

MY VOLCANO ADVENTURE



Adventure

Disciple Guide Sample (Lesson 3)

What Did the First Bible Look Like?

THE COLLECTION

Look! I could add all these new bugs to my collection!

Some of them are very tasty!

No way! Do you eat bugs?


The June beetle grub is my favorite.

I'm hungry. Let's hunt some grub!

Find and circle all the hidden insects on this page that are also in Paul's collection. Then cross out the bug that is not on his screen.

Hebrew Old Testament

The Old Testament was written mostly in Hebrew, the language of God's people. God's Word was written on ancient scrolls made of parchment.

Hebrew is read from right to left. 
(right to left = tfel ot thgir)

Early Hebrew had no vowels.
(had no vowels = slwv n dh)

The Bible is the collection of books that God inspired.



Try it!



Write Isaiah 40:8 here—from right to left.
Don't forget to leave out the vowels!



ENGLISH:	ā	ā	b	c	ch	d	e	f	g	h	i	j	k	l	m	n
GREEK:	α	η	β	κ	χ	δ	ε	φ	γ	·	ι	ι	κ	λ	μ	ν

Greek New Testament

The New Testament was written in Greek, the common language spoken by people in many areas. God wanted as many people as possible to understand the Bible.

God's Spirit guided people to gather the inspired books together.

Some people call the collection of books "the Canon." Canon means "measuring stick." Each book was carefully measured for quality and authenticity before it was included in the Bible.

Scholars carefully examined each book—to be sure it belonged in the collection.

Use this alphabet to write your name in Greek!

(The Greek alphabet has 24 letters. Greek and English have many different letters and sounds.)

ὀ ὁ ρ ψ qu r s t th u v w x y z
ο ω π ψ κ ρ σ τ θ υ φ ω ξ ι ζ

**The Bible
Is Eternal**

Matthew 24:35



Read Acts 19:17-20.

Describe the books that many people living in Ephesus read before they became Christians. Why did they throw these books into the bonfire?

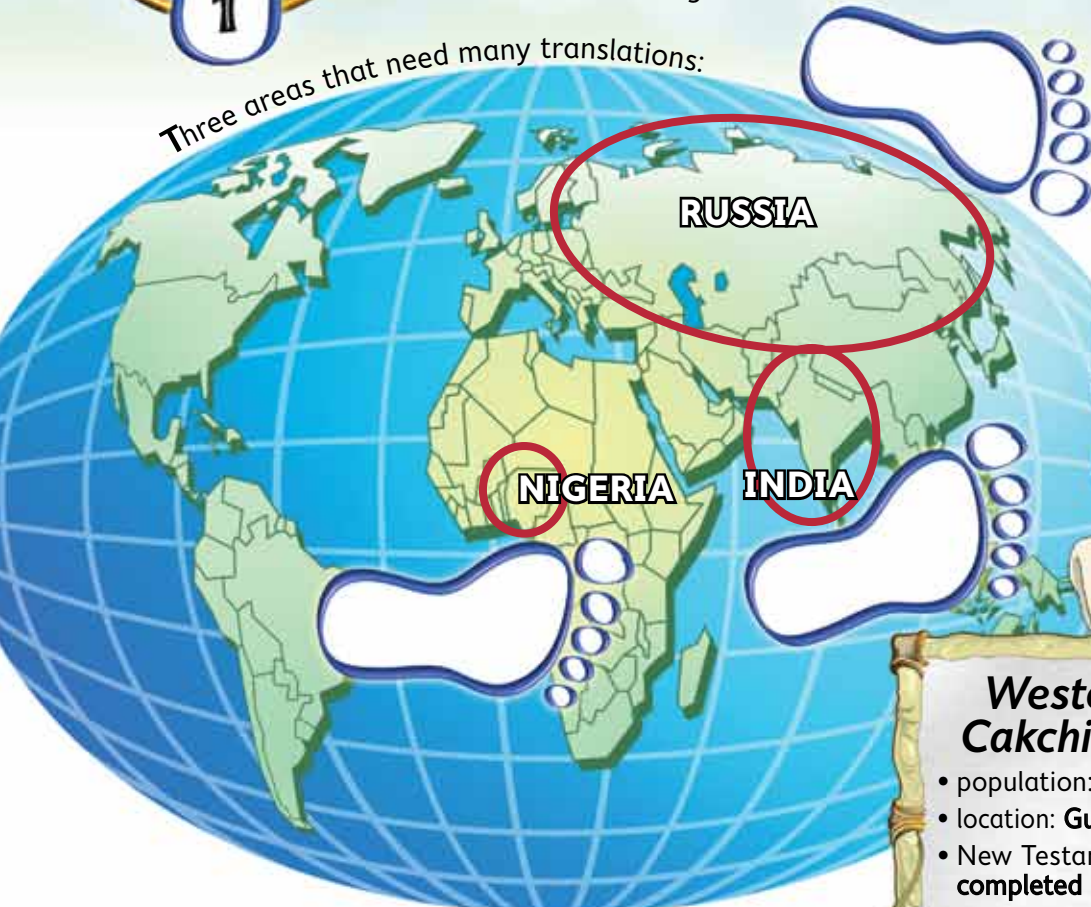
Paul helped new Christians in Ephesus realize that the Bible should guide the way they lived. What can you do to avoid books, movies, activities, or games that might harm your relationship with Jesus?



Decide Where to Go

Every day, people help to translate the Bible into other languages. Christians are presently working on over 2,000 different Bible translations. Their first step is to decide where to go.

Three areas that need many translations:



Western Cakchiquel

- population: 77,000
- location: Guatemala
- New Testament: completed 1996
- Old Testament: in progress

Write your name in one footprint above. Then pray, asking God to send translation teams there.

MY VOLCANO ADVENTURE



Adventure

Teacher Guide Sample (Lesson 3)

What Did the First Bible Look Like?

THE COLLECTION

Big Idea *The Bible gives direction, showing people God's way to live.*

Bible Translation Steps 1—Decide Where to Go

Lesson Summary

In many ways the Bible is a very human book. It was penned by people who wrote from their own cultural perspectives, with their own personalities, in their own languages (Hebrew and Greek). This human factor bothers some people, but it doesn't have to. God created people, and He loves them. It is no surprise that He chose to work through people to communicate His truth.

This cooperation between God's faithful servants and His Holy Spirit continued after the books circulated to a wider audience. Over time, many books had been written about God, some without His inspiration. It was necessary to collect those that God truly authored and "canonize" them, or recognize their authority. Instead of speaking from a thundercloud, God entrusted this task to devoted scholars, who developed rules that helped them select the books that make up our Bible today. Just as God had done with the original authors, the Holy Spirit guided these scholars in their work.

God brought His Word to you and to me through a series of dramatic, exciting and suspense-filled events. This century-long history helps us see how much God cares about us and wants His people to hear His voice. Encourage your students to thank God for the care He has taken to bring us the Bible, His holy Word.

Teacher Devotional

Pray that the children will feel excited as they learn about the Bible's origins and realize that the books of the Bible complete God's holy words to us.

Our Adventure...

Dee, Cy, and Paul have come to visit Mindanao Island in the Philippines. Their friend, Imi, has brought them to meet her people, the Tboli language group. Together they learn that Bible translation is like planting a coconut and waiting for the fruit. Both take a lot of time and effort, but they both yield life-giving results.

In this lesson, Paul gathers insects and bugs for his collection. He finds out that he must collect just the right bugs. The kids also discover that God guided the scholars who carefully collected just the right sixty-six inspired books that make up the Bible.

Lesson 3



DISCIPLE TARGETS In this lesson, your children will...

KNOWLEDGE (truths)

- K** • The Old Testament was first written in the Hebrew language
- N** • The New Testament was first written in the Greek language
- O** • The Holy Spirit guided people to collect the sixty-six inspired books into one Book, the Bible
- W** • Bible translation teams prayerfully consider many locations and people groups before they begin working

CHARACTER (emotions)

- F** • Confident that their Bibles are complete and reliable
- E** • Excited to find out more about the Bible's origin
- E** • Happy to look for God's direction in their Bibles
- L**

CONDUCT (actions)

- D** • Differentiate between God's inspired message and the thoughts and ideas of people
- O** • Transcribe a Bible verse (Isaiah 40:8) or their names using Hebrew writing methods
- Write out their names using the Greek alphabet
- Raise funds to help eradicate Bible poverty in their generation

Memorize God's Word

Topic: The Bible is Eternal

Reference: *Matthew 24:35*

Memorization Activity—Supplies: notecards, pen/marker
Write each word of the Bible verse on a notecard and hide the cards around the room. Have the children search and collect the cards. Let students arrange them in the correct order and then say the verse aloud. Then let half of the children hide the cards for the rest of the class. After students collect all of the cards and put the verse together, allow the other group to hide the cards again.

Spark Interest

Teacher—Choose one activity that will involve students and grab their attention.

Age 6-12—Media Options

Choose from the options shown here (all files and links found at DiscipleLand.com/downloads).

Show one or more of the following video clips:

- *Embrace the Vision*. Then tell students this exciting news: **No longer do 3,000+ language groups wait for Scripture. We live during the time when Bible translation is speeding up faster than ever before! As of 2011, just over 2,000 groups wait for God's Word in their language.**
- *The Word Connects with People*, a video clip from Tanzania focusing on the Rangi translation, emphasis on survey. (6 ½ minutes)
- *Surveying the Situation*, a video clip from Papua New Guinea. (4 minutes)

OR

Age 9-12—Things in a Group

This brainstorm activity stimulates students to think about various items that belong in a group.

Identify a category topic. Ask the children to call out items that belong in that category. When no one can think of any more things, go to the next topic.

- things you ride on
- things you put in a sandwich
- things you do when you're bored

Age 6-12—Which doesn't belong?

This activity helps students consider several ways in which objects are alike and different.

The Bible is a collection of sixty-six books inspired by God and chosen by scholars. Help the children think through how people put collections together. Mention five items and have them tell which one item doesn't belong in the collection and why.

- rock, pillow, fur, snow, whipped cream (A rock is not soft.)
- bike, horse, taxi, boat, cat (You can't ride a cat.)
- heart, apple, grass, strawberry, lips (Grass is not red.)
- Noah, Paul, Joshua, Tyler, Samuel (Tyler is not a Bible name.)

OR

Age 6-9—Match Ups

This matching activity teaches children to associate items with similar features. **Supplies:** box with items from list below

Bring a box with several items inside. Allow one child at a time to look in the box and take out two items that go together. Ask them to tell why they go together. Talk about how the books of the Bible belong together and form a complete collection of God's words.

Items for the box:

- pencil, pen (writing utensils)
- spoon, cup (kitchen items)
- toilet paper, toothbrush (bathroom items)
- candy, apple (things you eat)
- two small toys (objects to play with)

Explore Scripture

Teacher—Guide children as they complete each exercise in their Disciple Guides.

Download answers for Disciple Guide exercises at DiscipleLand.com/downloads

Page 9

After the children have found the bugs and insects that match Paul's collection, invite them to name some of the things they collect. Talk about how having a good collection involves carefully selecting which items to include and which not to include.

Page 10

Supplies: Hebrew Old Testament, Greek New Testament

Obtain a Hebrew Old Testament and Greek New Testament (from a library or your pastor) to show the students.

Read through this page with your children. Explain the words "scrolls" and "parchment" to younger students (parchment was the skin of a sheep or goat prepared for writing on). Assist younger students who need help writing their names in the Hebrew way. Show them how to put the body of the letter between the two lines, the hanging strokes below the bottom line, and the top strokes above the top line, and finally crossing out all the vowels. (Example: nhJ for John.) Assist older students who need help writing the Bible verse in the Hebrew style, from right to left.

Page 11

Talk about how difficult it would be for a group of people to decide which books belong in the Bible. Ask students what the Bible might look like if the people had tried to do this on their own, without God inspiring them.

Read through the page together. Explain the terms "quality" (carefully measured, having no mistakes), and "authenticity" (inspired by God and not thought up by man), to younger children. Help students write their Greek letters.

Page 12

Heartbeat—Read the Bible passage together. Then guide the children in a discussion about how the Bible shows us God's way to live. Help your students think of activities that might harm their relationships with Jesus.

Bible Translation Step 1—Decide Where to Go

Show or post the large paper footprint for Step 1 (downloadable at DiscipleLand.com/downloads). Help your children think about how they would choose where to go to translate

the Bible. Read each sentence below. Tell students to stand up if the statement would be a good reason to go to that place as part of a Bible translation team.

- The people worship many gods.
- The people have good restaurants.
- The people wear bright clothes.
- The people have never heard about Jesus.
- The people have great beaches.
- The people don't know about God.
- The people eat weird foods.
- The people have no Bible in their own language.

People Profile—The figure on this page represents the Western Cakchiquel people from Guatemala. Listen to John 3:16 in Cakchiquel (audio file available at DiscipleLand.com/downloads).

Inspire Action

Teacher—Choose one activity that will encourage learners to apply the Bible truth to their lives.

Age 6-12—Quarter-Long Project

Supplies: take-home flyers "Mobiles for Missions," bank cubes for students who missed Lesson 2

Give students who missed Lesson 1 and 2 take-home flyers for the project you chose. Review the project for which you have chosen to raise funds this quarter and receive money the children have brought today.

Present new information about the project you have chosen. For the Senegal Literacy Project, explain how children can collect old cell phones to raise money for Bible translation. Print and hand out the take-home flyer, "Mobiles for Missions" (available at DiscipleLand.com/downloads). Give a bank cube to each student who did not receive one.

OR

Age 6-12—Time for God?

This evaluation activity encourages kids to spend time with God reading their Bibles each day.

God wants us to learn from the sixty-six books He put in the Bible. It pleases God when we spend time reading His special book. Sometimes we spend more time watching TV and movies or in other books than we do in the Bible. Have the children call out the names of movies they have seen, video games they've played and books they have read in the past week. On the board, write down the

amount of time spent watching movies and reading other books in one column and write down the time spent reading the Bible in another column. Let students know it is fine to watch good movies, read other books or play video games, but we should make sure to spend time reading the Bible every day, too. Challenge them to spend more time reading the Bible this week. Consider making charts to keep track of time watching TV including video game time, reading other books, and reading the Bible!

OR

Age 6-9—Pray for Bibleless People

This group prayer activity informs students about Bibleless people.

Refer to the A-Z list of unreached people groups found on p. 62. Introduce the term “Bibleless people,” which refers to people who do not have a Bible in their language. Ask each child to pray for the people group that begins with the first letter of his or her name. If you have a small group, have them pray through the letters in their names. Encourage the children to pray for teams to work on a Bible translation for that specific group of people.

Optional: Construct Prayer Cubes (available at DiscipleLand.com/downloads) to help children pray. You can also show them the book *From Akebu to Zapotec* (available at Wycliffe.org).

OR

Age 9-12—Where are the Bibleless People?

This group prayer activity directs children to pray for people in specific regions around the world.

Refer again to the A-Z list of Bibleless people groups on p. 62. Ask a child to pick a letter and read the people group name. Then have the child use a map or globe to locate the region where the people live. Let the child pray for a translation team to work with these people. Continue until each child has taken a turn. You could also have the children choose a people group that matches the geographical area in which they showed an interest from Disciple Guides, p. 12.

You may want to photocopy this page for each child, or post a copy on your classroom bulletin board.

Closing Prayer

Pray that the same Holy Spirit who guided the biblical scholars will guide the lives of your children this week and always.

Pray for the needs and prayer requests of the children. Ask each child who has a prayer request to pray for other people in the world who may have the same need or prayer request.

Extend Learning

Teacher—These varied activities supplement the lesson.

Internet Information—Learn more about world geography at DiscipleLand.com/downloads

Prayer Journal—Complete the Gusilay section of the Children’s Prayer Journal (downloadable at DiscipleLand.com/downloads). Pray for the Gusilay people.

Snack Idea—Supplies: Either chocolate pudding, gummy worms or candy bugs, plastic cups, Oreos®; or spaghetti with red sauce and spoons—Bring in gummy worms or any kind of treat that looks like a bug. Take a cup filled with chocolate pudding and add gummy worms. Sprinkle crushed Oreo® cookies on top to make it look like dirt. If you choose spaghetti, you may wait until students begin eating and then tell them about one nomadic herder who refused to eat spaghetti. He felt nauseous, thinking that his host had served him warm worms in blood. Enjoy! (Take note of allergies such as dairy and red dye. Have substitutes ready, if necessary for your children.)

Scrolls and Arks—Supplies: photos of Jewish “Ark of the Covenant,” household arks for Hebrew scrolls, and Bible scrolls—**Jewish congregations revere, or honor, Bible scrolls. They keep them in special boxes called “arks.” These represent the Ark of the Covenant.** Find photos of Jewish arks and Bible scrolls. Explain to the children that the Bible is very precious, and they should take special care of their Bibles. Ask for specific ways that they might care for their Bible. (Keeping it in a protective cover or carrying case, not throwing it on the floor or piling things on top of it, not spilling food or drinks on it, etc.)

Ideas for Homeschoolers

- Research the term “canon” or “canonization.”
- Research Bibleless people groups on the Internet. Ask God to lead you to one people group to learn about and pray for regularly (find other prayer helps at DiscipleLand.com/downloads).
- Consider signing up as part of the Bibleless People’s Prayer Project (find a link at DiscipleLand.com/downloads). You will receive information about your language group and its speakers, a how-to-pray bookmark, and an annual project update. From time to time, you’ll also receive news about your people group.
- *Ages 6-9:* have children create a badge to put on the volcanoes. The theme for this badge shows where they decided to go in the process of Bible translation.
- *Ages 9-12:* have students draw a footprint on the maps or charts they created last session. It should be labeled, “Decide where to go.”