

LEVEL 2, QUARTER A

Additional Activities

How We Got the Bible

1. Discover God's Treasure!

Secret Message Snacks (5 minutes)

This snack reinforces the idea of hidden treasures. **Supplies:** sugar cookies, frosting

Prepare “secret messages” on small slips of paper such as “You are nice,” “God loves you,” or “I’m glad you are here.” Make sugar cookies, and attach the edge of a secret message to a cookie with colorful frosting. When children eat the cookies, they can read their secret message from you. (Hint: use a non-smearing, ballpoint pen.) Include messages such as “The Bible is your treasure map.” and “God wants you to discover His Word!”

Bible Station (10 minutes)

This object lesson introduces children to the wide variety of Bibles in the world.

Bring to class as many different Bibles as you can gather—tiny pocket Bibles, large family Bibles, Bibles in foreign languages, and so on. Let the students explore these as you explain to them how the Bible comes in many forms. God has blessed us to live in a time and place where Bibles are plentiful and available in different styles for different kinds of people.

New Rules (10 minutes)

This drawing activity demonstrates how people respond to rules.

Have students fold a sheet of paper in half twice so they have four squares. In the first square, ask them to draw a picture of Cy. Tell them that Cy loves to help people. Whenever he plays kickball with his friends, he gets the foul balls for them.

When students have completed their coloring in the first square, tell them that while Cy and his friends were playing kickball, the ball went over the fence and across the street. When Cy started to go after it, a friend told him that they were not allowed to cross the street without an adult. Have students draw a picture of the ball going across the street.

When students have completed the second square, tell them that Cy has to make a decision. In the remaining two squares have them draw two things that Cy could do. Discuss how Cy could go across the street and get the ball or ask an adult to help him. Explain that the Bible can help us learn how to make right choices.

Treasure Seekers (10 minutes)

This game reinforces that God's Word is a treasure.

Send a student volunteer or pair of volunteers out of the classroom. While the volunteer is gone have a child hide your Bible, bookmarked at 2 Timothy 3:16, in the room. When hidden, call the student back into the classroom. Let the child find it, and then repeat for another child. Give hints about how far away or close he or she is to finding the Bible. Explain how important it is to search for God's Word, a valuable treasure. Have each child read the memory verse after finding the Bible. After some repetition, challenge students to recite parts or all of it rather than read it.

Book Covers (15 minutes)

This hands-on activity reminds students to take care of their Bibles.

Supplies: large paper, laminating machine or contact paper

Help children cut large sheets of paper that are the same height but eight inches longer than their open Bibles. (Invite adult volunteers to help cut the paper.) Let children decorate them. If you have access to a machine, laminate them. If not, you can cover them with clear contact paper. Put the covers on their Bibles so that the 4" edges fold over both covers and tuck inside like flaps. Encourage your students to use covers to protect their Bibles.

Judah Report (30-60 minutes)

This fun drama activity reviews the events of the Bible passage.

Supplies: robes, microphone, cardboard box

Invite small groups of children to plan and prepare specific segments for an evening television broadcast. (Make sure children understand that televisions did not exist in Josiah's time.) Provide robes for costumes, a microphone, and a cardboard box “TV.” Give each group a title for their news segment and then offer guidance to individual groups as needed. Possible news segments:

- Judah's Weather Forecast
- Little Boy Becomes King!
- Idols Torn Down, Altars Smashed!
- Mysterious Book Found in Temple
- No More Cobwebs in the Temple
- Happy Crowd Shouts, ‘We Promise to Obey!’

Allow children to use the TV, microphone and robes to

present their news segments to the rest of the class. Groups may either choose one broadcaster from their group or share the broadcasting responsibilities among the group members.) If desired, videotape this activity and watch it together after all the groups have presented. (Option: Some children may even want to plan commercials for items that would have been available in Josiah's time.)

2. The Bible Came from God

Scroll Snack (5 minutes)

This snack illustrates how scrolls work.

Provide a plain fruit roll-up for each child. Show children how to roll the ends like a scroll. Explain how God's Word was written on scrolls before they had books like we do now. Once children have rolled the fruit roll-ups, they may eat them.

Bag It! (5-10 minutes)

This simple game reinforces the memory verse or Bible passage.

Supplies: paper bag, note cards

Before class, prepare a set of note cards with a different people characteristic on each card and put them in a paper bag. After explaining the meaning of the memory verse and practicing the verse together a few times, have students take turns drawing a card from the bag and reading it aloud. Then everyone who has that characteristic must recite the verse together. Examples: everyone who likes pizza, everyone wearing something red, everyone who has black hair, everyone who is a boy, everyone who brought their Bibles today, etc. Alternatively you could have them recite the four things God wants us to do with His word: read it, talk about it, think about it, carefully do it.

Written in Stone (15 minutes)

This hands-on activity illustrates how the Law was first written.

Supplies: play dough for each student, plastic spoons

Give each child a lump of play dough. Show children how to flatten it into two tablets like Moses had. Then with back end of a plastic spoon, let them write their memory verse in it. Remind them that the writers of the Bible did not originally have paper.

Decorate Pencil Boxes (20 minutes)

This craft activity relates to the importance of writing. **Supplies:** pencil boxes, art supplies

Provide a pencil box for each student. This may be an inexpensive plastic pencil box or another kind of box (tissue box, cigar box, etc.). Allow children to decorate their pencil boxes with paint, permanent markers, stickers, etc. Encourage children

to keep all of their writing supplies in this box. Discuss which items Moses and Joshua would put in their pencil boxes if they had them in their day.

3. God Showed His Heart

Follow Directions Snacks (30 minutes)

This snack shows students the rewards of following directions.

Supplies: crock-pot or microwave oven, 12-ounce bag of chocolate chips, 12-ounce bag of butterscotch chips, 2 cans of chow mein (crunchy) noodles.

In a crock-pot or microwave oven, melt the chocolate chips and butterscotch chips. Mix together. Have students pour in the chow mein.

Students should drop their own cookies, one spoonful, onto their own wax paper to cool. When cooled, they can eat them. Draw a similarity between the recipe and God's plan—something good comes from following the directions. Dramatize the point by asking how the recipe would turn out if you put in a pound of salt or dirt instead of chocolate, or pipe cleaners instead of noodles.

Share a Story (10-15 minutes)

This personal testimony invites children to know you better and consider the importance of following rules.

Children love to hear true stories from their teacher's experiences. Today, if you are comfortable doing so, tell a true story about a time when you failed to follow instructions (either God's written instructions or the written instructions of a teacher, parent, boss, etc.). Be sure to include details such as the consequences you suffered and how you felt.

Encourage your students to share similar stories if they offer to do so. Be sure to always discuss the consequences and how that child felt.

Lego Lesson (10-15 minutes)

This object lesson teaches the importance of following directions, especially God's. **Supplies:** small Lego project with directions

Bring a small Lego project with all the parts and directions to class partially finished the wrong way. Explain that you were trying to put this model together but you thought you'd save time and you didn't really need to read the directions. You tried to put it together but you got stuck and your Lego project doesn't look like the picture at all! Show them your project and ask the students for advice. What should you do? Really "ham up" your part and express your frustration, dis-

appointment, and distress. When someone suggests following the directions, this is an “ah-hah” moment for you. **I guess the person that planned this project and wrote the directions knew what he was talking about.** Whine about the fact that you have to tear apart what you’ve done and now you have to start over and you’ve wasted all this time! Drive home the point that God has planned this world and knows what He is talking about. **If we follow the directions He has given us in the Bible, things will turn out the way he wants and we will save ourselves a lot of headaches and time.** To extend this to a hands-on activity, invite the students to help you start over, follow the directions, and complete the project.

Bible Search (10 minutes)

This movement-based activity portrays how to find God’s plan.

Supplies: four Bibles

Break the class into two groups. While kids in one group turn around and shut their eyes, the other group should hide four Bibles. When you say, “Go,” have the second group find the Bibles. Once a person finds one, he or she should yell, “I found God’s heart.” Then that person can give you the Bible. When all four Bibles are found, you should hold one up so everyone can say, “God shows His heart through the Bible.” Have the two sides switch and repeat the activity.

4. Authors Wrote God’s Words

Pattern Snack (5 minutes)

This snack teaches children to be careful like Dr. Luke. **Supplies:** trail mix or colorful cereal

Give each child a handful of cereal or trail mix with different shapes or colors on a napkin. Encourage students to listen carefully as you give them a simple pattern to follow. For instance, you could say, “red, yellow, orange, orange.” See if children can continue the pattern on their desks. Have them eat that pattern and give them another pattern. Repeat many times. Students could take turns giving patterns.

Bottle Orchestra (15 minutes)

This object lesson teaches how God inspired men to write the Bible.

Supplies: clean glass or plastic bottles

Provide clean glass or plastic bottles of different sizes and shapes—one for each student, or a few for groups to take turns. Show students how to get a musical tone out of the bottle by blowing air over the top of the hole. Allow children time to experiment, and then have them play together as an orchestra. Be sure to clean the bottles in between “sessions.”

After you collect the bottles, discuss where the musical tones came from. Did they come from the bottles or from the children? Help your students realize that the sound came from their breath. Tie this concept into how God’s breath—inspiration—gives power, life, strength, and beauty to the Word of God. Without it, the words written by men would have been powerless.

Eyewitness Account (15 minutes)

This memory activity encourages children to observe like Dr. Luke.

Stage two people to come in to your classroom and do and or say something rather unusual and then leave. Challenge the students to see how well they were paying attention and what details they observed. Who were those people? What did they look like? What did they do/say? Repeat another incident and check to see if children are better eyewitnesses after being forewarned. Explain how the disciples were eyewitnesses to everything Jesus did.

Describe and Draw (10-15 minutes)

This drawing activity highlights the importance of being careful.

Supplies: paper, crayons or colored markers

Give each child a piece of paper and crayons or colored markers. Ask children to scatter around the room so that they can hear you, but cannot see each other’s papers. Now describe in detail how to draw a simple picture. (It is best to draw this picture ahead of time and hold it in your hands as you describe its details to your students.) Encourage the children to listen carefully. Tell them that the idea of this game is to get their picture to look similar to your picture without seeing yours—just by listening to you tell about it.

When you have slowly and carefully described your picture and allowed students time to draw/color theirs according to your description, show them your picture. Have fun comparing the students’ pictures with yours. Discuss the element of carefulness (listening and drawing/coloring) that this activity required.

5. Scribes Made Exact Copies

Fashion Show (10 minutes)

This dress-up activity enables students to copy a photograph like Ezra copied the law. **Supplies:** dress up clothes, photograph or magazine picture

Divide the children into three groups. Place dress up clothes such as boas, hats, scarves, vests, etc. at the front of the classroom. Show the children a photograph or a magazine picture. Each group should choose one person to be the “model.” Ask each group to try to copy the clothes of someone in the picture. Give kids five minutes to dress their model. At the end of five minutes, have a fashion show. Let the class vote on which model looks the closest to the photograph. Remind them that copying something exactly is hard work.

Hebrew Letters (5-10 minutes)

This drawing activity cultivates an appreciation for Hebrew writing. **Supplies:** large photocopies of short Hebrew word, markers.

Pass out photocopies of an enlarged, short Hebrew word (available at the end of this document). Challenge the children to make exact copies of that word with markers. Explain that these kinds of letters are similar to what Ezra would have copied when he was a scribe. Stress that scribes had to be very careful with each letter.

Before They Had... (10-15 minutes)

This discussion activity highlights the differences between Bible times and today.

Write the following “modern conveniences” on a board: a washing machine, telephone, refrigerator, car, copy machine, newspaper, pens, computers, and a school. Ask the children, **What did people do before they had...** Encourage children to use their imaginations!

It is hard to imagine a time before there were computers, paper or pens. But these items had to be invented, just like a telephone or washing machine. (Discuss how much longer jobs took before these inventions.) **Before there were copy machines and printing presses, books and scrolls were very precious. Centuries ago, very few people even knew how to read and write. Things have sure changed today!**

Guest Speaker (30 minutes)

This guest speaker will prompt students to appreciate the work of people distributing Bibles today.

Contact an organization that seeks to distribute God’s Word to the public. Some local organizations may include The Gideons, The American Bible Society, and the International Bible Society. Invite a speaker from one of these organizations to present his or her ministry to your students. Be sure to tell the speaker ahead of time your topic of study (scribes) and the age level of your students.

6. God Inspired 66 Books

Snack of Books (5 minutes)

This snack builds edible books. **Supplies:** crackers, cream cheese, plastic knives

Provide crackers and cream cheese. Tell students to pretend that each cracker is a book. Have them put the books together with peanut butter or cream cheese and then eat them. Make sure that no child tries to put over four books together at a time. Alternatively, you can have your class help you make a stack of 66 crackers, which you can then divided out to your class.

Fact or Fiction (10-20 minutes)

This sorting activity illustrates the idea of using a standard.

Supplies: a wide variety of children’s books including fiction and non-fiction works, a poster board, two cards, a marker.

Bring a selection of books to class. Include a wide variety of fiction and non-fiction books. Explain the difference between “fiction” and “non-fiction” to your students.

Ask students to work together to try to separate the books into two stacks, a fiction stack and a non-fiction stack. When the children are satisfied with their groupings, ask them to share why they chose to put the books where they put them. Go through the stacks one book at a time allowing individual children to explain how they arrived at their decision. If children have placed books wrongly, help them discover their mistakes and guide them to re-categorize the book.

Keep track of recurring words and phrases that children use in their explanations, such as “It has pretend pictures,” “It has silly pictures,” “It looks real,” “I learned about that in school.” (Write these phrases on the poster.) After children have worked their way through both stacks of books, guide them to look at the poster where you have recorded their reasons for grouping the books as fiction or non-fiction. Explain that this list is their measuring tool, or standard.

The Collection (20 minutes)

This drawing activity shows how hard it is to collect 66 of anything.

Supplies: butcher paper, markers

Tape butcher paper across the front of the classroom. Give each child a marker. Tell children that as a class, they need to draw a collection of 66 different birds, fish, or animals. They should draw a picture of the animal and then spell its name below it. The animals can be all over the sheet of paper.

If the children run out of ideas, here is a list of possible creatures they can draw: dog, cat, elephant, donkey, lion, giraffe, tiger, monkey, snake, gerbil, rat, bear, wolf, pig, chicken, turkey, goat, horse, camel, ostrich, flamingo, penguin, trout, goldfish, catfish, shark, whale, leopard, cheetah, puma, ape, rhinoceros, hippopotamus, turtle, squirrel, emu, chipmunk, sloth, panda, platypus, octopus, stingray, lizard, dodo birds, owl, robin, kangaroos, alligator, crocodile, starfish, jellyfish, seahorse, gorillas, komodo dragons, prairie dogs, cows, sheep, deer, eels, antelope, hawk, eagle, dove, crow, llama, reindeer, weasel, possum, fox, raccoon, coyote, bat.

After the kids have finished, remind them that men collected 66 books of the Bible. First they had to find all the books, and then they had to decide which books to include. They should agree that it's hard to collect 66 of anything.

Christian Illusionist (20-30 minutes)

This special guest will explain real versus fake.

Invite a Christian illusionist to come to your classroom. This should be a born-again individual who performs sleight-of-hand tricks and teaches spiritual truths through these "tricks." Inform your guest ahead of time about the lesson, so that he or she can talk about real and true things versus fake and false things. Guide children to understand that tricks are fun and sometimes even useful as long as the truth of God's Word is confirmed.

7. Scholars Translated the Bible

Mortar and Bricks (5 minutes)

This snack lets children build their own towers. **Supplies:** graham crackers, frosting, plastic knives

Break graham crackers into the four squares where they are divided. Give each child a plastic knife with frosting, and four graham crackers. Let them spread the frosting and stick the crackers together like bricks and mortar. As they eat their small "towers," remind them that it isn't wrong to build a tower unless you are doing it against God's will.

Just Imagine (10 minutes)

This discussion activity surprises students about the problems of translation.

Give students some colloquial phrases in English and imagine what someone who spoke another language might think about them. Ask your children to come up with simple ways of explaining their meanings. Explain that what they just did is an important step in translating another language. Sample phrases: "Cat got your tongue?" "I have a frog in my throat" "He has ants in his pants!" "She is the apple of her mother's eye." "Let's bury the hatchet." "Don't beat around the bush." "He's in the doghouse."

Guess What I Drew (15 minutes)

This guessing game reviews the Bible story through translation.

Supplies: blackboard, whiteboard, or poster board, marker or chalk

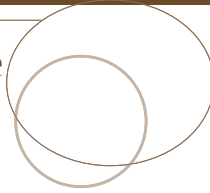
On the board, draw a picture of stick figures bunched together. **Guess what I drew?** Let students translate the picture into words—people stayed together instead of doing what God told them to do.

Draw a picture of stick figures and a tower. **Guess what I drew?** Let students translate the picture into words—people built a tower to show how great they were.

Draw two stick figures with word bubbles that are filled with lots of scribbles. **Guess what I drew?** God changed their languages.

Draw stick figures at opposite sides of the poster board. **Guess what I drew?** People scattered like God wanted them to.

Draw a Bible in the middle of the stick figures at opposite ends of the board. **Guess what I drew?** The Bible needs to be translated into every language.



Watch the Hand (10 minutes)

This movement-based activity helps children translate sign language into their language. **Supplies:** Disciple Guides

Ask students to use the hand signs in the Disciple Guide to say things to each other. Or you can slowly sign at the front of the class and have kids figure out what you are “saying.” Tell the students, **Sometimes people don’t understand each other because they speak different languages. Sometimes people don’t understand because they have trouble hearing sound. Sign language is a complete system that people can translate into their own language.**

8. Scholars Made English Translations

No Two Alike (5 minutes)

This snack demonstrates that something can be the same but different. **Supplies:** popcorn, paper cup, napkin

Give each child a paper cup full of popcorn. Have kids go through their popcorn and try to find two pieces that are exactly the same. Point out that even though they are all popcorn, each piece is different. The Bible is the same, but different versions use different words.

It’s All Me (10 minutes)

This group activity creates different versions of the same person.

Supplies: butcher paper, markers, crayons, tape

Roll out butcher paper and choose one volunteer. Trace the outline of that volunteer three times (or more if you have a large class). Divide your children into three groups. Give each group one of the outlines. Give them five minutes to draw clothes, a face, and hair on the outlines.

After five minutes, hang the masterpieces at the front of the classroom. Talk about how everyone received the exact same outline, but because of the different people in each group, the outline took on different characteristics. Explain that there are many ways for things to be the same but different. This is called a version.

9. God’s Word Is Perfect

Honey Sweets (5 minutes)

This snack provides insight into the sweetness of the honeycomb mentioned in Psalm 19. **Supplies:** bread and honeycomb, honey sticks, or honey

Pass out bread with one form of honey. Explain that Bible time people did not use sugar like we do today. Instead, they used honey—a sweet, sticky substance made by bees. As children eat their snack, discuss what David meant when he said that God’s Word was sweeter than honey.

Copy Me (5 minutes)

This paper-and-pencil activity illustrates why people find it hard to believe in perfection. **Supplies:** board, chalk or marker, paper, pencils

Hand out paper and pencils to your students, and ask them to draw exactly what you are going to draw on the board. Make a circle. Over the top of it, draw a square. Over the circle/square, draw a triangle and a rectangle.

Have students show their papers. Praise how well they did, but point out one small thing that makes their papers different than your drawing. Tell students that although they did a wonderful job, their papers are not perfect. Even when people try hard, they do not do things perfectly—even adults. Suggest that that is why some people find it hard to believe that something like the Bible can be perfect. Those people do not understand that God made the Bible without error—God made the Bible perfect, not people.

A Trashy Game (15 minutes)

This game helps children understand that nothing on earth is perfect. **Supplies:** newspaper, magnifying glasses, trash can

Have each student crumple three sheets of newspaper into three balls. Divide the class in half and let them have a trash war. If they throw their paper, and it hits someone on the opposite side, then that person is out. If the person catches their trash ball, then the thrower is out. Do this until you have a winner. When the game is over, ask students to clean up the floor and put all the mess in the trash can. After all the paper has been removed, tell them that they aren’t finished. Take out the magnifying glasses and let them see that there are pieces of dirt, fuzz, hair, and other things that would need to be picked up to make the floor perfectly clean. Explain that sometimes people need a magnifying glass to see what is real. The Holy Spirit is our spiritual magnifying glass to help us see the Bible more clearly.

10. God's Word Is True

Angel Pretzels (5 minutes)

This snack helps children interact with the story of Hezekiah.

Supplies: curved pretzels, small straight pretzel sticks, icing, small marshmallows, napkins

Give each child a curved pretzel, a straight pretzel, a marshmallow, and a napkin. Dip a pretzel into the icing and give each child a pretzel with the lump of icing on the end of it.

Let children build an angel. They can stick a straight pretzel down the center of the curved one with icing so it has wings. Then stick a marshmallow on top of it for the angel's head. Explain that God used an angel to fight King Hezekiah's battle. Pass out more pretzels for the children to snack on.

Angels (20 minutes)

This craft helps children think about the angel that saved Hezekiah.

Supplies: black construction paper, glue, scissors, chalk, felt squares for each child pre-cut into these shapes: white heart six inches high; tan circle, three inches in diameter; light blue triangle, six inches high

Have students cut their hearts in half to form two wings. They can arrange their angel (white wings, tan face, and blue bodies) on the black construction paper any way they want. Once they are happy with their designs, they can glue the felt to the black paper. Remind them that the angel came at night to help King Hezekiah. They can draw the rest of the scene (tents and Jerusalem in the background) with chalk.

Standing (5 minutes)

This demonstration will help children visualize what Hezekiah faced. **Supplies:** small plastic action figures (i.e., army men, cowboys, etc.), table, removable adhesive

Before class, stick five plastic figures to a table with removable adhesive. Place five more on the table without adhesive.

Have your children view the figures. **These figures all look the same, don't they? Well, on the outside they do, but on the inside only half of them trust and rely on God's Word. When hard times come** shake the table until only your five figures with adhesive remain standing **only these people have the strength to keep standing. If you hold on to God's true promises, you'll also be able to keep from falling when hard times come.**

Am I Fibbing? (10-15 minutes)

This whimsical game distinguishes truth from fiction. **Supplies:** music, a hat.

Sit the children in a circle. Let them know for this game it is okay to be silly and make things up, but that they should not lie (say something that sounds true but isn't). Explain that you will play the music while they pass the hat around the circle. When the music stops the one holding the hat puts it on and says one sentence. (It can be truth or not.) Examples:

- I ate worms for breakfast.
- My favorite color is yellow.
- I say a prayer before dinner.
- We went to the moon for our vacation.

The students who think that the "hat wearer" is stating a truth should raise their hands. At your signal, the hat-wearer may reveal "truth" or "not." Play continues until all students have had at least one turn.

11. God's Word Is Alive

Preservation (10 minutes)

This snack sparks a discussion on how to keep things preserved.

Supplies: individually wrapped string cheese, olives, pickles, toothpicks

Pass out toothpicks with olives and pickles on the end of them. Also pass out string cheese to children. Discuss how foods are preserved to help them keep longer so they look and taste the same when we open them as they did when they were first packaged. Remind them that God preserves His Word through His power and the use of faithful servants.

Protection (10 minutes)

This thinking activity helps students connect protection to God.

Supplies: rose on a stem, photos of plants and animals

Introduce the idea that God has many ways of protecting His creatures. Show the rose and the photos and ask how these plants/animals are kept safe. Explain how thorns protect the rose and needles protect a porcupine. As a class, come up with how each plant/animal is protected.

Have students think about how they try their best to protect things that are important to them. Discuss how they protect their bodies (i.e., duck when a ball is coming at them), pets (i.e., bring them inside when it's cold outside), or earth (i.e., don't pollute). Explain that although our kind of protection is valuable, it is not the same as the powerful, forever-kind-of-protection that God gives to His Word.

Reversible Book (20 minutes)

This comprehension activity repeats that the Bible is alive.

Supplies: paper folded in half, markers, stapler, pencils

Before class, put one staple along the fold of each book. Hand out the four sheets of folded paper to each student. On one cover, ask students to write: "God and His Word Never Change." Open to page 1 (use only right-side pages). On each of the three right-side pages, write one verse that they looked up in their Bibles: Malachi 3:6, Hebrews 13:8, and Psalm 119:89. They can decorate the pages around the verses.

Now have children flip their books upside down and make a new cover on the back. They can write can write, "Our World Changes." Discuss what changes in our world (weather, people, pets, trees, rivers, etc.). Invite them to draw things that change on each of the remaining three pages (right side only).

When kids are finished, they can read their books "in both directions." Tell students that they made a book under your instructions just like Jeremiah and Baruch made a book under God's instructions.

Stronger and Longer (15 minutes)

This game reinforces that God is powerful and that He has protected His Living Word. **Supplies:** paper, markers, tape, board

Before class begins, write the phrase "God's Word is stronger than strong and lasts longer than long." on a board. Cover the letters with paper and write a number on the paper that will correspond to the letter. Use the following: G-1, O-2, D-3, S-4, W-5, R-6, I-7, T-8, N-9, E-10, H-11, A-12, and L-13. Depending on your class size, allow individual students or teams to guess a letter "Wheel of Fortune" style. If the students guess a letter not in the phrase, write the letter on the board off to the side. If the kids guess a letter in the phrase, allow them to go take down all the papers with the corresponding number. Then let that student/team try to guess the phrase.

Continue until a student/team guesses the phrase or all the letters are revealed. Have the class read with you, "God's Word is stronger than strong and lasts longer than long."

12. God's Word Is Eternal

Angel Bread (10 minutes)

This snack prompts children to think about the angels that spoke to Isaiah. **Supplies:** bread, angel cookie cutters, marmalade or cream cheese spread.

Give each child a slice of bread. Let kids take turns using the angel cookie cutters. After cutting out their angel, they may eat their angel bread. Explain how Isaiah saw angels in his vision of heaven, and how they touched his mouth with coal.

Here I Am (15 minutes)

This game helps children understand the ways they can follow God's Word.

Write these six phrases on the board:

- #1 Cheer up a friend
- #2 Smile with joy
- #3 Comfort the sick
- #4 Spread God's Good News
- #5 Help out the poor
- #6 Show God's love

In a chanting style say, "I need someone to — #1 —. Who shall I send?" The class should respond, "Here I am. Send me!" These actions should be said cumulatively, adding a new verse to the old. For example, you should say, "I need someone to — #2 — #1 —. Who shall I send?" The class should respond, "Here I am. Send me!" Next, say, "I need someone to — #3 — #2 — #1 —. Who shall I send?" Let the class respond, and continue until you are saying all of the phrases from six to one. For fun: Do the entire chant a second time with students reciting phrases and you responding.

Putting it Together (15 minutes)

This question-answer activity shows the difficulty scholars had putting the Dead Sea scrolls together. **Supplies:** saltine crackers, napkins

Give each child a napkin and four saltine crackers. Have them stack the crackers and crumble them. After mixing them up, have students try to put the crackers back together as you ask them the following questions:

- **Is it easy to put them back together? Why not?** (The pieces are too small, very brittle, and they keep crumbling; it's hard to tell which pieces go to which crackers; they all look kind of the same.) Explain that this was the same challenge the people working on the Dead Sea Scrolls faced, but they knew it was too important a job to give up on. **The ancient**

people who put those scrolls in the clay jars deep in the earth were trying to hide them from enemies, although they probably had no idea they would be in there for all those years! They wanted to take care of the scrolls.

- **What are some ways we can take care of our Bibles?** (Keep them in a safe place, don't get them wet, turn pages carefully, etc.)
- **Even with the best of care, though, will the paper the Bible is written on last forever?** (No.)
- **Will God's Word last forever?** (Yes.)
- **What is the best way to take care of God's Word?** (The best way to take care of God's Word is to keep it in the safest of places—our hearts. We do this when we (you might want to list these on the board): read it, study it, remember it, and live it.)
- **Did Isaiah take care of God's Word?** (Yes.)

How can we say, "Yes, here I am," to God like Isaiah did? (Have a discussion about serving God in big and small ways.)

Redwoods (10 minutes)

This discussion frames time in a way children can understand.

Supplies: pictures of giant redwoods, Bible

Ask: **What lasts a long time?** Encourage responses. Show photos or pictures of trees. Explain that some trees in Northern California are over 2,000 years old and are called "giant redwoods." **A very long time ago each of these giants had a beginning as a seed. And someday, maybe in a very long time, but someday, the trees will die.** Discuss the difference between our world and God's world. **The Bible tells us our world is limited and finite—His is infinite and eternal. Let's take a look at 2 Corinthians 4:18.** Read it to the class or ask for a volunteer to read it. Hold up a Bible. **The Word will last forever; not the paper, ink, and binding—those are "earthly" things—but what God says will last forever!**

Just as God has always existed—He has no beginning and no end—the Word has also always existed. Of course, it wasn't written down until God gave it to His people during the past few thousand years, but it was always there. Now, that may be hard for us to imagine because everything we see and know in this world has a beginning and an end. Sometimes there is a long time between the beginning and the end (like with the trees), sometimes a very short time. Name things that have a beginning and end. Possible responses: movie, day, flowers, book, people, lake, etc.

What may seem like a long time to us isn't long to God.

Listen to this Scripture: "With the Lord a day is like a thousand years and a thousand years are like a day" (2 Peter 3:8). What do you suppose that means? The big 2,000 year old trees we were talking about would seem only two days old to an everlasting God!

Nature Bingo (15 minutes)

This game reminds students that all things will end, but God's Word is eternal. **Supplies:** paper, markers, dry beans, basket, nine slips of paper with one of these words written on each: tree; star; sun; earth; rocks; moon; clay jars; ocean; hill

Give each student a full sheet of paper. Show children how to fold these papers into nine equal squares (in thirds side-ways, then in thirds from top to bottom). Have them unfold their papers. If they want, they can draw lines along the creases to make the squares more distinct.

Tell your students to select any square. Have them draw a tree in it and write "tree." The drawings should be simple, not time-consuming. You may wish to offer simple illustration ideas on the board. Then have them select another square. They can draw a star and write "star" in it—and so on with a sun, earth, rocks, moon, jar, ocean, and hill—in any order they like, one per square.

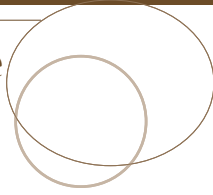
Give each child nine beans. To begin play, mix up the nine slips of paper that you wrote on before class and place in a basket. Select a slip of paper and call, "_____ will pass away." (Fill in blank with the word on slip.)

Children should use beans to mark their papers. When someone gets three objects in a row (horizontally, vertically, or diagonally) he or she should call out, "Only God's Word is eternal." Play over and over. The "winners" of each game may call the next game if you wish.

Reminder Poster (30 minutes)

This craft is a reminder that God's Word is eternal. **Supplies:** construction paper, foil pie pans, newspapers, tempera paints, sponges cut in shapes of leaves, flowers, clouds, trees, grass

Write the text of Isaiah 40:8 on the board. Ask students to copy these words of Scripture onto a sheet of paper. Spread newspapers on tables and pour paints into plates. Have cut sponges handy and encourage kids to decorate their posters by dipping sponges into the paint and gently applying them to the paper. Allow time for drying. They can hang this mini-poster up in their rooms to remind them that God's Word is forever.



13R. Additional Review Questions

Hardest (4 Coin) Questions (Players receive 4 coins for their island's treasure chest once they make it past the beach, waves, and shipwreck)

Q: What are the two kinds of people described in Psalm 1? (L1)

A: Psalm 1 describes the wicked and the righteous.

Q: What did God's people realize and do after king Josiah read God's Word to them? (L1)

A: The people realized they had sinned and asked God to forgive them.

Q: What kind of people does Psalm 2 warn about? (L2)

A: Psalm 2 warns about people who fight against God and don't listen to Him.

Q: Name the first five books of the Old Testament. (L2)

A: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy.

Q: According to Psalm 3, what did King David do to finally fall asleep? (L3)

A: David prayed to the Lord, and the Lord answered him.

Q: According to Psalm 4, what did David do to the people who wanted to kill him? (L3)

A: David prayed for them.

Q: Give one example to show what "inspired" means. (L4)

A: (Answers may vary) A blown up balloon that someone has "breathed into;" a wind instrument cannot be play itself but needs someone to breathe into it; and blowing over the top of a bottle to make a noise.

Q: According to Psalm 5, how does David turn his "sighing" into "singing?"

A: He takes refuge in the Lord.

Q: When a scribe finished writing a section of God's Word, what two things would he do? (L5)

A: He would count all the words and letters, and then find the middle letter of the passage.

Q: According to Psalm 6, how did David begin and end his prayer? (L5)

A: David began by crying and ended knowing God would take care of him.

Q: What is at least one question that scholars used as a measuring standard to put the 66 books of the Bible together into one book? (L6)

A: (Answer may vary) Does this book include God's words? Does this book contradict another book of the Bible? Does this book have mistakes in it? Who wrote this book?

Q: Where did Moses put the Book of the Law? (L6)

A: Moses put the Law inside the Ark of the Covenant.

Q: Why does God's Word need to be translated into other languages? (L7)

A: God wants everyone to be able to hear and understand His Word.

Q: How can you be involved to help Bible translation work today? (L7)

A: Pray for the translators; give money to help translations; ask God to send you into the harvest field.

Q: Why did Church and government leaders make it illegal to have an English Bible? (L8)

A: They did not like having the Bible available for people to read in their own language, they wanted to control people.

Q: How can Bible maps help you understand the Bible better? (L8)

A: Bible maps show where people in the Bible lived and traveled. (Answers will vary.)

Q: According to Psalm 9, what happens to the feet of people who do not listen to the Lord? (L8)

A: Their feet get caught in their own nets.

Q: When we look up at the sky, what does it remind us of? (L9)

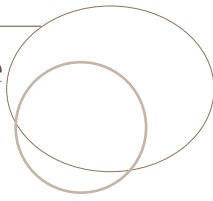
A: God is great

Q: According to Psalm 11, who will judge all the evil things in the world? (L10)

A: God will judge all the evil in the world.

Q: Name at least one prophecy from the Old Testament that came true in the New Testament. (L10)

A: (Answers may vary) The savior would come, ride into Jerusalem, be betrayed by a friend, and leave to go to heaven.



Q: Who told King Jehoiakim about Jeremiah's scroll? (L11)

A: The court official told King Jehoiakim.

Q: What does, "God's Word is Alive," mean? (L11)

A: (Answers may vary) It means that God's Word cannot be stopped by earthly means such as when King Jehoiakim tried to burn it in a fire.

Q: What might God ask you to do where you could respond, "Here am I, send me"? (L12)

A: Answers will vary.

Q: Why does God protect His Word? (L12)

A: God knows we need it to guide us and to learn about Him. He wants us to love Him and to know He loves us.

Hebrew *melek* = "the king." Read the letters right to left.

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