

**FAITH REFORMED BAPTIST CHURCH**

**SUNDAY SCHOOL**

**CURRICULUM PROJECT ©**

**\*\* Grades 5-6, Year I \*\***

**Robert C. Walton, Editor**

## **CREDITS**

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# **SCRIPTURE**

**by Christine Walton**

**Grades 5-6  
Year 1  
Quarter 1**



## **A Word of Introduction**

Fifth and sixth graders can be some of the most enjoyable students to teach because they combine the eagerness to learn of young children with the growing capabilities of teenagers. Teaching Bible to this age, however, can be a challenge. Young people who have grown up in the church become bored with the “same old stories,” but most boys and girls of this age lack the life experience and cognitive development of abstract reasoning to apply the Scripture passages to their lives. With the help of God’s Holy Spirit, you will face the task, by your life and words, of having your students understand that the Bible is not a dusty old book they are forced to listen to one day a week, but God’s living and active (Hebrews 4:12) holy Word.

Some of the content covered in the following two-year curriculum is similar to other fifth and sixth grade Sunday School materials, but other lessons cover unusual subjects such as Levitical law and even hermeneutics (hardly the “same old stories”). Such heavy intellectual content should be presented in an understandable and enjoyable way to make an impact on your students. Fifth and sixth graders love games and hands-on activities. Some of these are presented within individual lessons, but many lessons do not specify activities. Instead, an activity booklet is included with the curriculum to allow the teacher maximum flexibility to choose whatever projects he or she feels appropriate. Some projects can occupy several weeks, and others are suggestions for activities you may wish to do with your students outside of Sunday morning class time.

Each fifth and sixth grade lesson contains a Lesson Aim, Memory Verse, Lesson Background and Lesson Procedure, which includes, at times, an introduction to the lesson and/or a lesson activity. One Bible passage, divided into verses for each lesson, is memorized for the quarter. The Lesson Background contains the majority of the material, giving the teacher the information he or she will need to teach the lesson (though not all of it need be passed along to the students). In general, using this information, the teacher may structure the presentation of the Bible story and its discussion as desired. The Lesson Procedure will often supply an introduction to pique the students’ interest, and sometimes a follow-up activity specifically geared to that lesson (otherwise, more general activities and games can be used).

The different quarters differ somewhat in approach as well as content. Year I, Quarter 1 introduces your students to the Bible, God’s Word - what it is, its basic message and content, and how to study and interpret it. These lessons are teacher-directed, but the teacher should allow as much student participation as possible. Quarters 2 and 3 of Year I cover Jesus’ life. Worksheets are included with these so that, if you desire, you may divide your students into pairs or small groups to do an inductive Bible study “on their own” (with your help moving between groups), followed by a whole class summary of what they learned. Alternately, the teacher may lead the Bible study from the worksheets, having the students fill in copies of their own or not as is appropriate for his class (they may be difficult for poor readers). It can be highly motivating and good leadership training to allow a capable student, with prior warning, to be the “teacher” for the week. In this case, the actual teacher, who has become a “student,” can still guide the discussion in profitable directions through relevant comments and a judicious answering of questions. Year I, Quarter 4 covers the period of the Judges as recorded in the books of Judges and Ruth. This is again a teacher-directed quarter.



## About Me

Name:

Grade:

School:

Favorites:

I don't like:

subject in school:

movie or TV show:

song:

musical group:

book:

place to be:

thing to do:

One thing I would like to change about the world is:

As an adult I would like to:

The worst things about Sunday School and church are:

The best things about Sunday School and church are:

This year in Sunday School I would like to:

Who is Jesus?

What is a Christian?

Pick one (please answer honestly):

- I am a Christian.
- I think I am a Christian.
- I am not a Christian and have no interest in Jesus Christ.
- I am not a Christian, but want to learn more about Jesus Christ.
- I do not know if I am a Christian or not.

Please tell why you think you are or think you are not a Christian.



God is the Creator of all things. People, made in God's image, can glorify Him by using their creative abilities in visual arts, music, drama, and writing. God loved His people so much that He sent His only Son, Jesus, to die for them. We can demonstrate love for others in various ways, including giving gifts to them and serving them. The Lord, the Word, also gave people minds that can wrestle with eternal issues or just enjoy playing a word or quiz game. The following activities involve different aspects of these God-given abilities. Some projects can take place during the usual Sunday School hour, some may stretch for several weeks, and others should take place outside of normal class time.

### **Art Projects** (see also gifts, drama, verses)

**Bible story picture** - Portray one or more scenes from the Bible story using any of a variety of media: pencil, ink, crayon, chalk, colored markers, children's tempera or watercolor. Special techniques you may wish to try include: *object painting* (use such things as a sponge, cotton swab, or feather as you would a paintbrush); *watercolor wash* (good for sea and sky; wet paper and brush with thinned water colors; when this background is dry, draw scene in black ink silhouette); *chalk* (paint paper first with buttermilk for more vibrant colors); *etching* (1. completely cover paper with bright crayon, pressing hard; paint or color black over these colors; etch the picture using a toothpick so that the bright colors show through; 2. cover a piece of cardboard with heavy foil, taping it down; paint with tempera paint to which about 3 drops of liquid soap has been added and let dry; etch with a toothpick); *rubbings* (to achieve interesting textures place paper on rough texture such as a rock, cement block, a comb, sneaker soles, carpet and rub with crayon to create interesting effects for scenery, clothes and the like); *torn paper* (use construction paper, wrapping paper, wall paper); *mosaic* (use cut paper or colored eggshells); *stand out picture* (after the scene has been drawn, carefully cut around the top and two sides of people and objects and fold up so that they stand).

**Comic Strip** - Have your students draw a comic strip to illustrate a lesson learned from the Bible story. One way to do this is to make *thumb print creatures*. Students put their thumbs on a stamp ink pad and then on paper to make heads or bodies. Limbs and features are drawn with felt-tip pen.

**Diorama** - Make a shoebox scene of a Bible story by drawing or painting a background on the bottom of a shoebox. Turn the box on its side and add appropriate objects and people. People can be made of dough or clay, clothespins, or chenille wire covered with cloth. Twigs stuck in clay and covered with crepe or construction paper make good trees. Add stones, sand, or whatever your imagination can devise.

**Drama Scenery** - Paint drama scenery on long rolls of paper or, for a more professional set, sew together old bed sheets for a backdrop and paint with housepaint. This is definitely an outside, old clothes, plenty of time project.

**Jigsaw puzzle** - Draw the Bible story picture on white cardboard or glue the picture onto cardboard (if the paper is thin, use glue sticks or rubber cement; white glue will wrinkle the paper). Cut the picture in three to twenty pieces. Jigsaw cuts are not necessary; straight cuts work fine.

**Map** - Make a relief map of Israel from salt and flour dough (see recipe below; model the dough on a board). Have your students do the research required to ascertain topography and the locations of cities and bodies of water. Paint the map when it dries. Include a key. Cities may be indicated by flags made of cotton swab sticks (remove the cotton) and paper. *Jigsaw puzzle* - Draw a map of Israel or Paul's journeys on posterboard and cut out as a jigsaw puzzle.

**Mural** - Use a long roll of paper to paint or draw a mural of the Bible story or several Bible stories.

**Puppets** - Make puppets to tell the Bible story or a modern life-application story.

For *finger puppets*, wrap flesh-colored fabric over a cotton ball and tie with string. Staple or tape to a paper cone (cut out a half circle of thick paper, roll into a cone shape, and tape). Decorate the puppet with fabric scraps and yarn. Draw facial features with felt-tip marker.

*Hand puppets* can be made entirely of cloth (see pattern for a simple puppet; consult craft books for more complex designs). They may also have separate heads and bodies. Heads can be constructed from tennis or styrofoam balls (you may glue on cloth or cover with nylon stocking), dough, plaster cast material, or papier maché. To construct a papier maché head, cover a small balloon with a thin layer of salad oil to prevent sticking and then cover with paper maché (see recipe) or tissues and spray starch. Paint, marker, or glue on felt for facial features. Use fake fur, felt or yarn for hair. Bodies can be made similarly to the simple puppet, or merely drape a cloth over the hand and then place the middle finger into the puppet's head. Glue or sew on fabric scraps for clothes. For a quick project, color or glue construction paper to paper bags to make a puppet (the fold of the bag is the puppet's mouth, the bottom of the bag its head). Hand puppets can be fabricated from some plush animals (with the stuffing removed) or they can be used as marionettes.

*Marionettes*. Professional marionettes usually have wooden or plastic heads and bodies and jointed wooden legs. A simpler model can be made as follows: Construct the puppet head as with a hand puppet from cloth, a ball, plaster cast material, or sturdy papier maché. Stuff a piece of nylon stocking for the body or sew a body from cloth. The stuffing should include several stones for weight. Make arms and legs from cloth sewn so there is no stuffing at the joints, or construct appendages from drinking straws and joints from paper clips as follows: Cut straws to appropriate lengths for the upper and lower parts of arms and legs. Sew paper clips onto the body or force the paper clip through the cloth for the shoulder and hip joints. Push the paper clips into one end of the upper arm and leg straws. Hook two paper clips together for each elbow and knee joint, pushing the clips into the upper and lower arm/leg straws. A paper clip should also be used to attach each arm/leg to a hand/foot, which can be constructed from wood, dough, clay, cloth, plastic or cardboard. If necessary, weight the feet with washers. Sew or glue together clothes to dress the marionette or use ready-made doll clothes. The puppeteer moves the marionette by strings attached to wooden sticks placed in the form of a T. Place two tongue depressors or similar flat sticks in a T shape. Attach the sticks together so that they can easily be detached, either by gluing a peg to the long stick and drilling a hole in the cross stick, or by using two pieces of velcro. Attach thin black string or nylon fishing line from the ends of the long stick to the head and back of the puppet. Attach strings from each end of the cross-piece to the puppet's hands. An additional cross-piece may be used to lead strings to the marionette's knees.

**Tabernacle Model** - see Year II, Quarter 2.

**Dough Recipe** - Mix and knead together ½ cup salt, ¼ cup water, ¾ cup flour, and 1 tablespoon vegetable oil. Refrigerate unused dough. Let dough air dry or bake in a 200° oven.

**Papier Maché** - Combine flour (or wallpaper paste or liquid starch) and water to the consistency of pancake batter. Add oil of cloves or wintergreen so the mixture does not sour. Dip strips or squares of newspaper into this mixture and place them on the framework of your papier maché.

## **Games** (see also, Verse Games)

**Events in order** - Write a short description of events in a biblical narrative on several cards (e.g., angel of the Lord appears to Manoah; Samson kills lion; Samson burns Philistine fields; etc.). You or your students may draw a picture of the event on these cards as well. Students try to put the events in proper chronological order, competing against the clock or each other (two sets of cards needed), if desired.

**Word Games** - The following games are used when you wish your students to learn certain biblical names or theological/biblical terms.

*Word search* - Print, using capital letters, the chosen terms on a piece of paper in neat rows, columns, and even diagonals. The words may connect crossword fashion, but do not need to. Print other letters in the blank spaces between the words so that you end up with a box with, for example, fifteen rows of fifteen letters each in which are hidden actual words. Students may wish to construct their own word searches. Graph paper can be helpful for this project.

*Memory (Concentration)* - Write identical terms/names you wish your students to learn on two cards. Even better, write down two things that go together, such as two halves, one on each card of the pair. You could write down, for example, a Bible verse and reference, two halves of a Bible verse, a biblical event and the book in which it is found, a judge and the people he fought, a name of God and its meaning, and the like. Do this for a number of verses or terms. Mix the cards and turn them face down on the table. Students take turns picking two cards, hoping to get a match. If they do so, they keep the cards and go again. Students with the most cards at the end of the game win.

*Hangman* - Draw a blank line for every letter in a name, term, or short verse. Students take turns guessing letters, which are filled in if the guess is correct. If the guess is incorrect, a piece of a man (head, body, eyes, legs, etc.) is drawn. If the figure of the man (who is hanging from a gibbet, hence the game's name) is completed, the game ends. The first player who can say the verse wins (all letters need not be guessed first).

*Password/Taboo* - Write names or terms to be learned on cards. When it is a team's turn, one person on that team picks a card and tries to communicate the word to the other member(s) of his team. If he is successful, the team earns a point. The clue giver continues to pick cards and communicate as many words as possible within a set time limit (one to three minutes). If he is unsuccessful in communicating a word he may pass and proceed to the next word, but his team loses a point for the passed word. The team does not lose a point if he is in the middle of trying to communicate a word when the time runs out. Team members may alternate roles as clue givers and receivers in different rounds of play. In *Password*, only one-word clues are allowed. For *Taboo*, the clue giver may speak whole sentences, but may not use certain words, which are taboo for the term to be guessed. These words are written on the term card. For example, "Bible" might have the taboo words Scriptures, word, book, and God. The clue-giver could say, "This communication from the Lord contains the Old and New Testaments," but if he said, "This is God's Book," it would be as if he had passed and his team would lose a point.

*Picture Game* - Make a set of cards containing words found in the Bible. A person picks a card and tries to communicate the word to his team by drawing a picture of it. The pictures should not be great works of art, but communicate the essentials of the term as rapidly as possible. The team members call out what they think the word is until it is guessed or a set time limit is up. The amount of time it takes for the team to guess the word is recorded, play passes to the other team, and a new word is chosen. Alternately, two clue givers can receive the same word and at the same time, each drawing his or her own picture, trying to communicate the word to their respective teams. This game can be played less competitively by eliminating teams and time limits and having the whole class guess what is being drawn.

**Question Games** - The teacher makes up a set of factual questions based on the material being studied (Some questions are included in this curriculum as *Bible Baseball*). The questions can be of equal or graded difficulty, depended on the game chosen. Question games, or indeed any games, can cause difficulties if there is a great disparity of intellectual ability and/or biblical knowledge among the students in your class. One need not so fear crushing a child's self-esteem that he lies to him about his abilities or refuses to offer him challenges, but a loving teacher will be sensitive to students who consistently fail to answer questions correctly.

*Path Games* - On a piece of poster board, draw a winding path separated into squares along the length of the path. The path may have divergent paths leading from it, but should have some sort of start and goal. Students roll a die or spin a spinner to move along the board. Certain squares should be marked in some way for some sort of consequence to occur (e.g., lose a turn, go forward 2 spaces) or for a card to be picked on which consequences are written. A path game is made a question game by tying a question in with a consequence ("if you answer this question correctly move forward 3 spaces, if not go back to the wilderness square"), or by requiring a correct answer in order to move the number of spaces rolled/spun. You could say that if a "4" is rolled the player has an opportunity to answer "4" questions. To encourage slower students, do not make success in the game completely dependent on the player's ability to answer questions.

*Jeopardy!* - Play like the television program. Two or three students (or teams) should play this game at a time. Make a game board of squares in five rows and six columns. Write six categories across the top of the columns. Write the number ten across the first row of squares, 20 across the second row, etc., to 50. Make a similar game board on a piece of paper and write gradually more difficult questions in squares 10 to 50 for each category. A player chooses a category and amount. The teacher (or another student) reads the question and the players try to be the first to "buzz in" to earn the right to answer the question. The number of points assigned to the question is earned if the question is answered correctly, but lost if it is answered incorrectly. A player who earns the right to answer a question then chooses the category and amount for the next question. The game ends when all questions have been asked, and the person with the highest point total wins.

*Bible baseball* - Divide the class into two teams. The students on each team take turns coming up to "bat," at which time they choose how difficult a question they would like to be asked (singles are easy, home runs are very difficult). If the student succeeds in answering a question, he advances the appropriate number of bases. Students may physically move to bases (usually chairs) set up for the purpose, markers may be moved on a baseball diamond drawn on paper, or the student's position can be marked on a chalkboard. If the student fails to answer the question, he is out. Alternatively, he may only be considered out if a student on the other team can "catch the ball" (answer the question). Play proceeds as in regular baseball; it may be helpful to allow only two outs per inning.

*Bible football* - Draw a diagram of a 100-yard football field and cut out a small cardboard football that can move up and down the field. Divide the class into two teams. Use graded questions as in Bible baseball, but rather than using singles, etc., make the questions worth 3, 5, 10, and 20 yards. You may choose to allow the student the option of passing the ball to another student if he does not know the answer to the question (this can be done verbally, or for added interest, allow the question-answering student to hold an actual football and gently toss it to another player for a pass). The team has four chances (downs) to move ten yards. If they succeed in doing so, they continue play and have another four chances to move ten yards. Team members should take turns answering questions.

*Bible basketball* - Divide the class into two teams. The players on one team take turns answering questions; the team scores two points for every correctly answered question. The team continues to answer questions until one student makes a mistake. If someone on the other team can answer that question correctly, the ball

is intercepted; his team scores two points and play (the questions) passes to his team. If he fails to answer the question, a jump ball is called. The player who missed the original question and the player on the other team who tried to answer compete for the jump ball. A question is asked, and whoever answers it first scores two points; play passes to his team. If you want, you may allow free throws for every ten points a team scores. The student who answers the question scoring a multiple of ten has the opportunity to throw a small foam ball through a hoop (these may be purchased, or use any light ball and construct a hoop from a wire coat hanger). Score one point for every successful free throw.

*Electric quiz board* - Students may enjoy making an electric quiz board to test their knowledge of questions and answers or to match verse halves (or verses and their references). To construct the quiz board you will need a piece of thick cardboard, brass fasteners, electrical wire, a flashlight battery (D cell), and a light (flashlight type, preferably screwed into a socket) or buzzer. To make the board, insert a column of brass fasteners about one inch apart through a piece of thick cardboard. The column should be about one third of the way across the board. Place another matching row of fasteners another third of the way across the board. On the wrong (back) side of the board, attach one end of a wire to any fastener in the first column and the other end to any fastener in the second column. Repeat the process, running wire from the fasteners in the first column to a fastener in the second column until all the fasteners are wired. Attach two wires to a light bulb (attach a wire to each of the screws in the socket or to the top and side rim of the bare bulb). Attach the other end of one of these wires to one end of a battery. Attach another wire to the the other end of the battery. If desired, attach a bolt, screw, or alligator clip to the free ends of the wires coming from the light bulb and battery. These are the probe wires. Touch the probe (bolt, screw, clip, or bare wire end) of one wire to a brass fastener in the first column and the other probe to a brass fastener in the second column. If there is a wire connecting those fasteners on the back of the board, the circuit should be complete and the light should light. If it does not, the connections of the wires to the brass fasteners, battery, or light bulb are probably not secure (other possibilities are that the board was wired incorrectly, the light and/or socket is faulty, or the battery is dead). Once the board has been made, attach (with paper clips or some other way it can be removed) a piece of paper to the left of the first column of fasteners and to the right of the second column of fasteners. Write questions on the first sheet of paper and answers on the second piece. Of course, a question and its correct answer should be written next to fasteners that when touched by the probe wires make the light light. Papers can be changed using different questions and answers. Since students may readily learn the correct connection of fasteners to turn on the light, it would be good to make several quiz boards.

## Gifts

Have your students make a gift for a pastor, parent, brother or sister, non-Christian neighbor, a child they do not like, the sick or elderly.

**Banner** - Sew or glue pieces of cloth onto another piece of cloth to spell a simple phrase and/or make a picture (first sew the edges of the banner if your background cloth ravel). Fold over and sew about one inch of fabric on the top of the banner, insert a dowel rod, and tie string to the ends of the dowel rod to hang. Consider using different Christian symbols on your banner and discuss their meaning.

**Bible cover** - Using quilted material, sew a Bible cover. You will need a rectangle slightly larger than the size of your Bible and two smaller rectangles for end flaps. Sew around three sides of the end flaps to each end of the rectangle, right sides of the fabric together (then turn right side out). Also sew on a pocket, pen pocket, and/or handles, if desired.

**Bookends** - Construct from a piece of wood, sawn in a pleasing shape, painted and/or shellacked, to which you screw a piece of metal at a right angle (see a woodworking book for further instructions).

**Bookmark** - Paint or marker a picture, design and/or Bible verse on a long rectangle of thin cardboard. Sew a cross or easy design on a rectangle of plastic canvas (Do this by using yarn to sew an overhand stitch from one little box to the one diagonally above it; keep doing this from left to right and, when the end of the row is reached, begin a new row going in the other direction. Make the design from a different-colored yarn. When finished, sew an overhand stitch all around the outside border of the bookmark).

**Calendar** - Using paper and ruler (or a computer), draw the appropriate boxes and numbers for a calendar. Use a commercial calendar to ascertain the correct dates and holidays. Record dates for church activities. Staple the calendar pages together and attach to poster board, on which you should draw a picture or write a Bible verse in calligraphy. Alternatively, use thick paper, attach the sheets together with yarn threaded through holes in the top of the paper, and draw a picture/write a verse on the back side of each calendar page.

**Candles** - Melt paraffin or old candles in tin cans over boiling water. Melt old crayons in the wax for different colors. Dip strings in the wax, remove and let cool for wicks. Roll one end of the wick around a stick; place the stick across a baby food or other jar, allowing the free end to hang to the bottom of the jar. Pour a small amount of wax into the jar and allow to cool; pour in additional layers of wax. Variations: Pour wax into a paper cup, juice can, or milk carton and remove carton when cool. Fill a small box with damp sand; make a hollow space in the sand and pour wax (the wax must be very hot) into it; when cool, brush off loose sand; some will stick to the candle. Scent your candles with old perfume or food flavorings and spices. Decorate candles with greeting card pictures, lace, gold braid, sequins, and beads. Jar candles can be covered with a fabric pouch, stuffed and tied at the rim.

**Christmas ornaments** - Make ornaments from *felt*, *dough* or bent *copper wire* (make Christian symbols). Shepherds and magi can be made by sewing/gluing fabric scraps to *clothespins*. Paint small bathroom *tiles* or *eggs* with biblical scenes or symbols; glue on a small piece of silver thread to hang.

**Desk set** - Paint or cover with cloth several different-size cans in which to store pencils, pens, paper clips, rubber bands and the like. Glue or screw these cans to a board that has been sanded, painted and/or shellacked. The owner's name or a design can also be painted or wood-burned onto the board.

**Food** - Few people do not like to eat! Cookies, quick breads, cornbread, soup and the like will all be appreciated.

**Greeting/Christmas cards** and **Greeting/Christmas paper** or bags can be made to wrap your gifts. One good way to do this is by *printing*. The design to be used can be raised or cut out. Use linoleum block (special tools required), cut stamps from root vegetables (works best if dried overnight after cutting), or make a stamp by gluing cardboard, styrofoam, felt, or string onto a piece of cardboard or block of wood. You may also glue cardboard, felt, or string to a can and roll your design. Use commercial ink, powdered tempera mixed with petroleum jelly (Vaseline), acrylics or tempera paint.

**Jewelry - Beads** - Use purchased beads to make bracelets and necklaces or make beads from dough or clay (roll a ball of dough and poke a hole through it with a pencil or toothpick; when dry paint and shellac). Another way to make beads is by rolling triangles of construction, wrapping, or wall paper and dipping them in glue. When dry, shellac or cover with clear nail polish. **Pins** - Glue small scraps of wood together in an interesting manner and shellac. Bend wire into a fish or other shape. Make a child's pin by shellacking and possibly painting an animal cookie. **Scarf** - Make a cloth tube by folding the right sides of an approximately two by thirty inch rectangle and sewing its length. Fold the tube right side out. Thread the tube through a large wooden bead. Put another bead into the tube so that it rests next to this bead. Thread the tube through a third bead so that it rests on the other side of the bead in the tube. Add one more bead in the tube and one more outside the tube. Tie the two ends of the scarf together.

**Note or address book** - For the book's pages, fold together a number of paper rectangles and sew with strong thread or staple along the fold. For the book's cover, cut out two rectangles of cardboard or poster board the size of the folded paper rectangles. If desired, glue a thin layer of stuffing to one side of each of the cardboard rectangles. Lay the rectangles next to each other, stuffing side down, on a piece of fabric cut to have an approximately one-inch border around the laid-down rectangles. You should allow a small space between the pieces of cardboard as you lay them down for the book's spine. Snip the small bit of surplus cloth above and below where the book's spine will be and fold it to the inside. Fold the surplus fabric around the cardboard rectangles and glue (hot glue works well for this project). Place the spine of the book's pages on the cloth spine. Glue the front and back pages of the book to the inside of the cover (to the cardboard rectangles). A simpler cover can be made by attaching two pieces of posterboard together with plastic tape, which then forms the book's spine. Before assembling the book, the posterboard may be painted with *spatter paint* (dip a toothbrush in paint and spatter the paint by running your thumb on the brush or running the brush over a screen) or *string painting* (dip a piece of string in paint; lay the string in a wiggly pattern over the posterboard; cover the string and posterboard with another piece of posterboard and pull out the string).

**Picture Frame** - Cut out two identical rectangles from cardboard or posterboard. Cut a smaller rectangle out of the center of one rectangle, thus creating a frame. Glue (hot glue works well for this project) stuffing around the frame. Cover the frame and both sides of the large rectangle with cloth. Glue the edge of three sides of the frame to the large rectangle. Slide the picture into the fourth side. If desired, cover the small rectangle with cloth and glue a quarter-inch edge of it about two thirds up the back of the frame for a stand.

**Plaque** - Write a verse and decorate a plate or piece of wood (or decoupage a picture and verse onto the wood). Another plaque can be made by stretching acetate, on which you paint a verse/picture, over an embroidery hoop; glue lace around the hoop and attach a loop to hang.

**Puzzles** - *Jigsaw puzzle* - Cut an old calendar picture, a greeting card, or a picture you have drawn into pieces. If it is on thin paper, first glue to cardboard or posterboard using a glue stick or rubber cement. Store the pieces in a box or large envelope and, if possible, glue an identical picture to the top of the box/envelope. *Puzzle cubes* - Lay down next to each other four to six rectangular boxes with square ends. Glue a picture to the boxes that completely covers one face of the boxes and glues them together. Carefully cut the picture apart between the boxes. Turn each box a quarter turn in the same direction, glue down another picture on the boxes, and cut the new picture where it joins the boxes together. Repeat this process two more times. Now, mix up the boxes and try to put together again one of four possible pictures.

**Tie rack** - Sand and paint and/or shellac, if desired, an approximately one foot long piece of 2x4 or 1x4. If desired, paint or wood-burn a name or design into the wood. Hammer finishing nails, only far enough to hold, in a row along the length of the rectangle. Also attach hanging rings or string to the back of the tie rack.

**Toys** - *Plane* - From a styrofoam meat tray, cut out one fuselage, including the vertical stabilizer, the large front wings (a boomerang shape), and small rear wings. Cut a slit in the fuselage for the front wings and one for the rear wings and carefully insert the wings. Secure the wings with glue or plastic tape. *Ship* - Saw two small triangles off one end of a rectangle of wood to make a triangular bow for your ship. Drill a hole and insert into it a wooden dowel or drinking straw (for safety if the ship is to be used by small children). Make two holes in a rectangle of paper for the sail and put the mast through these holes. Consult commercial craft books for constructing more realistic ships. *Kite* - Attach (glue and tie) two thin sticks together in a *t*-shape. Cut a slot in each end of the sticks. Run a thin string through the slots, forming a kite shape. From a plastic bag or tissue paper, cut out a kite shape slightly bigger than this frame. Place the frame on the plastic/paper, fold over the plastic/paper around the kite, and glue. Tightly tie a string from one end of the cross-piece to the other, bowing the wood slightly as you do so. Tie a string part way along the upper part of the long stick;

thread this string through a hole poked in the plastic so that it passes very loosely along the front side of the kite. Poke another hole through the plastic and tie the string end part of the way along the lower section of the long stick. Tie your kite string to this string. For balance your kite will also need a tail attached to the bottom. The tail can be made from fabric or plastic bag scraps tied together.

**Trivet** - 1. Paint a large tile. 2. Glue different kinds of seeds and beans in a pleasing design on a square of wood; shellac. 3. Place the right sides of two squares of cloth together and sew around all four sides leaving a small opening. Turn the squares right side out. In a bowl, mix about a cup of uncooked rice with a small amount of flavoring extract and/or spices. Pour the rice into the cloth square (a funnel will help) and sew closed.

**T-shirts** - Paint (special paints are available, or use acrylics or fabric crayons) a picture, saying, and/or Bible verse honoring to the Lord. You may also wish to try silk screen or batik (see commercial craft books). Practice on paper before drawing on the shirt. T-shirts can be purchased cheaply at thrift stores if your students would like to make them for themselves.

## **Drama**

Drama is a very effective way to retell a Bible story or communicate biblical truth. Drama can range from an elaborate production with costumes, scenery, and well-rehearsed lines performed for a large audience to the teacher telling the story while the students informally pantomime the actions. Some students may wish to write their own plays. Informal **role-play** may be helpful for some lessons. The teacher presents a situation and asks the students to portray how they think the people would act in it. For example, someone finds out that his friend has told a lie about him or been cheating off his test paper, or they could imagine how a blind man and his friends would have acted after Jesus healed him. **Puppets** (see Art), including finger puppets, hand puppets, and marionettes can be used instead of live actors. Tape recording an **interview or radio play** can be another avenue for your students to use their dramatic talents. Your students will enjoy planning sound effects such as horses' hooves, clinking money, a storm, or water splashing (think of what the characters in the story would be hearing).

**Missions** (see also Service; this is especially appropriate for Year II, Quarter 1)

**Get to know a particular missionary family.** Where do they live (what nation? what people group? in the city, town, or country)? To whom do they minister? What does their particular ministry involve? In what language do they communicate? What struggles do they face? How has the Lord blessed them and their ministry?

**Write**, e-mail, and/or send cassette tapes to a missionary. Let them know what's happening in the nation, your church, and your lives. Be careful what you say if the missionary lives in a politically sensitive area. Send pictures. Send articles, such as certain foods, that are difficult to acquire in that area of the world or send small treats for the missionary children. Find out from the missionary, however, whether he will have to pay a large amount of duty on the article and whether or not it is likely to be stolen before you do this.

**Raise money** for a particular missionary or project (for how to, see Service).

**Help out** a missionary home on furlough (for how to, see Service).

**Have a party** with a missions theme. Activities can be centered generally around missions (e.g., sing *He's Got the Whole World in His Hands* or hymns about missions, pass the world instead of a ball relay race, etc.),



or be specific to a country in which a church-supported missionary works. In this case, students could wear clothes, eat food, sing songs, make a craft or flag, and play games indigenous to that area. Learn a little of the language in which your missionary ministers.

**Read a biography** of a missionary or other servant of Christ.

## Music

**Plan and lead a worship service** for your class or younger children.

**Write a song**, the music and/or the words. Bring in a portable keyboard and have the students experiment with making music (they will be much more willing to do this than to sing by themselves). Write down their resulting music. If possible, have your students write down words of praise to go with their music. Alternately, start with a short Bible verse and have them write music for it. Tell them to think of what the words say; they would not want to write a lively tune for sad, serious words or a dirge for a verse beginning, "Rejoice!" You may also have your students write new words for a known hymn or song.

Your students may still enjoy playing home-made rhythm **instruments** - sticks, metal bottle caps wired to a stick and shaken, a coffee can drum (one end open, the other metal end tapped, or remove end and cover with rubber tightly stretched or parchment paper tightly stretched and held with string or rubber bands; wet parchment and let dry for a tighter fit), a kazoo (waxed paper rubber-banded to the end of a cardboard tube), bottles or glasses filled with water and tapped (bottles may be suspended from string), or a drinking straw (cut the straw into a triangle at one end, flatten it, put the lips over the straw just beyond the triangle and blow; it should sound like a duck call; holes can be punched in the straw for different notes or, for a louder sound, this "reed" can be inserted through a cork that is inserted in a cardboard tube, which can also have holes punched into it).

Have students who play **orchestral instruments** practice together and then accompany you in your worship or for a special musical piece.

## Service

There are many ways in which your students can serve others in their local church, their neighborhoods, and even around the world. A few of these suggestions can be done during class, but most projects involve additional time.

Participate in your local church **work day**.

**Wash and repair toys** and books for the church nursery.

**Repair the church's Bibles**, hymnals, song books, or library books.

**Work in the church's library** or tape library.

Stick on stamps, address and **stuff envelopes** for church mail, or pass out Bible School flyers.

Volunteer to **do jobs** for your pastor, the sick or elderly in your church, or a needy individual in the neighborhood. Such jobs could include: housecleaning, washing windows, washing cars, raking leaves, mowing the lawn, weeding the garden, shoveling snow, and babysitting.

**Have a garage sale** or do any of the jobs above to raise money for missions or a special project.

**Pick up trash** around the church or in a nearby neighborhood or park.

**Help out at a local mission** or crisis pregnancy center, for example by cleaning, serving a meal, or folding baby clothes.

**Visit a nursing home** resident or someone who is unable to leave his or her home. Talk and listen, sing songs, put on a skit, bring a gift, read, and/or play games. Make regular visits if you can, but if so, be consistent lest the person visited be hurt and disappointed by your absence as he or she comes to depend on you.

**Plan** and participate in a **worship service** for a nursing home or Sunday School class.

**Make a gift** (see Gifts) for a pastor, sick person, or nursing home resident.

**Write a letter** of appreciation to encourage someone you know.

**Give a party** for a lonely person.

## Verses

Various projects and games can be used to help your students hide God's Word in their hearts.

**Art** (see Art and Gifts) - Write or paint a verse in calligraphy or nice writing or printing on paper, wood, plastic, acetate (stretch over an embroidery hoop), brick, glass, stone, tile, or cloth with marker, ink, paint, a wood-burning tool, or embroidery floss. Remember, however, that this is God's Word and should be treated with respect and used appropriately. Projects can include plaques, wall hangings, mobiles, calendars, paperweights, and the like.

**Codes** - To familiarize your students further with their memory verses, write them in code and have your students decode them, or have your students encode the verses for other students to decode. Possible codes include:

*alphanumeric code* - Write down the alphabet in order beginning with any letter you choose, going back to A after Z until all the letters are written. Write the numbers 1 to 26 next to (or underneath) these letters. To encode the message, write down the numeric equivalent of the letter. For example, if the code was B=1, C=2, D=3. . . A=26, the word "add" would be 26-3-3. To decode the message, write down the letter that matches the number. Other numbers in a mixed order, symbols, letters (so, for example, B=Q) or foreign language letters can also be used, but in this case both the encoder and decoder need a copy of the key.

*code wheel* - Divide a small cardboard circle into twenty-six equal sections and write a letter of the alphabet in each section around the edge of the circle (alternately, divide the circle into 28 or 30 equal sections so there are 2 or 4 sections in which no letter is printed). Divide a slightly larger cardboard circle into the same number of sections as the small circle. In these sections write numbers, letters, or symbols (see alphanumeric code). Use a brass fastener to attach the two circles together. The letter on the inside wheel matches with the letter/number/symbol on the outside wheel, creating an alphanumeric code. Make a new code by turning the wheel so that different letters and symbols match up. The encoder and decoder will need a copy of the same wheel and need to know one matching letter-symbol to know which code is being used.

*book code* - Each word has a numeric equivalent depending on where that word is found in a particular book (both the encoder and decoder need access to the same edition of a book). A dictionary works well for this. To encode, find the word desired and write the page number on which it is found, the column (for a dictionary) or paragraph number in which the word appears, and the word (for a dictionary) or line and word number. For example, if this activity book were the code book, the word “wheel” would be 15-11-1-2 (page 15, paragraph 11, line 1, word 2).

*cut-out code* - Cut out a dozen or so small rectangular windows in various places on a piece of cardboard (an 8½X11 piece of cardboard will work well). To encode, place a piece of paper the same size as the cardboard under it. Write the verse on the paper in the boxes. Remove the cardboard and write other words between the verse words, trying to make sentences if possible. To decode, place the template on top of the paper.

*wrap-around spiral* - Wrap a spiral of paper around and around a cylinder. Write the verse across this spiral, unravel, and write other words on the paper. To decode, rewrap around the spiral.

*double code* - Encode a verse using a code above and then encode the code. To decode, reverse the process.

You may also wish to write verses in *invisible ink*: 1. Cook cornstarch in water (1 teaspoon cornstarch per quarter cup water) on a stove for about five minutes or in the microwave for one minute, stirring frequently. Use an old-fashioned ink well type pen, a small paint brush, or cotton swab to write the verse with this invisible ink. Make the solution appear by brushing the paper with a solution of iodine (beware: iodine is poisonous) and water (one half teaspoon of iodine per five teaspoons water). 2. Use lemon juice to write the verse. Make the verse appear by heating the paper by holding it close to a light bulb or hair dryer (be careful to not burn the paper).

## **Verse Games**

*Missing words* - The teacher recites the reference and verse, but leaves out several words, which the students supply (usually oral; may be written).

*Verse halves* - Students match the verse and reference or two halves of the verse. Cards: Cut an index card in half with a wiggly or zigzag cut so the pieces fit together like a jigsaw puzzle. Write the verse on one card and the reference on the other (or write half a verse on each). Do the same for a number of other verses, but cut the index cards in a different manner each time. Have students match the verse halves or verse and reference that belong together. Your students may enjoy making an electric quiz board to match verse halves (see Games).

*Verse unscramble* - Write each word of a verse (or combine several words) and the verse’s reference on a separate card. Scramble the cards and have your students try to put them in the correct order. This may be done as a race against the clock, or two teams (or individuals) with identical verses may compete against each other.

*Jigsaw puzzle* - Write the verse neatly on a piece of posterboard, cut in approximately 15 pieces, and put together. Students may like to make the puzzles as well as solve them.

*Memory (Concentration)* - Cut a card in half and write the verse on one half and the reference on the other (or write one half of the verse on each card). Do this for a number of verses. Mix the cards and turn them face down on the table. Students take turns picking two cards, hoping to get a match. If they do so, they keep the cards and go again. Students with the most cards at the end of the game win.

*Hangman* - Draw a blank line for every letter in a short verse. Students take turns guessing letters, which are filled in if the guess is correct. If the guess is incorrect, a piece of a man (head, body, eyes, legs, etc.) is drawn. If the figure of the man (who is hanging from a gibbet, hence the game's name) is completed, the game ends. The first player who can say the verse wins (all letters need not be guessed first).

## **Writing**

Write a **newspaper** as if it were published in Bible times. Include news articles, editorials, interviews, letters to the editor, advertisements, and even comic strips. For example, an issue might contain an account of Jesus healing the blind man, an interview with the blind man, an editorial on beggars, and letters from Pharisees and the man's friends for and against his being put out of the synagogue.

Write a **play** of a Bible story or of a modern-day story applying biblical principles.

Write a **story** applying a biblical truth to modern life. The teacher could write the first part of the story, or present a situation and have the students finish it.

Write a **journal or diary** about what God is teaching you (private, unless the student wishes to share something), or an imaginary journal/diary of someone in Bible times.

Write a **poem** praising God, or recounting a biblical event or something you have learned from or about God.

Write new words for a **song**.

Write a **letter** of encouragement or thanks to someone. Write a missionary (see Missions). Write a government leader about a clear issue of Christian concern.

**Grades 5-6**  
**Year 1**  
**Quarter 1**

**Bible Baseball**

**Singles**

Name one book of the Pentateuch.

Name one book of history in the Old Testament.

Name one book of poetry in the Old Testament.

Name one book written by a major prophet.

Name one book written by a minor prophet.

Name one Gospel.

Name one of Paul's letters.

Name the last book in the Bible.

Give one internal or one external evidence that the Bible is true.

What kind of reference would you use to find a map of Paul's journeys?

What kind of reference would you use to find the meaning of the word *redemption*?

What kind of reference would you use to find where "I am the light of the world" is in the Bible?

What kind of reference would you use to find what Jesus meant when He said, "You are Peter, and on this rock I will build my church."

Name one type of prayer.

"The fruit of the Spirit is \_\_\_\_" (Name two).

**Doubles**

Name two books of the Pentateuch.

Name three books of history in the Old Testament.

Name two books of poetry in the Old Testament.

Name two books written by major prophets.

Name three books written by minor prophets.

Name two Gospels.

Name three of Paul's letters.

What does *inerrant* mean?

What does *inspired* mean?

Give two evidences (internal or external) that the Bible is true.

Name a version of the English Bible.

Name one challenge a person might face translating the Bible.

Name two types of prayer.

What does *repent* mean?

"The fruit of the Spirit is \_\_\_\_" (Name four).

### **Triples**

Name three books of the Pentateuch.

Name five books of history in the Old Testament.

Name three books of poetry in the Old Testament.

Name three books written by major prophets.

Name five books written by minor prophets.

What does *covenant* mean?

In what language is the Old Testament written?

In what language is the New Testament written?

Give three evidences (internal or external) that the Bible is true.

Name two versions of the English Bible.

Name two challenges a person might face translating the Bible.

Say something that could be taken in a literal or figurative sense.

What does *hermeneutics* mean?

Name one hermeneutical principle we should remember as we examine Scripture.

Name three types of prayer.

What is *supplication*?

“The fruit of the Spirit is \_\_\_\_” (Name 7).

### **Home Runs**

Name the five books of the Pentateuch.

Name the twelve books of history in the Old Testament.

Name the five books of poetry in the Old Testament.

Name the five books written by major prophets.

Name the twelve books written by minor prophets.

Name the four Gospels.

Name the thirteen letters of Paul.

Name all the books in the Bible.

In what language is a very small part of the Bible written?

Give four evidences (internal or external) that the Bible is true.

Name three versions of the English Bible.

Name three challenges a person might face translating the Bible.

Name two hermeneutical principles we should remember as we study Scripture.

Name four types of prayer.

Name the fruit of the Spirit (all nine).

- angel** An angel is God's messenger, a spiritual being who worships and serves God. Sometimes God sends angels to help people. The appearance of an angel often brings fear (Matthew 28:4; Luke 1:12), but people should not worship angels. A **demon** is an angel who rebelled against God.
- Angel of the Lord, The** An angel of the Lord is God's messenger, a spiritual being who serves God. *The Angel of the Lord* is a pre-incarnate (before He was born) appearance of Jesus Christ, known as a *theophany*. While the Bible does not actually say this, we know He is God for, besides doing amazing things, the Angel of the Lord accepts worship and calls Himself by a name given to Christ (Judges 13:18 cf. Isaiah 9:6).
- Aramaic** The language, similar to Hebrew, spoken by Jesus and the common people of Israel during that time. Small parts of the Old Testament are written in Aramaic.
- archaeology** The study of human life in the past through recovering and examining artifacts such as documents, pottery, tools, and buildings.
- Asherah** The female fertility goddess associated with **Baal**. People made Asherah poles to worship her.
- atlas** A book of maps. A Bible atlas contains maps of Israel and other places referred to in the Bible. For example, it might contain maps of Jerusalem and Paul's missionary journeys.
- atonement** A *covering* for sin. In the Old Testament, people brought sacrifices to pay for their sins as a symbolic covering. Jesus died as the only real covering for sin.
- Baal** A false Canaanite god of storms and agriculture. Baal, meaning *lord* or *husband*, can also refer to false gods in general.
- baptize** (βαπτίζω - *baptizo*). To dip or immerse (put something under completely) in water. Baptism symbolizes that a Christian's sins have been washed away and that he has died to sin and come alive again in Christ. Christians should be baptized to show their identification with Christ (Acts 2:38; Matthew 28:19; Acts 8:36-38; 16:30-33). John said Jesus would baptize with the Holy Spirit (Matthew 3:11).
- Bethesda** The pool in Jerusalem where sick people gathered; they believed that if they stepped into the water at a particular time they would be cured of their diseases. Jesus healed a lame man at this pool (John 5:1-18).
- Bethlehem** A village near Jerusalem where Jesus was born; it was also the hometown of Boaz and David. *Bethlehem* means *house of bread*.
- Bible** God's Book; God's Word; the Scriptures. God used men to write down His revelation, what He wants us to know about Who He is, what He has done, and what He wants His creatures to do. All Scripture is God-breathed (I Timothy 3:16) and therefore inerrant.

<b>born again</b>	In John 3, Jesus, in talking to Nicodemus, compared the complete change that happens when a person becomes a Christian to being born again. A person must not only be born physically, but be reborn spiritually by coming to know Jesus Christ.
<b>Cana</b>	The town in Galilee where Jesus did His first miracle, turning water into wine (John 2:1-11).
<b>Canaanites</b>	A very immoral, idolatrous group of people partially conquered by the Israelites under the leadership of Joshua.
<b>canon</b>	The writings that have come to be accepted (under the Lord's oversight) as the Scriptures, God's Word.
<b>Capernaum</b>	A town on the Sea of Galilee where Jesus performed many miracles, including healing a paralytic (Mark 2:1-12) and a centurion's servant (Luke 7:1-10).
<b>centurion</b>	A Roman army officer in charge of about 100 men.
<b>Christ</b>	(ὁ Χριστός - <i>ho Christos</i> ). The Greek word for the Messiah, the anointed one. Jesus is the Christ.
<b>Christian</b>	A person saved by God from the punishment of death and hell that he deserves because Jesus died in his place. A person becomes a Christian when he believes this is true and gives his life to God, turning from his sins and trusting God.
<b>Communion</b>	Another name for the Lord's Supper. To commune with someone is to have close fellowship and communication with him.
<b>concordance</b>	An alphabetical listing of the words in the Bible. Under each word is a listing of the verses in which that word is found. Sometimes Hebrew and Greek words and meanings are included as well.
<b>covenant</b>	an agreement; usually in the Bible, God is the One Who makes a covenant and decides what it says.
<b>crucifixion</b>	A type of execution devised by the Romans for the worst criminals, it involved hanging a person on a large wooden cross until he died. The person's ankles were nailed to an upright post and his wrists were nailed to the crosspiece. Death usually occurred from suffocation (to take each breath one had to pull up with his arms), although the person also suffered from blood loss, wound infection, muscle cramps, and cold. As was prophesied (Psalm 22), Jesus died by crucifixion.
<b>Decapolis</b>	A group of ten cities southwest of the Sea of Galilee inhabited by Jews who had adopted a Greek way of life.
<b>demon</b>	(ὁ δαίμονιον - <i>ho daimonion</i> ). Demons are evil spirits, angels who rebelled with <b>Satan</b> against God, were thrown out of heaven, and will ultimately suffer eternal punishment. Demons fight against God and His people. Sometimes demons even possess people, controlling them and using them for Satan's purposes as they destroy them. God is much stronger than Satan and his demons, and the person who is living for Jesus does not need to fear them.



<b>denarius</b>	A Roman coin with the head of Caesar imprinted on one side. A person would earn a denarius for one day's work.
<b>Devil</b>	(ὁ διαβολος - <i>ho diabolos</i> ). A name for <b>Satan</b> , meaning slanderer (someone who tells lies about someone).
<b>disciple</b>	One who wishes to learn from another in word and lifestyle and to follow him. Jesus had twelve close disciples, later called apostles, who lived with Him and learned from Him for three years, but He had other disciples as well. Jesus told His followers to make disciples of all nations (Matthew 28:19).
<b>elder</b>	A person of authority, often respected because of the wisdom and experience that can come with age. The New Testament gives instructions for men to be chosen to the office of elder in the church to rule, instruct, and lead God's people.
<b>ephod</b>	Part of the sacred garments the Lord commanded Moses to make for the high priest (Exodus 39:1-26). Gideon made one and Israel used it as an idol (Judges 8).
<b>epistle</b>	A letter; the word often refers to the letters of Paul.
<b>evidence</b>	An outward sign supporting a theory or idea.
<b>fencing the law</b>	Making laws stricter than God's Law to try to ensure that one does not break God's Law. The Pharisees did this. For example, the Pharisees made many rules about what people could not do on the Sabbath to be sure they would not work on that day. Lest they take God's name in vain, they would not say His name at all. Jesus tried to show the Pharisees that following their legalistic rules was not the way to please God.
<b>Galilee</b>	The northern area of Palestine where Jesus grew up, preached and did many miracles, and from which most of Jesus' disciples came.
<b>Galilee, Sea of</b>	A freshwater lake approximately eight by thirteen miles in size, also called the Sea of Gennesaret or the Sea of Tiberias. It was here that Jesus calmed the storm (Mark 4:35-41) and called four fishermen to be His disciples (Luke 5:1-11).
<b>Gerasenes</b>	The people of Gerasa, the place where some manuscripts say Jesus met with two demon-possessed men. Other manuscripts call the place Gadara or Gergesa. One explanation for this is that one was a city and the other a small village. When asked where he lived, someone might say, "Philadelphia," with which a stranger would be familiar, rather than mentioning the small town where he actually resided.
<b>glean</b>	To pick up leftover crops. God commanded farmers to leave some of their produce in the fields so the poor could be provided for in this way (Leviticus 19:9-10; 23:22; Deuteronomy 24:19-22).
<b>gospel</b>	The <i>good news</i> that God sent His Son Jesus Christ to earth to die and be resurrected to pay the penalty for His people's sins. The <b>Gospels</b> , the first four books of the New Testament (Matthew, Mark, Luke, and John), tell this good news.

<b>Greek</b>	The language of Greece, and the business language of much of the world in Jesus' time. The New Testament was written in Greek. The Greek alphabet looks different from ours.
<b>Hades</b>	The Greek word for the place of the dead.
<b>Hebrew</b>	The language of the Israelites. The Old Testament was written in Hebrew. Hebrew uses a different alphabet from ours, and words are written from right to left.
<b>hell</b>	A place of eternal punishment for those who refuse to submit to God and continue to rebel against Him.
<b>hermeneutics</b>	How one interprets Scripture. A person might use such things as grammar, culture, or theology to make hermeneutical decisions.
<b>holy</b>	<i>Separated, set apart</i> from sin to God; pure; righteous.
<b>inerrancy</b>	We believe that the Bible is <i>inerrant</i> , meaning it has no errors or mistakes in the original manuscripts. The Bible may use figures of speech ("the sun rises"), poetry, and round numbers, but it is scientifically, historically, and in all other ways accurate.
<b>inspiration</b>	The Bible is <i>God-breathed</i> (II Timothy 3:16). God is its Author. The Lord used different men over a period of many years to record His Word, what He wanted people to know.
<b>Israel</b>	God called Jacob <i>Israel</i> , meaning <i>a prince with God</i> . The descendants of Jacob's twelve sons became the nation of Israel. When the nation of Israel was divided under king Rehoboam, the northern ten tribes kept the name Israel while the southern two tribes became known as <b>Judah</b> .
<b>Jacob</b>	The son of Isaac and Rebekah who was a forefather of the Israelites. Jacob stole the birthright and blessing from his older twin brother Esau. He married Rachel and Leah and had twelve sons, including Judah and Joseph.
<b>Jericho</b>	A city near Jerusalem that was conquered by the Israelites under Joshua when God caused its walls to fall down. Many years later the city was rebuilt and again destroyed. In New Testament times, Herod built his winter capital about a mile away from ancient Jericho. Jesus taught and healed in Jericho. Jericho is 700 feet below sea level.
<b>Jerusalem</b>	The capital of Israel and Judah, its name means <i>city of peace</i> . It was destroyed by king Nebuchadnezzar in 586 B.C. and rebuilt 538-445 B.C. by such men as Ezra and Nehemiah. Many countries have ruled this city, including, in Jesus' time, Rome, which completely destroyed the city in 70 A.D.
<b>Jew</b>	A descendant of Abraham, Isaac, and Jacob. The term is sometimes used to describe followers of the Jewish religion who follow the Old Testament but do not recognize Jesus as Messiah. Jesus Himself was Jewish, as were the disciples and the first Christians.
<b>John the Baptist</b>	Jesus' cousin who "prepared the way" for His coming. See Luke 1:5-25, 39-45, 57-80; Matthew 3:1-12, 13-17; 11:1-19; 14:1-12; Mark 1:1-15; Luke 3:1-20; John 1:6-35.

<b>Jordan River</b>	The major river dividing Israel in two parts and connecting the Sea of Galilee with The Salt (Dead) Sea. When God gave the people of Israel this Promised Land, He dried up part of the Jordan so they could cross from east to west. Jesus was baptized in the Jordan River.
<b>Judah</b>	Jacob's son whose descendants became the tribe of Judah. When the twelve tribes of Israel divided, Judah and Benjamin formed the southern kingdom, also called Judah.
<b>Judea</b>	The southern province of Palestine in Jesus' time, which included the capital city of Jerusalem and Bethlehem where Jesus was born.
<b>judge</b>	A leader raised up by God to guide Israel and lead them in fighting their enemies.
<b>kinsman-redeemer</b>	The nearest relative of a man who died, whose responsibility it was to marry the widow and care for the dead man's inheritance. Although Boaz was not Ruth's husband's nearest relative, he became her Kinsman-Redeemer by purchasing her dead husband's inheritance along with the right to marry her.
<b>Lamb of God</b>	John the Baptist called Jesus the "Lamb of God, who takes away the sin of the world" (John 1:29). God commanded the Israelites to sacrifice a perfect lamb to take away their sins. An animal could not really pay for their sins (Hebrews 10:4), but they did this in faith, looking forward to the time the true Passover Lamb would die to forgive the sins of those who trust in Him.
<b>law</b>	God's rules, usually used of the Ten Commandments or the Pentateuch (the first five books of the Old Testament).
<b>legion</b>	A Roman army unit of approximately 6000 soldiers, or any large number of soldiers. The demons in Mark 5 called themselves "Legion" because there were so many of them.
<b>Lord's Supper</b>	A meal, also called <b>Communion</b> , that celebrates Jesus' death and resurrection. At His Last Supper on earth, Jesus told the disciples that the bread they were eating was His body and the cup from which they were drinking, the new covenant in His blood. As they ate and drank, they were to remember His death. In I Corinthians 11, Paul gave instructions as to how God's people are to honor Him in eating this supper of bread and wine (or grape juice).
<b>Messiah</b>	The anointed one (compare with New Testament ὁ Χριστός - <i>the Christ</i> ) promised in the Old Testament to deliver His people.
<b>moneychanger</b>	A person who changes one currency to another for a profit.
<b>Nazirite</b>	A person who took a special vow of dedication to God, usually for a temporary period. The person taking the vow could not cut his hair, drink alcohol or eat grape products, or touch dead bodies. Samson and probably John the Baptist were Nazirites for their whole lives.
<b>Passover</b>	A Jewish holiday celebrating the time when the angel of death killed the firstborn of Egyptian families, but "passed over" Israelite homes where families had in faith sprinkled the blood of a lamb on the doorposts. During Passover special foods are eaten, lamb and unleavened bread, and wine is drunk as the Jews remember with joy their deliverance from slavery in Egypt. Jesus instituted the Lord's Supper at a Passover meal shortly before His crucifixion.

<b>Pentateuch</b>	The first five books in the Bible: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy.
<b>Pharisees</b>	A strict and often proud religious group in New Testament times. The Pharisees <b>fenced the law</b> . For example, they would not walk more than about three-fifths of a mile or light a fire on the Sabbath, for that would constitute work. The Pharisees controlled the synagogues in Jesus' day.
<b>Philistines</b>	One of Israel's idolatrous enemies, they migrated from Crete to southern Canaan along the Mediterranean Sea, settling primarily in five major cities: Gaza, Ashdod, Ashkelon, Gath, and Ekron. They were finally conquered by the Israelites under king David.
<b>poetry</b>	Hebrew poetry, found in the Old Testament, does not rely on rhyme and meter as does English poetry, but a repetition of ideas, called <i>parallelism</i> . Like English poetry, Hebrew poetry can repeat vowel sounds, use word pictures, personification, and onomatopoeia.
<b>priest</b>	A person who intercedes for people, bringing their needs to God. Aaron was the first high priest in the Old Testament. The high priest was the only one who could approach the Holy of Holies, where God dwelt in a special way, bringing an offering of blood. Jesus is the great High Priest Who fulfilled the Old Testament sacrificial system, and today all believers are given the privilege of being priests, bringing the needs of others before God. See Hebrews 6-8.
<b>prophet</b>	A person who speaks God's words to others. Old Testament prophets such as Isaiah and Micah sometimes foretold the birth, life, and death of Jesus Christ. Some other Old Testament prophets were Elijah, Jeremiah, and Ezekiel, who spoke of God's judgments. New Testament prophets include Anna, Agabus, and Philip's daughters. The <b>major prophets</b> are five Old Testament books written by Isaiah, Jeremiah, Ezekiel, and Daniel. The <b>minor prophets</b> are twelve Old Testament prophetic books called <i>minor</i> only because they are shorter than the major prophets.
<b>rabbi</b>	A title of respect for a teacher of the Old Testament law.
<b>redeemer</b>	To <i>redeem</i> means to <i>buy back</i> something that belongs to you. We are God's possession, but when we sold ourselves to <b>Satan</b> , God paid the highest price possible, the lifeblood of His Son, to buy us back. If we are Christians, Jesus is our Redeemer.
<b>Sabbath</b>	The seventh day of the week, on which God rested from His creative work (Genesis 2:3) and commanded His people to do likewise (Exodus 20:8-11, 16:23-30; 34:21; Deuteronomy 5:12-15). Jesus' healing on the Sabbath angered the <b>Pharisees</b> . In New Testament times the primary day of worship changed from Saturday to Sunday.
<b>sacrifice</b>	A death to pay the price of sin. In the Old Testament, priests would sacrifice animals, symbolically looking forward to the time when Christ, the Lamb of God, would die for His people's sins (Hebrews 9:6-22; 10:1-4).
<b>Sadducees</b>	A small but influential religious group in Jesus' day that was often at odds with the <b>Pharisees</b> . They did not believe in the supernatural, such as angels or the resurrection, and only held to the first five books of the Bible. Not popular among the common people, the highly-educated Sadducees nonetheless had much political power and controlled the Temple.

<b>Samaria</b>	A city and area in Israel between Galilee and Judea. Because of the evil of such kings as Ahab, God allowed the Assyrians to take captive the people of this area and repopulate it with people from many countries and the poorest inhabitants of the land. The resulting interbred people, who worshiped on Mount Gerazim rather than in Jerusalem, were despised by the Jews in Jesus' time.
<b>Satan</b>	God's enemy, also called the <b>Devil</b> , is very powerful but not infinite. He hates God and Christians and wants to destroy everything that is good. He was once Lucifer, a beautiful angel, but he rebelled and was thrown out of heaven with other angels (now called <b>demons</b> ) who rebelled (see Isaiah 14:12-16).
<b>Savior</b>	Jesus is the Savior. He has rescued His people from their just punishment of death and hell.
<b>Scripture</b>	See <b>Bible</b> .
<b>Sheol</b>	The Hebrew word for the place of the dead, both good and evil.
<b>Sidon</b>	see <b>Tyre</b> .
<b>sin</b>	To act in a way contrary to God and His law; to <i>miss the mark</i> , to fail to do what God has commanded.
<b>Son of David</b>	A name for the <b>Messiah</b> who was a descendant of David, the great king of Israel. Jesus is the Son of David, and was called so by blind Bartimaeus (Mark 10:47). See also Isaiah 11:1,10; Jeremiah 23:5-6; Ezekiel 34:23-24.
<b>Son of Man</b>	Jesus often called Himself by this Messianic title. See also Daniel 7:13-14.
<b>sow</b>	To plant seed. In biblical times, the farmer usually took a handful of seed from a bag and threw it on the ground. Jesus used the different types of soil upon which this seed would fall as a picture of people's reception of the Gospel (Matthew 13:1-43).
<b>Sychar</b>	The village in Samaria near which Jesus met the woman at Jacob's well (John 4:1-42).
<b>synagogue</b>	A place where Jews meet to read the Old Testament and worship God.
<b>synagogue ruler</b>	A layman (an ordinary person, not a religious leader) who looked after the synagogue building and supervised worship, deciding who would pray, read Scripture and the like. He would be highly respected in the community.
<b>testament</b>	An agreement, a <b>covenant</b> . The Bible is divided into two parts, the Old Testament, before Jesus was born, and the New Testament, after Jesus' birth.
<b>theophany</b>	A pre-incarnate appearance of Christ. See <b>Angel of the Lord</b> .
<b>tithe</b>	A tenth of one's money and possessions, which rightfully belongs to God. See Deuteronomy 14:22-27; Genesis 14:17-20; Malachi 3:8-10; II Corinthians 9:6-15.

**Transfiguration** The word means to change the form of something. One time when Jesus was praying with Peter, James, and John on a mountain, “he was transfigured before them. His face shone like the sun, and his clothes became as white as the light” (Matthew 17:1-13).

**Trinity** God in three Persons: God the Father, God the Son (Jesus), and God the Holy Spirit. God the Father is not God the Son nor God the Holy Spirit; they are different. But God is one God, not three Gods; He exists in three Persons among Whom there is perfect communication and love.

**Tyre** Sidon and Tyre were Gentile cities on the Mediterranean coast, about thirty and fifty miles from Galilee, in what is now Lebanon.

**unleavened** Bread made without yeast used in the Passover feast. Sometimes in Scripture **bread** with yeast symbolizes sin.

# **WHAT IS THE BIBLE? - 1**

## **Lesson Aim**

To help students know that the Bible is God's Word and to understand its basic structure.

## **Memory Verse**

**This quarter, Psalm 119:1-16; this week, Psalm 119:1** - "Blessed are they whose ways are blameless, who walk according to the law of the Lord."

## **Lesson Background**

What is the Bible? For many of your students, the Bible is a quite familiar object. They hear it read in church and in family devotions and probably have a copy of their own. Yet there is much for them to learn about in this wonderful book that will be the specific focus of the next several lessons, as well as, of course, the focus and foundation of the entire curriculum.

The Bible is God's inerrant Word, communicating to people what He wants them to know about who He is, the nature of the world He made, and our responsibilities toward Him and each other. The Lord could have imparted this information in a shorter format of didactic narrative and regulations, but instead He has given us a rich montage of story, poetry, and history from which to learn, along with teaching and commandments. However, the Bible is not merely beautiful literature penned by insightful men. It is the very Word of God. Try to communicate this to your students today as well as explaining to them the structure of the Bible. Next week you will examine the message of the Bible and how we got the books of the Bible we have today. The third lesson of this quarter is devoted to the inspiration and inerrancy of the Scriptures.

## Lesson Procedure

You may wish to begin the first lesson by having the students fill out the surveys (“About Me”) included at the front of the material. This will give you the opportunity to get to know your students if you have not taught them before, and also give them the chance to express themselves, not only about what is important in their lives, but also about where they think they stand spiritually. When the surveys have been completed, have your students think about the following question: “Suppose you were to be sent to a desert island to live for six months. You would be provided with sufficient food, clothes, and water and a small house (complete with electricity) would await your arrival. However, you could only take three things with you. What would they be?”

After your students have considered this, written down their answers, and shared their thoughts, tell them that, while there were no right and wrong answers, some responses were wiser than others. Did anyone bring a Bible on their imaginary trip? (Presumably you did, even if your students did not.) Use this to point out how valuable the Bible is. Explain how in some places people will gladly pay more than a month’s salary for a copy of this book. Ask why the Bible is so important.

Follow this with a brainstorming session. Have your students, working together, tell you all they can about the Bible. What is the Bible? Why is it important? Who wrote it? What is its structure? How did we get the Bible? Organize your students’ ideas on the board, add additional information from the materials below, and have them copy important parts into their notebooks.

### 1. What is the Bible?

The Bible is God’s Word (briefly discuss inspiration and inerrancy). The word “Bible” does not actually occur in the Bible, although the Greek word βιβλιον (*biblion*), meaning *book*, from which we get the word *Bible*, does. The terms *Scripture* and *Word of God* also refer to the book we call the Bible. The Bible is really many books and letters written by different authors put together to form one book.

### 2. What Are the Parts of the Bible?

The parts of the Bible are the Old Testament and the New Testament. The word *testament* means covenant, an agreement, a treaty between God and man, the terms of which are dictated by God. The Old Testament deals with God’s special relationship with the nation of Israel, from which the promised Messiah would come. The New Testament tells of Jesus’ birth, life, death, and resurrection, and the beginning of the Church. The Bible can further be divided into the following parts:

Old Testament:

- The Pentateuch (Genesis - Deuteronomy)
- History (Joshua - Esther)
- Poetry (Job - Song of Solomon)
- The Major Prophets (Isaiah - Daniel)
- The Minor Prophets (Hosea - Malachi).



New Testament:

The Gospels (Matthew - John)

History (Acts)

Paul's Epistles (I Corinthians - Hebrews; Hebrews may or may not be Pauline)

General Epistles (James - Jude)

Prophecy (Revelation).

Have your students look at the table of contents in a Bible to find the different parts. Be as detailed as you wish in explaining the contents of the different parts of the Bible. Explain how the chapter and verse indications were added later to help people find things (chapters by Stephen Langton in the thirteenth century, verses first in the Geneva Bible printed in 1560).

## Games

**Sword Drill** - If desired, have an old-fashioned "sword drill" in which the teacher calls out a Bible reference (e.g., Genesis 1:1) and the students compete to see who can be the first to find the verse, stand, and read it.

**Name That Book** - Draw and cut out paper to look like a book spine or book and write the name of a different book of the Bible on each paper book. You may just use books of the Old or New Testaments or write sections of the Bible (e.g., Pentateuch, books of poetry) on each book instead. Plastic tac (blue stickum), tape, or paper clip these to a wall, board, or posterboard. You may wish to cut slots or make pockets on posterboard and slip the books in these. The class, divided into teams, should stand at the end of the room opposite from the books display. The teacher calls out an event (e.g., Jesus' birth, creation, the Ten Commandments) or verse from the Bible and, after discussion with his teammates, a designated runner dashes to retrieve the appropriate book and return to his team. A correct book earns a point for the team. You can vary the difficulty of this game as desired depending on the biblical background of your students. You probably should limit the scope of the game to sections of the Bible unless you have a class of very knowledgeable students. For some children you may even wish to narrow the choice to the Old or New Testament. In this case, teams are not necessary but individuals, when the event is indicated, should run to either side of the room, one side being designated Old Testament and the other New Testament.

Here is a sample list of verses (quote the verse; do not give the reference) and events or people you might use: Jesus' birth; Genesis 1:1; a lion's den; Ten Commandments (found in both Exodus and Deuteronomy); Saul; Psalm 23:1; John 3:16; Pentecost; Abraham; Jesus' death; Romans 3:23; Adam and Eve; David and Goliath; Naomi and Boaz; a ship with animals inside; a slave who stole from his master; Jericho; Isaiah 53:6; a large fish swallows a prophet; Jacob and Esau; a golden calf; Samson; Hananiah, Mishael and Azariah (Shadrach, Meshach and Abednego); Paul's journeys; Elijah; Satan challenges God about a godly man who then suffers greatly; Proverbs 1:7; a man says life is meaningless; terrible judgments and Satan thrown into the Lake of Fire; children told to honor their parents; a book of rules for the Israelites; a queen saves the Jewish people; a woman leaves her country to live with her mother-in-law.



## **WHAT IS THE BIBLE? - 2**

### **Lesson Aim**

To help students understand the basic message of God's Word and how the present canon came to be.

### **Memory Verse**

**This quarter, Psalm 119:1-16; this week, Psalm 119:2-3** - "Blessed are they who keep his statutes and seek him with all their heart. They do nothing wrong; they walk in his ways."

### **Lesson Background**

Last week you taught your students what the Bible is and how it is structured. Today's lesson continues your class's investigation of God's Word by examining its basic message and how the books we have today came to be accepted as canon.

As far as the basic message of the Bible is concerned, it is important to spend time discussing the story of redemption - God's greatness and glory, our sinfulness, God's just wrath, our need of a Savior, and God's love in sending Jesus to die for us and to be raised again to rule in heaven. The students must understand that this message pervades the entire Bible.

While most students will be familiar with the basic truths of the Gospel, few are likely to know the story of how the book that we know as the Bible came to be compiled. The sixty-six books of the Old and New Testaments were written by about forty different men over a period of some fifteen hundred years in

three different languages. The Old Testament is mostly Hebrew with small parts written in Aramaic, while the New Testament is in Greek. These languages have been translated into many modern languages (more about this in Lesson 3). The Bible is God’s Word, even though it was written by men (more on this next week). How do we know that all the books in the Bible are God’s Word? Did any books get left out? Are some there that should not be?

Before Jesus was even born, almost everyone agreed that all the books in the Old Testament were canonical (they were God’s Word; the canon is those books accepted as Scripture) and none had been left out. However, in the early Christian Church, there were some big debates about what should and should not be included in the New Testament. Not everyone agreed that II Peter, Hebrews, and James belonged. Some people wanted to add books like the *Didache* (say *did-ah-kay*), an anonymous second-century work also known as *The Teaching of the Twelve Apostles*, and *The Shepherd*, a book written in the second century by a Roman Christian named Hermas. In deciding what books should be in the New Testament, the early church looked at such criteria as apostolicity (if the book was written by an apostle or a close associate of an apostle), antiquity (how old the book was) and public lection (whether many of churches read it and thought of it as Scripture), but these tests did not always work. For example, the *Didache* and *The Shepherd* were read while II Peter, Jude and III John were read only rarely. Finally, after much discussion over many years, the books that today we call the Bible were agreed upon to be God’s Word. How do we know the early church leaders did not make a mistake? We know because God was in charge. He wanted the Church to have certain writings and superintended the whole process, so we can be sure that the Bible we have today is truly God’s Word.

## Lesson Procedure

Begin your lesson by asking the students to give you one sentence that summarizes what the Bible teaches. They will probably respond that such an assignment is impossible. But while the Bible is a book of infinite richness and variety, its basic message may be summed up in rather simple terms. Perhaps this little story will help them to identify that foundational message.

### 1. What is the Message of the Bible?

Read the following parable to help your children understand the message of the Bible:

*Mr. Theos was rich. He had so much money you couldn’t begin to count it. Mr. Theos lived with his son, Joshua, in a beautiful mansion and they were very happy. But far away in another land lived some people who were not happy at all. An evil dictator called Señor Diabolos had taken many children captive to serve him, and they lived in misery. As they worked for him, the children themselves became more and more like their master - selfish, cruel, and hard-hearted. They desperately needed someone to love and care for them and to show them the right way to live, but the situation seemed hopeless.*

*One day Joshua and his father were discussing their plight. “What would you think if we brought some of those children here to live with us? We could love them and help them learn to do good.”*

*“That’s a great idea! Of course, it would be a lot of trouble and cost a lot of money, but I’d like to do it if you would.”*

*“Well, probably the best thing to do would be for you to go down there and negotiate with Diabolos to find out what kind of payment he will accept to release those children.”*

*So Joshua took the long trip to meet with the dictator. When he arrived, he visited with the children. He had gifts to give them and told them about his father and the beautiful house where they could come to live. Astonishingly, the children wanted nothing to do with Joshua. They refused his gifts, made fun of him, and even punched him when they thought he wasn't looking. Finally one day, egged on by Diabolos, all the kids got a hold of him and took him out to the jungle, where they hanged him on a tree and left him for dead. “Hey, Señor Diabolos, we took care of him, didn't we?”*

*But Joshua wasn't dead. Quietly he came back to the camp and talked to some of the children, one or two at a time. Soon word spread. “Joshua's alive! Maybe what he said is true. Maybe he can free us from Señor Diabolos!”*

*And Joshua did just that. He freed many children from the clutches of the evil dictator and brought them on the long journey back to his father's house. Some of them became afraid along the way. The trip was arduous and they encountered many difficulties and dangers. Some children wanted to return to Señor Diabolos. But Joshua was always there to help them. When they were discouraged he always had just the right word to cheer them up. When they reached what seemed an insurmountable obstacle in the path, he would reach out his hand and help them over it. He helped them fight enemies sent by Diabolos to hurt them. The children still had many of the fears, bad habits, selfishness, and evil ways that they had learned from Diabolos, but when they saw how much Joshua cared for them, gradually they began to trust him and tried to imitate his ways. Eventually they reached their destination and there was much rejoicing as Joshua and his father welcomed them home.*

Discuss the identity of the characters and the meaning of the story with your students. Then show your students different places in the Bible where God has revealed His plan of redemption (some suggested passages are Genesis 3:15, Isaiah 53:3-7, Matthew 21:33-41, and I Corinthians 15:3-5). The purpose of this lesson is not to focus on the Gospel as such (which is covered in Lesson 11), but to show your students how gracious God is to give us this message in His Word. Of course you should be sensitive to any students who are convicted by this study and wish to learn how they can become Christians.

## **2. How Did We Get the Bible?**

Introduce this section by describing the following scene for your students: “Bob rushed excitedly into Sunday School class. ‘Did you hear, did you hear! They found a lost book of the Bible. It talks all about when Jesus was a kid. Can we get a copy and study it in Sunday School?’” Ask your students what they would think if someone did that in your class. Could such news be true? How do we know we have all the books of the Bible? Could some be missing? Are there parts in the Bible that don't really belong there? Use the material from the Lesson Background to explain to students why we can have confidence that our Bible contains all that God intends for us to have (next week you will talk with your class about inspiration and inerrancy, but today, although you may touch on these topics, concentrate on explaining how the canon of Scripture was determined).

## **Games**

Your students will also probably want to play the *Name That Book* game introduced last week.

## **Service Project**

Discuss and decide upon a service project to spread God's Word. You may wish to collect, refurbish, and send/give Bibles to those who have none. Decide whether the students should earn or contribute money for postage. Perhaps your students could have a garage sale, bake and sell cookies, or do odd jobs for this purpose, or to send to an organization that brings God's Word to people (such as Wycliffe Bible Translators, 11221 John Wycliffe Boulevard, Orlando, FL 32832). The boys and girls in your class may also wish to give out tracts and/or build a tract rack for the church. They could also help out with the church's library and/or tape ministry.

# **THE BIBLE - GOD’S INSPIRED, INERRANT WORD**

## **Lesson Aim**

That your students will know that the Bible is God’s inspired, inerrant Word, reasons for this belief, and the implications of this for their lives.

## **Memory Verse**

**Psalm 119:1-16; this week Psalm 119:4** - “You have laid down precepts that are to be fully obeyed.”

## **Lesson Background**

For hundreds of years people have revered the Bible. The “Good Book” has topped lists of all-time best-sellers and has been respected and quoted by millions of people from teachers and businessmen to housewives and politicians. Until recently, most people in Western nations have been at least vaguely familiar with its contents. Yet few have grappled with the Scripture’s own claim to be the Word of God with all that implies. How much more is this true today when, even among the community of believers, God’s standards are often viewed as possible options, mere suggestions (“my case is different”) rather than absolute commandments. It is vital that your students understand that the Bible truly is God’s Word, and the consequent implications of this for their lives.

The Bible itself claims to be God’s Word. II Timothy 3:16 says that “*all* Scripture is inspired by God and is profitable for teaching, rebuking, correcting and training in righteousness.” The phrase *inspired by God* is literally (and as is translated by the NIV) *God-breathed* [θεοπνευστος from θεος (*theos*) - *God* and

πνευμα (*pneuma*) - *breath, wind, spirit*]. The Scriptures are not just man's words and opinions, but God's (II Peter 1:20-21).

This stands contrary to many false ideas about the Bible. Some believe that the Bible's authors were no more inspired than any great writer to whom God gave extraordinary facility with words, such as Shakespeare. Others put false religious teachings such as the Book of Mormon or the writings of Ellen G. White on a par with Scripture, believing that all who have the Holy Spirit are in some sense "inspired." Others argue that the Bible *contains* the word of God, contending that its ideas are inspired, but not its words, or that only parts of the Bible are really the Word of God, both of which leave man as the final arbiter of what is true. The theory of mechanical dictation whereby God told the authors of the Bible word for word exactly what to write lies closer to the truth, and indeed some parts of Scripture were recorded in this manner. However, this theory ignores the authors' personalities, and even occasional anachronisms (Genesis 14:14) and ungrammatical writing (Ephesians 3:1-2) that arise in the text.

We believe in the plenary (full) verbal inspiration of Scripture. This means that God superintended all the words of Scripture so that they would be free from error. The very words and phrases of the Bible express with complete accuracy what God wanted to communicate to mankind. This, however, allows for figures of speech, imprecise quotes, round numbers and ungodly speech (e.g., Satan's words in Genesis 3). God revealed His message to His people in different ways, such as by direct communication (e.g., Moses), dreams (Daniel), and visions (Ezekiel), but whatever the means, the result was superintended by the Holy Spirit. Plenary verbal inspiration mandates inerrancy, for God is True and He would not leave fallible, sinful man in the position of deciding which of Scripture's teachings are true.

We must believe that the Bible is God's Word or our faith is groundless. A number of facts attesting to the Scriptures' veracity and uniqueness can bolster that faith and are incorporated into today's lesson.

## **Lesson Procedure**

Review last week's lesson by having your class tell you what the Bible is. Write II Timothy 3:16 on the board to remind your students that *all* Scripture is God-breathed; the Bible is the Word of God.

### **1. Inspiration and Inerrancy**

Use the material in the Lesson Background to explain the terms *inspiration* and *inerrancy* and have the students write them in their notes. Ask your class why it is important that God's Word is true. How would they answer someone who did not believe the truth of Scripture? Make believe you are such a person (be sure they realize the pretense) and have them try to convince you of the veracity of God's Word. Finally, explain that while we cannot prove that the Bible is God's Word as we would a math problem, there is extremely strong evidence to support this assertion.

### **2. Evidences of Inspiration**

Present and discuss the three internal and three external evidences for the Bible being God's Word and have your students write them down in their notes. An enjoyable way for them to do this is for you to hide papers with the six evidences written on them and have your students search as detectives for them. As they find the papers, write the evidence on the board and discuss it with them. To help your class understand how difficult it would be, aside from God's intervention, to achieve internal consistency, show your students contradictions in their own assessments of events.



Have them each write down a brief description of your classroom or the church building, or, better yet, an activity/trip in which they all participated or a movie/TV show they all saw, and then read them aloud to see that they do not all agree. Your discussion will probably not touch on theories of inspiration (this material is covered in the high school curriculum), but this information is given in the Lesson Background in case your class shows a particular interest.

## **A. Internal Evidence**

- **The Bible's own claims for inspiration** - II Timothy 3:16; II Peter 1:20-21; 3:15-16; I Corinthians 14:37; Exodus 31:18; Jeremiah 1:7-9; Ezekiel 3:4; I Thessalonians 2:13; Acts 1:16; 15:15-18; Jesus' use of the Old Testament - Matthew 4:1-11; Matthew 5:17-48.
- **Internal consistency** - Although written by more than forty authors over a period of about 1500 years, the Bible is internally consistent; nothing said by one author contradicts what is said by another (most seeming inconsistencies may easily be resolved by those who accept Scripture as the Word of God).
- **Fulfilled prophecy** - For example, passages like I Kings 13:2 and Isaiah 44:28, where names of men are predicted before they were born, and Old Testament prophecies fulfilled in Jesus Christ. These could never have happened by chance, and most prophecies could never have been fulfilled intentionally.

## **B. External Evidence**

- **History and Archaeology** - History supports the biblical account in all cases where it speaks. Scholars have doubted the existence of certain biblical characters and events, but later discoveries have always validated Scripture. For example, the Hittite civilization was regarded as mythological until their capital city was unearthed in an archaeological excavation. Liberal professors thought Belshazzar to be a product of fanciful imagination since his name did not appear in standard king lists. Then they discovered that he was ruling as regent for his father Nabonidus, who had abdicated kingly responsibility to meditate in the desert, but was still officially king.
- **Science** - Science never contradicts Scripture. Scientific theories such as evolution may disagree with the Bible, but true science never will. On the other hand, we must allow for metaphorical language and be sure that our interpretation of God's Word is accurate and not based on our own cultural and philosophical presuppositions, as when the Church accused Galileo of being a heretic for denying that the earth was the center of the universe!
- **Internal Testimony** - God's Spirit's witness in our hearts and the way its truth accords with our observation of life confirm the fact that the Bible is the Word of God.

## Games

Play *Password* or *Taboo* to review terms from the past two lessons. Words might include: Bible, Scripture, inerrant, inspired, canon, testament, epistle, Pentateuch, Gospel, prophet, chapter, and verse. You may also use books of the Bible or concepts found in Scripture. You should write the words on card or slips of paper before class, including what words are “taboo” if you play that game.

To play *Password*, one player tries to get another to guess his word (which he has randomly picked) by giving one-word clues to which the other person responds with one-word answers. For instance, if Tom picked the word *chapter* he might say “reference,” to which Jessica might respond, “verse.” He could then give her the word “bigger,” to which hopefully Mary will respond “chapter.” The object of the game is to see which team can guess the most words in a particular time limit.

*Taboo* is similar to *Password* except that, rather than one-word clues, the word giver may talk as much as he wants describing the mystery word. However, on the mystery word card there are also other words written that he may not say (they are “taboo”), or the word will not count. For example, if the taboo words for *chapter* were *Bible*, *number*, *divide*, and *find*, Tom could say, “God’s Word is separated into sections called. . .” but he could not say, “The Bible is divided into parts called. . .” *Taboo* uses one word giver (who can change) for each team, who describes the word while all his teammates guess at once. *Password* uses only one word giver and one word receiver (both of whom can change) for each team. Therefore *Taboo* is probably more suitable for large classes and *Password* for smaller ones.

## Service Project

If time is available, work more on planning and implementing the service project discussed last week. Note: If possible, ask a bilingual speaker to help you with next week’s lesson on Bible translation.

## How May We Know

### the BIBLE is GOD'S WORD??

#### What Does It Mean? Match the following:

**Inspiration**

Looking inside

**Archaeology**

The systematic study of past human life and culture by the recovery and examination of remaining material evidence, such as documents or inscriptions, graves, buildings, tools, and pottery.

**External Evidence**

The Bible is *God-breathed* (II Timothy 3:16). God is its Author. The Lord used different men over a period of many years to record His Word, what He wanted people to know.

**Internal Evidence**

A thing or things helpful in forming a conclusion or judgment: *The broken window was \_\_\_\_\_ that a burglary had taken place.*

**Evidence**

Looking outside

## Where's the Proof???

Here's the PROOF!!!	Is it <b>Internal</b> or <b>External</b> Evidence?
<b>The Bible's own claims for inspiration</b> - II Timothy 3:16; II Peter 1:20-21; 3:15-16; I Corinthians 14:37; Exodus 31:18; Jeremiah 1:7-9; Ezekiel 3:4; I Thessalonians 2:13; Acts 1:16; 15:15-18; Jesus' use of the Old Testament - Matthew 4:1-11; Matthew 5:17-48.	<input type="checkbox"/> Internal  <input type="checkbox"/> External
<b>Consistency</b> - Although written by more than forty authors over a period of about 1500 years, the Bible is internally consistent; nothing said by one author contradicts what is said by another (most seeming inconsistencies may easily be resolved by those who accept Scripture as the Word of God).	<input type="checkbox"/> Internal  <input type="checkbox"/> External
<b>Fulfilled prophecy</b> - For example, passages like I Kings 13:2 and Isaiah 44:28, where names of men are predicted before they were born, and Old Testament prophecies fulfilled in Jesus Christ. These could never have happened by chance, and most prophecies could never have been fulfilled intentionally.	<input type="checkbox"/> Internal  <input type="checkbox"/> External
<b>History and Archaeology</b> - History supports the biblical account in all cases where it speaks. Scholars have doubted the existence of certain biblical characters and events, but later discoveries have always validated Scripture. For example, the Hittite civilization was regarded as mythological until their capital city was unearthed in an archaeological excavation. Liberal professors thought Belshazzar to be a product of fanciful imagination since his name did not appear in standard king lists. Then they discovered that he was ruling as regent for his father Nabonidus, who had abdicated kingly responsibility to meditate in the desert, but was still officially king.	<input type="checkbox"/> Internal  <input type="checkbox"/> External
<b>Science</b> - Science never contradicts Scripture. Scientific theories such as evolution may disagree with the Bible, but true science never will. On the other hand, we must allow for metaphorical language and be sure that our interpretation of God's Word is accurate and not based on our own cultural and philosophical presuppositions, as when the Church accused Galileo of being a heretic for denying that the earth was the center of the universe!	<input type="checkbox"/> Internal  <input type="checkbox"/> External
<b>Testimony</b> - God's Spirit's witness in our hearts and the way its truth accords with our observation of life confirm the fact that the Bible is the Word of God.	<input type="checkbox"/> Internal <input type="checkbox"/> External

# **BIBLE TRANSLATION - 1**

## **Lesson Aim**

To encourage your students to be grateful to God that the Bible has been translated from Greek and Hebrew into our native language, and to see the importance of its being translated into the heart language of others as well.

## **Memory Verse**

**Psalm 119:1-16; this week, Psalm 119:5-6** - “Oh, that my ways were steadfast in obeying your decrees! Then I would not be put to shame when I consider all your commands.”

## **Lesson Background**

‘Εν ‘αρχη ‘ην ‘ο λογος, και ‘ο λογος ‘ην προς τον θεον, και θεος ‘ην ‘ο λογος. Huh? If that’s “Greek to you,” you are not alone. For most of us it is a very good thing that we do not have to read John 1:1 and the rest of the Bible in the original languages. Many people in the world, however, do not have this privilege. Today your students will learn something about the process of Bible translation, the need for it, and hopefully an appreciation for the translation of God’s Word in their language.

The Bible was translated early on from its original languages, Hebrew (most of the Old Testament), Aramaic (portions of Daniel and a few verses in Ezra), and Greek (the New Testament). The Old Testament was translated into Greek (a work called the *Septuagint*) several hundred years before the time of Christ, and the entire Bible was later translated into Latin, the common speech of the time. Jerome’s (c.345-420) work, called the Vulgate, became the standard Latin translation used by the Church for centuries. As time went

on, language changed and Latin was no longer the common tongue, but that of the educated elite. To maintain their position of power and because they feared the average man would misinterpret God's Word, church leaders clung to the Latin translation. It took the foresight of John Wycliffe (c.1329-1384) and associates such as Nicholas of Hereford and John Purvey to translate the Bible from Latin into English. In the sixteenth century, Martin Luther translated the Bible into German, Jacques Lefevre d'Etapes translated it into French, and William Tyndale produced a superior English translation from the original languages. A century later, in 1611, a group of scholars produced the King James Version of the English Bible. Today, of course, there are numerous English translations such as the New American Standard Bible, the New International Version, and the English Standard Version, as well as a host of versions in other languages of the world.

What version should you and your students use? Different English translations use different words to try to express the meaning of the Greek and Hebrew originals. Some translations such as the New American Standard Bible (NASB) use the principle of formal equivalence, yielding a very literal, almost word-for-word reading of the Greek and Hebrew. A dynamic equivalency translation such as the New International Version (NIV) seeks to be just as accurate and faithful to the original text, but regards a phrase rather than an individual word as the unit of meaning. This allows a clearer, more vibrant English translation of the Bible less closely tied to the word order and grammatical distinctives of the original. Some versions such as the Living Bible are not really translations, but paraphrases, which are more concerned about putting God's Word in understandable language than in grammatical nuances. Thus J. B. Phillips contextualizes Paul's "greet one another with a holy kiss" (II Corinthians 13:12; I Corinthians 16:16) as "greet one another with a hearty handshake." The general concept is there, and reading such works can give new perceptions of familiar passages, but they should not be used for serious Bible study or even regular devotional fare. The King James Version is quite accurate and perhaps the most beautiful English translation of the Bible. It has also been the most widely used and familiar version, the one most memorized and referred to in English literature. However, the English language has changed, as all languages do, in the 400 years since it was written. For example, the word *conversation* (e.g., Philippians 1:2) no longer means *conduct or manner of life* as it did then, but only *talk*.

We are blessed with a number of good English translations of Scripture. However, of the 6528 known languages of the world, only 2000 have a translation of even one book of the Bible. Some of the 6500-plus languages do not need a translation because the speakers sufficiently understand the national or trade language. Many languages do, however, need translation because the majority language is not understood or because, although the people have some intellectual comprehension, the words fail to penetrate deeper levels of their being. If the Bible is not put into the heart language of a people, it will have little impact on the culture, or its truth will be twisted and a strong, pure church will not survive.

## Lesson Procedure

Begin class by reading John 1:1 or a longer passage in a foreign language (this verse is written below in Spanish, French, and German, respectively, for your reference). Act surprised that your students do not understand you, and then explain how good it is that God has allowed us to have His Word in a language we can understand.

En el principio existía la Palabra, y la Palabra estaba con Dios, y la Palabra era Dios.

Au commencement, était la Parole, et la Parole était avec Dieu, et la Parole était Dieu.

Im Anfang war das Wort, und das Wort war bei Gott, und Gott war das Wort.

If possible, show your students Scripture in the original languages, foreign languages, and various English translations. Explain to your students that translation is not an exact word-for-word process. For example, would they use the word *big* or *large* to translate a word meaning of greater than average size? Discuss differences in translations with your students and then have them compare several versions of a passage such as I Thessalonians 4:13-18 or Philippians 2:1-8. Individual students can read the entire passage aloud and then focus in on one or two verses where the variance is most noticeable. Which version did they like the best? Why? Should what they like be their only consideration in choosing a Bible? [Obviously not; faithfulness to the original languages is paramount; one might also consider ease of memorization, the student's reading ability, what Bible is being used in the student's environment (family, church, school) and the use to which it is put, such as reading or study.]

## Application

If people had not translated God's Word into your language, you may never have known about God's love in sending Jesus to die and come to life so that people could be forgiven of their sins. Perhaps you could have learned Greek and Hebrew, but that would be hard, take a long time, and never really speak to you deep inside the way your heart language does. Aren't you glad that people translated the Bible into your language? Many people in the world, however, do not have God's Word in a language they can understand. Maybe someday you can help so these people can have the Bible in their heart language. Even now you can give money and pray so people can read God's Word. Let's learn something about how people translate the Bible.

## Into how many different languages has the Bible been translated?

**Statistical Summary provided by UBS World Report, March 2002.** A summary, by geographical area and type of publication, of the number of different languages and dialects in which publication of at least one book of the Bible has been registered as of December 31, 2002.

<b>Bible Translation Throughout the World</b>				
<b>Region</b>	<b>Portions</b>	<b>Testaments</b>	<b>Bibles</b>	<b>Total</b>
<b>Africa</b>	213	279	149	<b>641</b>
<b>Asia</b>	223	228	119	<b>570</b>
<b>Pacific</b>	168	204	33	<b>405</b>
<b>Europe</b>	110	31	62	<b>203</b>
<b>North America</b>	40	26	7	<b>73</b>
<b>Central and South America</b>	127	244	21	<b>392</b>
<b>Constructed Languages</b>	2	0	1	<b>3</b>
<b>Total</b>	<b>883</b>	<b>1,012</b>	<b>392</b>	<b>2,287</b>

## **Worksheet**

Read the historical section of the worksheet with your students and do the suggested activities (marked with asterisks \*). If possible, have a bilingual speaker visit your class as suggested in the worksheet. This person should pretend to be able to understand only the foreign language. Your students should attempt to learn some of that language in whatever way possible, such as by pointing at objects or acting out verbs.



**‘Εν ‘αρχη ‘ην ‘ο λογος, και ‘ο λογος ‘ην προς τον θεον, και θεος ‘ην ‘ο λογος.**

That is what John 1:1 would look like if it hadn't been translated into English. The New Testament, including John 1:1 above, was originally written in Greek, while the Old Testament was written in Hebrew. This is the word *Yahweh* (God) in Hebrew: יהוה

The first widely-used Bible translation into Latin, the common language of the Romans, was prepared by a monk named Jerome, who finished his Latin Vulgate by the year 405. This translation was used by the church for hundreds of years. After a while, only educated people like priests spoke Latin, so translations began to be made into other languages. In the 1300s, John Wycliffe and his friends translated the Vulgate into English. In the 1500s, Martin Luther made a German translation and William Tyndale translated the Bible into English from the original Hebrew and Greek. In 1611, a group of English scholars produced the King James Version, which became the standard English translation for the next 350 years.

If people had not translated God's Word into your language, you may never have known about God's love in sending Jesus to die and come to life so that people could be forgiven of their sins. Perhaps you could have learned Greek and Hebrew, but that would be hard, take a long time, and never really speak to you deep inside the way your heart language does. Aren't you glad that people translated the Bible into your language? Many people in the world, however, do not have God's Word in a language they can understand. Maybe someday you can help so these people can have the Bible in their heart language. Even now you can give money and pray so people can read God's Word. Let's learn something about how people translate the Bible.

\* There are 500 1500 2500 3500 4500 6500 language groups in the world today. Only about 500 1000 2000 3000 of these have one or more books of the Bible in their own language.

Not all of the rest of the languages need their own translation. Perhaps the people of a particular language group can understand another language very well and it would be a waste of time and money to make a separate translation for them. People must *survey* a language to see if a translation is needed. If it is, the translator (let's call him Mike) cannot begin writing down the Scriptures right away. First he must learn the language (let's call this imaginary language Bok). Like most translators, Mike cannot learn the language from a book (there are no books written in Bok), so he will live with the Bok people and learn the language from them. He must gain their trust and respect so they will teach him and he can tell them about God. How do you think he can do this?

\* If possible, ask someone who speaks another language to help you play this translation game. Have him speak to you only in that language, pretending not to understand your language. Use gestures or whatever means you like to try to learn a bit of that language. Write down what you learn. What kinds of words are easy to learn? What kinds do you have trouble finding out? How could you learn about these words?

## **BIBLE TRANSLATION - 2**

### **Lesson Aim**

That your students will learn more about the Bible translation process, and in gratitude to God want to do what they can do to help.

### **Memory Verse**

**Psalm 119:1-16; this week, Psalm 119:7-8** - "I will praise you with an upright heart as I learn your righteous laws. I will obey your decrees; do not utterly forsake me."

### **Lesson Background**

Last week your students learned the crucial importance of having God's Word in the heart language of a people if they are to have a strong knowledge of Him. They saw how the Bible has been translated from Greek and Hebrew into English and many other languages and something of what is involved in accomplishing this task. Today your class will learn more about the task of Bible translation and the part they can play by encouraging translators, telling others, by giving, and above all by prayer.

The first task of Bible translation is a survey to determine whether or not a particular translation is needed. Next a translator must move into a culture and learn to communicate in it, writing down the sounds phonetically. He needs a good ear to hear where one word stops and another begins or to discern pitch, a difference in which may change the entire meaning of a word or phrase. Many languages do not even have an alphabet, so the translator has to devise one, including how to notate sounds not found in most other languages. For example, the 'Xosa language employs a series of clicks made in the back of the throat.

Familiar examples of how languages notate different sounds can be seen in the Spanish ñ as in cañon (canyon) or the French façade. The translator must learn the grammar of the language and how things such as word order affect meaning. He must decide how to translate idioms and biblical concepts (e.g., justification) or terms not found in the culture. For example, how would one translate *snow* or *lamb* for people who have nothing like this in their background or experience?

As he translates, the linguist will consult often with native speakers. He will check and revise his work many times before he and the people are satisfied that the translation faithfully and clearly communicates God's Word. Computers are invaluable in this process. Finally, the Bible or Scripture portions will be ready to distribute, but this will do little good if the people do not know how to read. Literacy workers are needed to help the people see the value of reading and to teach them to do so.

Is translation worth all the trouble and financial investment? Definitely! Time after time, people's lives and whole cultures are radically changed as men, women, and children come to know God through His Word in their own heart language. May you and your students give, pray, and perhaps even go that this task may be accomplished and our God glorified.

Help your students with the worksheet and activities (indicated by an asterisk \*). Because of time constraints you will probably need to skip some activities or have your students do them at home.

## Lesson Procedure

Remember Mike? Mike's a translator for the Bok language. Well, actually, Mike doesn't really exist nor is there a Bok language, but there are hundreds "Mikes" and "Marys" and "Johns" who are working so that people can learn about God in a language they can understand. The first thing Mike had to do was to learn to speak Bok. Mike learns by living with the Bok people, listening to their stories and daily conversations, and trying to speak with them. He sometimes makes silly mistakes in learning their language, which make them laugh. Mike tries to honor God in all he does, both to glorify God and so the Bok people will want to follow Jesus, too.

As the Mike learns more and more words, he writes them down using a *phonetic* alphabet - that's one where each letter has its very own sound (unlike English letters such as c and g, which each have two sounds). Some sounds have only tiny differences, but translators must recognize them. \*Put your hand in front of your mouth and say the words *pit* and *spit*. Notice how *pit* shoots out of your mouth while *spit* does not? Some languages have sounds that don't occur in English. For example, in Spanish, double r's are rolled with the tongue (this can't be ignored, either: *caro* means *expensive* while *carro* means *car*). In Welsh, to make the sound of two l's (as in the word *llawen* - *happy*) one must put his tongue as if to say *l* but then make an *h* sound. In German, the *ch* sound (*ich* - *I*) is made in the back of the throat. In the African language called 'Xosa, many words use a clicking sound in the back of the throat. \*Try to make some of these sounds. Some languages are *tonal*, where how high or low a person speaks a word can change its meaning.

As he listens to people speak their language, Mike must determine where one word stops and the next begins. \* Listen to someone speak a sentence in another language and then try to write it down.

Mike must not only learn individual words, but how those words are put together to make sentences. He must learn the *grammar* of the language. *Word order* can affect meaning. \* How does changing the word order of the following sentence change the meaning? Have students arrange the words in different orders to convey different meanings.

Mary hit John the ball.

Since Bok has never been written before, Mike must make up an alphabet, including ways to notate sounds not found in other languages. He will probably use an alphabet like the one used for English, but there will be some differences. \* Make a new alphabet for English. What sounds would you need (think of sounds, not letters; for example, the first sound in the words *get*, *giraffe*, *cat*, *church*, *that*, *think* and the middle sound in *treasure*)?

Translators have many things to consider. How would you translate the word *sheep*, *camel*, or *snow* for people who have never seen such things? *Idioms* can also be difficult to translate (an idiom is an expression the meaning of which differs from the literal meaning of the words, such as to *catch cold*). In English, emotions are said to come from the heart, but in another language they might arise from the liver or breath. Instead of asking God to give him a clean heart as David did in Psalm 51, a Cotabato Manobo man might ask the Lord for a clear gall bladder! \* For fun, list some idioms and draw pictures of their literal meanings.

As he translates, Mike will talk often with Bok speakers to see if he is using the language well. He will check and revise the final translation many times until it “speaks good Bok” and faithfully communicates God’s Word. Computers can help a lot here. When the Bok translation is finally finished, Mike will send it to the *printer*, who will make many copies so the people can read the Bible in their own language. But what if the people do not know how to read? Mike or a *literacy worker* will need to teach them; he will have to make up his own beginning reading books and other materials. Mike and others must also plan the best way to distribute the new Scriptures when they are printed.

Mike has not been alone through this whole long process of translation. Many people have helped him, such as the pilot who flew him to his village, the teachers who taught his children, the people who printed the Scriptures, computer experts, and others. Is it worth all the work? Mike and the many people whose lives were greatly changed by reading God’s Word think so. If possible, read stories about real “Mikes” and the amazing things that happen when people read God’s Word in their heart language for the first time.

How can you help translators and other missionaries? Give money for their needs and the needs of the translation, learn about the translator and his family and the people among whom he works, and pray, pray, pray!

Do you think you might like to be a translator? Study hard, especially in learning languages such as Greek, French, or Spanish. Learn all you can about God and the Bible. Eat right and exercise because translators work hard and many live far from doctors. Learn to pray, pray, pray, and obey God in everything (you can start by obeying your parents).



## Student Worksheet

## Bible Translation - 2

Can you translate two Konkomba sentences if you know the meaning of eight others? Notice how each sentence changes from the ones before it (taken from *In Other Words* 3-4 1993, published by Wycliffe Bible Translators, used with permission).

- |     |                                 |                                   |
|-----|---------------------------------|-----------------------------------|
| 1.  | u pa linuul                     | She scraped a yam.                |
| 2.  | u ngaa linuul                   | She cooked a yam.                 |
| 3.  | upii ngaa linuul                | A woman cooked a yam.             |
| 4.  | u pa linuul sakpel              | She scraped a big yam.            |
| 5.  | upii pa linuul sakpel ngbaan    | A woman scraped the big yam.      |
| 6.  | u ji pa linuul sakpel ngbaan    | She scraped the big yam again.    |
| 7.  | u ji pa linuul sakpel ngbaan aa | Did she scrape the big yam again? |
| 8.  | u ngaa linuul ngbaan aa         | Did she cook the yam?             |
| 9.  | upii ngbaan ji pa linuul sakpel | _____                             |
| 10. | _____                           | Did the woman cook the big yam?   |

Remember, before a person can read the Bible in his own language, someone must:

- Survey the language group
- Move to where language is spoken and gain trust of people
- Learn language
- Make alphabet if necessary
- Translate the Bible
- Check the translation with native speakers
- Revise the translation (check and revise several times)
- Find someone who will print the Bible
- Teach people how to read if they don't know how
- Distribute God's Word to many places





# **HERMENEUTICS - 1**

## **Lesson Aim**

That your students will learn the importance of how we interpret the Bible and one way in which we do this.

## **Memory Verse**

**Psalm 119:1-16; this week, review Psalm 119:1-8.**

## **Lesson Background**

Hermeneutics, or the way one interprets Scripture, is of vital importance. Much off-beat doctrine and cultic practice could be avoided were a proper hermeneutical approach followed. When studying a Bible passage, we must be aware of its grammatical context, historical and cultural context, and theological context. Language is a reliable medium of communication, but we must realize that usage rather than etymology determines the meaning of a word and that the object of interpretation is to understand the author's intent.

*Grammatical context* involves translation and the way words and sentences are being used. Translation difficulties, as examined last week, can include multiple meanings for the same word, idioms, concepts not present in a particular culture, and Greek or Hebrew words unique to a particular biblical passage. There are several grammatical questions we must ask ourselves in trying to understand a passage.

First, who is speaking? The Bible says, "There is no God," but, of course, it is a fool who says so (Psalm 14:1). Much of the book of Ecclesiastes is written from the perspective of a man apart from God. However, the prophet Balaam, who set out to curse Israel, spoke a beautiful Messianic prophecy (Numbers 24), so character does not necessarily invalidate speech.

Secondly, what is the speaker trying to do? Is he speaking generally or to a specific problem? Is he being sarcastic (e.g., I Kings 22:15)? What kind of language is being used, literal or figurative, poetry or prose? Sometimes an author will clarify his meaning in a later passage.

Historical-cultural context involves knowing what was happening politically and culturally when the events of a Bible passage occurred, which can shed light on its meaning. We will examine how this is so in next week's lesson.

Theological context will also be covered next week, when we will see how the Bible is a theological unit with one Author even though it was written by many people over hundreds of years. This fact also affects how we interpret the Scriptures.

## Lesson Procedure

Ask your students if it makes a difference who makes a statement. Give them the following examples to show that it does.

- “Go on. Take the candy off the shelf. You don't have to pay for it.” It makes a difference whether a child or the store owner says this.
- “My Dad can do a triple flip off the diving board.” The credibility of this statement changes if one knows that the child's father was a former diving champion.

The situation involved and tone in which someone speaks can also affect meaning.

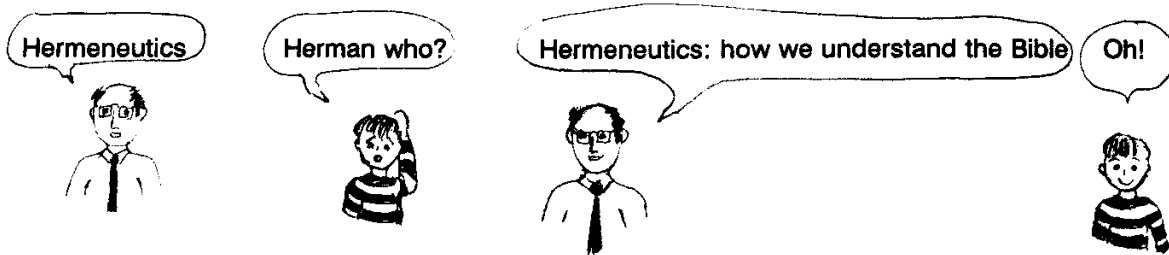
- “Break a leg” has one meaning in the theater and another on the soccer field.
- “He's the best student in the class” can be taken literally, or it may have the opposite meaning depending on the way in which it is said.

“Break a leg” is only one example of a statement that is not (necessarily) meant to be taken literally. Have your students make a list of others they can think of such as, “You're an angel”; “She's a doll”; “He's gonna kill me”; “I'm burning up.”

Explain to your students that when we interpret the Bible it is important to know:

1. Who is speaking
2. What the speaker is trying to do
3. What kind of language is being used, literal or figurative, prose or poetry (explain these terms to your students)

Have your students complete the worksheet to see how this is so.



**Grammatical Context**

**1. Who is speaking?**

“You will not surely die.” (Genesis 3:4) \_\_\_\_\_

“Utterly meaningless. Everything is meaningless.” (Ecclesiastes 1:2) \_\_\_\_\_

“God . . . was also at work in my ministry as an apostle to the Gentiles” (Gal.2:8 see 1:1) \_\_\_\_\_

“. . . there is no God.” (Psalm 14:1) \_\_\_\_\_

**2. What is the speaker trying to do?** Is he, for example, being sarcastic? Read I Kings 21:10-17. Does Micaiah mean the words he speaks in verse 15? How do we know?

**3. What kind of language is being used?** literal or figurative? poetry or prose? Write **L** or **F** next to the verses you think are using literal or figurative language.

Judges 11:28-29 \_\_\_\_\_ Job 38:4-11 \_\_\_\_\_

I Chronicles 12:24-37 \_\_\_\_\_ Psalm 18:6-15 \_\_\_\_\_

I Samuel 17:4-7 \_\_\_\_\_

Next week you will learn about theological and historical-cultural contexts.



## **HERMENEUTICS - 2**

### **Lesson Aim**

That your students will continue their study of the importance of how we interpret the Bible and learn two more ways for so doing.

### **Memory Verse**

**Psalm 119:1-16; this week, Psalm 119:9** - “How can a young man keep his way pure? By living according to your word.”

### **Lesson Background**

Last week we began our study of hermeneutics, how one interprets Scripture, by examining the importance of grammatical context, the way words and sentences are used. Our study of hermeneutics continues today with theological and historical-cultural contexts.

Theological context has to do with the fact that the Bible had many writers but is really one Book with one Author. Difficult texts can be understood by comparing them with other passages and the message of Scripture as a whole. By studying many individual texts, systematic theology decides what Scripture teaches about particular subjects and then uses these conclusions to help illumine other passages. The unity of Scripture also means that individual words will often have the same meaning throughout the Bible, although there are exceptions (e.g., *leaven* usually symbolizes something evil in Scripture, but not always). God’s revelation of Himself was also progressive, so that concepts appearing early in Scripture in seminal form (e.g., Christ’s redemptive work in Genesis 3:15) often will be only fully explained in later biblical

writings. As we study Scripture, we must be careful, however, not to superimpose our theological constructs in such a way that we refuse to allow the text to speak for itself. May we approach the study of God's Word with humility, asking its Author to give us understanding and touch our hearts.

Historical-cultural context acknowledges that the more we know about the times and places in which the Bible was written, the clearer picture we will have of any individual passage of Scripture. For instance, we can better understand Jesus' parable of the good Samaritan or His encounter with the woman at the well if we know the reasons for the Jews' bitter animosity toward the Samaritans. When the Assyrians conquered the northern kingdom, to discourage rebellion they imported people from other nations who intermarried with the native Israelites. This resulted not only in a mixed breed racially - the Samaritans - but religious syncretism as well, as the Israelites combined heathen religious practice with the worship of Jehovah.

Learning the background of the Pharisees and Sadducees helps us comprehend their actions and motivations and why the Lord dealt with them as He did. For example, the Sadducees tested Jesus with an absurd hypothetical situation about marriage in heaven (Matthew 22) because they denied the resurrection and wanted to show that this belief was foolish.

Historical background also greatly illumines the meaning of the letters to the seven churches in Revelation. The Laodiceans would have readily related to the Lord's judgment of spitting them out for lukewarm spirituality, for water flowing from the famous hot springs of Hieropolis was tepid by the time it reached the city of Laodicea and produced nausea. The image of being pitiful, poor, blind, and naked would have struck hard at people coming from such a great financial center famous for black wool garments and Phrygian powder, an eye remedy.

## **Lesson Procedure**

Have your class define a word like *run*, *play*, *draw*, or *frame*. How many definitions can they come up with? Use a dictionary to list even more meanings. Tell them that when we read the Bible, it is important to know what the author means by the word he's using. We can study the context and see how the word is used in other places. Have your students turn to their worksheets and continue.

**Theological Context**

**Word Studies** - How many different definitions can your class think of for the word *run* (or *play*, *draw*, or *frame*)? Use a dictionary to find even more meanings. When we read, it is important to know what the author means by a word he’s using. Often we can understand a word from context. Often words are used in the same way throughout the Bible, but sometimes they are not. For example, *leaven* (an ingredient used to make bread rise) usually refers to something evil in Scripture. Read Matthew 13:33. Do you think it does here? Why or why not? If not, what does it mean?

The meaning of the original languages can sometimes help you learn more about a passage (but don’t worry - you don’t need to be a Classics scholar to understand God’s Word). Sometimes one Greek word covers more than one meaning in English. To be born *‘ανωθεν* (*anōthen*) in John 3 means both to be born *again* and to be born *from above*. In other places, one English word is used to translate two or more different Greek words. Both *φιλεω* (*phileo*) and *‘αγαπαω* (*agapao*) mean *love*, but the words have different emphases. *φιλεω* is brotherly affection, to like someone, while *‘αγαπαω* means a self-giving love, like God’s love that keeps loving no matter what the response. See how knowing these two words helps you better understand what is happening in John 21:15-17, where the words for *love* are (in this order):

*‘αγαπαω φιλεω ‘αγαπαω φιλεω φιλεω φιλεω*

**Systematic Theology** - This means studying what many passages say about a subject. Different passages on the same subject should not contradict each other.

**Progressive Revelation** - Often later biblical writings explain things more clearly and fully than earlier writings.

**Historical-Cultural Context**

Check which of these facts about the city of Laodicea help you better understand Revelation 3:14-22.

- \_\_\_ Fact: Laodicea produced fine black wool clothes.
- \_\_\_ Fact: Laodicea was in what is now Turkey.
- \_\_\_ Fact: Water from the famous hot springs of Hieropolis flowed into Laodicea, but by the time it got there, it was lukewarm and made people sick to their stomachs.
- \_\_\_ Fact: Paul wanted the Laodiceans to read his letter to the Colossians.
- \_\_\_ Fact: The ruler who rebuilt the city named it for his wife.
- \_\_\_ Fact: Laodicea was a great financial center.
- \_\_\_ Fact: Laodicea is in the Maeander valley.
- \_\_\_ Fact: Laodicea made Phrygian powder, a famous eye remedy.





# **BIBLE STUDY - 1**

## **Lesson Aim**

That your students will learn about Bible study aids and methods.

## **Memory Verse**

**Psalm 119:1-16; this week, Psalm 119:10** - "I seek you with all my heart; do not let me stray from your commands."

## **Lesson Background**

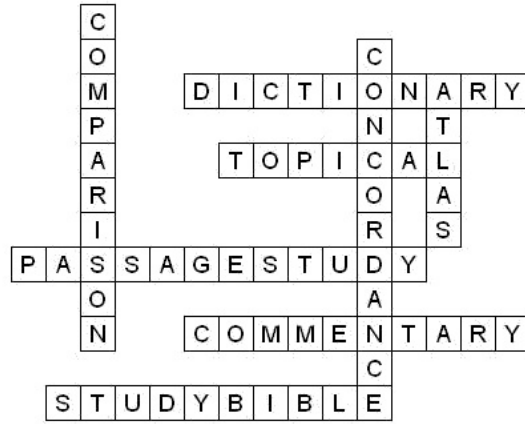
The basic message of the Bible is clear, although we need the Holy Spirit to illumine our hearts to understand its meaning. We can learn much about God by simply reading His Word, but some knowledge can only be gained by careful study. Today, you will help your students learn how to do this by examining several Bible study methods and helpful resources. May God use this lesson to help you and your class dig deeply into His Word.

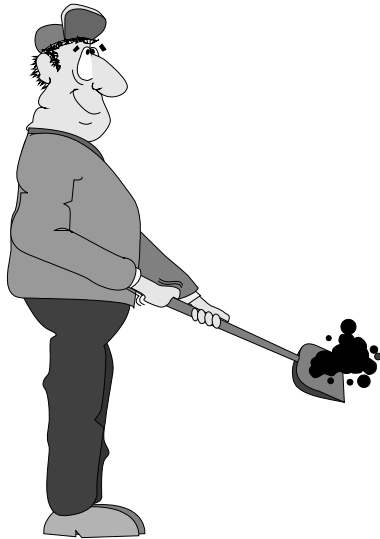
## **Lesson Procedure**

Using the first worksheet page, explain to your class the value of Bible study aids. If possible, bring in a concordance, Bible dictionary, atlas, and several commentaries and give your students opportunity to examine them. Then help your students learn about different Bible study methods using the second worksheet page.

Answers:

## Bible Study Quiz





Gerald is an archeologist (that's someone who learns about past cultures by digging up pots, tools, weapons, and other artifacts that have become buried in the ground over time). One day, Gerald just brushed away a little dirt with his hand and made an important find. Usually, however, he must dig deeply to make significant discoveries. It often takes difficult, patient work even to uncover a small piece of pottery, but Gerald thinks it's worth it. Bible study is like that.

You can learn much about God by simply reading the Bible, but there is hidden treasure which can only be unearthed by Bible study. A shovel and brush help Gerald with his job. The tools listed below will help you study the Bible.

### Bible Study Books

**Concordance** - lists all the words in the Bible (or the important ones if it is abridged) in alphabetical order and under each word gives the verses where it is found. Some concordances give the Greek and Hebrew words next to the English words. Sometimes one English word represents two or more Greek or Hebrew words (or vice versa).

**Dictionary** - gives definitions and explanations of important words in the Bible and theological terms such as *crucifixion* or *communion*. It usually includes significant people and place names.

**Atlas** - contains maps of places mentioned in the Bible, sometimes showing biblical events such as Paul's missionary journeys or the locations of the twelve tribes of Israel.

**Commentary** - gives explanations of background material and the meaning of a passage. Commentaries can be helpful, but remember they are written by fallible men (men who can make mistakes). Many commentaries contain very technical scholarship. Some are even written by people who do not believe the Bible! Most commentaries are probably too difficult for you to use at this point.

### Types of Bible Study

#### Word Study

Kevin heard a speaker say that *leaven* always means something bad in the Bible. Can you help Kevin find out whether or not the speaker was right?

## **Topical Study**

Mary is going to be baptized and wants her Christian friend Melissa to be baptized, too. Their friend Jill says she was baptized as a baby. Melissa wants to know what the Bible says about baptism. Use your concordance to find and read verses that might help Melissa. Write down what you learn about baptism and the Bible references that help.

Beth's Christian school teacher told her class that it was sinful to drink alcoholic beverages. This upset Beth's friend Jon, who said his Dad was a Christian and sometimes drank a glass of wine with dinner. Tammy responded that a drunk driver had killed her cousin and that no way would she ever take a drink. How could Beth find verses in the Bible to see what God says about drinking alcohol? What words might she look up with her concordance (think of two or three)? In reading these verses, what hermeneutical principle might help Beth make decisions on these issues (answer on the bottom of this page)?

## **Comparisons**

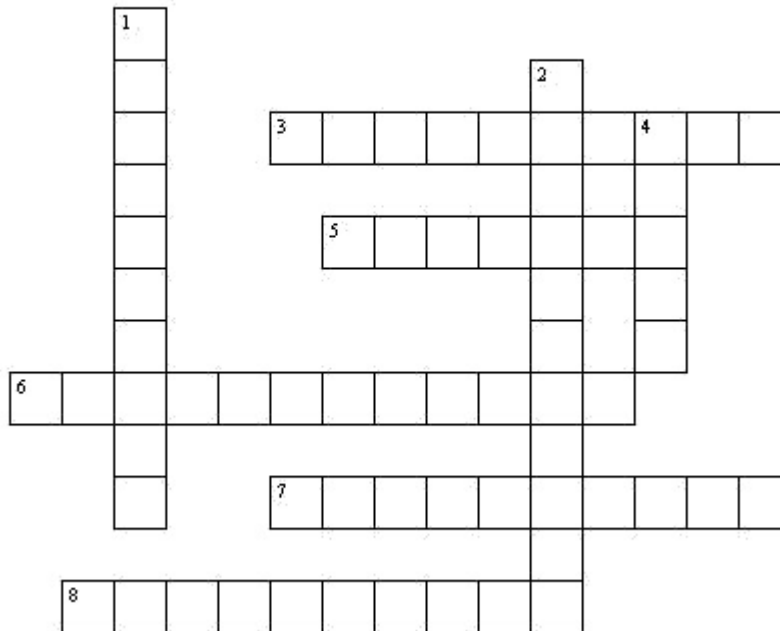
You may wish to study and compare Bible passages such as different Gospel accounts of the same event, fulfilled prophecy, or New Testament references to the Old Testament.

## **Bible Passage Study**

Most Bible study involves looking at a specific passage of Scripture. You will learn one way to do this next week.

Answer to question above: Beth might consider the historical-cultural context. Wine in the Bible had some alcohol in it, but not nearly as much as alcoholic drinks produced today.

# Bible Study Quiz



## ACROSS

- 3** Defines what a word in the Bible means.
- 5** An arrangement of Bible passages by topic.
- 6** Study of a section of Scripture from one verse to another.
- 7** A person's studied understanding of Bible passages written in book form.
- 8** A Bible with study notes in it.

## DOWN

- 1** Looking at different Bible passages to see how they relate.
- 2** Lists every place in the Bible a word is used.
- 4** Has maps of places mentioned in the Bible.

Match the definitions with the words in the box below:

<b>Books to Help with Bible Study</b>	
<b>Lists every place in the Bible a word is used.</b>	<b>Atlas</b>
<b>Defines what a word means.</b>	<b>Concordance</b>
<b>Has maps of places mentioned in the Bible.</b>	<b>Study Bible</b>
<b>A person's studied understanding of Bible passages.</b>	<b>Topical Bible</b>
<b>An arrangement of Bible passages by topic.</b>	<b>Dictionary</b>
<b>A Bible with study notes in it.</b>	<b>Commentary</b>

**A study of John 10:1-6**

Read through the passage at least three times, making a mental note of things that stand out as unusual that you will most likely need to study further. Pray and ask the Lord for help to understand and apply His Word.

Now answer these questions:

1. Who is speaking in this passage?

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2. To whom is he speaking? Is there anyone else to whom he is speaking?

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3. Is the Shepherd to be taken literally or figuratively? How do you know?

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4. List the different people and animal(s) and what you know about each.

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**Using study tools:**

5. Look up *shepherd* in a Bible dictionary and write down two or more interesting facts that you think are important to a better understanding of this passage.

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6. Look up *sheep*, too, and do the same as above.

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7. What seems strange or unusual in this passage that may have made more sense to the people who were alive when this was written?

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## **BIBLE STUDY - 2**

### **Lesson Aim**

That your students will learn the importance of studying the Bible and applying what they learn to their lives.

### **Memory Verse**

**Psalm 119:1-16; this week, Psalm 119:11-12** - "I have hidden your word in my heart that I might not sin against you. Praise be to you, O Lord; teach me your decrees."

### **Lesson Background**

Last week's lesson focused on Bible study tools, such as concordances, commentaries, and Bible dictionaries, and Bible study methods such as word study and topical study. Today you will help your students learn how to approach a single Bible passage to discover what it says and how it applies to their lives.

The first thing one needs to do when reading the Bible, or indeed any piece of literature, is to get the facts. Journalism's five W's (who, what, where, when, and why) are a good starting place to determine what the author is trying to communicate. However, God's Word was not meant merely to impart information. The facts recorded have implications for our lives. We must discern what teaching, commands, promises, reproofs, and examples are contained therein and then specifically apply what we learn to our individual lives. May the Lord use His Word to have a powerful impact on your life and those of your students as you read and study it this year. [Bible study method adapted from materials by Disciplemakers, Bethlehem, PA.]

## Lesson Procedure

Go over the worksheet with your students and then use what they have learned to study an actual passage such as the book of Philemon (or choose a short passage not covered in the fifth and sixth grade materials). The following are sample answers to some questions on Philemon.

- Who:
- Paul (a prisoner of Christ Jesus)
  - Timothy (our brother)
  - Philemon (dear friend and fellow worker)
  - Apphia (our sister)
  - Archippus (our fellow soldier)
  - Onesimus (Paul's son) (his name means *useful*)
  - Epaphras (fellow prisoner)
  - Mark, Aristarchus, Demas, Luke (fellow workers)

NOTE: Your students may take the terms *brother* and *son* quite literally, or go in the other direction and not realize that Paul was in an actual prison. Do not just tell them what the passage says, but guide them to discover meanings themselves.

What: Paul is writing a letter to his friend Philemon on behalf of Philemon's slave Onesimus, whom Paul led to Christ after Onesimus ran away from his master. Paul asks Philemon to welcome Onesimus back into his household and to forgive his debts (or Paul will pay them). Paul also asks Philemon to prepare a guest room for him (note the faith he has that their prayers for his release will be answered) and sends greetings from his fellow workers.

Where: Paul, in prison, is writing to Philemon and the church that meets in his house (why might Paul write to the whole church and not just to Philemon?).

When: Probably early 60s A.D. (not in the text; information from a Bible study aid such as a commentary).

- Why:
- To send greetings to the church that met at Philemon's house.
  - To commend them for their faith and love and pray they will be active in sharing their faith.
  - To plead with Philemon to welcome back Onesimus and forgive his debt.
  - To communicate the news that Onesimus had become a brother in the Lord.
  - To ask Philemon to prepare a guest room.

Words to note: faith, love, brother, pray/prayers

Signal words: because (5,7), so that (6,14), therefore (8), yet (9), but (11,14,16), if (17,18)

Sample observation and interpretive questions:

- How do you think Philemon felt when Onesimus ran away?
- How do you think he felt as he read Paul's letter?
- How do you think he reacted?
- Would Philemon have acted differently if he were not a Christian? What leads us to assume that he was?

- Are we willing to forgive those who have done us wrong? (Put yourself in Philemon's place. If someone who lived in your house stole from you, would you take him back? You might realistically think: Would he steal again? Was his conversion to Christ real?)
  - What sort of master do you suppose Philemon was?
  - Does this passage imply anything about the whether slavery should be allowed?
  - How do you think Onesimus would feel about returning to Philemon's household?
- Describe the relationship Paul and Philemon seem to have. Are we as bold with our friends as Paul was with Philemon? Are we willing to "stick our necks out" to help someone, even if it might displease our friends?



**Dig In!**



When you read a Bible passage, you should ask yourself questions about what it means. Some of the questions you ask may be the same sort your reading teacher might ask you about a story. If you really want to dig into a passage, you may wish to use Bible study aids and write down what you learn. The following approach (adapted from material presented by Disciplemakers, Bethlehem, PA) may assist you in your study. Remember to ask God to help you and teach you what He wants you to know from His Word.

**Observation** (What does the passage say?):

Look at the passage as a whole and a verse or two at a time to see what it means.

Get the facts - ask Who, What, When, Where, Why, and How? Ask questions like:

- “Why did a character act the way he did?”
- “How do you think he felt when \_\_\_\_ happened?”
- “Why is \_\_\_\_ important?”

Words can give clues to meaning.

Is a word repeated or a similar word used?

Words can be signals.

- *But* and *however* mean contrast. Write a sentence using *but* or *however*.
- *Like* means compare. “He is *like* a tree planted by streams of water” (Psalm 1:3). The psalmist compares a righteous man and a tree. How are they alike?
- *When, so, after, because, and since* indicate cause and effect. “*When* they saw the star, they were overjoyed” (Matthew 2:10). The magi rejoiced because they saw the star. Why?

**Interpretation** (What is the main point of the passage?)

Does the passage show:

- A new way for me to think, believe, and act?
- A sin to repent of?
- A command to obey?
- A promise to claim?
- An example to follow?
- An error to avoid?
- Knowledge about God to believe or remember?
- Something to pray about?

**Application** (How will I respond to the text?)

With God's help I will . . . (Be specific; how, when, and with whom).

Now try using this method with an actual passage such as the book of Philemon.

# **BIBLE READING AND PRAYER**

## **Lesson Aim**

That your students will learn the importance of daily Bible reading and prayer and that they will put these disciplines into practice in their lives.

## **Memory Verse**

**Psalm 119:1-16; this week, Psalm 119:13-14** - “With my lips I recount all the laws that come from your mouth. I rejoice in following your statutes as one rejoices in great riches.”

## **Lesson Background**

Dr. Smith was a Bible scholar. He had hermeneutics for breakfast, Greek and Hebrew for lunch, and archaeology for dinner (with just a smidgeon of Ugaritic for dessert). With a string of letters after his name, he could cut down Wellhausen with the best of them, and he'd read Calvin's *Institutes* four times! There was only one problem. Dr. Smith's heart was cold toward God.

As vital as theological orthodoxy is, we do not want your students to have merely head knowledge of the Bible, but a heart knowledge of the living Word (lest He say to them, “Depart from me; I never knew you”). Only the Holy Spirit can bring this to pass, but if He does bring your students to saving faith, it is essential for them to learn to study the Bible, pray, and meditate on God's Word so that they will grow in their relationship with the Lord. Today your students will continue to learn about Bible study as well as the importance of daily devotions. May God use this lesson to begin life-long practices that will radically change lives for His glory.

## **Lesson Procedure**

Begin the lesson with the following: “Imagine you have decided to plant a garden. You energetically dig the dirt and plant the seeds, dreaming of all the huge juicy tomatoes, crisp cucumbers, and yummy corn on the cob you will eat in a few weeks. Pretty soon, however, you get tired of all the weeding and watering (it’s a hot summer without much rain). One day, you decide you’d rather play baseball than work in the garden. The following day your friend invites you swimming. The next day. . . What’s going to happen to your plants? You are like a plant. If you don’t get enough of the water of God’s Word and ask the Lord to dig out the weeds (sins) in your life and to protect you from Satan’s work (like harmful insects destroying a plant), you will soon be one very droopy sick plant.” Then use the worksheet to take the students through the lesson, emphasizing the importance of Bible study in their lives.



Farmer Jones' Plan For Healthy Plants

1. Read God's Word
2. Study God's Word
3. Meditate on God's Word
4. Pray



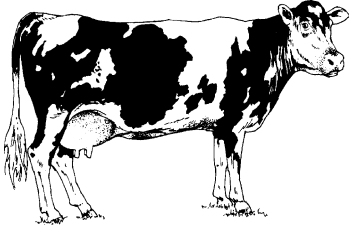
You must read the Bible and pray every day if you want to grow as a Christian. (If you are not a Christian, it is still good to do this, but the most important thing is to come to know Jesus. Next week's lesson will talk about what it means to be a Christian, but if you want to know more now, talk to your Sunday School teacher or other Christian after class.) Just like you must spend time with a person if you want to become friends, you must spend time with Jesus if you want to get to know Him. Some people the Lord has used greatly have spent two or three hours in prayer each day (see *Power Through Prayer* by E.M. Bounds). But you don't need to begin there! Start with ten or fifteen minutes every day to read the Bible and pray. Many people find that when they first get up is a good time to do this, but pick a time that is good for you. As you read the Bible, ask yourself questions about what the verses mean and how they relate to your life. Sometimes you will want to study as well as just read the Bible.

### Bible Reading

You will not study the Bible in depth all the time, but every day you should read it devotionally, thinking about what the passage basically says, what it teaches you about God, the world, and yourself, and how you can apply it to your life that day. Before you read, ask God to make the passage clear and to speak to you, and afterwards thank Him for His Word. Sometimes you won't feel like you've learned anything new or that the verses apply to your life, but other times the words will seem to "jump off the page" and "hit you right between the eyes." God will speak to your heart if you earnestly ask Him to, sometimes in very powerful ways, but *beware* - don't twist God's Word to make it say what you want it to say (remember hermeneutics!). Also don't use God's Word as a magic source of guidance like the man in the following amusing story.

Tom, wanting to know God's will, decided to open the Bible at random, point his finger at a verse, and do whatever it said. The verse said, "Judas went out and hanged himself." Thinking there must be a mistake, Tom opened the Bible to a different place, and upon plunging his finger down read the following, "Go and do likewise!" Now really disturbed, Tom repeated the procedure a third time and pointed to the verse, "What you do, do quickly." Tom needed to change the way he read his Bible!

## Meditate



Farmer Jones wants you to meet Bessie. Do you know Bessie has four stomachs! When Bessie eats grass, it goes down her throat into one of the stomachs, but later she brings it back up into her mouth to chew it some more (Ooh, gross! but it's not if you're a cow). This is called chewing the cud or ruminating. This food then goes into a second stomach and the process is repeated again. We should be like Bessie when we read God's Word. To get all the good nutrients, we should not just taste and chew it once, but all day, when we have the chance, we should be meditating on it, chewing it over again in our minds.

## Pray

Talk to God as you would to a friend. Speak respectfully, for He is the great, holy, and mighty God, but you can talk with Him about anything you want. You can pray anywhere. The disciples prayed on a boat (Matthew 8:23), Paul and Silas prayed in prison (Acts 16:25), and Jonah prayed from inside a fish (Jonah 2:1)! You may wish to fold your hands and close your eyes when you pray, but you don't need to. In the Bible people prayed standing (Nehemiah 9:2; II Chronicles 6:12), kneeling (II Chronicles 7:3; Ezra 5:5), with hands raised (I Timothy 2:8; II Chronicles 6:12), and even lying down (Ezra 10:1; Ezekiel 11:13).

**Adore God** - Tell Him how great He is. Tell Him what specific things you love about Him. Sing praise to Him (I Chronicles 29:10-13; Psalm 148; Psalm 150).

**Confess your sins** - Tell Him specifically what you are sorry for and ask Him to help you conquer sin, especially in areas of repeated temptation (Psalm 51; Ezra 9:6-15).

**Thank God** - Thank God for Who He is and what He does. Again, be specific. Have you ever thanked God for a hot shower, the fresh clean water and how good it makes sore muscles feel after a cold day sledding, or have you thanked Him for the chewy crust, spicy sauce, and gooey mozzarella of a pizza? (Psalm 136; II Samuel 22).

**Supplication** - Request things for others as well as yourself. Trust God to do what is best and seek first His kingdom and His righteousness (Matt. 6:33; Psalm 119:33-39; I Chronicles 6:14-42).

Which kind of prayer do we usually pray, and what kinds do we often forget about?

# **WHAT IS A CHRISTIAN?**

## **Lesson Aim**

That your students will be confronted clearly with what it means to be a Christian.

## **Memory Verse**

**Psalm 119:1-16; this week, Psalm 119:15-16** - "I meditate on your precepts and consider your ways. I delight in your decrees; I will not neglect your word."

## **Lesson Background**

God gave His written Word so we could learn about Who He is and come to love and serve Him. However, people did not respond to His Word the way they should have. The message was sent clearly enough, but the receivers garbled it or didn't listen at all. Therefore God gave not only the written Word, but sent the Living Word, His only Son Jesus (John 1:1-18), not only to communicate His ways, but to live them out in perfect obedience. Even this Word was rejected (John 1:10-11), however, so Jesus died to take upon Himself the punishment we deserve (I John 4:10). If God works in our hearts, we will believe this message, and He will change our hearts to love righteousness instead of sin as we become new creatures in Christ (II Corinthians 5:17).

This is the message you want to pass on to your students. Ask God to make you a faithful transmitter of His Word so that the message will not be distorted by your words or your life. Fifth and sixth graders are not too young to come to saving faith in Jesus Christ. It is, of course, very important not to push too hard or manipulate them toward this step by any means. Only God can change a heart, and our culture is all too familiar with easy decisions that involve no commitment or true understanding of the Gospel. We must do

our best to communicate to our students that if we believe, we will forsake sin (not that we will never sin again - I John 1:8 - but we will hate sin); becoming a Christian involves a radical life change, turning our backs on Satan's way to walk in God's path (repentance). On the other hand, we must not be so discouraging to our students that we bruise young seekers of the Lord with such introspection that they see no hope and begin to depend on works of righteousness instead of the grace of Christ. Only the Lord can save His children and bring them into full assurance and a warm relationship with Himself. Pray that the Lord would work mightily in your students' lives and use this lesson for His glory.

## **Lesson Procedure**

How you conduct today's lesson will depend to a large degree on the nature of your class, whether most of your students are Christians or non-believers. Heart knowledge, not head knowledge, is at issue here (and that can only come from God), but even their intellectual familiarity with the Gospel will affect how you conduct your lesson. Use the worksheet to present the Gospel to your students. (Note: you should proceed from the first section of the first worksheet to the second worksheet, and then back to the first because the second sheet is designed to be made into a booklet that tells the Gospel. God's Word so richly relates what Christ has done that any such presentation seems truncated; however, it can be a helpful tool in understanding the meaning of salvation). Be sensitive to the Holy Spirit's leading as to whether any of your students would like to talk to you about coming to know Christ. It would be good to have an assistant help with your class today in the event that one or more of your students would like to talk with you privately about spiritual matters.

If you feel that most of your students are Christians, focus on how they can share the Gospel with their friends. Tell them about the importance of praying that God gives them opportunities to do so. Challenge them to pray specifically that God would give them (and you) an opportunity to share the Gospel with someone this month or even this week, perhaps using the worksheet Gospel booklets. Pray about this as a class. Encourage them at least to invite someone to Sunday School.

## **Role Play**

If most of your students are Christians, have them role-play sharing the Gospel with another student (who pretends to be an unbeliever) using the Gospel booklets. Discuss the sort of attitudes they should have in sharing God's Word (being kind, loving, confident but not pushy, dependent on God).

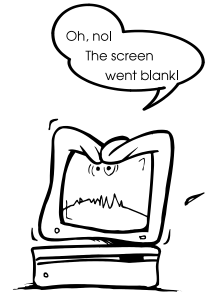
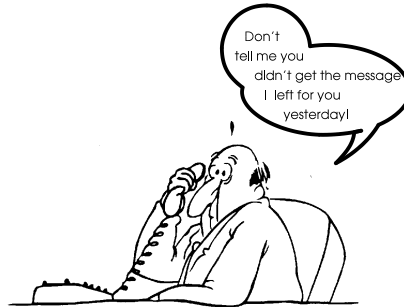
## **Service Project**

Don't forget to keep working on your class's Spreading God's Word service project, either in or out of class.

## Student Worksheet

## What Is a Christian?

We have been learning about God's Word, the Bible, His communication to man. Have you ever had something important to tell someone and the message didn't get through?



What would be the best way to be sure someone got your message? \_\_\_\_\_

Read John 1:1-14.

What Word did God send besides the Bible to make sure His message "got through"?

Even though there was no communication problem, did the world accept the Word?

What did God give those people who did receive the Word (verses 12-13)?

Why is this important? Is it important for us, too?

How can someone become a child of God?



Wait a minute! Let's get some facts straight first. According to the Bible:  
(Please now go to the other worksheet page and then come back to this one.)

Make the other worksheet into a booklet by cutting along the lines and stapling the edges together. If you are not a Christian, you may wish to read this again and consider what God says about His claim to your life. For more details, read the Bible, read a book called *Ultimate Questions* by John Blanchard (c/o Evangelical Press, 16-18 High Street Welwyn, Herts. AL6 9EQ England), and/or talk to your Sunday School teacher or other mature Christian.

If you are a Christian, use this booklet to tell others the good news (the Gospel) about Jesus. When a person becomes a Christian, it is as if a seed has been planted. Then the plant needs to grow. Remember Farmer Jones from last week's lesson? Every Christian "plant" needs to be watered and take in nourishment every day through prayer and Bible study. Ask the heavenly "Farmer" (God, not Mr. Jones) to pull out "weeds" (sins) in your life so they don't compete for space with the plant and soon make it sick (if you've ever planted a real garden, you know weeds grow fast!). It is also very important to be in a place with other healthy plants (a good church) where you can learn and grow closer to God. Next week, we will learn more about what it means to grow as a Christian.

<p>1.</p> <p>God, the Creator of the universe, is a Spirit. He is holy (separate from sin) and deserves our worship, praise, and obedience.</p>	<p>2.</p> <p>God created people in His image. He gave them purpose and good things. But Adam, the first man, disobeyed God, so God punished him and all people after him (for we all sin) with death.</p>
<p>3.</p> <p>Sin is serious. Not only do we do wrong things every day, we are in constant rebellion against God. God must punish this sin.</p>	<p>4.</p> <p>No matter how much we try to be good, we can't make ourselves right with God. So we must be punished unless someone could be punished in our place. However, God can only be satisfied with a perfect sacrifice, someone who never sinned.</p>
<p>5.</p> <p>There is such a Person, God's own Son, Jesus. God loved the world so much that He sent His very own Son Jesus to die in the sinner's place. Jesus did not stay dead, but God made Him alive again.</p>	<p>6.</p> <p>We are all born slaves to sin. By dying, Jesus paid the ransom price to free people from slavery to sin so they can be adopted by God the Father. If you believe that you are a sinner and want to be freed from sin to worship and obey God instead of doing what you want, tell God and He will change you inside to love Him. He will help you repent - to turn from sin and Satan's way to God's way.</p>

<p><b>Genesis 1:27</b> So God created man in his own image, in the image of God he created him; male and female he created them.</p> <p><b>Romans 5:12</b> Therefore, just as sin entered the world through one man, and death through sin, and in this way death came to all men, because all sinned -</p> <p><b>Romans 3:23</b> . . . for all have sinned and come short of the glory of God,</p>	<p><b>Genesis 1:1</b> In the beginning God created the heavens and the earth.</p> <p><b>Acts 17:24</b> The God who made the world and everything in it is the Lord of heaven and earth and does not live in temples built by human hands.</p> <p><b>John 4:24</b> God is spirit, and his worshipers must worship in spirit and in truth.</p> <p><b>Habakkuk 1:13</b> Your eyes are too pure to look on evil; you cannot tolerate wrong. . .</p>
<p><b>Isaiah 64:6</b> All of us have become like one who is unclean, and all our righteous acts are like filthy rags. . .</p>	<p><b>Jeremiah 17:9</b> The heart is deceitful above all things and beyond cure. Who can understand it?</p> <p><b>Hebrews 9:27</b> Just as man is destined to die once, and after that to face judgment . . .</p> <p><b>II Thessalonians 1:8-9</b> He will punish those who do not know God and do not obey the gospel of our Lord Jesus. They will be punished with everlasting destruction and shut out from the presence of the Lord and from the majesty of his power. . .</p>
<p><b>Romans 10:9</b> That if you confess with your mouth, "Jesus is Lord," and believe in your heart that God raised him from the dead, you will be saved.</p> <p><b>II Corinthians 5:17</b> Therefore, if anyone is in Christ, he is a new creation; the old has gone, the new has come!</p> <p><b>John 1:12-13</b> Yet to all who received him, to those who believed in his name, he gave the right to become children of God . . .</p> <p><b>Matthew 20:28</b> . . . the Son of Man did not come to be served, but to serve and to give his life a ransom for many.</p> <p><b>Ephesians 1:5</b> . . . he predestined us to be adopted as his sons through Jesus Christ, in accordance with his pleasure and will.</p>	<p><b>Hebrews 4:15</b> For we do not have a high priest who is unable to sympathize with our weaknesses, but we have one who has been tempted in every way, just as we are - yet was without sin.</p> <p><b>Romans 5:8</b> But God demonstrates his own love for us in this: While we were still sinners, Christ died for us.</p> <p><b>John 3:16</b> For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.</p> <p><b>I Corinthians 15:20</b> But Christ has indeed been raised from the dead, the firstfruits of those who have fallen asleep.</p>



# **CHRISTIAN FRUIT - 1**

**Philippians 2:3-11; John 15:1-8**

## **Lesson Aim**

That your students will know that the Holy Spirit produces fruit in a Christian's life so they can love others as Jesus did.

## **Memory Verse**

**Psalm 119:1-16; this week review Psalm 119:9-16.**

## **Lesson Background**

God gave us His Word, the Bible, and sent Jesus, the living Word, to live a perfect life and to die for His people. The Lord wants us, too, not only to tell others this good news, but to act in such a way that we demonstrate by our very lives Who God is. We cannot do this on our own. The Holy Spirit must work through us and we must remain close to Christ if we are to live in a way that honors Him. You will help your students to see these truths as you study Philippians 2:3-11 and John 15:1-8. The Philippians passage tells of Christ's sacrificial love and commands us to have the same humble, loving attitude; John 15:1-8 points out the necessity of being connected to the Vine (Christ) if we are going to bear fruit for Him. Next week you will study Galatians 5:22-25, which lists fruit and tells its source, the Holy Spirit. May God use these passages in you and your students' lives to make you more like Christ.

## **Lesson Procedure**

Have your students imagine that they are very wealthy, that they live in a huge mansion, and can have practically anything they desire. Would they want to leave that environment to live as a street person, not knowing where their next meal would come from? Discuss and ask them if they know of anyone who did something like that. Proceed to the worksheet through the comic about Tom and Tina.

Bring in a tape recorder or other electrical appliance but do not plug it in. Try to turn it on and express frustration that it is not working. Ask your students if they know what is wrong. This illustration of the necessity of being connected to the power source is also given on the worksheet (Farmer Jones and his weed-whacker), but a hands-on example is more effective. Before you read John 15, if possible, prune a vine or tree branch. Ideally, take your students to a bush or tree on church property that needs pruning, or you may bring a small branch into the classroom. Ask and teach them what you are doing and why, and then read the passage.

## **Related Music**

You may wish to listen to *The Final Word*, *To the Mystery*, and *Carmen Christi on The Final Word* (Michael Card; Sparrow 1987), songs which speak of God's Word and the incarnation.

## **Service Project and Prayer**

Don't forget your service project. Remember to spend time praying with your students each week.



We have learned that God not only gave us His Word, the Bible, to tell us about Himself, but He sent His Son Jesus, the Living Word. Think of it, the eternal God, Who made heaven and earth, took on human flesh (this is called the incarnation) and became a helpless little baby. It would be something like Farmer Jones becoming an ant.

However, Jesus not only lived a perfect life in a sinful world, but He died for His people. Read Philippians 2:6-11. Think about and discuss what these verses mean. Now read Philippians 2:3-5. God wants us to have the same attitude as Jesus Christ! The Lord not only spoke to His people, He showed them His love (Romans 5:8). We, too, must not only tell people about God, but demonstrate His love. We must have the same self-giving attitude as Jesus. Think of some ways you might do this.

**TOM and TINA**

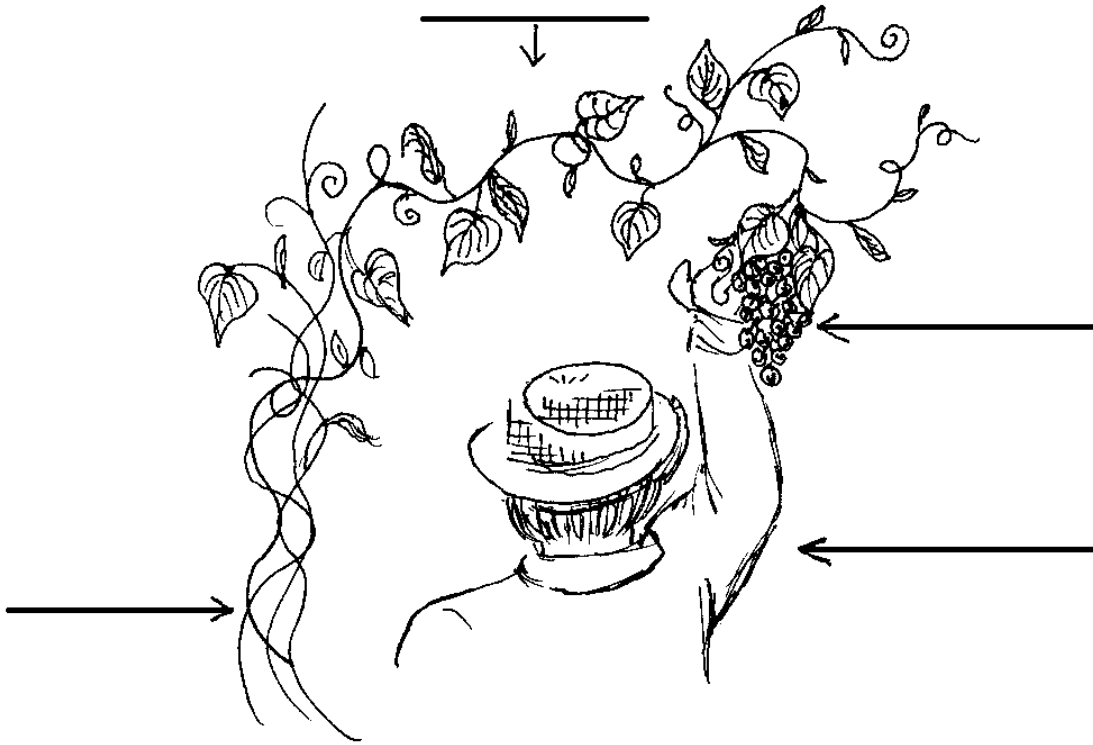


What is happening? Do you know why Tom and Tina may be having trouble having a Christ-like attitude?



It's something like what happened to Farmer Jones when he wanted to weed-whack his lawn one day. He was not connected to the power source. Jesus says we need to be connected to Him. First we need to become Christians, and then we must remain close to Him by spending time with Him and by obeying Him. Read John 15:1-8 and discuss.

Label the picture (farmer, vine, branch, fruit)



Why is it important for the branch to remain in the vine?

What does the farmer do to the fruit-bearing branches?

What does this mean (actually and symbolically)?

# **CHRISTIAN FRUIT - 2**

**Galatians 5:22-25**

## **Lesson Aim**

That your students will know that the Holy Spirit produces fruit in a Christian's life, such as love, joy, etc.

## **Memory Verse**

**Psalm 119:1-16; this week review Psalm 119:1-16.**

## **Lesson Background**

A person cannot emulate the Lord, living in a way that pleases Him, in his own strength. As we saw in last week's lesson, to have a Christlike attitude (Philippians 2) one must be continually attached to the Vine, Jesus Christ (John 15). Today, by studying Galatians 5:22-25, you and your students will learn about the type of fruit produced when "branches" (Christians) abide in the Vine. Note that *fruit* in Galatians 5 is actually singular, as one fruit with many parts, such as a bunch of grapes. May the Holy Spirit produce this fruit in your lives.

## **Lesson Procedure**

Use the worksheet to go over the fruit of the Spirit found in Galatians 5:22-23. After the students have unscrambled the words, discuss what each word means and talk about specific ways in which fifth and sixth graders can display these characteristics in their lives at home, school, and church.

## Related Music

If possible, listen to and sing the fruit of the Spirit song on *Hide 'em in your Heart*, Volume 2 (Steve Green; Sparrow 1992).

## Activities

Write a story, draw a cartoon, act out a skit, and/or tell about a real-life happening in which the fruit of the Spirit is seen in someone's life.

## Game - Slap, Clap, Snap, Snap

Have students face each other in an open circle. Assign the person in seat number one the word *love*, the second *joy*, the third *peace*, etc. If you have more than nine students in your class, assign the last ones the names of fruit. Have the players slap their knees, clap their hands, snap the fingers of their right and then left hands. All players should perform these actions simultaneously and repeatedly with an even rhythm. Once the players can do this, the first player says his word and the word of another player on the snaps. That player must say his word and the word of another player (again in rhythm on the snaps). For example, slap, clap, *joy* (snap) *faithfulness* (snap); slap clap *faithfulness* (snap) *self-control* (snap); slap clap *self-control*, *peace*; slap clap *peace*, *uh uh*. *Peace* cannot think of another fruit of the spirit so he must go to the end of the circle and each player (except *love* and *joy* who occupy seats number one and two) must move up a seat and get a new name. (The person who was *patience* is now *peace*, *kindness* is now *patience*, etc.) The object is to get as close to the first seat as possible, but this game really has no winner or set time limit.

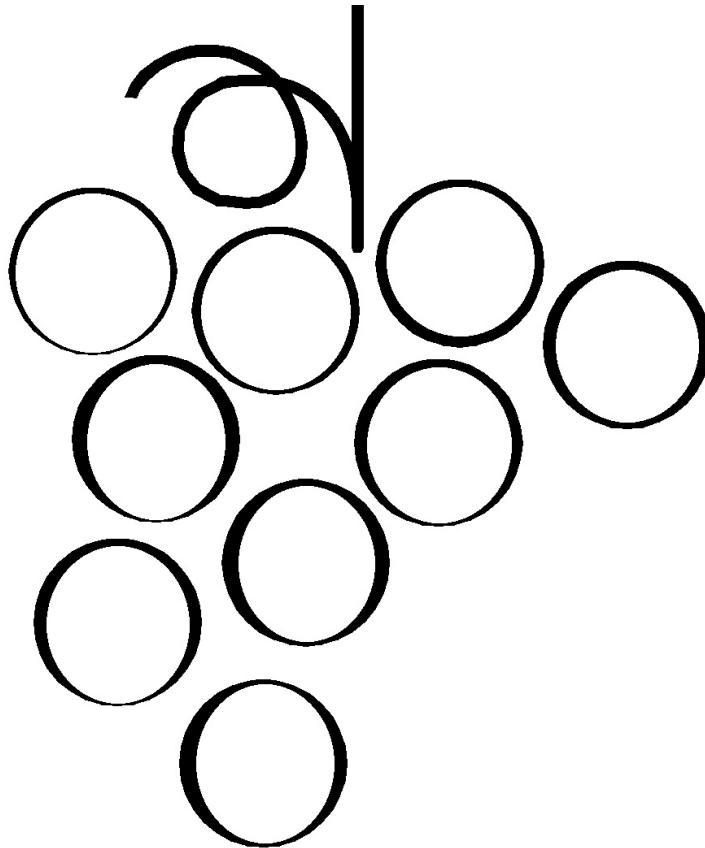
## Student Worksheet

## Christian Fruit - 2

Last week you studied John 15:1-8 and learned how important it was to be connected to the Vine in order to produce fruit. (Who is the Vine; do you remember?) What kinds of fruit might a Christian life connected to the Vine produce? Unscramble the words below to see. Write the unscrambled words on the grapes in the bunch below. Then read Galatians 5:22-25 to check your answers. Who produces this fruit in the Christian's life?

velo    yoj    acecp    tapecine    sinkdens    sodnoges

stuffashinel    estenglens    fels-clotnor



**Activity** - Write a story, draw a cartoon, act out a skit, or tell about a real-life happening in which the fruit of the Spirit is seen in someone's life.