

# LEVEL 2, QUARTER B

## Additional Activities

## Why We Got the Bible

### 1. The Bible Enters My Mind

#### INSPIRE ACTION—Input, Output (10 minutes)

*This imagination activity illustrates that what goes into the mind also comes out of it.*

Divide children into two groups. Draw a large square on the board. Explain that the square is an oven. Have one group name a food, such as bananas. Write “bananas” on the board on one side of the oven. The second group must come up with an output such as a banana split or banana bread. After a few different foods have been put through the oven, the groups should switch roles. Repeat until everyone is familiar with the exercise.

Erase the square and draw a circle. Explain that the circle is someone’s mind. One group should suggest an activity, such as watching television. Write the suggestion on the board. The other group must come up with an output such as, “learning the wisdom of the world.” After a few of these, have the groups switch roles. Repeat until many good and bad inputs and outputs have been explored. Praise both groups for their ideas. Constantly reinforce that only God’s Word will program the mind for its full potential.

#### Strong Minds (5 minutes)

*This snack reinforces the idea that children must guard their minds.* **Supplies:** roasted soybeans, napkins

Give each child a handful of roasted soybeans on a napkin. Explain that their bodies grow strong by eating beans or vegetables. Soybeans are one of the things that help their minds stay strong physically. To make their minds stay strong spiritually, they must read and follow God’s Word.

#### What You Hear (10 minutes)

*This demonstration reflects how things are programmed in the mind.*

Divide the class into three groups. Tell the kids in the first group that they are from Clapland. In all of their music classes, they were taught to clap. Ask them to come up with a clapping rhythm they can do when you ask for music. Tell the second group that they are from Drumland. They are to come up with a drum beat (on a table or on the floor), so that they can play it when you ask for music. Tell the third group that they are from Lalaland. Have them come up with a “la la” song that they can sing when you ask for music. Give each group about five minutes. Then bring the class back together and have all three groups do their music at once.

Congratulate each group on how well they did. This time tell your children to join whichever group they want—to clap, play drums, or sing when you ask for music again. Let them move to the “land” of their choice. Once everyone is in place, have all the groups do their music at the same time.

Discuss how children moved to different groups once they heard what another group did. Explain that the things we hear and see enter our minds and sometimes we change our behavior because of what we hear or see.

#### One Request (10 minutes)

*This paper and pencil activity lets children see that asking is not wishing.* **Supplies:** small plastic containers, construction paper, art supplies, notecards, pencils

Give each child a small plastic container with a lid (such as a cottage cheese or sour cream container that has been cleaned out.) Have kids decorate the container with the words “Ask God—James 1:5.” Pass out notecards. Remind them of God’s offer to give Solomon anything he asked. Let them consider what they would want, and have them write a request to God on the cards. Encourage them to seek the best thing, something that would please God. Explain the difference between a wish and a request. Wishes are pretend. Requests are a way that we ask God for things. Cut a slot into the lid of each container and allow children to insert their requests. Explain that it’s important for us to ask God to help us make the right requests every day. They can use their prayer containers to make requests at home.

## A Place for What's Precious (10-15 minutes)

*This object lesson explains how valuable our minds are to God.*

**Supplies:** a jewelry box with a variety of jewelry

Show the jewelry box to the children. Ask if they know what it is, and what they would expect to see inside it. Open it to reveal the jewelry. Show them the jewelry piece by piece, or (if you're comfortable) allow them to handle some of it carefully.

**Why do people keep their jewelry in jewelry boxes? How does the jewelry get in there? Why is it better for me to put jewelry in the jewelry box instead of laying jewelry on a table or a chair?**

Guide kids to see that things of value should be put in safe places where they can be found later and used whenever needed. Explain that the Bible is like jewelry. The Bible is the Word of God and is full of wisdom. **If this jewelry is like the Bible, what is the jewelry box like?**

Help children see that the jewelry box is like their minds. They are to fill their minds with the valuable wisdom of God's Word. It will be protected in their memory and there when they need to use it. **Why should you put God's Word in your mind? How do you put God's Word in your mind?**

## Solomon's Throne (20-30 minutes)

*This game encourages students to stretch their own wisdom.*

**Supplies:** chair

Set up a chair, preferably with arm rests, in the front of the room. Allow the children to take turns being Solomon sitting on his throne, answering questions that the royal subjects bring to him. Use the activity to highlight the depth of wisdom Solomon must have had to answer questions. **Have you ever asked a question you couldn't find an answer to? Is there anything that your mother or father doesn't know?** Note: If the students come up with very difficult questions, encourage "Solomon" to do his or her best to give an answer. The object is to stretch their own wisdom, not to give perfect answers.

Examples (provide to the children in written form, if necessary):

- Why are clouds white?
- Why did God give people two eyes, two ears, and two hands?
- How can we stop wars?
- Why is water clear?
- How can I do better in school?
- How can I get along better with my little brother?
- Why is snow cold?
- Where does the wind come from?
- Why does the ocean have salt in it?

## 2. The Bible Molds My Heart

**INSPIRE ACTION—Heart Molds (15 minutes)**

*This object lesson illustrates how God wants to mold us.* **Supplies:** flavored gelatin, mixing bowl, stirring utensil, water, a heart mold, and a molded snack such as gummi bears or jello

Before class, prepare a gelatin mold in the shape of a heart. During class, spread out all your items for students to see.

**Does anyone know how to mold a heart?** Let children respond. Decide that the best way is to read the gelatin box and do what it says. **What instructions does God want us to read and obey?** Let children answer, "The Bible," as you follow the directions on the box. **Why should people obey God's Word?** Discuss the blessing of obedience and the consequences of disobedience. When you are ready to pour the mixture into the mold, say: **God molds our hearts by His Word. If we stay in God's Word, He will mold us into a beautiful shape like this heart.** Put the mold aside. Explain that it will take hours to become firm. **It takes time for God to mold our hearts, too.** Pull out your pre-made snack that is ready to eat and share it with the class.

## Expanding Hearts (30 minutes)

*This craft portrays how God re-shapes and grows our hearts.*

**Supplies:** construction paper, scissors, markers

Prepare five different sets of hearts in increasing size, each made of different colors of paper. The smallest heart should be two to three inches across, and each succeeding heart should be about a half inch wider than the preceding one. Let children glue the hearts onto each other in ascending size. Have them write these words on the perimeter of the hearts, starting with the smallest and going to the largest: Listen, Read, Memorize, Meditate, and Share. Explain that as they dwell on God's Word and share it with others, their hearts will grow.

## Mary Jones (10 minutes)

*This drama illustrates how one child loved God's Word.*

This is a true story about a girl who loved God's Word. Have children act out this story with you. **Mary Jones was a poor Welsh girl, about eight years old** (hold up eight fingers). **She loved** (pat hand on heart) **to hear** (cup hands over ears) **stories from the Bible** (hold two hands flat like an open Bible) **and longed to read** (hold one hand flat while pretending to follow words with the finger of the other hand) **them for herself. But no one** (hold up one finger) **in the family could read** (hold one hand flat while pretending to follow words with the finger of the other hand), **and Bibles** (hold two hands flat like an open Bible) **in the Welsh language**



**were rare** (put a hand at an angle at your eyebrows and look in both directions as if you are searching for something) **and expensive** (rub your thumb and first two fingers together). **When Mary was ten** (hold up ten fingers), **she was able to walk two miles** (hold up two fingers) **to school. She learned to read** (hold one hand flat while pretending to follow words with the finger of the other hand). **Mary determined to save up money** (rub your thumb and first two fingers together) **for a Bible** (hold two hands flat like an open Bible) **of her own. It took her six** (hold up six fingers) **long years. When at last she had enough money** (rub your thumb and first two fingers together) **for the precious book** (hold two hands flat like an open Bible), **she walked twenty-five** (hold up ten, then ten, then five fingers on your hands) **miles to the town of Bala, barefoot. Faint with exhaustion** (pant like you're tired), **Mary asked Reverend Thomas Charles if she could buy a Bible** (hold two hands flat like an open Bible). **He had three** (hold up three fingers) **Bibles** (hold two hands flat like an open Bible) **left, but all of them were promised** (make a cross over your heart) **to other buyers. But he was so touched with Mary's determination that he let her buy one** (hold up one finger). Have children sit down.

**We would never know this story, except that Thomas Charles was asked to speak at a meeting of the Religious Tract Society about the need for Bibles in Welsh. Mary's story, and many others from different parts of the world, so moved the people present, that, in 1804, the British and Foreign Bible Society was formed. Its aim was to provide Bibles for as many people as possible, in their own languages and at a price they could afford.**

*(Story adapted from How Our Bible Came to Us, Meryl Doney, Lion Publications, 1985, p.15. Used with permission.)*

## Play Dough Hearts (15 minutes)

*This tactile activity reinforces that the Bible should be in our hearts. Supplies:* play dough

Provide each child with a lump of homemade or store-bought play dough to mold into the shape of a heart. Then, let them carve a picture of a Bible into the middle of the heart. Share Psalm 119:11 with them. Discuss ways they can put God's Word into their hearts.

## 3. The Bible Changes My Life

### INSPIRE ACTION—Transformed by Jesus (10-15 min.)

*This discussion focuses on leading students in your classroom to Christ.*

Explain how God wants to transform everyone so that they will live good and happy lives. The only way for God to do this is through His Son, Jesus Christ. Tell students that they can be transformed today if they trust Jesus Christ to take away their sins, no matter who they are or what they've done.

Always have trained adults assist with invitations for salvation. Be sure they have an outline of the gospel message (see **Good News for Kids** on the inside back cover of the Teacher Guide) and are prepared to counsel students individually, asking questions to verify understanding. Provide a quiet location with no distraction while the rest of the class works on something else. For any children who want to begin their new life now, go through the following steps with them. Be sure to follow up with the parents of any children who prayed and took these steps.

- Admit to God that they need forgiveness.
- Thank God for sending Jesus to die on the cross to forgive their sins
- Invite Jesus to be their personal Savior.
- Ask God to make them the person He wants them to be.

### Metamorphosis (15 minutes)

*This illustration allows children to see how things change.*

**Supplies:** colored paper, scissors, paper, markers

Draw a large butterfly on a piece of 8 1/2" x 11" paper. Copy it onto colored paper (not construction paper because it tears too easily). Give one sheet to each child and allow kids to cut out the shape of the butterfly. Then, have them fold the butterfly in half-inch strips lengthwise (like a fan) until the whole thing is a single, long half-inch strip. Next, have children fold the strip into half-inch squares in alternating directions (like a fan). When they are done, they can let it go, and it will have an accordion- type shape that resembles a worm or a caterpillar. Discuss how worms are long and thin and look like they have segments. Then have students unfold their worms to form the shape of a butterfly. Explain that just as a caterpillar can change into a butterfly by the power of God, so God can change our hearts to be like Jesus by the power of His Word.

## Onesimus Returns (20 minutes)

*This drama helps children see Onesimus as a real person.*

Divide the class into five groups. Explain that each group should have three different students playing the parts of Paul, Onesimus, and Philemon. Have Paul thank Onesimus for all his service. Have Onesimus carry Paul's letter to Philemon. Then have students imagine how the interaction between Philemon and Onesimus might have taken place. Let them practice and then perform their skits for the class.

## God's Light to the World (15 minutes)

*This demonstration helps children see how God's light works.*

**Supplies:** five or six large-based candles (or one oil lamp), matches

Set five or six candles on a table. Light one candle or the oil lamp (on low flame). Then turn off the lights to create a semi-dark environment. Gather kids around the table, but instruct them not to touch anything (for everyone's safety). Explain that the Good News about Jesus is like a light to a dark world. Point out that Jesus also wants us to carry the light of His love to the rest of the world, to places like Africa. Ask children to think of ways that they can help others see the light. Encourage responses that tell more people about Jesus. Each time an appropriate suggestion is made, light another candle (or turn up the wick of the lamp). Note how attractive the warm glow is. The brighter the light, the more people will be drawn to it.

## 4. The Bible Guides My Future

### INSPIRE ACTION—God vs. the World (10-15 minutes)

*This large-group discussion shows how we can follow God's Word.*

**Supplies:** Bible, globe of the world, dollar bill, wristwatch, ribbon

Place the Bible and the globe three feet apart on a table in front of you. Point out that the world often tells us things that contradict what God has told us in His Word. Hold a dollar bill over the Bible. **What does God say we should do with our money?** Have children discuss how they should use money to live and take care of others. Now hold the dollar bill over the globe. **What does the world say we should do with our money?** Discuss how the world says to make a lot of money and either keep it to yourself or spend it to buy yourself a lot of stuff. **What should we do with our money?** Decide together why you should follow God's Word with your money. Place the bill on the Bible. Follow the same progression with the wristwatch (representing our time) and the ribbon (representing talents). God wants us to spend our time with Him and helping others. The world wants us to spend our time getting more stuff and becoming more powerful and

famous. God wants us to use our talents to serve others. The world wants us to use our talents to become famous or have others admire us.

## Lima Bean Cookies (5 minutes)

*This snack asks children to make a choice.* **Supplies:** cookies, closed container of lima beans

Tell your kids that you brought a special treat for them that will help their brains pay attention to the lesson. Ask if they would like to have some of your "brain food." Reveal the cookies. Before passing them out, however, offer your children what is in the container if they think they would prefer it over the cookies. Curiosity may produce a few takers. Of course, allow them to change their minds when they see what they've chosen...but not before having a little fun with those who would dare to trade homemade cookies for lima beans! Explain that life is full of choices. God's Word is an excellent guide for the choices we make in life.

## A Good Guide (20 minutes)

*This game lets children better understand the word "guide."*

**Supplies:** blindfold, obstacle course items like chairs, desks, books, hoola hoops, etc.

Before class, set up an obstacle course of five to seven items for children to get through. Divide the class into two groups. Place the groups on either side of the obstacle course. One group will be the world, and the other will represent God's Word. Explain that many times people and things in the world oppose God's ways and want us to hit obstacles that might hurt us. But God wants to carefully guide and protect us from dangers. Blindfold one volunteer. The volunteer must go from one end of the obstacle course to the other end while the "world" and "God's Word" are yelling directions at them. Repeat for as many children as want to go through the obstacle course. Remind students that they have to listen closely to follow God's Word.



## A Psalm (15 minutes)

*This testimonial allows children to tell the greatness of God's Word.*

**Supplies:** board, chalk or marker

Have your children come up with a poem about how God's Word shows them how to make good choices. First ask them to name five different ways they want to refer to God's Word. Then come up with five lines, in which you use a different name for God's Word in each line, that tell how God's Word has or can help them make good choices (e.g., "When friends bully me, God's Word tells me that Jesus is stronger than the bully so I don't have to do what the bully says.") When the psalm is finished, have the whole class read it aloud together.

## Stinky Stories (10 minutes)

*This paper and pencil activity introduces the term "choice."*

**Supplies:** paper, pencil, board, chalk or marker

Pass out paper and pencils. Have children choose a person's name and write it down. Then have them choose any number and write it down. Next, they should select one type of food and write it down. Finally have them write down one item and the sound that item makes. For example, one child might write down: Betty, 2,024, pizza, paper, crinkle. When everyone has finished, write the following on the board: "\_\_\_\_ (Name) ate \_\_\_\_ (number) \_\_\_\_s (food) because the \_\_\_\_ (item) went \_\_\_\_ (sound) \_\_\_\_ (sound)." Have volunteers read the sentence on the board with the choices that they made on their papers. In the above example, the child might read, "Betty ate 2,024 pizzas because the paper went crinkle crinkle." After everyone who wants a turn has read their papers, discuss how different each sentence was based on the choices that they made. Explain that life is full of choices and that each life is different because each person makes different choices—some good and some bad. God's Word is a treasure map that helps them make better choices.

## Junior Translator (15-30 minutes)

*This role-playing activity helps children understand what Cameron Townsend did.* **Supplies:** foreign language speaker, paper, pencils

**Cameron Townsend learned many languages and taught others how to learn languages. Bible translators need to be able to listen to languages, write them down, and figure them out.** Invite a speaker of another language to come to the class and teach three to six very basic phrases in his or her language.

Let the children write down what they hear, either matching the closest English letters to the sounds or using the script that the speaker of the language teaches. Have the kid listen and

imitate what they hear. Help them identify any new sounds in the second language they are not familiar with. Remember the limited attention span of your students and mix the activity up with listening, writing, asking questions, and practicing speaking the language. Let them discover that translating languages can be fun.

## 5. The Bible Reaches My Friends

### Tickets (5 minutes)

*This snack demonstrates how easy it is to tell someone about something good.* **Supplies:** animal crackers, paper cup, paper, markers

When children come forward to get their snacks, tell them that they need a ticket. They can use the paper and markers to make whatever kind of ticket they want. Once a child hands you a ticket, give him or her a cup full of animal crackers. After everyone is served, discuss how easy it was for them to get their snacks once they knew what they had to do. Explain that getting to know Jesus works the same way. Most people want to meet God, but they need someone to tell them how.

### Without a Mouthpiece (15 minutes)

*This demonstration helps children understand the importance of a mouthpiece.* **Supplies:** musical instrument with a mouthpiece, such as a trumpet, flute, or recorder

Before class, select an instrument you can play. Then remove the mouthpiece from the instrument, and set it aside where it is hidden from view. Show the instrument (without the mouthpiece) to the class. **How many of you have ever played an instrument? What is your favorite?**

**People enjoy the wonderful music that comes from musical instruments. Musical instruments are also used to help to send important signals or messages. A long trumpet blast might tell an army that the enemy is about to attack. A fast song played on a bugle tells sleeping soldiers that it's time to get up. Different instruments give different messages by playing different notes. Listen to me play my instrument, and see if you can figure out what the message is.**

Begin to play your instrument without the mouthpiece. After failing to make a distinct and pleasant sound, ask: **Does anyone know what that message was? I think it meant that I forgot my mouthpiece!** As you search for the mouthpiece, describe its importance. Explain that you can never send out a clear note without a mouthpiece. Locate the mouthpiece and put it in place. **Now that I have my mouthpiece in the right place, I can give my message.** Play a clear note or two.

Remove the mouthpiece from your instrument once more. Show them again how the message is silent without the mouthpiece. Explain that God has a message for everyone, but He wants a human mouthpiece. If they share the Good News about Jesus with their friends, their friends will hear the message that can save them. Play one final steady note on the instrument.

## Thank-You Cards (20 minutes)

*This craft helps students tell someone else about the impact they have had in their lives.* **Supplies:** construction paper, pencils, markers

Have children make a thank-you card for the person who shared the Gospel with them. The model might go something like this:

“Dear \_\_\_\_\_, You were the first person to tell me about Jesus, and because of you, I have trusted Him as my Savior. Thank you for pointing me to Jesus. That’s the best thing anyone has ever done for me. I’ll never forget you! Love, \_\_\_\_\_”

Remember that the above words are only a model and should be read to the students as an example. Encourage them to use their own words in their thank-you cards.

## 6. The Bible Calls to Everyone

### INSPIRE ACTION—A Nation (15 minutes)

*This demonstration equates building a nation with building the kingdom of God.* **Supplies:** paper, markers, Bibles, board, marker or chalk, masking tape

Write the following names on the board; Abraham & Sarah, Isaac & Rebekah, Jacob, Esau, Eliphaz, Reuel, Jeush, Jalam, Korah, Reuben, Judah, Joseph, Benjamin, Dinah, Simeon, Levi, Issachar, Zebulun, Gad, Asher, Dan, and Naphtali.

Move all the desks and chairs from the front of the classroom. We are going to make Abraham’s family tree through his son Isaac. Give each child one name to write on one sheet of paper. Ask the kids to write the name large enough for everyone to see. Only one name should go on each paper.

Have them put the “Abraham & Sarah” papers at the front of the classroom. Make a masking tape line and put “Isaac & Rebekah” on the floor beneath them. Explain that the line means that Isaac is the son of Abraham and Sarah. Then put two lines. Have one child put “Esau” at the end of one line and another put “Jacob” at the end of the other line. Explain that that means that Esau and Jacob were their sons.

Put five masking tape lines from Esau and thirteen from Jacob. Help children place all the other names below the correct

father. (Eliphaz, Reuel, Jeush, Jalam, and Korah should all go under Esau and the rest should go under Jacob.) Tell students how in three generations, it went from Abraham and Sarah to nineteen people.

Show how quickly God can multiply a nation by demonstrating what happens in just ten generations if each of the twelve sons of Jacob, excluding Joseph, had four children each:  $12 \times 4 \times 4 \times 4 \times 4 \times 4 \times 4 \times 4 \times 4 \times 4 = 12,582,912$  offspring!!! This huge nation could happen in less than 200 years! (Fun fact to share: If someone shared Jesus with two people every day for thirty years and all the people believed, 21,900 would be reached. However, if someone shared Jesus with just two people a year, but trained them to do the same for the next thirty years, 1,073,741,824 would be reached. More than a billion!)

## Stars (5 minutes)

*This snack reminds students of the stars Abram tried to count.*

**Supplies:** star-shaped cookies or bread slices and star-shaped cookie cutters, cream cheese or other spread

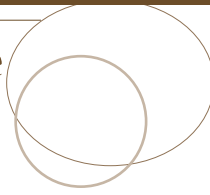
Bring in star-shaped cookies, or bring in soft bread slices and star-shaped cookie cutters for kids to cut their own stars with. They can spread cream cheese or other spread on the stars. Remind them that God promised Abram his people would be as numerous as the stars.

## Stars in the Heavens (30 minutes)

*This paper and scissors activity is a reminder of how many people are in the world.* **Supplies:** 6” x 6” sheet of lightweight paper, scissors, pencils

Practice making five-point stars. Find a diagram at [DiscipleLand.com/downloads](http://DiscipleLand.com/downloads) (enter the keyword “heart”). Fold a square paper up into a rectangle with the fold on the bottom. (Diagram 1) Take the lower right corner of the rectangle (D) and fold it diagonally all the way to the left edge (AB) so that it touches just below the A corner. (Diagram 2) Now fold the newly created F corner so that the fold FE lies directly on top of fold DE. (Diagram 3) Then fold corner B behind so that fold BE lies directly below the fold CE. (Diagram 4) With a pair of scissors, cut from the right edge of the folds toward the bottom diagonally upwards directly through points D and F. (Diagram 4) Students use the resulting star (the DE portion of the cut). (Diagram 5)

Before class, pre-fold one paper per child and draw a line on each to show where it should be cut. Save one unfolded paper to do a demonstration in class. Hold up the unfolded piece of paper and begin to fold it slowly. **Long ago, before there were**



any people, God made the stars. Have you ever stayed up late and looked into the starry sky at night? Did you know that every single tiny twinkling star is bigger than our earth? How many stars do you think there are? Hundreds? Thousands? Whenever you look up at the stars, think of all the people in the world. God wants every single one of them to know about Him. As you get ready to make your cut, say: **I know of a star that no one has ever seen before. This one!** Unfold the paper to reveal your star.

Pass out the folded papers, one to each student. Instruct them not to unfold them. With the scissors, go from child to child, allowing them to cut along the line. Once they have unfolded their stars, have them set them on a flat surface.

In the center of the star, have them write: “He knows them each by name. Psalm 147:4.” Explain that if God knows each star by name, then He certainly knows the names of each of their friends who need to hear about Jesus. Encourage them to write the names of people they would like to see become part of God’s big family on the points of their star. Tell them to hang their stars in their bedrooms and pray for those people every day.

## The Whole World (10 minutes)

*This craft helps children see that the world is made up of many people.* **Supplies:** butcher paper, tape, scissors, glue, world magazines

Before class, tape two sheets of butcher paper together to form a large square. Then draw an enormous circle on it. Draw the basic shapes of the continents. Roll up the paper until you are ready to use it.

During class, unroll the paper on the floor. Explain that the world is made up of billions of people. Have the children fill in the continents with a collage of pictures of people from around the world, cut out of magazines. Try to match the people to the places they live.

When the globe has been filled in, count all the people. **God has made billions of people, yet each person is special to him. He wants everyone in the whole world to know about Him.**

Hang the butcher paper up beside your prayer poster to remind your children to pray for people who do not yet know God.

## 7. The Bible Reaches Asia

### INSPIRE ACTION—Missionary Video (40-60 minutes)

*This video brings the country of Asia alive for kids.* **Supplies:** video of “Bamboo in Winter”

Show your children the video, *Bamboo in Winter*. This film captures what it is like to live as a Christian in China under the oppression of communism.

NOTE: The other two videos referred to in the Teacher Guide—*World Like a River* and *Pop Beads or Pearls*—are no longer available for purchase.

### Asian Food (5 minutes)

*This snack exposes children to Asian food.* **Supplies:** rice, fortune/proverb cookie, chopsticks

To celebrate Asia, serve rice or sweetened glutinous rice with chopsticks. You may also supplement with fortune/proverbs cookies. If you do this, train the children in the difference between a fortune (a trust in chance) and a proverb (a godly principle to be followed). If there is time, talk about where their ancestors came from—see if anyone’s ancestors came from Asia.

### Asian Guest (10-15 minutes)

*This interview activity helps children better understand the Asian culture.*

Invite a guest from Asia to come and share with your class. Before the person comes, have the kids prepare questions to ask. Let your guest share from his or her own personal experience in Asia (whichever country he or she is from). Ask your visitor to demonstrate a foreign language, wear traditional clothing unique to his or her country, and talk about the national foods, customs, music, etc. (Alternative: Have a missionary from Asia visit and share.)

## Treasure Hunters (10 minutes)

*This game explores the names of countries found in Asia.* **Supplies:** globe or map of the world, board, marker or chalk

Explain how there are treasure hunters in Asia who want to know God's valuable truths. These treasure hunters are just like the children in your classroom. They use the Bible as their treasure map.

Choose one volunteer to come up to the globe and look at Asia. Whisper the name of one of the countries found in Asia in the volunteer's ear. Once the volunteer understands the name of the country, the volunteer should say, "I'm a treasure hunter. I live in Asia. Can you guess my country?" Each student gets only one guess. The student who chooses correctly gets to be the next treasure hunter. Repeat until everyone has had one turn as the treasure hunter.

**Asia is a continent. There are many countries in Asia. Let's see how many we can name without looking at the map.** Write the names of the countries of Asia on the board to see how many the children know. **Now, let's look at the map! God wants every person in each of these countries to know about Him.**

## Letters from Across the World (30 minutes)

*This craft helps children connect with a missionary in Asia.* **Supplies:** paper, markers, pencils

Have children each write a letter to a missionary working in Asia. They can share about themselves and what they've been learning; also they can ask questions about the missionary and his or her ministry. If they are prepared to respond, they can also ask what needs the missionary has. Include an accompanying letter for clarification and explanation. Send the letters to bless a missionary in Asia.

## 8. The Bible Reaches Europe

### INSPIRE ACTION—Secret Worship Service (15-20 minutes)

*This role-playing activity portrays how some Christians live.*

Simulate life under an oppressive government and explain the risk of imprisonment for practicing your faith. Have different children play various roles. One can be the teacher, another can share Scripture, while yet another can lead in prayer. Others can play guards who crash the service and demand it be stopped or they will carry the people to prison. Allow the students to plan the agenda for the meeting.

Prepare a corner of the room to be a special meeting place. Hang blankets or darken the room to simulate the hidden nature of the meeting place. You can even suggest that a miracle take place that keeps them from being taken to prison, like those

that happened for Elisha and Brother Andrew. Allow children to read Scripture and pray.

## European Snack (5 minutes)

*This snack helps keep your children's minds on Europe.* **Supplies:** shortbread cookies

Provide shortbread cookies for your class to enjoy and explain that they are a European food. As they eat, talk about where their ancestors came from—see if any came from Europe.

## Guardhouse (20 minutes)

*This drama helps children understand God's miracle with Brother Andrew.* **Supplies:** suitcases, Bibles

Have the children role-play a border checkpoint as Brother Andrew experienced. Some kids can play guards while others can play the role of prayer warrior, praying the Bibles across the border. Use the opportunity to emphasize what a blessing it is to have a Bible without fear of persecution.

## Open Doors (20 minutes)

*This craft demonstrates how God reaches people in Europe.* **Supplies:** paper plates, stapler, markers, scissors

Hand out two paper plates to each child. On the side where people eat, have kids look at a map or globe and draw the continent of Europe as best they can. On the back side of the second plate, have them put a line down the center and write, "God's" on one side of the line and "Word" on the other side of the line. When children have finished, have them set their map of Europe face up on the table and place their "God's Word" plate on top of it face up also. Go around the room and staple the two sides of the plates, leaving the line down the center free of staples.

**God's Word is the door that all countries can go through to see God.** Hand out scissors. Let each child cut the center line of his or her top plate. **Jesus was the scissors that let people in Europe come to God. Jesus cut the sins that separated us from God.** Wait for children to finish cutting their doors. It's okay if their doors are jagged or crooked. Let them cut them as best they can. **God wants to use us to reach people in Europe.** Have students open the doors to see that God has opened the door to Europe because He loves Europeans and wants them to know Him.



## European Guest (10-15 minutes)

*This interview activity helps children better understand European culture.*

Invite a guest from Europe to come and share with your class. Before the person comes, have the children prepare questions to ask. Let your guest share from his or her own personal experience in Europe (whichever country he or she is from). Ask your visitor to demonstrate a foreign language, wear traditional clothing unique to his or her country, and talk about the national foods, customs, music, etc. (Alternative: Have a missionary from Europe visit and share.)

## 9. The Bible Reaches Africa

### INSPIRE ACTION— Don't Give Up (10-15 minutes)

*This hands-on activity shows kids how to persevere. Supplies:* jump ropes, ping-pong balls, ping-pong paddles, soft basketballs and hoop

Set up three stations around the room and divide children into three groups. At station one, have children see how long they can jump rope. At station two, let students see how long they can paddle a ping-pong ball straight up in the air without letting it hit the floor. At station three, kids should see how many baskets they can make in a row.

Bring the entire class together and see how long everyone can keep their arms out to the sides without dropping them. Cheer them on as it gets harder and harder. Discuss that becoming good at something requires practice and time. To keep going without giving up requires perseverance. Discuss ways they can persevere in their Bible reading, spending time with God, and learning their memory verses.

### Goat's Milk (5 minutes)

*This snack offers children a look at some of the food found in Africa. Supplies:* goat milk, mangoes, melons, cucumbers, paper cups

Before class, cut up the fruit and vegetables into bite-sized morsels. During class, serve the fruit and vegetables in a paper cup. Explain that these are some of the foods that people in Africa eat. Tell your class that goats play a large role in African food. Serve small amounts of goat's milk to each child. Discuss how food is different on different continents and that a continent's food is mainly based on the things that they can grow or make. Conclude that all people need food, just like they need to know that God loves them.

### I'm Thirsty (10 minutes)

*This drama activity recreates the Bible passage in a fun way.*

**Supplies:** pitcher, cups, water

Have a volunteer come up to the pitcher of water and cups. Let that child state in an exaggerated way how thirsty he is as he pours himself a glass of water. Have another volunteer come up and take the glass before he can take a drink. Have him pour himself another glass of water only to have another person take that one away too. Repeat until he pours the last cup of water left. He looks both ways, raises the glass to his lips and takes a big long drink. Have him let out a big long "Aaaaaah." Thank and clap for your volunteers. **Didn't that water taste good when you finally got to drink?** Isaac didn't give up but kept trying to get water for his family and his animals. He kept following God's will.

### Getting to Know Africa (15 minutes)

*This guessing game introduces children to facts about the continent of Africa. Supplies:* board, chalk or marker

**God made so many amazing things in our world. Let's take a look at the continent of Africa.** Play this game like The Wheel of Fortune. For example, you will say: **What is the largest city in Africa?** Then you can put five blank lines on the chalkboard. The first person you call on may give one letter or solve the puzzle. If he or she tries to solve the puzzle and fails, the child does not get another turn until the next round. If he or she guesses the correct letter, write that letter in place. Give the child thirty seconds to either solve the puzzle or to guess another letter. If a child guesses a letter but guesses the wrong letter, then call on another child to guess. Continue until someone in the class has found the answer to the following questions about Africa:

- What is the largest city in Africa? (Cairo)
- Where is Cairo located? (Egypt)
- What is the largest country in Africa? (Sudan)
- What is the name of the largest lake in Africa? (Victoria)
- What is the name of the tallest mountain in Africa? (Kilimanjaro)
- What is the longest river? (Nile)
- How large is Africa? (11,700,000 square miles)

## So Many Nations (20 minutes)

*This listing activity helps children remember that Africa consists of many nations.* **Supplies:** notecards, markers, map of the world

Have children work together to write each country in Africa on a separate card. When they are done, have them count the number of countries together.

**Africa is made up of many nations. God loves each person in each country in Africa.** Divide the cards equally among your kids. Ask them to pray for the people of the nations on their cards this week.

## Just Like Johanna (10 minutes)

*This thinking activity reminds children that they can serve God like Johanna.*

**When Johanna Veenstra wanted to serve God in Africa, she studied to be a midwife. In Africa, she opened a school and medical clinic, and tried to find ways to improve their farming.**

Have children talk about people they would like to help. Then show them what they need to do (e.g., go to college, learn to sing, study their English, etc.) to show God's love to those people. **What ways can you serve others right now? What do you want to be when you grow up? How will this serve others?**

## 10. The Bible Reaches North America

### INSPIRE ACTION—Planning Ahead (10-15 minutes)

*This game challenges children to find real examples of planning.*

**Supplies:** plastic bottle, paper bag or hat

Sit children in a circle with a bottle in the center. Pull a situation written on paper out of a bag or hat and read aloud. Spin the bottle. Whoever the bottle points to should give some ideas about how to plan ahead for the situation given. Continue with the same situation or pull a new one out to discuss. Use the following situations to get you started.

- You have a piano recital coming up and you want to invite friends to come. How can you plan ahead?
- You have been invited to a birthday party on Saturday afternoon and today is Wednesday.
- You got mud on your new shoes and tomorrow is Sunday. How can you plan ahead?
- You have a book report due in two weeks.
- Your class is going on a field trip to the zoo.

## North American Sweets (5 minutes)

*This snack shows children some of the food of native North Americans.* **Supplies:** flour tortillas, jam, popcorn, plastic spoons, paper plates, paper cup

Give each child a paper plate and a plastic spoon full of jam. Pass out the flour tortillas. Let children spread their jam on the tortillas. Then show them how to roll the tortillas into a cylinder and eat it. Explain that people in lower North America make a lot of foods with tortillas.

Then give each student a cup of popcorn. Explain that tribes in the middle of North America introduced popcorn to the settlers. See if children know of other foods that came from native North Americans. Remind them that God loves all people and wants them to know about Him no matter where they live.

## Let's Camp Out (10 minutes)

*This demonstration helps children understand the conditions of early missionaries.* **Supplies:** camping gear (tent, tent stake, compass, firewood, etc.), table

Before class, pitch a large tent in your classroom. Display your camping gear on a table. **What would you do if you were going along with your ordinary life (i.e., eating, doing chores, going to school, etc.) and suddenly someone pitched a tent in your front yard? What if this person didn't look like you, and he or she spoke strange words that you could not understand?**

Explain that this is often how missionaries were received. Sometimes people were mean and killed them. Sometimes people tried to communicate but couldn't understand them. Sometimes they made fun of them. It's difficult to tell people about Jesus when you don't speak their language.

If your tent is large enough, you can have the following discussion inside of it. Ask children to think about what it might have been like to camp alone in the wilderness 250 years ago (i.e., what nice things do campgrounds provide that they wouldn't have in the wild?).

Then talk about food. Without a grocery store, how would a missionary find enough food to eat? Make sure children understand that a lot of the food they eat is grown from the ground. Things like wheat are a grain that people grow so they can grind it up to make bread. Missionaries bring some food with them, but they also have to find food wherever they lived.

## Letter to God (10-15 minutes)

*This paper-pencil activity shows children how to relate the work of missionaries to their own lives.* **Supplies:** paper, pencil

**God is looking for faithful people He can send to proclaim His Word. God used Joseph to show His love to the people of Egypt and those beyond. Joseph translated God's love into food for those who were starving.**

In Isaiah 6:8, God asks, "Who can I send?" Give the kids the opportunity to write their response to God's question in a letter. Prompt them but don't tell them what to say. Have them begin by putting down the date, and then the salutation, "Dear God." Explain that it is always a good idea to repeat the question in an answer. They can write, "You asked, 'Who can I send?'" **If God asked you this question, how would you answer Him? Write to Him about what you think and feel.**

Reassure your children that you will not be collecting this letter or reading it to others. This is between them and God.

## Other Languages (10 minutes)

*This discussion helps children understand why languages need to be translated.* **Supplies:** foreign language Bible or New Testament

Pass around a foreign language Bible or New Testament. Ask if anyone would like to try to read a verse from it. Point out that the Bible has not always been in the English language. For hundreds of years there were no English Bibles. Lead a discussion about how our lives would be different today if no one had ever shared God's Word with us. Help them to feel compassion for those in North America who need to hear the Gospel in their own language.

## 11. The Bible Reaches South America

### INSPIRE ACTION— Bad Things Do Happen (10 min.)

*This discussion allows children to share their fears about bad things happening to them.*

Knowing that bad things could happen to us when we tell others about Jesus is scary. It's scary for adults and children. Give children time to express their feelings. Some may need to talk about why some good people suffer and die, and others do not.

As children talk, continually point them back to the fact that God will never leave His children, whether something good or bad is happening. Sometimes God does a miracle and takes the person out of the situation. Sometimes people die, but many others come to know Him.

Help them realize that sometimes bad things happen because

of the choices of other people, like those who were enemies of Jeremiah and the Auca Indians that killed Jim Elliot. God will use those bad things and turn them into something good. With Jeremiah, God gave him a place to stay where the king of Judah could come and talk to him secretly. With Jim Elliot, his wife went back to the Auca Indians and many became Christians.

Emphasize that we don't know the "why" of everything that happens. All we know is that God is in charge, He has our best interest in mind, and that He loves us very much. Close in prayer, asking God to comfort everyone who is going through difficult times and thanking Him for loving us so much that He sent His Son to die for us.

## That's Unfair (10 minutes)

*This snack demonstrates how unfair things can be sometimes.*

**Supplies:** mini pretzels

Begin passing out the snack one pretzel at a time, making sure that you only give them to students who are closest to you and easiest to reach. When kids tell you that they haven't gotten any yet, gently ask them to be patient. Proceed to pass out seconds to those who have already received snacks, neglecting the other children altogether. When it has become obvious to the class that some kids have gotten several portions and others have not received any, explain that you are making a point.

Ask those who didn't get any snacks how it felt to see their classmates get seconds and thirds before they even got their first. Why wasn't this fair? Remind them that some kids were closer and more convenient to reach. Then give everyone an equal portion of the snack.

As they eat, have them compare the pretzels to God's Word. Is it right for people to keep preaching the Gospel to those who have heard it many times and ignore those who are hard to reach? Emphasize that Jesus wants the Good News to be shared with "every tribe and tongue and people and nation" (Revelation 5:9).

## Class Poster (10 minutes)

*This large-group activity helps children think about God's plan for all nations, which includes South America. Supplies:* poster board, markers, encyclopedias or magazines

In the middle of the poster board, draw a simple tree with fruit growing on it. Read John 15:8 to the students and explain that God's plan includes having children from all cultures know Him. From a set of encyclopedias or magazines, show your kids a variety of people from different ethnic backgrounds. Then have them color or draw pictures of different people around the "Tree of Life," worshiping Him. The more people they can draw around the tree, the better! Hang up this poster as a reminder that God wants people from all nations to know Him.

## News Broadcast (20-30 minutes)

*This imagination activity helps bring Jim Elliot's story to life.*

Divide children into three groups. Each group will perform a newscast of part of Jim Elliot's story. The first group will tell how Jim Elliot was number one in almost everything he did and how he chose to become a missionary. The second group will tell how he served one South American tribe and then chose to help the Auca Indians find Jesus. They should also include the attack and that Jim Elliot died. The third group will "break" the story about his wife going back to those Indians and tell how many accepted Jesus.

First have each group should come up with the primary points of the broadcast. Then they need to choose newscasters, camera people, producers, directors, reporters, etc. When everyone is ready, have each group perform their newscast for the whole group.

After congratulating everyone on doing a great job, remind them that no one group got the whole story. The whole story was only seen after all three newscasts were presented. Explain how that is like the things we see that are unfair around us. We only see a part of the newscast and can't see the whole picture of what God is doing. What we do—the choices we make—may be bigger than we can imagine.

## 12. The Bible Reaches Australia

### INSPIRE ACTION—God's School (15-20 minutes)

*This role-playing activity shows children how God trains them.*

Divide the children into three groups. Have the first group put together a skit that shows how God might have used Moses' mother, Jochebed, to teach him all about God. Have the second group do a skit to show how Moses might have learned to be a leader in Pharaoh's court. Have the third group perform a skit showing how Moses might have learned to live in the desert and trust God. When all the groups are ready, introduce the play in three acts with the title, "God's School." Let the children perform for each other. Have them clap after every performance. At the end, remind everyone that God trains His children.

### Tropical Food (5 minutes)

*This snack acquaints kids with the type of food that is eaten in tropical areas. Supplies:* coconut, papaya, napkins, hammer, clean and sanitized nail, paper cups

Serve pieces of papaya to children so they can be eating as you demonstrate one way to open a coconut. First, pound two holes into the top of the coconut. Pour the coconut juice out of one hole into cups for students to sample. When all the juice is out, make more holes in the coconut and hit the coconut with a hammer until it shatters. Show students how to take off the outer layer and eat the coconut fruit on the inside. Explain that coconuts and fruits like papayas are enjoyed by children who live in tropical areas like those in Oceania.

### Peace Child (20 minutes)

*This drama portrays what happened between tribes in Irian Jaya.*

**Supplies:** baby doll

Divide the kids into two groups. Appoint a "chief" for each group. Tell them that they have been at war with each other for years. Have them pretend that every one of them has had a friend or family member die because of the other group. Retell the story of the "peace child," with children acting it out solemnly. At the end, have the "warring tribes" sit peacefully in a circle. Let them ask any questions they may have. Be sure to emphasize the analogy of Jesus as our "Peace Child."

### Name that Place (10 minutes)

*This discussion helps children relate to missionary work. Supplies:* map of the world with missionaries on it

Sit children in a circle. Ask them which missionary they have admired most. Let them explain their reasoning. Then let each



child decide where he or she would want to go overseas if he or she were to become a missionary. Let kids explain what appeals most to them about that area and those people. Make this a fun activity for those who are interested to share. Be careful not to let anyone feel pressured. Thankfully, motivation for God's service is God's job to be accomplished in His time and in His way.

## **Mission Hut (30 minutes)**

*This large-group activity demonstrates the types of huts used in tropical areas.* **Supplies:** green construction paper, tape, scissors, chairs

Have children make single palm leaves out of each sheet of construction paper. While many cut leaves, you can construct a mission hut in the corner of the room by taping these leaves over and above two chairs.

Once the hut is complete, kids can role-play the various ways a missionary might touch the lives of those they are seeking to reach in a tropical area. Activities could include literacy training, medical and dental services, language training, Gospel presentations, and building projects. Discuss how tropical areas have different needs than other areas.

## **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 sunken ship)

Q: How does God program our minds? (Lesson 1)

A: God programs our mind as we read the Bible.

Q: Where did God send Hudson Taylor as a missionary? (L1)

A: Hudson Taylor became a missionary in China.

Q: What does God do to my heart when I respond to the Bible? (L2)

A: God molds and shapes my heart.

Q: Where did God send Patrick as a missionary? (L2)

A: Patrick became a missionary to Ireland.

Q: Instead of just being his master, what kind of relationship did Philemon have with Onesimus after his return? (L3)

A: Philemon and Onesimus were now brothers in Christ.

Q: What are two ways in which God freed Sammy Morris? (L3)

A: God freed him from his enemies with a bright light, and then He freed him from his sins through His Son, Jesus Christ.

Q: How can God's Word bring you joy? (L4)

A: If you read God's Word, it brings you many blessings.

Q: What was the name of the first language Cameron Townsend translated the Bible into? (L4)

A: Cakchiquel.

Q: Who did King Jehoshaphat send out to teach the people of Judah? (L5)

A: King Jehoshaphat sent out the priests and Levites, men who knew God's Word.

Q: On which continent did David and Janet Matthews minister to the Aborigines? (L5)

A: They were missionaries in Australia.

Q: How did God bless the entire world through Abraham? (L6)

A: It was through Abraham's family that the Savior came. Jesus was one of Abraham's offspring.

Q: Where did God send Bruce Olson as a missionary? (L6)

A: Bruce Olson went to the Colombian jungles of South America

Q: Which Psalm says that God wants people to teach His Word to children? (L7)

A: Psalm 78.

Q: To what country was Joanne Shetler a missionary? (L7)

A: Joanne Shetler was a missionary to the Philippines.

Q: To what country did Brother Andrew take his Bibles? (L8)

A: Romania.

Q: What did the king do with the enemy army that Elisha sent him? (L8)

A: The king fed them and sent them home.

Q: Why was the last well Isaac's servants found a blessing from God? (L9)

A: It was a spring—it would not run out of water.

Q: In what African country was Johanna Veenstra a missionary? (L9)

A: She was a missionary in Nigeria.

Q: Why did Joseph know there would be a famine in Egypt? (L10)

A: God told him the meaning of Pharaoh's dream.

Q: Where did God send David Brainerd as a missionary? (L10)

A: God sent David Brainerd to the Native Americans in New England.

Q: Jim Elliot said that it is wise to give up what you can't keep in order to get what? (L11)

A: It is wise to give up what you can't keep to get what you can't lose.

Q: What did Jeremiah's enemies do to him, and how did he escape? (L11)

A: They dumped him in a cistern, and a foreign official the king for permission to help Jeremiah.

Q: What did the chief of the native tribe do after listening to Don Richardson? (L12)

A: The chief gave his baby to the other tribe so that there would be peace and no more war between the two tribes. They called this child the peace child.

Q: How is Jesus our "Peace Child?" (L12)

A: God gave His Son to us so that we would no longer be His enemies.