

Bible

Green Cycle

Skills Drills & Thrills

A Fun Filled Bible Skills Curriculum

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We believe the Bible has God for its author; salvation for its end; and truth, without any mixture of error, for its matter and that all Scripture is totally true and trustworthy. To review LifeWay's doctrinal guideline, please visit www.lifeway.com/doctrinalguideline.

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WHAT IF?

Have you ever played the “What If?” game? Think about possibilities! Here are some “What ifs” to get you started!

- What if every parent and child in your church could quickly find any reference in the Bible?
- What if they could make personal application of the verse or passage?
- What if parents and children worked together learning verses and their meanings?
- What if children and parents felt that the Bible was more than a book used at church?
- What if parents and children used the Bible together every day?
- What if the Bible was seen as easy to use?
- What if you could help children love the Bible?
- What if you could help families love the Bible?

What if you could make these “what ifs” come true for children and families? *Bible Skills, Drills, & Thrills* is a 36-meeting plan that helps churches be intentional about developing Bible skills in the lives of children and families. It also helps prepare for Children’s Bible Drills and helps have fun—thrills, at the same time! It provides fun, keep-kids-moving, hands-on ideas for guiding children to locate, learn, and apply Scripture to daily living.

The meetings include a variety of experiences that are sure to appeal to each child’s preferred way of learning. Every child will have opportunity to learn Bible books, verses, Key Passages, and divisions; Bible book content; Bible history; Bible people; and life application. The teaching plans can be used with any Bible translation, so you choose the Bible translation to use with your children. Children will use the Bible throughout every part of the meeting. The hope is to help children have real experiences that lead to a strong personal connection with the Bible.

The Green Cycle is one of three cycles. Grades 4–6 Green Cycle meetings cover the 25 Bible verses for Children’s Bible Drill plus some bonus verses, 10 Key Passages, and the books of the Bible. Grades 1–3 Green Cycle meetings lay the foundation for the grades 4–6 Green Cycle. First through third graders will learn 8 verses and 10 Key Passages that match 8 of the 25 verses and all the Key Passages being learned by 4–6 graders. The Bible stories for grades 1–3 and 4–6 meetings are similar, but address different levels of biblical learning.

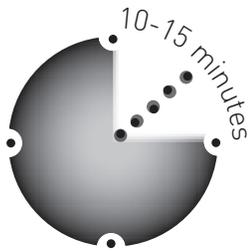
At the end of three cycles children in grades 1–3 will have had the opportunity to learn and apply 25 verses and 30 Key Passages. After participating for three years, older children will have had the opportunity to learn and apply at least 75 verses and 30 Key Passages. Both age groupings will also learn the books of the Bible and the divisions. Each cycle also helps leaders prepare children in grades 4–6 for Children’s Bible Drill. The Green Cycle will help leaders prepare children for Children’s Bible Drill 2020. The Red Cycle will help prepare children for Children’s Bible Drill 2021, and the Blue Cycle will help prepare children for Children’s Bible Drill 2022.

How does it work?

A variety of elements are provided to give churches from one hour to two hours of Bible skill development content. The following descriptions tell how to use each part. You may choose to customize the elements of the curriculum in order to meet the needs of your church.

What are the elements?

Skill Centers (10–15 minutes)



Each meeting begins with Bible Skill Centers for skill review and development. The children may choose from a minimum of three activities to begin working on the meeting's skill focus or reviewing skills already learned. A child may choose to participate in one activity and then move to another until it is time for Group Skills.

Doing the Skill Check is always a possible Skill Center choice. All the children in Children's Bible Drill should begin with the Skill Check List.

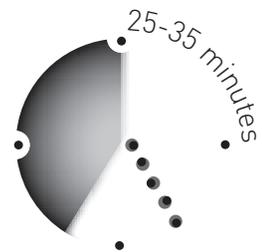
The Skill Check List can be found on page 22 of these administrative pages or may be printed from the printable items (CD Item 1). Print out one for each child and keep the Skill Check Lists in a folder or binder. The children are encouraged to see their progress as they learn the verses, Key Passages, and books of the Bible. You may wish to ask a parent to hear the Skill Check each week while you help with other Skill Center activities. You can find the printable items with its leader helps in the Leader Guide. You can also download this content by using the unique code provided.

Skill Center activities may include an active game, a quiet game, puzzles, skill check, a simple craft, or a writing activity. Some activities are planned to be completed independently by the children. Other activities are designed for a leader or parent to give guidance.

Group Skills (25–35 minutes)

A gathering game will begin the Group Skills time. This game will focus the

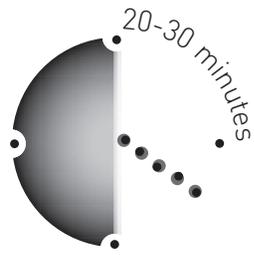
children's attention on what they will be learning in the meeting. The remainder of Group Skills may include a Bible story, prayer, verse memorization, practice using the Bible, Bible book information, practice locating Key Passages, Bible people, Bible history knowledge and understanding, and life application of the story or verses. A variety of methods is used to present the Bible story and to review the main points. Many different games and activities are provided to help the children learn the Bible books, Key Passages, and memory verses.



The Activity Book has perforated pages to tear out and give to the children.

These fun and colorful pages will help the children understand the verses, learn the Key Passages and books of the Bible, and apply the truths they learned from the meeting. The children will use their Bibles throughout each meeting.

Skill Options (20–30 minutes)



This hands-on application time will offer the children choices. Plans provide four choices in each of the 36 meetings. A church may decide to offer from one to four options at each meeting. Each option is designed for 6–8 children. Each meeting contains one page for each Skill Option.

Skill Options are all about choices. Not only is the child given a choice, but you also have a choice. Keep in mind that, if an option activity for a meeting does not meet your needs, look at activities from other meetings. One of them may be what you need. Or your children may have really enjoyed and learned from a game one week in Recreation and want to play it again. If you have a large group, you may also wish to have more than one group doing the same option.

Each option is planned to take 20–30 minutes so each child will complete only one option at each meeting. The exception to this is if you have a two-hour schedule. If so, you will have enough time to allow each child to choose two options. Snacks are not specifically suggested; but if you have children for two hours, you may wish to consider a simple snack. Remember when serving snacks to check first for allergies.

Skill Options include Bible Skills, Recreation, Crafts, and Service.

Bible Skills

The Bible Skills Option for fourth through sixth graders includes focused Bible skill development games, activities, instruction, and practice in Children’s Bible Drill. All of the children in Children’s Bible Drill should select this option.

Recreation

The Recreation option provides active games that help children continue to learn and apply the Bible skills and biblical learning from the meeting. Remember to keep competition at a low level and help the children concentrate on what they are learning.

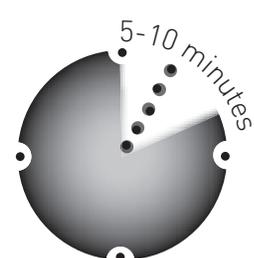
Crafts

The Crafts Option includes crafts that children can use to learn or demonstrate the application of Bible skills or biblical learning from the meeting. Each craft is designed to be completed in one meeting. You will need to gather some supplies to do many of the crafts.

Service

The Service Option includes learning, planning, and participating in individual, family, church, and community service projects that help children apply memorized Scripture and biblical learning. Children may make something to give away, discover things they can do to help someone, or learn a skill which they can use to serve others.

Family Bible Skills to Go (5–10 minutes)



After completing the Skill Options part of the meeting, the children meet their family members at the Group Skills area for the Family Bible Skills to Go portion of the meeting. Contents for Family Bible Skills to Go may be found at the end of each Group Skills section.

Family Bible Skills to Go suggestions provide a time to communicate learning and information with the parents. It can help the parents know how to help their

child continue learning and applying Scripture. The children and family members may participate in a skill activity together. Sometimes the children will present a drama, song, drill demonstration, or information about a family project.

How does a meeting flow?

When a child enters the room, he chooses a Skill Center activity and begins. He may move to as many Skill Centers as he chooses until time for Group Skills to begin. The children in Children's Bible Drill always begin with the Skill Check. Other children may also wish to begin with the Skill Check.

Group Skills begins with a game to bring all the children from the Skill Centers to the Group Skills area. The Group Skills leader engages the children in learning and practicing skills together through games, Bible stories, prayer, use of the activity book, application, and a variety of other activities.

At the end of Group Skills, the leader describes the Skill Option choices. Each child chooses a Skill Option. The leader may need to encourage the children to select a different option if one is becoming too crowded. At Skill Options the child further develops a Bible skill and applies the skill or learning to his life. Finally, everyone returns to the Group Skills area for Family Bible Skills to Go activities.

Possible Schedules

1½ hours (Recommended)

Skill Centers—15 minutes

Group Skills—35 minutes

Skill Options—30 minutes

Family Bible Skills to Go—10 minutes

1 hour

Skill Centers—10 minutes

Group Skills—25 minutes

Skill Options—20 minutes

Family Bible Skills to Go—5 minutes

2 hours

Skill Centers—15 minutes

Group Skills—35 minutes

Skill Options—60 minutes: Each child chooses two options, 30 minutes at each.

Family Bible Skills to Go—10 minutes

Skill Option Recommendations

If your group has 10 or less children, offer one or two options during each meeting. If you only offer one each meeting, change the option provided at least every two weeks. This is recommended so that each child has a variety of choices that allow her to choose to learn in the way she prefers.

If your group has 12 or more children, offer at least two options each meeting.

If your group has 18 or more children, offer at least three options each meeting.

If your group has 24 or more children, offer four options each meeting.

If you have more than 30 children, provide another group. If you cannot offer all four options every meeting, knowing your children will help you make choices about which options to offer. Offer options your children will most likely enjoy. If you can only choose two options for each meeting, vary the

options offered each month. For example, if you offer Recreation and Bible Skills one week, offer Service and Crafts the next week. It may also be that you know that some of your group will always want to do Recreation. In that case, offer Recreation each meeting and only change the other choice or choices offered.

If you have a large group of children in each individual grade, you may wish to provide Skill Centers and Group Skills by individual grades and the Skill Options and Family Bible Skills to Go with grades 4–6 together.

What kind of space do I need?

You will need at least one room large enough for the children you expect (25 square feet per person) in which you have a space for Group Skills and the Skill Options being offered. It may be that you have the possibility of one large room plus a room for each option you are offering. The Recreation Option will need space for active games. Some of the games may best be played outside or in a gym.

If you are including Children's Bible Drill, provide a separate room for their Bible Skills Option so that they will not be distracted by the other options.

What resources do I need?

One Leader Guide per group.

One Activity Book for each child.

Every child will need a Bible. The Bible is used throughout every meeting.

Bible Skills, Drills, & Thrills Leader Guide Grades 4–6 Green Cycle 005815691

Bible Skills, Drills, & Thrills Activity Book Grades 4–6 Green Cycle 001244795

Bible Skills, Drills, & Thrills Leader Guide Grades 4-6 Green Cycle Digital Bundle 005815691

Bible Skills, Drills, & Thrills Leader Guide Grades 4–6 Green Cycle—a three-ring binder with administrative helps and 36 one-hour expandable to two-hour meeting plans. Plans can be used with any translation of the Bible. The Leader Guide provides a CD-ROM with leader helps and a video of a Children's Bible Drill demonstration. This content is also available for digital download with the unique code provided in your Leader Guide.

Bible Skills, Drills, & Thrills Leader Guide Grades 4–6 Green Cycle Digital Bundle— Downloadable content including PDFs and printable items that you can print for use during the meetings.

Bible Skills, Drills, & Thrills Activity Book Grades 4–6 Green Cycle—translation-neutral activities that help the child explore the meaning of the verse, Key Passage, or story, and application to his or her life. One or both activities will be completed during the meeting time.

Verse Cards

Bible Skills, Drills, & Thrills Verse Cards CSB® Green Cycle (Pkg. 10) 005815598

Bible Skills, Drills, & Thrills Verse Cards KJV Green Cycle (Pkg. 10) 0633194301

Other helpful resources

Giant Game Floor Mat 005408950

This reusable 43-by-75-inch vinyl mat has 20 clear pockets and can be used with several games suggested in the Leader's Guide.

Children's Bible Drill Bibles—Hardback Bibles designed for use in Children's Bible Drill.

Christian Standard Bible® 005787337

King James Version 005670783

Promotion and Teacher Ideas

Bible Skills Retreat ideas to start learning

- Plan a parent/child retreat. Do the Introductory Meeting activities in an overnight setting.
- Plan a dinner and then move into the Introductory Meeting.
- Plan an overnight. Do part of the Introductory Meeting on one night. Let the girls and moms spend the night at one house and the boys and dads stay at another house. Come back the next morning for breakfast and finish the meeting.
- Plan an all-day Introductory Meeting on a Saturday. In addition to the Introductory Meeting activities, plan to use games and Bible Skills activities from other meetings. Also include lunch and refreshments.

Promotion Ideas

- Two weeks before the first meeting, hang the “Bible Skills, Drills, & Thrills Promotion Poster” (Item 4) including the information about when, where, and what time your meeting will take place. You may laminate this poster, use a wipe off marker, and plan to use it the next time you repeat this cycle.
- Send a letter to parents. This letter will include information explaining Bible Skills, Drills, & Thrills and will encourage them to participate each week in “Family Bible Skills to Go.” Item B is a letter which can be customized with your church's information and then copied on the stationery (Item C).
- Run an article in your church newsletter. Item D is an example. Add your church information and a logo.
- Plan to go to children's Bible study classes and make an announcement or distribute flyers. Item E or page 19 provides different logos that you might use on a simple flyer.
- Consider a skit in the worship service with a drill demonstration by the pastor, perhaps done humorously with the pastor having difficulty. Then suggest that he and all the children attend *Bible Skills, Drills, & Thrills*.

T-Shirts Add to the Fun

Order special T-shirts for your children by contacting Specialty Imprints at 1.800.443.8032 or order online at www.lifewaystores.com/specialtyimprints. You can design your own shirt or order one with the *Bible Skills, Drills, & Thrills* logo.

Enhanced Leader Helps (CD-ROM or Downloadable Content)

Print cards, sheets, posters, and other helps from the enhanced CD to make teaching easier. You can also download this content using the unique code provided in the Leader Guide. The items are in color but can be printed in black and white. You may wish to print them and cover them with clear adhesive plastic to use each time you teach this cycle. Some of the items such as the books of the Bible and the Key Passages will be used repeatedly throughout the cycle.

Item A—Parent Sign-up Sheet	All Meetings
Item B—Parent Letter	Meeting 1
Item C—Stationery	Before Introductory Meeting
Item D—Newsletter Article	Before Introductory Meeting
Item E—Logos	Before Introductory Meeting
Item F—Four Calls	Throughout cycle
Item G—Writing a Drill	Before Introductory Meeting
Item H—Score Sheet	Use to advertise meeting
Item I—Enrollment Form	Use to advertise first meeting
Item 1—Children's Bible Drill Video Demonstration	Throughout cycle
Item 2—Bible Drill Commands Poster	All Meetings
Item 3—Skill Check List	Throughout cycle
Item 4—Bible Skills, Drills, & Thrills Promotion Poster	When needed for publicity
Item 5—Bible Book Divisions Cards 25, 32, 36	Introductory Meetings, 4, 5, 21,
Item 6—Books of the Bible Cards 10, 11, 13, 14, 16, 18, 22, 24, 25, 30, 32, 36	Introductory Meetings, 4, 5, 6, 7,
Item 7—Football Gameboard 31, 36	Meeting 1, 3, 7, 11, 17, 18, 19,
Item 8—Books of the Bible Poster 21, 24	Meetings 1, 2, 3, 4, 6, 12, 13, 19,

Item 9—How Fast Can You...?	Meeting 2
Item 10—Creation Match	Meeting 2
Item 11—Who Does What? Sheet/Booklet Strip	Meeting 3, 6
Item 12—The Walk Signs	Meeting 3
Item 13—The Ten Commandments	Meeting 3
Item 14—Define and Concentrate	Meeting 3, 31
Item 15—Comparison Cards	Meeting 4
Item 16—Bible Instruction Cards	Meeting 5
Item 17—Thrill Ride Gameboard	Meeting 5, 17, 20, 21, 36
Item 18—Brain Busters Cards	Meeting 5, 21, 30
Item 19—Spinner Pieces	Meeting 5, 13, 31, 36
Item 20—Peace and Fighting Signs	Meeting 7
Item 21—Story Actions	Meeting 7
Item 22—Field Signs	Meeting 7
Item 23—God Promised Verses	Meeting 8
Item 24—Major Prophets Phrases	Meeting 8
Item 25a—Bible Verses (KJV) 26	Meeting 8, 9, 10, 12, 13,
Item 25b—Bible Verses (CSB) 26	Meeting 8, 9, 10, 12, 13,
Item 26—Ornament Designs	Meeting 8
Item 27—Bible Drill Techniques	Meeting 9
Item 28—Butterfly Pattern	Meeting 9
Item 29—Minor Prophet Pronunciation Cards	Meeting 10, 12

Item 30—Key Passage Title Cards	Meeting 10
Item 31—God Comes Through Again Review Questions	Meeting 10
Item 32—Phylactery Picture	Meeting 11
Item 33—Lasso a Memory Verse Cards	Meeting 11
Item 34—Small Cube	Meeting 11, 13
Item 35—Gospel Fact Cards	Meeting 11
Item 36—Temptation Bars	Meeting 11
Item 37—Hot Potato Messages	Meeting 11
Item 38—Feet Cutout	Meeting 11
Item 39—Key Passage Flash Cards	Meeting 12, 14
Item 40—Teaching Picture: Sermon on the Mount	Meeting 13
Item 41—Learning Ladders	Meeting 14
Item 42—Learning Ladders Cards	Meeting 14
Item 43—Walk the Walk and Talk the Talk Cards	Meeting 15
Item 44—Quotation Lane	Meeting 15
Item 45a—Completion Lane (KJV)	Meeting 15
Item 45b—Completion Lane (CSB)	Meeting 15
Item 46—Book Lane	Meeting 15
Item 47—Key Passage Lane	Meeting 15
Item 48—We Prayed for You Cards	Meeting 15
Item 49—Key Words Match-Up Cards	Meeting 16
Item 50—Symbol Cards	Meeting 17
Item 51—Emoticons Poster	Meeting 17

Item 52—Questions	Meeting 17
Item 53—Cross Pattern	Meeting 17
Item 54—Parable of the Sower Concentration Cards	Meeting 18
Item 55—Bible Skills Olympics Instruction Cards	Meeting 18
Item 56—Parable Picture Words	Meeting 18
Item 57—Bible Skills Olympics Verses	Meeting 18
Item 58a—Romans 8:28 (KJV)	Meeting 19
Item 58b—Romans 8:28 (CSB)	Meeting 19
Item 59—Paul's Missionary Journeys Map	Meeting 19
Item 60—Key Passage Game Cards	Meeting 19
Item 61—Handprint Pattern	Meeting 19
Item 62—Romans 12:1 Definition Cards	Meeting 20
Item 63—Voice Type or Style Cards	Meeting 20
Item 64—Bible Reference Cards	Meeting 20
Item 65—Role Play Cards	Meeting 20
Item 66—People of Faith Name Cards	Meeting 21
Item 67—People of Faith	Meeting 21
Item 68—Faithful Friend Email Messages	Meeting 21
Item 69—Teaching Picture: Joseph and His Brothers	Meeting 22
Item 70—Family Role Play Cards	Meeting 22
Item 71—Family Scripture Frame Pattern	Meeting 22
Item 72—Interview with Joseph	Meetings 22, 24
Item 73—Memory Verse Concentration Cards	Meeting 23

Item 74—Bible Story Review	Meeting 23
Item 75—Cowboy Hat Pattern	Meeting 23
Item 76—What's Wrong With That?	Meeting 25
Item 77—Scripts	Meeting 26
Item 78—Fancy-fold Pattern	Meeting 27
Item 79—Flash Facts Cards	Meeting 29
Item 80—Sequencing Strips	Meeting 30
Item 81—Key Passage References	Meeting 31
Item 82—Bible Picture Cards	Meeting 31
Item 83—Bible Letter Cards	Meeting 31, 32
Item 84—Wipe Out!	Meeting 32
Item 85—Make a Sandwich	Meeting 33
Item 86—Timeline of David's Life	Meeting 33
Item 87—Letter Grid	Meeting 33
Item 88—Family Celebration Poster	Meeting 36

What is OK to copy?

Each group may copy Bible Skill Center and Skill Option pages and printable items from the leader guide as needed for leaders.

Can I give awards?

Yes. If you would like to award children for learning the verses, Key Passages, and books of the Bible, you can easily make awards part of the program. Use the Check List to keep track of each child's progress. You can use points to earn prizes or pins.

How do I decide which translation to use?

If your church participates in Children's Bible Drill, it is important to use the same translation as is used in the drills by the children in Grades 4–6. The choices are Christian Standard Bible® (CSB®) and the King James Version (KJV) for most states. Children's Bible Drill leaders should contact their association or state convention offices to determine which translations they will be using in the drills.

How many leaders do we need?

Recommended ratio for every group is one leader for every six children with a minimum of two leaders for each group.

Skill Centers can be set up and led by Skill Center leaders or by parents who have signed up or been enlisted to lead the Skill Center time. A parent sign-up sheet is available (Item A).

The Group Skill leader coordinates the meeting for his group. He will usually lead Group Skills although parts of Group Skills could be assigned to another leader.

Skill Option leaders may be part of your core group of leaders or enlisted specifically to lead only Recreation, Crafts, Service, or Bible Skills for the meetings for which a certain option is offered. Enlist a minimum of one leader for each Skill Option offered. Add one leader for each option if options are offered in separate rooms. These might be the same leaders for the 36 meetings, might rotate months, serve one week each month, or alternate weeks or months, or another option.

When do I use each cycle?

Each cycle supports Children's Bible Drill preparation, so each will be available as follows:

Green—2020-2021

Red—2021-2022

Blue—2022-2023

Cycles will continue to repeat.

Naming your group

You may choose to use *Bible Skills, Drills, & Thrills* or you may choose any name that you think will appeal to children or families in your community.

Bible

Skills Drills & Thrills

A Fun Filled Bible Skills Curriculum

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A Fun Filled Bible skills Curriculum

Levels of Bible Skills

Bible Skills, Drills, & Thrills provides systematic plans for developing Bible Skills in your children. Below are listed items from the Levels of Bible Skills chart and the meetings where they are emphasized. Additional Bible skills will be covered in each meeting.

Can identify if a book is in the Old or New Testament	Meeting 24
Can identify all the books of the Old Testament and all the books of the New Testament	Meeting 24
Can pronounce some of the names of Bible people, places, and things mentioned in the Bible	Meetings 2, 3, 5
Can pronounce most of the names of Bible people, places, and things mentioned in the Bible	Meetings 25, 26, 32
Can locate all of the books of the Bible in a limited time frame	Meetings 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35
Can find information asked for by reading a verse or passage	All meetings
Can begin to tell others the meaning of the biblical content of a verse or passage	Meetings 3, 4
Can quote up to 25 individual verses when given the references	A new verse is learned each meeting.
Can complete a verse and give the reference when started by a parent or leader	A new verse is learned each meeting.
Is able to locate from memory often-used Bible passages and memory verses	All meetings
Is able to locate Bible passages in a limited time frame	Meetings 3, 4, 9, 11, 13, 16, 17, 18, 21, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35
Knows that the Bible tells about God's plan of salvation	Meetings 3, 29, 30
Can memorize God's plan of salvation.	Meetings 29, 30
Can discover and apply truths in a Bible passage	Meetings 3, 4, 9, 11, 13, 16, 17, 18, 21, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35

Levels of Bible Skills

Can apply biblical principles to personal and social issues	All meetings
Can use Bible study resources to gather information about Bible writers	Meetings 23, 31
Knows all the books of the Bible in order	Meetings 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34
Knows and can say all the books of the Bible in order in a limited time frame	Meetings 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34
Can name the 10 divisions of the Old and New Testaments	Meetings 23
Can name the 10 divisions of the Old and New Testaments in a limited time frame	Meetings 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34
Can locate books of the Bible by using the contents page or with teacher guidance	Meetings 2, 3, 4
Can use other resources to enrich her Bible skills and knowledge	Meetings 14, 18, 21, 34

Beginning Children's Bible Drill in Your Church

Although every child needs to develop Bible skills, not every child wishes to participate in Children's Bible Drill. For those children who do, Children's Bible Drill is an excellent program for giving children even more practice in using their Bibles. Here are the steps in starting a Children's Bible Drill program in your church:

1. Contact your state discipleship office for instructions on how to conduct Children's Bible Drill in your state. Also, ask for the dates of the state and associational drills. (See sbc.net/stateconvassoc.asp for links to the state convention Web sites.) Be sure you learn the translations that will be accepted at the state drill.
2. Set the date for your church drill. Usually the church drill occurs approximately two weeks before the associational drill.
3. Determine a schedule for your meetings. Some churches begin six months before their church drill. Others begin three months before the drill. Others begin with the new church year in September. The churches which allow more time are able to use more of the games and fun activities in Bible Skills, Drills, & Thrills to help children learn.
4. Decide when and where you will meet. Reserve these times and places on the church calendar. Possible times to meet include the hour before children's discipleship, during children's discipleship, after school, Saturday morning, or Wednesday night. Choose a time that will allow the most children to participate. Include any special meetings such as a kickoff, parent orientation, or party. The best place to hold Children's Bible Drill is in a children's room, although an adult room will work. You will need a cabinet to store Bibles, workbooks, games, masking tape, and other supplies.
5. Advertise when Children's Bible Drill will begin. Along with articles in your church newsletter, letters to the parents of fourth, fifth, and sixth graders, and announcements in the children's Sunday School classes, you might lead some children from last year's drill in an exhibition drill during worship. Logos are on page 19 and Item E.
6. Obtain resources listed on page 11. Other supplies that you will need include masking tape, markers, and pencils.
7. Hold an orientation meeting for drillers and their parents. Here are some suggestions for that meeting:
 - a. Explain the purpose of Children's Bible Drill.
 - b. Explain the four drills. (See Item F—Four Calls and Item 1—Children's Bible Drill Video Demonstration Drill.)
 - c. Give children the *Verse Card* for the cycle and translation you will be using.
 - d. Discuss how important the role is that parents play. Children will need parents to help them learn the Bible verses, Key Passages, and the books of the Bible.
 - e. Some churches may ask parents to contribute to the purchase of Bibles, activity books, and special T-shirts. Discuss these costs at this meeting. If overnight travel is involved in attending the state drill, talk about these plans.
8. (Optional) Hold a special kickoff. The kickoff could be as simple as an all-day party at the church or as elaborate as a lock-in. Use this time to help boys and girls get a jump-start on learning the Bible verses and the books of the Bible. Make the time fun with refreshments and games to help them learn.
9. Meet weekly for at least an hour to help children learn the material and to practice drilling.

- The Bible Skills, Drills, & Thrills Leader Guide provides instructions and activities for each meeting. Use the Skill Check List on page 22 or Item 3 to keep track of their progress.
10. (Optional) Plan a midway party. The party should include some time practicing the material, along with other fun activities such as playing miniature golf, going to the park, playing games in the gym, or eating pizza.
 11. Hold the church drill. Send the names of qualified children to your association.
 12. Attend the associational drill.
 13. Attend the state drill.
 14. Recognize children in your church newsletter.

What Are the Levels of Participation?

Children's Bible Drillers pass through at least three levels of participation*:

Church Drill

Schedule a church drill one or two weeks before the associational drill. A church drill should be conducted at the church before an audience of interested persons.

Children who participate in a church drill and give 12 or more correct responses are eligible to participate in an associational drill.

The person in charge of the church drill should notify the associational office of the names of the children who qualify for the associational drill.

Every child who participates in a church drill should receive some kind of recognition such as a certificate from the church.

Associational Drill

The associational drill is held at a time and place designated by the associational Discipleship Training council. The leader of this drill may be the associational Discipleship Training children's leader. Children who give 16 or more correct responses in an associational drill may advance to the state drill.

The associational Discipleship Training director should send to the state Discipleship Training department the names and addresses of all participants and the name of each sponsoring church.

Every child in an associational drill should receive some kind of recognition such as a certificate.

State Drill

The state drill is held at a time and place designated by the state Discipleship Training Department.

Each child who participates in the state drill will receive some kind of recognition.

*Some states also sponsor a regional drill. Contact your state office for the requirements of your state. See *sbc.net* for links to the state websites.

What Are the Drill Commands?

1 Attention.

Stand straight, one foot not extended in front of the other, eyes focused on the caller until the command “Start” is given. Hold your Bible at your side (in either hand) with the Bible’s spine down.



2 Present Bibles.

This call is used only in the Book Calls and Key Passage Calls.

Bring your Bible to waistline, parallel with the floor.

Following the “Present Bible” command, the caller announces the call.



If you search with your right hand, hold the Bible in your left hand with Genesis down and with the right hand resting flat on the back of the Bible and no fingers extending over the edges.

If you search with your left hand, hold the Bible in your right hand, Genesis up, with the left hand resting flat on the front of your Bible and no fingers extending over the edges.

3 Start.

This command is the signal for you to step forward or begin searching in your Bibles.

For the Book Call and Key Passage Call, begin searching in the Bible when the command is given. It is a mistake to begin before this command is given. In the Book Call, the index finger must be placed upon any part of that book.

In the Key Passage Call, find any part of the reference, place your index finger on any portion, and step forward.

For the Quotation or Completion Calls, step forward when you can say the verse.



4 Time.

The timekeeper calls out “Time” at the end of 10 seconds. No one may step forward after this command, and all children should stop searching in their Bibles.

The caller calls on one child by number who will give a response.

The other children will remain quiet while the one called on responds.

If the child called on does not give the right response, the caller calls on another child.



5 Attention.

Close the Bible, return it to its original position, and take one step back.



(See Item 1 for a video demonstration drill.)

How Are the Drills Administered?

- The Children’s Discipleship Training director, a director or leader in a Children’s Discipleship Training department, or another worker may be asked to coordinate and lead the drill.
- The following leaders are needed for a drill: a caller, a timekeeper, and three judges. One of the three judges serves as chairperson. The chairperson checks the math and averages the scores given to each participant by the three judges.
- No more than 12 children should participate in a drill. If more children are involved, plan multiple drills.

How Is Children’s Bible Drill Judged and Scored?

- Judging is based on the verses and Key Passages printed on the current *Verse Card* and the books of the Bible.
- Mistakes are marked on the score sheet.
- Only one mistake may be scored for a child on any single call.
- While mistakes are scored, only the number of correct responses are reported to each child.

Print out score sheets from Item H—Children’s Bible Drill Score Sheets.

Mistakes are listed below. Item 1 is a video demonstration drill that shows these mistakes as well as the correct method to use. Item 2 has “Bible Drill Commands Poster”

Mistakes are:

1. The child fails to step out within 10 seconds.
2. The child gives the incorrect response. This includes any child who raises his or her hand, indicating an error.
3. The child fails to stand straight or keep his eyes on the drill caller until the command “Start” is given.
4. When the Bible is used, the child steps forward before the index finger is on the correct response.
5. The child fails to handle the Bible according to instructions or obviously misuses the Bible. The Bible should be parallel to the floor with one hand flat on the top and one hand flat on the bottom with no fingers extending over the edges.

How Do You Call and Judge a Drill?

BEFORE THE DRILL

- Prepare and write a drill to call. (See Item G, “Writing a Drill” for a sample.)
- Put a strip of masking tape on the floor. The children should stand behind this line.
- Judges should meet to read aloud and discuss the five mistakes that will be recorded. Give judges their score sheets.
- Judges should sit in front of the drillers, facing the drillers.
- Make a set of cards numbered 1 through 12. Pin a number on each child’s shirt or blouse. Line the children up in sequential order, facing the audience. (Judges record children’s responses on the score sheet under the corresponding number.)

DURING THE DRILL

- A drill should be preceded by instructions to children and at least one practice call to acquaint the children with the voice and timing of calls by the caller.
- All judges should watch all the children.
- Judges should watch for the mistakes listed above.
- Only one mistake can be scored against a child on any one call.
- Some judges find it helpful to slide a piece of paper down the page so they do not lose their places on the score sheets. The line across the top of the score sheet represents the order (left to right) in which the drillers stand. The numbers top to bottom represent the calls to be given.
- The person calling the drill should go slowly enough for the judges to record the scores.
- Every child should be called on during the drill.
- Do not always call on the child who is first to step out.
- Wait the full 10 seconds after the “Start” command has been given before calling on a child.
- Judges should give the benefit of doubt to the drillers but should not lose credibility. The rules are the standards.

AFTER THE DRILL

- In a church drill, a child who gives 12 or more correct responses can advance to the associational drill. In an association drill, having 16 or more correct responses qualifies a child to participate in the state drill.
- Following a drill, the three judges go immediately to a private room. Each judge will add the mistakes made by each child.
- One of the three judges should serve as chairperson. This judge checks the math of the other judges. He or she then adds the three scores for each child and divides the sum by three to get the average number of errors. Then the chairperson subtracts the errors from 24 to get the child’s final score. (Example: $4+4+4=12 \div 3=4$. $24-4=20$. The child’s final score is 20.)
- Judges should resolve all questions and come to final decisions before they leave the room.
- Judges should not have scores announced to the audience. To let children know if they will advance to the next level, judges can put a seal on their certificates. All children should receive certificates no matter what their scores.
- Judges should not discuss the scores. The decisions of the judges should be final.
- Encouragement should be given to children who qualify for the associational drill to continue their training in preparation for the drill. Following the associational drill, encourage those who qualify to continue their training for the state drill.

Helping Children Memorize Bible Verses

The Bible tells us that memorization is one of the keys to putting God's Word in our hearts where God can use it to change us and grow us in His will. Look at the following verses and listen to God's Word.

- Psalm 119:11 says, "I have treasured your word in my heart so that I may not sin against you."
- Psalm 119:104 says, "I gain understanding from your precepts; therefore I hate every false way."
- Psalm 119:105 says, "Your word is a lamp for my feet and a light on my path."
- Psalm 119:130 says, "The revelation of your words brings light and gives understanding to the inexperienced."

We want children to be able to memorize a Bible verse, put it into practice in their daily lives, and recall it many times throughout their lives. Children will "treasure" a verse in their hearts and minds when they learn the meanings of the words in a verse; can see a practical, real application of it to their lives; and are exposed to the verse and its truth over and over.

Never be so pressed to get verses memorized that you don't think you can stop to answer an important question, tell what a verse means to you, explain what a verse means, or connect the truth taught by a verse to real-life applications. Bible Drill is more than a Scripture memory experiment. The goal is to impact the hearts and lives of children for the future.

Memorizing Bible verses is so much more than "saying the words by heart." Remember the following guidelines:

- 1. Children learn differently than adults.** Use a variety of teaching methods to help children learn verses. Don't just rely on a few tried and true methods. Challenge children to help create new ways to learn verses.
- 2. Children absorb new material gradually.** Generally speaking, the younger the child, the fewer the verses she can be expected to learn and relate to her daily life.
- 3. Children differ in their abilities.** Just as some children learn to talk or walk earlier than others, so some can memorize words and grasp meanings more quickly.
- 4. Children learn by repetition.** The more often a Bible verse is used and recalled the better a child will remember and apply it. To keep the child interested in learning, methods should be varied and engaging.
- 5. Children learn more effectively when they are actively involved in the learning.** Singing a verse, acting out the meaning of the verse, and matching verses with present-day application help children learn God's message.

As you plan and prepare for each session with the girls and boys you teach, keep in mind that you are helping them learn to treasure God's Word and to make it part of their lives for eternity.

Who Are Preteens?

Physical:

like to use abundant energy and physical skills, are approaching puberty, girls are usually ahead of boys, have good coordination and muscle skills

Mental:

are beginning to think abstractly and are capable of deep thoughts; are imaginative, creative, and curious while being able to distinguish between fact and fiction; can cope with success and failure; can concentrate when interested and think quickly and memorize easily; can express ideas, understand cause and effect, solve problems, and plan; can accept rules, organizations, responsibilities, and leader-follower roles

Social/Emotional:

have deep need for companionship and approval of peers, like acceptance and encouragement, can become easily discouraged, are ready for responsibilities and opportunities for self-direction, are easily influenced emotionally and can cope with some feelings

Spiritual:

have concepts of love, trust, and personal worth; feel deeply about own experiences; can be sensitive to others; are ready for spiritual answers and directions and beginning to adopt a religious belief system; can make many choices, but may not follow through on long-term commitments

How Do You Prepare and Write a Church Drill?

Each drill should be written out completely for or by the caller. The four kinds of Calls (Book, Key Passage, Quotation, and Completion) have six calls each. The four kinds of calls can be completed in any order. Complete one kind of call before proceeding to another.

Below is the format to follow in writing each of the four parts of a drill. Every word to be spoken by the drill caller and all the correct answers should be written, including some reminders as shown in parentheses below.

Drill Part 1

Attention.

We will now have the Book Call. I will give the name of a book in the Bible, and you will find the book. Place a finger on any verse in the book named and step forward. When called upon, you will say the book before the one named, the book named, and the book that follows.

Present Bibles.

Exodus. (Pause to give time for the children to think.)

Start.

(Call on a child after Time [10 seconds] has been called.)

Number _____.

Answer: Genesis–Exodus–Leviticus.

Attention.

[When choosing the 6 books of the Bible for your Book Drill, consider using books you consider easy to moderately challenging. For example, use Exodus, 2 Samuel, Proverbs, Isaiah, Luke, and Philippians. Children will be tested in later drills on more challenging books, such as the Minor Prophets.]

Drill Part 2

We will now have the Key Passage Call. I will give the title of a Key Passage. You will find the passage, place a finger on any verse in the passage, and step forward. If called upon, I will ask you to state the Key Passage title and reference and then ask you to read a verse within that passage.

Present Bibles.

Love Chapter. (Pause.)

Start.

(Call on a child after Time [10 seconds] has been called.)

Number _____.

Answer: Love Chapter—1 Corinthians 13.
(After the child called upon responds, ask him or her to read a verse from the Key Passage.)

Thank you, number _____. Please read verse 1.

Answer: "Though I speak with the tongues of men and of angels, and have not charity, I am become as sounding brass, or a tinkling cymbal." (KJV)

Attention.

[When choosing the 6 Key Passages for your church's Key Passage Drill, consider using Key Passages you consider easy to moderately challenging.]

Drill Part 3

We will now have the Quotation Call. I will give the reference of a verse. If you know the verse, step forward. When called upon, give the verse and the reference.

John 3:16. (Pause.)

Start.

(Call on a child after Time [10 seconds] has been called.)

Number _____.

Answer: "For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life." John 3:16. (KJV)

Attention.

[When choosing the 6 verses for your church's Quotation Drill, consider using verses you consider easy and to moderately challenging. However, choose a variety throughout the 25 verses. Remember not to duplicate verses you use in the Competition Drill.]

Drill Part 4

We will now have the Completion Call. I will give you a portion of a verse of Scripture. If you know the entire verse and reference, step forward.

"Study to shew thyself approved unto God" (Pause.)

Start.

(Call on a child after Time [10 seconds] has been called.)

Number _____.

Answer: "Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth." 2 Timothy 2:15. (KJV)

Attention.

[When choosing the 6 verses for your church's Completion Drill, always use different verses than those used in the Quotation Drill. Again, it is suggested for your church drill to use verses you consider easy to moderately challenging.]

Skill Centers

Grades 4–6 Introductory Meeting

Bible Passage:

Genesis 1:1–2:3

Memory Verse:

Genesis 1:1

Key Passage: None**Bible Story:****Levels of Biblical Learning Statements:**

Grade 4: God created the world from nothing.

Grades 5–6: Creation can be credited to God only.

Meeting Goals:

I can identify that there is an Old and New Testament in the Bible.

I can know that the Bible is divided into divisions.

I can read and find a Bible reference: book, chapter, and verse.

Name Tags

Stack the name tags in the order they were made so when you hand them out every division will be represented.

As parents and children enter, lead them to write their names on a name tag and to wear the name tag.

Get Acquainted

Blow a whistle to get everyone's attention. Say: "Thank you for coming to the introductory meeting of Bible Skills, Drills, & Thrills. You have a real treat in store as you learn about the Bible and have fun at the same time! In this next activity, you are going to have a chance to find out interesting facts about other families." Guide people to form family groups including those children whose parents could not be in the meeting. Give each family group a clipboard with a blank piece of paper on it and a pencil. Explain: "You are to work to get five family signatures and five interesting facts about that family. The way you do that is to introduce yourself and ask questions such as: Have you traveled? What is your job? Do you have hobbies, pets, or an interesting family history? See what you can find out about others during the next five minutes." Lead them to get started. Play the instrumental music as they visit. After about five minutes, blow the whistle and call them back together. Ask for volunteers to share any of the interesting facts they gathered.

Again tell them how glad you are that they came. Explain that this meeting will help them to understand what will be happening each meeting and how parents can help in the learning process. Say: "When children come in each meeting, they will choose a Skill Center. For the next few minutes you can experience Skill Centers together. Try one and when you finish there, move to the next one. If you are going to participate in Bible Drill, you will go straight to the Skills Check Center each time. When you finish there, you can try another center. All Bible Drill children follow me to the Skills Check Center. The rest of you choose a center and get started."

Name Tags

- Prepare name tags. Use a different color marker for each Bible Book Division (Ten colors are needed.).
- On the first name tag in small lettering write *Genesis*, the name of the first book in the first division, in one color.
- On the second name tag write *Joshua*, the name of the first book of the second division, in a different color.
- Continue that process until you have 10 name tags with the first book from a division written on the front. If you are expecting more than 10 people, including parents, make another set using the second book in each division. Make as many name tags as are needed—just continue using the same colored marker for books in the same division.

Get Acquainted

- Provide a clipboard with blank paper on it and a pencil for each family group.
- Provide instrumental music.

Skill Check Center

- Provide “Skill Check List” (Item 3) and a pencil for each child.

Football Game

- Provide the “Football Gameboard” (Item 7).
- Make a football with paper:
 - Start with a strip of 11-by-1½-inch paper.
 - Fold one end over to make a triangle and continue folding until all the paper is a triangle. Secure the end with tape.

Learn the Memory Verse

- Provide activity page 5 and a pencil for each child.

Bible Books into Divisions

- Provide the “Bible Book Divisions Cards” (Item 5).
- Provide “Books of the Bible Cards” (Item 6).
- Display the “Books of the Bible Poster” (Item 8).
- Provide tape

Teaching Tip: Both sets of cards above will be used throughout the year. To make them durable and useful for many meetings, print the cards on heavy paper and laminate them.

Skill Check Center

Show parents and children the “Skills Check List” and how to use it. Talk to them about how you will do this part of the meeting each week.

Football Game

At least two people play this game, one on each end of the gameboard. Print the following directions on a card and post them near the gameboard.

The first player has three chances to get to the end zone. On the way down as the ball stops on a line, look at the number on the line and say that number of books of the Bible.

- *When the ball lands in the end zone:*
 - *The white space is a free space.*
 - *The red space means read a Bible verse.*
 - *The blue space means name a book from the Old Testament.*
 - *The yellow space means name a book from the New Testament.*

Play begins when one person places the football in the end zone closest to him and gently flicks the football onto the field. The person looks at the field to judge to which line he is closest. According to the number on that line, he says that many books of the Bible beginning with Genesis. If he gets it right, he can gently thump the ball again. According to the number of the line closest to the ball, he says a number of books of the Bible starting where he left off. For example, if the ball was on line four last time then he said Genesis, Exodus, Leviticus, Numbers. This time the ball is on two, so he says Deuteronomy, Joshua. On his third try, he must thump the ball into the space called the end zone. If the ball lands anywhere inside the end zone, the player follows the directions on the card near the end zone. Once he scores, his opponent must say all the books of Law and History. Then the ball goes to the opponent and the game continues.

Children may use their Bibles.

Learn the Memory Verse

Children can learn the memory verse for the meeting. Give each child an activity page and a pencil. Ask the children to find and complete “You Can Learn It!” on the activity page. Lead the children to write their names on their own activity page and to keep it with them.

Bible Books into Divisions

On a focal wall, display “Bible Book Divisions Cards” where you will have group time. Tape the cards to the wall in order and in a horizontal line.

Place the Bible book cards in a stack but not in order near the “Bible Book Divisions Cards.”

In large lettering print the following instructions on a piece of paper and place the paper near the “Books of the Bible Cards.”

- *Draw a card and place it on the floor under the correct division card.*

Children may use the “Books of the Bible Poster” to help them with the correct division. When all the cards are in the divisions, the children may

tape the “Books of the Bible Cards” in order under the correct division card.

Gathering Game

For this meeting, turn on the instrumental music, and tell the children that at each meeting the music will cue them to come to group time.

Explain that Group Skills will begin with a gathering game. Say: “Arrange yourselves in Bible book/division order according to your name tags. You can use the cards on the focal wall to help you.” Once they are in order, lead everyone to say the books of the Bible pointing out the Old and New Testaments.

Ask everyone to be seated and say: “During this time the children will hear a Bible story, work on the memory verse, and do other activities to reinforce learning Bible skills. In this meeting we are going to use this time for an overview of the importance of learning to use your Bible.

Bible Truths Game

Say: “I am going to ask a question. If your answer is yes, I want you to move to my left (*point*). If your answer is no, I want you to move to my right (*point*).” In between each question, lead everyone to be seated back in the middle. Use these questions:

1. *Do you think the Bible is important for everyone?*
2. *Do you think it would be helpful if you knew how to find things in your Bible?*
3. *Do you believe that the Bible is God’s Holy Word?*
4. *Do you believe all people understand the importance of the Bible?*
5. *Would you like to be able to use your Bible to tell others what is in it?*

Ask everyone to be seated. Say: “The Bible is God’s Holy Word. It is His love letter to you. That is part of why it is so important that you learn how to use it, how to find things in the Bible. Another reason it is good for you to know how to use the Bible is one day someone may ask you a question, and you may be able to show them the answer in the Bible. Unfortunately all people do not understand the importance of the Bible and you may be the one to show them.”

Bible Introduction

Point out the stack of books. Say: “Is the Bible any different than the rest of these books? I’ve read some of these books and they are good books. But what is different about the Bible? In five of the books I have hidden a card with a letter on it. I am going to call on volunteers to choose a book and try to find the cards.” Call on a volunteer to choose a book and look in it to find a card. Continue this process until they have found all letter cards. Place the letter cards in front of everyone and guide them to put the letters in order to form the word: *B-I-B-L-E*.

Activity Page

Ask children and parents to form family groups again. Help children who do

Teaching Tip: Provide Bible Drill Bibles for the children in Bible Drill. You may want to provide a copy for each child to take home and use for practice and other Bibles to use at the church.

Gathering Game

- Provide instrumental music.

Teaching Tip: Be careful not to embarrass anyone. This is not a memory activity but a learning activity. They can use the “Books of the Bible Poster” (Item 8) or the cards on the wall for help.

Bible Introduction

- Using five 3-by-5-inch cards write one of the following letters on each card:
B, I, B, L, E.
- Stack 10 books on a table or the floor in front of the focal wall. Hide each of the letter cards in a different book.

Activity Page

- Provide activity page 6 and a pencil for each child.

not have parents at the meeting to fit into a family group. Be sure each child has an activity page. Instruct the families to share the activity pages looking at “The Bible: What’s Different About It?” Show families the acrostic. Say; “Work as a team to connect words and phrases to the word *Bible* to tell why the Bible is a special book—different from all others.” If they struggle, help them by pointing out phrases such as:

*has Been around a long time
used by the Holy Spirit to speak to people
gives God’s answers to life’s problems
God’s HoLy Word
tEaches God’s way to live.*

After a few minutes of working, lead family groups to share their thoughts. Say: “What you are doing in here is so important because the Bible is important. Let’s pray and ask God to help you learn how to use the Bible and learn more about the Bible.” Pray.

**Introduction of Meeting
Studies and Memory Verse**

- On a piece of 8½-by-11-inch piece of paper, print in large letters: *Genesis 1:1*

Introduction of Meeting Studies and Memory Verse

Say: “Each meeting the children will study a Bible verse or passage. Many times the passage will be a Key Passage for Children’s Bible Drill. In Children’s Bible Drill the children will discover where to find the Ten Commandments and A Psalm of Praise plus many others. They won’t just know where to find them, but they will understand what they mean.”

Ask, “Did anyone learn Genesis 1:1 in the Skill Centers?” If someone raises his hand, ask him to say the verse. Guide everyone to find Genesis 1:1 in the Bible. Point out that Genesis is the first book in the Bible. Say: “Genesis is in the Old Testament and in the division called the books of the Law.” Hold up a card with Genesis 1:1 written on it. Say, “The first number is the chapter.” Point to the chapter number in your Bible. Give time for every family group to see the chapter. Say, “The second number is the verse number.” Point to the verse number in your Bible. Give time for everyone to find the verse. Call on everyone to read it in unison.

Ask: “How many of you have studied about creation in school? The more you study, the more you will learn. But the Bible plainly tells you about how the world was created. You will learn more about creation next week.”

**Explanation of Rotation
Options**

- Provide instrumental music.

Explanation of Rotation Options

Say: “In the next part of our meeting, the children will choose one of the options and stay there for 30 minutes or so. In each option, they will put to practice Bible skills or follow up on the Bible story. The options are: Bible Skills, Recreation, Crafts, and Service.

All children in Children’s Bible Drill must choose Bible Skills, where they will work on the skills needed for drilling. Normally the children will not rotate, but in this meeting they will.” Form four groups and send them to the different areas. Do not separate parents from their children. Explain that when they hear the music, they will know it is time to go to the next option. Show them the direction you want them to rotate.

Family Bible Skills to Go

Play the instrumental music and cue everyone to join you. Say, “At the end of every meeting parents are encouraged to join the children.”

- *Tell them what time you want them to come.*

Explain that children will demonstrate something they learned that night or will involve the parents in a game or activity.

Say: “For this meeting you are going to participate in a Bible Drill just so you can see the process. If your child is not in Children’s Bible Drill, just enjoy the fun of learning the process.” If possible, make sure every person has a Bible. If that is not possible, make sure children have Bibles. Children can pair with adults.

Ask everyone to stand and show them how to hold the Bible—spine down and to the side with hand cupped under the spine. Say: “When the word *Attention* is called, stand straight; one foot not extended in front of the other; eyes focused on me until I say ‘Start.’ Then I will say, ‘Present Bibles.’ When that call is made, bring your Bible to your waistline, parallel to the floor.” Stop to help children with this step. Lead parents to help also. Continue: “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.”

When all children have their Bibles in place and are looking at you, explain: “At this point I will tell the type of drill and make a call. We will go into those details later. Do not do anything until I say ‘Start.’ When I say ‘Start’ you look for what you are supposed to find, put your finger on it, and take one step out. Are you ready to try it? Look at me. Find Genesis. Start.” As children step out check to see if they have the right book and commend them for doing a good job.

Say: “In a drill, there is a timekeeper who will call out ‘Time’ after 10 seconds. No one may step out after he calls time. The caller will call on one child to give an answer. Everyone else needs to be quiet and still. If a wrong answer is given, the caller will call on someone else. When the caller says ‘Attention,’ what do you do?” (*Step back to original position.*)

Explain to parents that you wanted them to see what the children in Bible Drill are expected to do so they can begin practicing at home.

You may want to have a light snack to end this time so that you will have time to visit with parents and answer questions while the children eat. Guide parents to complete registration forms before they leave. Remind parents that children will need their Bibles at every meeting. Give parents the “Skills Check List” and “Books of the Bible Poster.” Explain that they can post these at home and encourage children in learning the verses and books of the Bible.

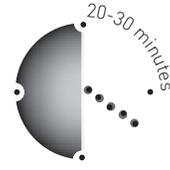
Family Bible Skills to Go

- Provide instrumental music.
- Provide Bibles for the children and as many parents as possible.

Dismissal

- Snacks (optional)
- Registration forms
- Send home the “Skills Check List” and “Books of the Bible Poster” from the back of each activity book.

Bible Skills



Bible Books

- Display the “Bible Book Divisions Cards” (Item 5).
- On a 10-by-12-inch envelope write *The Bible*.
- On a 5-by-7-inch envelope, write *Old Testament*. Place the Law, History, Poetry, Major Prophet, Minor Prophets cards inside the envelope.
- On another 5-by-7-inch envelope, write *New Testament*. Place the Gospels, History, Paul’s Letters, General Letters, and Prophecy cards inside the envelope.
- Place the two smaller envelopes inside The Bible envelope.

Teaching Tip: Show parents and children the verse cards for the translation you are using. Explain that children choosing to participate in Children’s Bible Drill will receive one. (Unless you are giving one to all children.) These cards list the 25 verses and 10 Key Passages children will need to know for competing in Children’s Bible Drill this year.

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Bible Books

Guide the children and parents to sit in family groups. Remember to help children who do not have parents at the meeting to sit with another family. Make sure everyone can see the “Books of the Bible Poster.”

Explain that Bible Skills will be the option primarily for children preparing for Children’s Bible Drill. Children’s Bible Drill is a program in which children learn 25 verses 10 Key Passages, and the books of the Bible. They will have a chance to participate in a church drill, associational drill, and state drill. Every child with a certain number of correct answers can advance. Because of the memorization and that children must find the books and Key Passages in 10 seconds, not every child will wish to participate. Explain that drillers must work at home and will need their parent’s help. Ask parents and children to sign up for Children’s Bible Drill in the next month.

Hold up the envelope which says *The Bible* on it and say: “I am going to show you how the Bible is divided. The first two major divisions of the Bible are the Old Testament and the New Testament.” Pull out the two envelopes showing the names. Ask: “Can you find the beginning of the Old Testament? (*Genesis*) Do that as a family group. Now see if you can find the beginning of the New Testament. (*Matthew*) Do that as a family group.”

Hold up the Old Testament envelope and say, “The Old Testament is divided into five divisions.” Pull out the division cards. Say them in order and place them on the floor from left to right:

Law *History* *Poetry* *Major Prophets* *Minor Prophets*

Hold up the New Testament envelope and say, “The New Testament is divided into five divisions.” Pull out the division cards. Say them in order and place them on the floor from left to right:

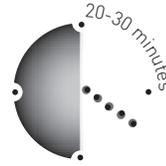
Gospels *History* *Paul’s Letters* *General Letters* *Prophecy*

Explain: “You are going to play a game to see who can find some of these books. The books of Law are Genesis, Exodus, Leviticus, Numbers, Deuteronomy. Who can find Deuteronomy? When you find it, stand up.”

Continue leading the group to find books in different divisions by naming all the books in a division and calling out one of them for the group to find.

Reset your envelopes and cards for the next group.

Recreation



Bible Book Race

Ask the children and parents to form two teams. Place a set of “Books of the Bible Cards” facedown in front of each team. Explain: “When I say go, work as a team to lay the “Books of the Bible Cards” out in front of the line in order. Then line up one behind the other. The first person in line picks up the first book card and hands it to the person behind him going over his head. That next person hands it under his legs to the person behind him. The next person goes over his head and the next person goes under his legs and so forth. When the last person has the card, she races to tape it onto the wall. After taping the card to the wall that person becomes the first person, and picks up the next book card. Play continues with her passing the book card over her head. When one team has all the cards on the wall, the game is over.” Ask if everyone understands or if anyone has a question. Tell them when to start.

Bible Book Race

- Provide two sets of “Books of the Bible Cards” (Item 6).
- Provide two rolls of tape.

Crafts

Tote and Carry

- Provide a tote bag for each child. (These can be purchased at craft stores or ordered from craft supply locations.)
- Provide a variety of paints, paint pens, puffy paints, and glitter pens.
- Provide brushes, paper towels, and water cups.

Options: Other items children can use to carry Bible Drill items to and from the meetings might include:

- plastic shoe boxes
- tote bags carried like a backpack

Tote and Carry

This craft will be your most expensive one but will be helpful for the success of the entire year. Children will be able to keep their things together by making their own tote bag.

Cover the tables with paper or plastic tablecloths. Scatter the tote bags on the table so that children have plenty of room to work. Place paints, brushes, paper towels, and water cups all along the painting area. Provide paint pens for lettering. You may add puffy paints and glitter pens.

Guide the children and parents to sit around the table. Explain to parents that they can help children quickly decide what will go on the bag. Explain: “Plan what you will do. You get one bag, so do your best. The paint will not come off or come out of clothes. Be careful.” Instruct them to put their name on the bag somewhere. Give a few suggestions as shown below but assure them they have the freedom to put other things on the bag. Point out that they will need to bring the bags with them to each meeting with their Bibles inside it.

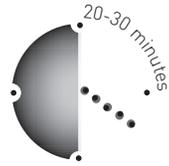
When children finish, tell them where to put the bags while they dry. You may want them to leave the bags and get them next week.

Bible Skills, Drills and Thrills

_____ Tote Bag for Bible Drill

Bible Drill

Service



Bible Collection

Before the meeting there are some decisions to be made:

1. How will the Bibles collected be distributed?
 - Will the money be given to an organization that distributes Bibles?
 - Will Bibles be bought to leave in the church office to be distributed as needed?
 - Will you find a missionary who needs Bibles and send the money to the missionary?
2. Who will be involved in collecting the money for Bibles?
 - Will the whole church be involved?
 - Will only the families participating in this program be involved?
3. How will the money be collected?
 - Will small banks or envelopes be given out?
 - Will banks or boxes be placed around the church?
 - Is there a Wednesday night meal where the children can work for tips to collect money for the Bibles?

Guide the children and parents to remember how you touched on the fact that not everyone knows the importance of the Bible. Point out that not everyone has a Bible. Explain: “Your service project is to collect money to buy Bibles. Tonight you will begin that process.” Explain what you will do.

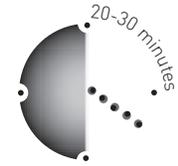
Here are several options for what you can do during this time:

1. Children and parents can make signs advertising how the money will be collected and how the Bibles will be distributed.
2. Children can make banks or write on envelopes to give to people.

Before the children and parents leave, make sure they understand any assignments that have been given to them.

Bible Collection

- See the beginning of this option and make your plans. Provide the necessary supplies according to what you choose to do.

**Bible Passage:**

Genesis 1:1-2:4

Memory Verse:

Genesis 1:1

Key Passage: None

Bible Story: The Days of Creation

Levels of Biblical Learning Statements:

Grade 4: God created the world from nothing.

Grades 5–6: Creation can be credited to God only.

Meeting Goals:

I can say in order and locate the Bible books of Law.

I can quote Genesis 1:1.

I can locate and read Genesis 1:1 in the Bible.

I can match each day with what God created on that day.

Skill Check

- Provide “Skill Check List” (Item 3) and a pencil for each child.

How Fast Can You ...?

- Print “How Fast Can You ...?” (Item 9).
- Provide a stopwatch.

Books of Law Bookmarks

- Provide 3-by-5-inch note cards.
- Fine-point markers
- Colored ribbon cut into 10-inch pieces
- Stapler and staples

Bible Verse Activity

- Provide activity page 7 and a pencil for each child.
- Fine-point markers

Skill Check**How Fast Can You...?**

Children can work in pairs with “How Fast Can You ...?” to see how fast they can accomplish the different tasks. Write the following instructions on a piece of paper and post it near the “How Fast Can You ...?” sheet.

Using the stopwatch, you and your partner will time each other to see how fast each of you can accomplish the tasks listed on the paper. Write your names and times on the sheet. When you have finished all of the tasks, leave the sheet on the table for the next pair.

Books of Law Bookmarks

Children will learn to identify the books of the Law. Give each child a note card and ask them to write their name on their card. Invite the children to choose five pieces of colored ribbon and to staple the ribbons across the bottom of the card. Say; “Place the card on the table at the top of your Bible.” Continue:

“Find Genesis in your Bible and mark it with the first ribbon.

Find Exodus and mark it with the second ribbon.

Find Leviticus and mark it with the third ribbon.

Find Numbers and mark it with the fourth ribbon.

Find Deuteronomy and mark it with the fifth ribbon.”

Bible Verse Activity

Lead the children to work “Who? Did What?” on the activity page to identify what was created on which day. Say, “Read over Genesis 1:1 again and work to memorize it, then say it to a friend.”

Group Skills



Gather to Play Creation Chaos

As the children move into Group Skills, give each child one of the following assignments and tell them to remember what they are told.

day *night* *sky* *land* *ocean*
plants *trees* *sun* *moon* *stars*
fish *birds* *animals* *man* *woman*

If you have more children than assignments, repeat the assignments. Ask one child to be the leader and to stand by you. Guide the other children to sit in the chairs.

Explain: “You are going to play a game. In order to play this game you must know what you were told when you came in. You also must know what day it was created.” Guide the children to look in their Bibles at Genesis 1 for the day the creation was made if they do not know the correct day.

Explain: “The leader will call out a number between one and six. If you represent something that was created on that day, then you stand up and change chairs with someone else who is standing. Be aware that the leader will also be trying to get a seat.”

Cue the leader to begin the play by calling out a number between one and six. After the children have played several rounds, ask: “Does anyone know what God did on the seventh day? He rested. Let’s rest also!”

Bible Story Introduction

Guide the children to close their eyes. Say: “Imagine that before creation there was complete darkness, much like what you see when you close your eyes. Can you imagine what it would have been like if God had created the world the way you played that game? The game was crazy and chaotic. But God created the world in an orderly fashion. Let’s take a look at the creation.”

Bible Story

Ask, “What is the name of the first book in the Bible?” (*Genesis*) Review the meaning of book, chapter, and verse by explaining that in the first book of the Bible, in the first chapter of the book, and in the first verse, they learn that God was the Creator. Guide the children to find Genesis 1:1.

Before you tell the Bible story, ask volunteers to help you draw a simple picture. Assign these drawing assignments:

color a sky *color the land* *draw water* *draw a tree*
draw a plant *draw the sun* *draw the moon* *draw the stars*
draw a fish *draw a bird* *draw an animal* *draw a stick person*

Gather to Play Creation

Chaos

- Place chairs in a circle. You will need one less chair than the number of children present.

Bible Story

- Tape a large piece of paper on the focal wall and place markers on the floor beside it.

Tell the Bible story using the following information: “Genesis 1 and 2 teach us that God created the world from nothing. On day one He created the day and night. (*Write a.m. on the right top corner and p.m. on the left top corner.*) On day two He created the sky. (*Ask a volunteer to color a blue sky.*) On day three he created land, oceans, plants, and trees. (*Ask a volunteer to draw brown land while another volunteer draws some water. Ask a volunteer to draw a tree and one to draw a plant.*) On the fourth day God created the sun, moon, and stars. (*Guide a volunteer to draw the sun by a.m. and the moon and stars by p.m.*) On the fifth day God created fish and birds. (*Guide a volunteer to draw a fish in the water and a bird in the sky.*) On the sixth day God created animals and people. (*Ask a volunteer to draw an animal and a stick person.*) And what did God do on the seventh day? He rested.”

Review the Bible Story and Application

- Print “Creation Match” cards (Item 10) and cut them apart.
- Tape
- Provide activity page 8 and a pencil for each child.
- Fine-point markers

Review the Bible Story and Application

Call on seven volunteers to tape the “Creation Match” cards on their shoulders like a name tag. Place the number cards on the floor in front of the drawing. Ask the group to match the children wearing creation cards with the day they were created.

Point out that they have heard how God made everything. Explain that God gave man something special. Explain that when God made man, the Bible says that God made him in His image. Give each child an activity page. Guide the children to complete “No One Like Me” by pulling in phrases and words that describe how God made them. Explain that they can use markers to give the right color, or they can draw lines from one item to the place where it fits.

Direct the children to find a partner and talk about how God made them different and alike. Point out that there is no one in the world exactly like them, and they are made in God’s image. Lead the children to pray, thanking God for making them unique and in His image.

Who Am I? in Genesis

Say: “The book of Genesis tells about other people created by God. I am going to say a sentence. You try to guess the name of each Bible person. Ask the children to stand up if they know the answer. Use these statements:

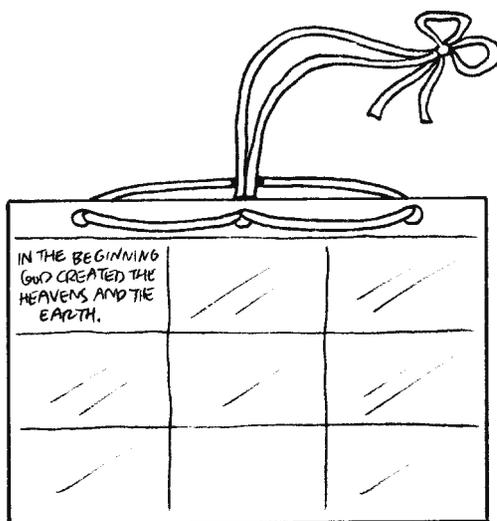
- I was jealous of my brother so I killed him. Who am I? (*Cain*)
- I built the ark because God told me to. I was able to save the animals and my family from the flood. Who am I? (*Noah*)
- I left my homeland and followed God. God called me the father of many nations. Who am I? (*Abram*)
- I was Abram’s nephew. Who am I? (*Lot*)
- My father and mother were Abram and Sarah. They were very old when I was born. Who am I? (*Isaac*)
- We were the first twins mentioned in the Bible. Who are we? (*Jacob and Esau*)
- I was sold into slavery by my brothers. But God used me to save a nation.

Who am I? (*Joseph*)”

Point out that all of those Bible people are mentioned in the book of Genesis. Guide the children to review by making these statements: (*There are many other answers besides the ones in parenthesis.*)

- Tell me one thing you know about Cain. (*He killed his brother.*)
- Tell me one thing for which Noah is remembered. (*He obeyed God by building an ark to save animals and his family from the flood.*)
- Tell me how Abram and Lot were related. (*Lot was Abram’s nephew.*)
- Tell me something you know about Isaac. (*His father and mother were Abram and Sarah.*)
- Tell me how Jacob and Esau were related. (*They were twins.*)
- Tell me one thing you can say about Joseph.” (*He was sold into slavery by his brothers.*)

To end this segment ask the children to name nine people mentioned in Genesis.



Memory Verse Holder

Explain that each week the children will learn a memory verse. Point out that you want them to have a way to practice the verse during the week. Show them your example of a memory verse holder. Explain how it works by tying it around the back of a chair. Give each child a plastic page and a yard of ribbon. Guide the children to string the ribbon through the holes and tie it in a bow. Explain that they can untie it later to tie it onto the car seat. Give them each a card and a pen. Guide them to use their Bible or the Bible verse card you have provided and copy Genesis 1:1 onto the card. Point out that they will need to turn the card vertically so it will be upright when they put it into the pouch. After they write on the card, lead them to put it in the first pouch. Tell the children to put the memory verse holders in their tote bags to take them home.

Explain to the children that they can make cards to go in this holder each week. Point out that if they do not have a chance to make the card during the meeting time, they can make the card on their own at home.

Memory Verse Holder

- Before the meeting, run ribbon through the holes of a trading card pocket page. Write the memory verse on a 2½-by-3-inch card and place it in one of the pockets.
- Provide a plastic trading card page, and a yard of yarn or ribbon for each child
- Provide a 2½-by-3-inch card for each child.
- Pens

Teaching Tip: Cut 3-by-5-inch cards in half to make the right size cards to fit in the plastic trading card page.

Find the Books of Law

- Provide a stopwatch.

Find the Books of Law

Say the books of Law for the children: (*Genesis, Exodus, Leviticus, Numbers, Deuteronomy*). Ask the children to say them with you. Lead the children to say the books around the circle as you time them. Explain that you will tell them when to start. They are to say the books of Law over and over until they get back to their starting point. Set your stopwatch, and tell them when to start. Tell them their time. Let them practice saying the books faster.

Explain that now they will work on finding the books of Law in their Bibles. Point out that if they made a books of Law bookmark earlier, they will need to put it into their tote bag. Explain that you are going to show them the correct procedures for a Bible drill. Ask the children to stand holding their Bibles to their side with Holy Bible to the inside and spine down. Make sure they are holding the Bible correctly when you say, "Attention." Explain that you are going to practice a Book Call. Say: "I will give the name of a book in the Bible (*the books of Law only*), and you will find the book. Place a finger on any verse in the book named and step forward." Explain that normally they would name the book before the book called, the book called, and the book following the one called; but for this drill they will find the book only. Say, "Present Bibles." Show the children how to hold their Bibles parallel to the floor with one hand flat on the top and one hand flat on the bottom with no fingers extending over the edges. Call out any book of Law and say, "Start." Allow time for all children to find the book. Help anyone who has trouble. Check to make sure the children who stepped out have their fingers on a verse in that book. Say, "Attention" and name another book of Law. Keep practicing until they have found all five books of Law.

Explanation of Options

Explain to the children that they can choose one of the following options (of course, only mention the options you offer in this meeting):

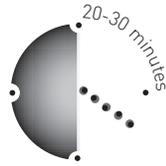
- Bible Skills: All children in Bible drill
- Recreation: Balloon Fun with Books of Law
- Crafts: Creation Bracelets/Necklaces
- Service: Cleaning or Planting Service



Family Bible Skills to Go

As parents arrive, guide the children to show them the creation banner that they drew. Tape creation cards on parents, and lead the children to put them in order, placing the number cards on the floor in front of the parents. Ask for a child to tell what was created on each day. Ask all children to quote in unison Genesis 1:1.

Bible Skills



Timing Game

Explain to the children that they are going to play some timing games, and then you will time them on using their Bibles. Say, “First I am going to start my stopwatch and when you think it has been 10 seconds, I want you to stand.” Start your stopwatch and stop it at 10 seconds. See how close the children came to guessing 10 seconds.

Point out that it is hard to guess time, but they can know that 10 seconds will go by quickly. Explain that they must learn to concentrate on the task and not the watch. Give them the following tasks one at a time and give them 10 seconds to accomplish each:

- Spell your first and last name five times.
- Do 10 jumping jacks.
- Name five countries in the world.
- Untie your shoe and tie it. If you don’t have shoelaces, practice on someone else’s shoes.
- Working together as a group, match the creation cards with the number cards.

Guide the children to practice finding the books of Law using the proper procedures. Ask for volunteers to help by rotating being the timekeeper. Give them 10 seconds to find the first book. If they do well, go to the next book. If they do not do well, repeat the same book until they can find it faster. Remember: At this point, the goal is to find the book. Do not put pressure on children to find it quickly, but encourage them to keep trying.

Guide the children to be seated. Explain that they are going to make a Key Ring Bible Book Reminder. Give each person five note cards and a fine-point marker. Guide them to write one of the books of Law on each card. Lead them to punch a hole in the corner of the cards and run the ring through the cards. Ask the children to write their names on the extra card. Explain that you will keep the cards here, and they will use them to practice learning the books. Lead the children to use the “Books of the Bible Poster” for spelling.

Ask the children to quote Genesis 1:1. Guide them to locate Genesis 1:1 in their Bibles. Read the underlined portion of the verse from the *Verse Card* and ask a volunteer to complete the verse and give the reference.

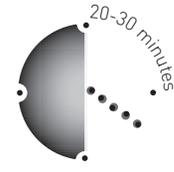
You may want to show the Bible Drill Demonstration video at this time.

Timing Game

- Provide a stopwatch.
- “Creation Match” cards (Item 10) from “Review the Bible Story and Application.”
- Provide five 3-by-5-inch note cards for each child.
- Fine-point markers
- Metal rings
- Hole punches
- “Books of the Bible Poster” (Item 8).
- Provide a computer, and the “Children’s Bible Drill Video Demonstration” (Item 1).
- Verse Cards
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Teaching Tip: If children want to make two key ring reminders, provide the extra cards and rings. They can leave one at church and take one home.

Recreation



Balloon Fun with Books of Law

- On seven separate small pieces of paper write numbers 1–7. Push each numbered piece of paper into separate balloons. Blow up the balloons.
- Using a permanent marker, write a different one of the five books of Law on the outside of five of the balloons you just blew up.

Balloon Fun with Books of Law

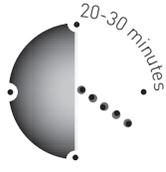
Children will play a variety of games to learn the books of Law and to review the Bible story. Direct the children to form a small circle. Throw the Genesis balloon into the air and tell the children to continue batting it and saying, “Genesis.” Explain that the goal is to keep it off the ground. As they are batting that balloon, throw in the “Exodus” balloon. Explain that they are now adding “Exodus.” Guide them to say the name of the book as they hit the balloon. Then add the Leviticus balloon and say “Leviticus.” Continue playing until children are batting all five balloons and saying all five books of Law.

Place the balloons at one end of the room. Guide the children to line up in two teams. Number the children 1 to 5. Repeat the numbers as necessary for the number of children you have. Explain that you are going to call out book one and the children numbered 1 are to race to get and bring back the balloon with the first book, Genesis, written on it. All children with the number 1 will need to be touching the balloon as it is brought back. Call out numbers and guide the children in the race. When you have all balloons, the game is over.

Ask the children to be seated in a circle. Explain that the last game involves reviewing the Bible story about creation. Place all seven balloons in the middle of the circle on the floor. Explain to the children that when you say *go* you want them to pop the balloons and pick up the paper that is inside the balloon. Tell them when to start. Ask the children with the numbered papers to get in number order from left to right. Guide children who are seated to find the creation story in their Bibles. (*Genesis 1*) If it is a group of less than seven children, ask all children to be seated and all children to find the creation story in their Bibles. Moving from left to right say, “(*Child’s name*) has day one. What was created on day one? (*Child’s name*) has day two. What was created on day two?” Continue moving from child to child and asking what was created.

Ask the children to review what they learned by asking them to name the books of Law.

Crafts



Creation Bracelets/Necklaces

Children will make a piece of jewelry representing the days of creation. Explain to the children that they are going to make a creation bracelet or necklace. Point out that the colors will match things that were created on that day. Explain that they can add their own creative twists such as braids in between or use the different shaped beads just for variety. Show the basic beads and explain what they represent as follows:

- Black and white beads representing the first day—day and night
- Blue bead representing the second day—the sky
- Brown, green, and aqua beads representing the third day—the land, ocean, plants, and trees
- Yellow bead representing the fourth day—the sun, moon, and stars
- Purple and red beads representing the fifth day—the fish and birds
- Orange and peach or light brown beads representing the sixth day—the animals and people
- Clear bead representing the seventh day—God resting

Guide the children to decide if they want a necklace or a bracelet. Help them plan out their jewelry piece and then string it. If children choose to use the elastic bracelet approach, help them tie it off firmly. You can put a dot of hot glue on the knot to help hold it tight.

Here are some options that may help you with ideas in guiding the children:

- If the child is using hemp, between the beads representing each day they could braid two, tie a knot, braid two.
- If the child is making a necklace, they may choose to make it short (choker style) or long.
- If the child is making a long necklace, one option would be to tie a knot on each side of the bead to hold it in place. Others may choose to let the beads move around. If the child is using hemp, he can braid and slip the bead into the braid. They may want to make a distinction between days by separating the beads representing days with knots or braids.
- If the child is making a choker, she can braid, adding the bead representing one day and braid again continuing that process.

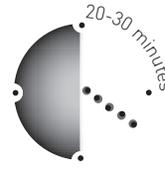
When the children have finished, invite them to share what they have made. If a child finishes too early, you can have them make a second jewelry piece if you have extra supplies.

Creation Bracelets/ Necklaces

- Provide beads in these colors: black, white, blue, brown, green, aqua, yellow, purple, red, orange, peach or light brown, and clear
- Elastic string, thin rope, or thin leather
- Hot glue gun (optional)

Teaching Tip: Make available hemp and any other supplies you want to provide for choices. Be sure the holes in the beads are large enough for the hemp. (There are beads that are shaped like the sun, moon, stars, animals, and so forth. If you choose, you can provide some of those beads for children to add in.)

Service



Cleaning or Planting Service

- Gather supplies as needed for the project you choose.
- If children are going to do the project later, provide paper and pencils for them to make a note to take home.

Cleaning or Planting Service

Children will help someone clean her yard or plant something in the yard. Here are several options. Choose one and guide the children in planning and carrying out the project. Talk to the children about how God gave people the responsibility of taking care of the earth and the things He created.

- *Option 1:* Plant flowers at the church. If there is an area on the church grounds that needs some attention, ask if the children can plant something there. First, make plans with the person(s) in charge of building and grounds. Talk with them about why you are doing this project and what you will do.

Take the children to show them the area where they will work. Plan to do simple work at this point, or set another time to do it. Children can help plant, pull weeds, water plants, or whatever is needed.

- *Option 2:* Pick up trash on the church grounds. Give each child a small trash bag. Explain that they are all going outside, and their job is to pick up trash they find on the church grounds and the surrounding area. Explain rules such as not going into a street or crossing a street without an adult. Lead the children to the area where they will work. Guide the work, but be an example by taking your own trash bag and picking up trash along with the children.
- *Option 3:* Help an elderly person clean his yard. If there is an elderly person who lives close to the church, plan to work in his yard during this time. Otherwise make plans to do this service later. The following suggestions will help you use this time wisely to plan for this kind of project.

1. Introduce the children to the person they will be helping either by inviting the elderly person to come to class or just telling them about the person. You may want to show a picture of the person to the children.
2. Explain to the children what is needed in the person's yard. Will you rake, clean out flower beds, plant? Talk about what is needed.
3. Allow the children to give input into what they want to do. One child may love planting and another may love pulling weeds or raking.
4. Give the children a card to write down when this will take place and other details so they can give the card to their parents.
5. Talk with the children about what they will need to wear and bring with them. You may want to ask some parents to help.