, verses, divisions and Key Passages that will be called during Children’s Bible Drill. Children will also focus on Bible drill techniques.

Say: “Let’s look at the demonstration of a Bible drill from the CD that accompanies our material.” Show the video. Answer any questions that the children or family members might have.

Say: “Let’s practice.” Make sure that everyone has a Bible, even the family members. Show everyone how to stand and hold the Bible with the spine downward. At the command “Attention” remind the players to stand straight with their feet together. The next call is “Present Bibles.” Players should bring their Bibles up to the waistline, parallel to the floor. Direct the parents to check to see if the children have the proper position.

Say: “It is recommended that if you are going to search with your right hand, hold the Bible in your left hand with Genesis down and with your right hand resting flat on the back of the Bible. No fingers over the edges. If you are going to search with your left hand, hold the Bible in your right hand with Genesis up and the left hand resting flat on the front of the Bible. No fingers over the edges.”

Remind the children that their eyes should be on the caller until they hear the command “Start.” Say: “At this point the caller will give you a call. You find what you are supposed to find, put your finger on it and step forward. Let’s try it. Attention. Genesis. Start.”

Explain that during a Bible drill there is a timekeeper who calls time after 10 seconds. No one may step forward after time is called. The caller calls on one child to give the answer. Everyone else must remain quiet.

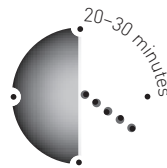
Practice a few calls by calling the names of the books of Law: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Concentrate the children’s attention on the techniques of standing and holding the Bible.

Make sure that everyone has an activity page. Say: “There are four kinds of calls in Children’s Bible Drill. You will learn all of these during the games and activities that you do in the meetings. Guide the children to skim the page and to discover who is doing what. Ask: “When do you respond? (*when you are called on*) When do your feet move? (*after you have found the answer or know the answer*) How does the leader know you know the place?” (*place your finger*)

Thank everyone for participating in Bible Skills. Say: “Now your journey will take you to the Recreation Option.”



# Recreation



### Practice Memorization

Ask everyone to sit in a circle. Explain that during Recreation the children will play active games but will still be learning Bible skills such as naming books in order, naming the books that come before or after, or matching Key Passages with titles and references.

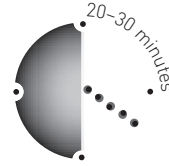
Say: “I will start the music and you are to pass this bag around. When the music stops, the player holding the bag will remove a card and read it.” Start the music and pass the bag. Quickly stop the music five times, allowing the first five books of the Old Testament to be read aloud. Say: “The first five books of the Old Testament are Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. They are called the books of Law. Let’s memorize those five books in ways that you can do at home.”

1. Rhythm clap. Hit your thighs twice, clap twice, snap fingers once, say the book. Repeat the rhythm clap until all five of the books of Law have been said.
2. Throw the five cards into the circle. Ask one of the parents to arrange them in order.
3. Hold up the division card, Law. Say: “Name the books in this division.” (*Genesis, Exodus, Leviticus, Numbers, Deuteronomy*)
4. Show the “Bible Verse Key Ring Cards” for Genesis 1:31. Explain that the children will learn to recite the verse from the reference and complete the verse when they hear the first part of it. These make excellent flash cards to use at home and each child will receive a set.
5. Give each child and family member a copy of “How to Memorize.” Talk about the techniques. Encourage the adults to memorize along with the children.
6. Ask family members if they can share good ways to help their children memorize.

### Practice Memorization

- Provide:
  - a small paper bag
  - the “Books of the Bible Cards” for Genesis, Exodus, Leviticus, Numbers, and Deuteronomy (Item 5)  
Place the cards in the bag.
  - a CD player or electronic device and a song with the books of the Old Testament
  - the division of Law card from “Divisions of the Bible Cards” (Item 4)
  - a Genesis 1:31 card for each child from “Bible Verse Key Ring Cards”
    - (Item 8a CSB)
    - (Item 8b KJV)
  - a copy of “How to Memorize” (Item 18) for each child and family member

# Crafts



## Create a Foam Key Ring Case

- Provide:
  - a key ring (at least 1½-inch ring) with a lanyard for each child.
  - the books of Law cards from “Books of the Bible Key Ring Cards” (CD Item 6) for each child. Print these on heavy paper.
  - a hole punch.
- Provide:
  - one 9-by-12-inch 2-mm foam sheet for each case. Decide what color options you wish to give the children. Extra sheets will be needed for decorations. Using the “Key Ring Case Pattern,” (Item 19) cut out the foam pieces for the number of cases you will need.
  - scissors
  - tacky glue
  - strips of hook and loop fastener
  - embroidery thread that contrasts with the color of the foam
  - large embroidery needles
  - clear adhesive or packing tape

**Note:** Self-adhesive foam may be used for the decorations. No glue will be needed. A simple color choice is to allow the children to choose a color of foam and a contrasting color of thread.

## Create a Foam Key Ring Case

Show the Books of the Bible Key Ring Cards. Say: “A good way for you to stay on top of memorizing is to carry a key ring with you so you can practice anywhere, anytime. The cards you received during Recreation are your first key ring cards.” Give each child a key ring and the cards for the first five books of the Old Testament. Explain that in future meetings they will receive cards to add to the key ring. Guide the children to assemble the key ring by punching a hole in the corner of the cards.

Explain that the craft for today is a key ring card case. Say: “It will protect your cards as you carry them from place to place.” Invite the family members to help the children complete the following steps.

1. Choose the color of case you want. You need a front and a back panel and a base and two sides.
2. Stitch the back panel to the sides and base, then sew on the front panel.
3. Stitch around the top and fastening flap for decoration.
4. Add decoration by cutting foam shapes and attaching them with tacky glue.
5. Finally, attach hook and loop fasteners to the fastening flap and the front of the case to secure your cards inside.
6. Insert your key ring of cards and hold your case by the lanyard.

**Option:** If you prefer not to make a card case, here is a simple idea that will help the children identify their key rings.

1. Give each child two 2½-by-3½-inch cards. Lead them to decorate the cards with markers and to put their names on one of the cards.
2. Lead the family members to help laminate the cards with clear adhesive or clear packing tape.
3. Punch holes and provide a key ring. Guide the children to assemble their key rings.



# Service

As the children complete their crafts, invite them to the refreshment area. When all of the group has arrived, give the “attention” signal.

Explain that in the Service Option, the children will create, plan, or participate in a project to help others. Sometimes a service project will help the children carry out what they have learned in the meeting.

## **Volunteer Sign Up**

Explain that today, the family members will be given an opportunity to sign up to be of service to the children who are participating in Children’s Bible Skills, Drills, & Thrills. Invite everyone to enjoy refreshments and to feel free to ask any further questions.

Call attention to the sign-up list so family members can volunteer. Here are some suggestions:

- Print and cut out “Bible Verse Key Ring Cards.”
- Laminate materials.
- Monitor the Skill Check area at the beginning of a meeting.
- Plan and carry out Service Options that require extra time.
- Collect supplies.
- Bring and assist with a computer for the computer games.

## **Decorate a Folder**

While family members are signing up, guide the children to put their names on and decorate folders. This folder will be used to store the “Skill Check List” and activity book pages. Use this opportunity to verify if each child has a Children’s Bible Drill Bible if your church does not provide Bibles for the children.

## **Volunteer Sign Up**

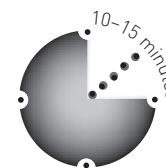
- Provide:
  - cookies
  - punch
  - napkins and cups
  - a sign-up sheet. This is your chance to enlist helpers for a variety of tasks. List the help that parents could provide.

## **Decorate a Folder**

- Provide:
  - a simple pocket folder for each child
  - puffy paint
  - stickers
  - markers
  - adhesive labels

## Grades 4–6 Meeting 2

# Skill Centers

**Bible Passage:**

Psalm 104:24;  
1 Timothy 4:4;  
Genesis 1:1-31

**Verse:** Genesis 1:31

**Key Passage:** None

**Bible Story:** The Good  
Things from God

**Levels of Biblical Learning Statements:**

Grade 4: I can begin to understand what God is like by discovering the things He created.

Grade 5–6: I can feel secure because God made the world, is still at work in it, and cares what happens to people.

**Meeting Goals:**

Locate, read, and quote Genesis 1:31.

Say and locate the names of the books of Law.

Say the book before and after any book in the division of Law.

**Skill Check**

- Provide “Skill Check List” (Item 1) and a pencil for each child.

**Perfect Posture**

- Print and display “Bible Drill Techniques” (Item 2).

**Madcap Memory Pictures**

- Print and display the Old Testament Law cards from “Books of the Bible Cards” (Item 5).
- Provide blank paper and markers.

**Tail Trail**

- Print and display the Old Testament division cards from “Divisions of the Bible Cards” (Item 4).
- Provide activity page 7 and a pencil for each child.

**Skill Check****Perfect Posture**

Use the “Bible Drill Techniques” poster to demonstrate the appropriate positions for the drill commands “Attention,” “Present Bibles,” and “Start.” Lead the children to call out the commands to one another—first in order, then at random—as they practice assuming the Bible drill positions quickly and correctly.

**Madcap Memory Pictures**

Distribute markers and blank paper. Quickly teach the names of the Old Testament Law books and guide the children to devise their own mnemonic sentences that begin with the initial letter of each book. (Example: Greg’s elephant likes nibbling doughnuts.) Encourage the boys and girls to draw posters that illustrate the wacky memory sentences they devised.

**Tail Trail**

Lead the children to complete “Tail Trail” in their activity books. When the activity is complete, scramble the Old Testament Bible division cards and challenge the boys and girls to rearrange the division cards in order.

# Group Skills



## Lead a Gathering Activity

Go to each child and whisper one of the following words in his ear: *fins*, *fur*, *feathers*. Tell the children that when the music begins, they should move toward the Group Skills area while they silently act out an animal that has the feature you whispered to them. Challenge each animal group—fins, fur, and feathers—to locate their counterparts and be seated in groups.

Start the recording and help the children to find their teammates. Say: “The first memory verse you will learn in Bible Skills, Drills, & Thrills is about the things God created.”

## Learn the Memory Verse

Tell the children that they can find the memory verse in Genesis, the first book in the Old Testament Law. Lead the children to stand at attention with Bibles in hand.

Announce: “Present Bibles.” Show the children how to stand holding their Bibles parallel to the floor with one hand on top and one hand underneath the Bible.

Announce: “Genesis. Start.” Show the children how to support the Bible with one hand while they search with the other. When each child finds Genesis, lead her to take a step forward as she would during a Bible drill.

Next, help the children find Genesis 1:31. Remind them that the chapter number is the “big number” that can be found on a Bible page heading; the verse is the “little number” that is printed within each column of text.

Permit the boys and girls to be seated in their animal groups. Invite them to follow along in their Bibles as you read Genesis 1:31. Then give each group a set of memory word cards. Challenge each group to put the cards in order and say Genesis 1:31 from memory using only the word cards as cues. Call on each group to repeat the verse together.

Say: “Now that you know everything God made is very good, let’s recall what He made and in what order.”

## Tell the Bible Story

Explain that you will tell today’s story very poetically and you need help performing one poetic line after each stanza:

And God saw it was very good—really good!  
And God saw it was very good.

## Lead a Gathering Activity

- Provide a CD player and a praise song.

## Learn the Memory Verse

- Make three sets of “Memory Word Cards” (Item 20). Cut the cards apart.

**Teaching Tip:** Sixth graders with prior Bible drill experience may roll their eyes and complain that they’ve “been there, done that” when you are teaching basic drill skills. To cut that attitude down quickly, invite experienced drillers to demonstrate the skills or assist rookie drillers as you teach.

Lead a dramatic practice run of the refrain, then read this poem to the group in your best storytelling voice:

Before God began, there was nothing:  
No water, no trees, and no air.  
Then God took command and said, “Let there be light.”  
And suddenly, bright light was there!

And God saw it was very good—really good!  
And God saw it was very good.

On the second day, God took the waters  
And moved some below; some up high.  
And the waters God moved up by speaking a word  
Became what we know as the sky!

And God saw it was very good—really good!  
And God saw it was very good.

On the third day, God made land and water;  
The oceans and all of the seas.  
Then on the dry land, our God planted  
The grasses and flowers and trees.

And God saw it was very good—really good!  
And God saw it was very good.

On the fourth day, God put some bright lights in the sky  
To make daytime and nighttime for you.  
When the sun and moon were completed,  
God made planets and stars for you, too!

And God saw it was very good—really good!  
And God saw it was very good.

On the fifth day, God filled the oceans and skies  
With magnificent birds and cool fish:  
Ostriches, whales, woodpeckers, and perch,  
And peacocks with tails that go swish.

And God saw it was very good—really good!  
And God saw it was very good.

On the sixth day, God said, “Let’s make wildlife:  
The creatures that crawl on the ground.”  
There were bugs and bears, badgers and bunnies,

And big buffalo walking around!

And God saw it was very good—really good!  
And God saw it was very good.

On day six, God made one more creation—  
His most masterful work of art.  
In His image, God made man and woman  
And He loved them with all of His heart.

And God saw it was very good—really good!  
And God saw it was very good.

God gave the first man and first woman  
All the trees and the plants for their food.  
And God said, “It’s for you—this whole world that I made!”  
And God saw that it was very good.

And God saw it was very good—really good!  
And God saw it was very good.

*based on Genesis 1:1–31*

### **Review the Bible Story**

Ask each animal group—fins, fur and feathers—to identify the creation day each type of animal was made (*fins, Day 5; fur, Day 6; feathers, Day 5*).

Subdivide the animal groups into six smaller groups, pairs, or individuals. Give each small group a piece of poster board and markers. Lead the groups to look at the number on the back of the poster and illustrate what God created on that particular day.

When the groups have finished, take the posters, scramble them, and place them faceup on the floor. Lead the children to arrange the pictures in the correct order, referring to their Bibles if necessary.

### **Apply the Bible Story**

Call: “Attention! Present Bibles!” and show the children how to locate the Book of Psalms quickly. (*It is at the midpoint of most closed Bibles.*) Challenge the children to locate Psalm 104:24 and call on someone to read it aloud. Ask: “What does this Bible verse tell you about God?” (*He is wise; He created countless things.*)

Explain that your next call is for “experts.” Announce: “Attention! Present Bibles!” Lead the children to locate 1 Timothy 4:4, using the Table of Contents in their Bibles if necessary. Ask a volunteer to read the verse aloud. Ask: “What does this Bible verse tell you about God’s creation? What does this Bible verse tell you about you?” Remind the children that each of them is precious because they are unique creations of God.

### **Review the Bible Story**

- Cut three sheets of poster board in half.
- Individually number the posters 1–6.
- Provide markers.

**Teaching Tip:** Remember to raise your right hand and call “attention” when you need to get the kids’ attention.

### Learn Books of the Bible

- Provide:
  - activity page 7 and a pencil for each child
  - three beanbag animals or beanbags in three colors
- Provide a song with the books of the Old Testament.

### Pray

Lead the children to stand at attention. Guide the group through this silent prayer:

Say: “Thank God for an animal He created. Thank God for a kind of plant or tree He created. Thank God for your favorite food. Thank God for creating you. When I say ‘Amen,’ join me in saying, ‘God saw it was very good.’ Amen.”

### Learn Books of the Bible

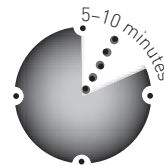
Distribute the activity pages. Guide the group to find “Sink Your Teeth Into This!” and guide the children to name the book, the “hook,” and a brief description of each book of Old Testament Law.

Direct the children to form a circle. Give beanbag animals to three children. Play the books of the Old Testament song as the children pass the animals around the circle. Stop the song at any point, then lead the child holding Animal A to name a book of Old Testament Law. Lead the child holding Animal B to describe the book’s contents, and the child holding Animal C to name the book before, the book itself, and the book after.

As you play, help the children identify Joshua as the book following Deuteronomy. If the book choice is Genesis, lead the player to respond, “None before, Genesis, Exodus.” Continue playing the game as time permits.

### Choose Skill Options

Help the children know a little about each activity in the Skill Options. Guide each child to choose one of the activities offered.



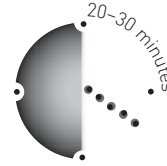
### Family Bible Skills to Go

Explain to parents and guardians that each week, you will update them on the skills that were taught in the meeting, and recommend a family activity that will reinforce those skills.

Send an activity page home with each family. Encourage moms and dads to help their children review the Old Testament divisions presented in “Tail Trail,” the Bible book descriptions in “Sink Your Teeth Into This,” and play the letter game “Paws to Think” just for family fun.



# Bible Skills



## Explore Old Testament Law Books

Read the descriptions from the “Bible Book Description Cards” without disclosing the book names. Challenge the boys and girls to identify each Old Testament Law book by its description.

Say: “Let’s dig a little deeper and discover some people, places, and events from each Old Testament Law book.” Distribute the activity pages and pencils. Lead the children to examine the passage headings in their Bibles and complete as much of “Scratching Post” as possible. The goal of the activity should be general discovery rather than absolute accuracy. Compare answers.

## Weave A Word Web

Show the construction paper sheets you prepared, and lead the children to fasten the Bible book names in order on a wall.

- Give each child four or five blank cards. Direct him to refer to his Bible and print the description of a story or passage from the Old Testament Law books on each one.
- Collect the cards, scramble them, and hand a stack back to each child. Help the children use their Bibles to determine which Law book is the source of each story or passage.
- Guide the group to fasten their cards to the wall opposite the Bible book names, then use a piece of yarn to connect the story description to the Bible book in which it is found.
- Lead the original writer of each story card to check for correct connections.

Conclude the Bible Skills Option session by making these comments in your own words: “One of the goals of Bible Skills, Drills, & Thrills is to learn the names and the order of the books of the Bible. But an even more important goal is learning the great stories and life lessons you can find in each book!” Challenge the children to discover and read one “new” story from an Old Testament Law book before your next meeting.

## Explore Old Testament Law Books

- Print the Old Testament Law book descriptions from “Bible Book Description Cards” (Item 14).
- Provide:
  - Bibles with passage headings
  - activity page 8 and a pencil for each child

## Answers to “Scratching Post”

*The creation—Genesis*

*Moses and the burning*

*bush—Exodus*

*God’s covenant with*

*Abraham—Genesis*

*Lists of clean and unclean*

*animals—Leviticus or*

*Deuteronomy*

*Blessings for obedience—*

*Deuteronomy*

*Noah enters the ark—Genesis*

*Spies sent to Canaan—*

*Numbers*

*Burnt offerings and sin*

*offerings—Leviticus*

*The plagues—Exodus*

*Escape through the Red Sea—*

*Exodus*

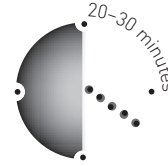
*The death of Moses—*

*Deuteronomy*

## Weave A Word Web

- Print the name of each Law book on a separate sheet of construction paper.
- Provide blank cards, yarn, scissors, and tape or adhesive putty.

# Recreation



## First to the Feed Trough!

- Use masking tape to mark one center line on the floor and two outer lines about 30 feet on either side of the center line.
- Bring a small plastic bucket filled with O-shaped cereal or small candies (“animal food”).

## First to the Feed Trough!

Form two teams. Lead each team to form a huddle and secretly select the name of an Old Testament Law book, then line up facing the opposing team at the center line.

Designate the rear masking tape lines as the “feed troughs” for each team, then present these rules: “I am going to call, fins-fur-feathers, first chases last! When I do, call out the book name your team selected. If your Bible book comes first, you will chase the other team to the feed trough. If a player is tagged, he must sit down. Players who get to the feed trough without being tagged will get a piece of ‘animal food.’ (*Show the cereal bucket you brought.*) If both teams call out the same name, it’s a ‘scratch’ and we’ll try again.”

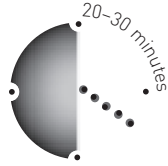
Conduct a slow-motion dry run of the game before you lead an actual round, then play as time permits.

At the end of the round, allow each player to sneak one more snack from the cereal bucket if he can name the Old Testament Law books in order.

## Variations

- Switch at random from first chases last to last chases first.
- Allow experienced Bible drillers to name any Bible book.
- Use the commands Old Testament chases New Testament and vice versa.
- Instead of running, require players to crab crawl, bunny hop, or “walrus waddle” (*walk on bent knees while grasping ankles behind back*).

# Crafts



## Peek Over Pocket Pets

Lead the children to form a circle. Quickly begin a pat-pat-clap-clap-snap-snap rhythm (*as in the traditional children's game "Categories"*). While keeping the steady beat, chant: "God made things with feathers" (*or fur or fins*). Cue the child to your right to name a feathered animal on the snap-snap beat of the rhythm pattern. Continue around the circle until it is your turn to chant, then change the category.

After a few minutes, ask: "According to Genesis 1:31, what do all these creations have in common?" (*God saw that they were very good.*) Lead volunteers to repeat the memory verse without assistance.

Distribute "Peek Over Pet Patterns." Help the children trace the patterns onto heavy colored paper or craft foam and cut them out. Lead them to print the text of Genesis 1:31 on their pocket pets, then finish the pets using these suggestions:

**Cat:** Use a craft knife (*leaders only!*) to cut around the paws. Glue on wiggle eyes, a pom-pom nose, and a ribbon bow or collar. Add other features with permanent markers.

**Bear:** Use a craft knife (*leaders only!*) to cut around the paws. Glue on black bead eyes and rice or pasta grains for claws. Add other features with permanent markers.

**Reptile tail:** Decorate the tail with glitter glue or sequin scales. Add other features with permanent markers. (*If you use craft foam, do not fold; simply leave the tail sticking up and decorate accordingly.*)

**Critter claw:** Glue on faux fur and rice or rice-shaped pasta claws. (*If you use craft foam, do not fold; simply leave the claw sticking up and decorate accordingly.*) Add other features with permanent markers.

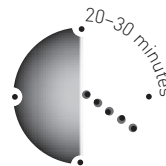
Lead the children to name some "pockets" where they can place their peek over pets (*Bible cover pockets, backpacks, shirt pockets, and so on*). Challenge them to peek at their pocket pets this week to help them recall Genesis 1:31.

## Peek Over Pocket Pets

- Make one or more copies of "Peek Over Pet Patterns" (Item 21) on heavy paper. Cut the patterns out.
- Gather the following art supplies:
  - heavy colored cardboard or craft foam
  - any or all of the following (see procedures):
    - wiggle eyes
    - narrow ribbon
    - beads
    - sequins
    - glitter glue
    - faux fur
    - rice or rice-shaped pasta
  - permanent markers
  - tacky glue

**Teaching Tip:** Make a sample pet before the meeting. Afterwards, send it to an absentee or deliver it to a prospective Bible driller with an invitation to come to Bible Skills, Drills, & Thrills.

# Service



## Creature Crunchies

- Provide:
  - activity page 8 and a pencil for each child
  - a handful of coins
  - scissors
  - construction paper
  - pet theme stickers
  - markers
  - stapler
  - zip-lock bags
  - a bulk bag of dog or cat treats

**Optional:** If you choose to deliver all of the treat bags to an animal shelter or veterinary office, make a set of bag stickers that display a message like this:

“Provided for a  
special creature by kids at  
Friendly Baptist Church.”

## Creature Crunchies

Ask each child to find a partner. Give an activity page and a coin to each pair of children. Lead them to take turns flipping the coin onto the “Paws to Think” activity. The player who tosses the coin must name any creation (*not just animals*) that begins with the letter on which the coin landed.

After a few minutes of play, guide the children to locate Psalm 104:24 and 1 Timothy 4:4 in their Bibles. Ask: “What do both of these verses tell you about God’s creation? (*Everything God created is good.*) What idea do these verses have in common with your memory verse, Genesis 1:31?” Lead the group to say Genesis 1:31 from memory.

Distribute construction paper, scissors, markers, and stickers. Lead each child to make several bag tags and print the text of Genesis 1:31 or a related thought (*Everything God created is very good!*) on each tag.

Distribute zip-lock bags. Lead the children to fill each bag with a small scoop of pet treats, seal it, and staple a tag to the sealed bag.

If you will donate the bags to an animal shelter, affix stickers with the name of your church to the bags. If children will take the bags home, lead them to name some people in their neighborhood with whom they can share the pet treats such as an elderly pet owner. Invite the children to describe their household pets. Say: “When you play with your pet, you can remember that everything God made—plants, planets, animals, and people—is very good.”

Conclude the activity by repeating the first portion of Genesis 1:31 (*as you would in a completion drill*) and leading the children to finish it in unison.

