

Foundations of the Faith Program Guide

History of the Curriculum

Foundations of the Faith is based on the work of Donald Grey Barnhouse, minister of Tenth Presbyterian Church in Philadelphia. When Donald became minister in 1927, he began preaching on the topics found in this curriculum. His wife, Mrs. Ruth Barnhouse, and another devoted woman named Miss Elizabeth Haven took his sermons and simplified the content to meet the needs of the children in their Sunday School department. Mrs. Barnhouse drew the illustrations for each lesson. The book from which the following lessons have been pulled is entitled *Teaching the Word of Truth* by Donald Grey Barnhouse. The book was first published in 1940.

Lessons

Each topic/theme has 5 lessons. During the fifth lesson of each topic/theme, students review the content from the previous four lessons and take a quiz on the content contained in those lessons. The first two pages of each lesson are for the teacher and the subsequent two pages are for the students' notebooks. Student pages should be printed back-to-back. There are 100 lessons in all (including review lessons). Since there are 52 weeks in a year, the curriculum covers two years. During the Christmas and Easter season, take one class period for each holiday to cover the bible stories associated with each. Lessons for Christmas and Easter are not included in this curriculum.

Have students look up the *Key Verses* in their Bibles and write the verses on the lines. Spend some time explaining the verses and engaging students in a discussion of each verse. Students should then draw *The Big Picture* that is illustrated on the second teacher page under the heading entitled *Notebook Suggestion*. Sketch the picture on the board for students to copy down.

Once both sides of the student page have been completed, have the students begin memorizing the memory verse for the week. Discuss the meaning of the verse. Memory verse activity ideas are listed in the last section of this guide.

SIN: WHAT IS IT?
Lesson #1

The general idea of sin—"guilt" sin.

- The background—God's holiness—Psalm 146:10; Job 1:15.
- What sin is—Matt. 18:4 with Mark 12:14; 1 John 1:1; John 1:9; Rom. 14:23; James 2:10.
- All sin comes—Rom. 5:21; 2:6; 5:12; 2:8; Ro. 17:4-6.

Great Lesson Illustration: A highly polished and snowy white handkerchief.

THE rescue mission is an interesting place. There you see men and women dressed in rags, some drunk, some with soiled faces, and some unable to walk. The reason why they are so terrible looking is because of sin. They have gone deep down into sin, and it has left its marks upon them. Just as you can see how they are sinners. There are other people who do not look like sinners, beautiful and gracious ladies, men who are kind and generous and who seem to be perfect gentlemen, and do not appear to be sinners like these others; but that is looking at them from the outside only. We cannot see their hearts. Only God can see hearts, and He has told us in His Word secrets about people that we would never guess from looking at the outside.

Here is a handkerchief (the yellowed one). What color is it? White, you say? Now look at this one (the sooney one). The first one does not look so white now, does it? For now you have the white one to look at, and the other one seems to be a dirty yellow! That is the way with sin. We speak of little sins and big sins. Some people even talk about "little white lies." That is because they do not realize the holiness of God.

What is holiness? It is perfection—absolute freedom from sin or wrong of any kind. God is perfect. He is holy. Let us find Psalm 146:10 in our Bibles and see what God says about Himself. He says He is righteous in all His ways and holy in all His works. He has never done anything or thought anything that could be even the least little bit wrong. Here is another verse in Isaiah 1:15. It says that God cannot look on sin. He

Lesson #1: Sin: What Is It? Reprinted from *Teaching the Word of Truth* by Donald G. Barnhouse

Teacher Page

is no pain that when He sees sin, He turns away from it. When we think of a holiness like that, all our own goodness begins to look like the dirty handkerchief when we brought out the very white one.

For God, everything that is not absolutely perfect, is sin. Here are some verses that tell us what sin is before God. (Look up and discuss the verses under 2.) Sin is breaking God's law. God's law is like a mirror, and when the things we do are measured by it, we see how far from perfect they are. Just think of the commandment which is called the great commandment of the law. You will find it in Matt. 22:37-39. No one has ever kept it perfectly for one hour! So you see we have all broken the law, and so have all sinned, in fact, having broken the first and great commandment, we are "first and great sinners."

You cannot see into my heart, to see whether or not I am a sinner, and I cannot see into yours, but God's Word tells, I know you are a sinner, and you know I am. Here are the verses (under 3). God says we are all sinners. That is why I am dead for all.

MEMORIZE THESE VERSES: Explain on the ribbon show that some people are better than others when it comes to their standards, but before God all have sinned, and "before Him all are under God's condemnation."

—He is therefore perfect!—
THE MORE HOLY WE ARE, THE MORE WE ARE LIKE HIM.
THE MORE WE ARE LIKE HIM, THE MORE WE ARE LIKE HIM.
THE MORE WE ARE LIKE HIM, THE MORE WE ARE LIKE HIM.

He hath holiness, to glory, but not before God.
—Rom. 4:5.

Lesson #1: Sin: What Is It? Reprinted from *Teaching the Word of Truth* by Donald G. Barnhouse

Teacher Page

Name _____ Date _____ Lesson #1

SIN: WHAT IS IT?

The Big Picture

Key Verses

1. Romans 1:20
2. Romans 2:23
3. Romans 3:12
4. Hebrews 12:1
5. 1 John 1:8

Student Page

Summary

Look back at the verses that you wrote down on the other side of this page. Circle key words from each verse. Summarize what these verses mean to you in a 2-3 sentence paragraph.

The Next Step

What is one step that you can take tomorrow to apply what you have learned today?

Memory Verse

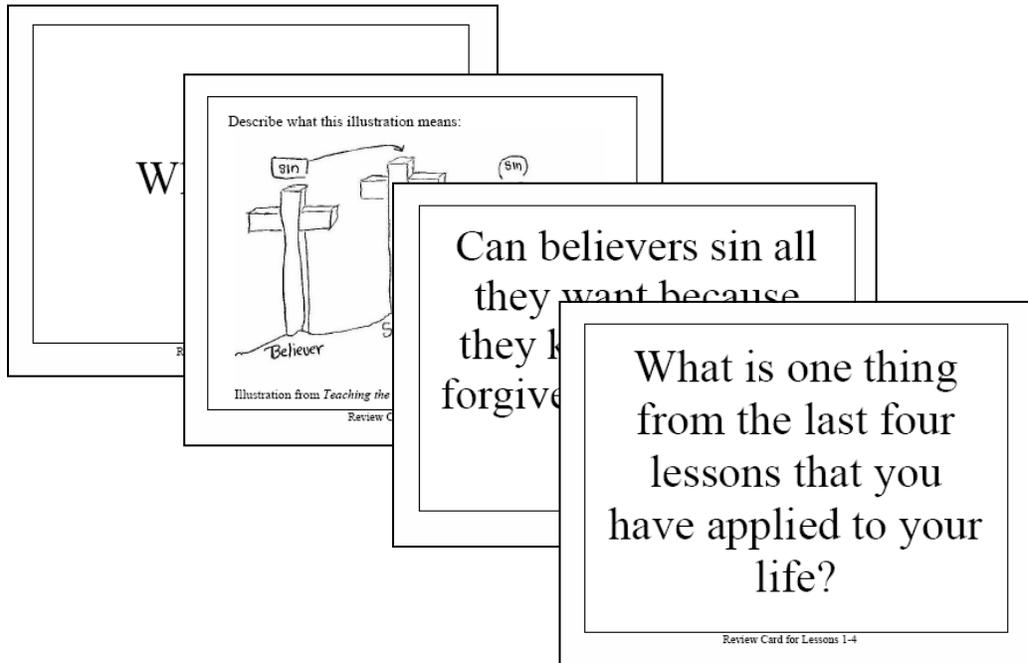
"For all have sinned and fall short of the glory of God." —Romans 3:23



Student Page

Review

Every fifth lesson contains review cards and a quiz. The cards should be printed and cut up. Review for about half of the class period. You may choose to review using the questions in a game show format where two teams compete to answer the questions first using call bells, or you may choose to pass out a card or two to each student and give them a chance to read the question aloud to the group and then answer it.



Quizzes

Print quizzes back-to-back. Spend the second half of the class period having students take a quiz. Students who brought their notebooks may use their notes on the *first page* of the quiz. For the second page, they should close their notebooks and finish the quiz from memory. Score the tests and return them to students. Have students place graded quizzes in their notebooks.

Name _____ Date _____ Lesson #5

QUIZ FOR LESSONS 1-4

1. What is sin? _____
2. How many people in the world have sinned? _____
3. Who committed the very first sin that was ever committed? _____
4. On whom are the unbeliever's sins placed? _____
5. On whom were the believer's sins placed? _____
6. Was it right for God to forgive one thief and not the other? _____
7. Tell four things that God says he has done with sinners. _____
8. Can believers sin all they want because they know they will be forgiven? _____
9. What was Lucifer's sin? _____
10. How can we know our sins have been forgiven? _____
11. Write one of your summary verses from the last four lessons. You may choose from any of the following verses. The first two words have been provided to help you.
Romans 3:23 "For all..." *Romans 6:23* "For the..." *Romans 5:8* "But God..." *Psalms 103:12* "As far..."

12. What does the verse that you wrote above mean? _____
13. Draw one of the pictures from the last four lessons and write what it means on the lines below the picture.


Student Notebooks

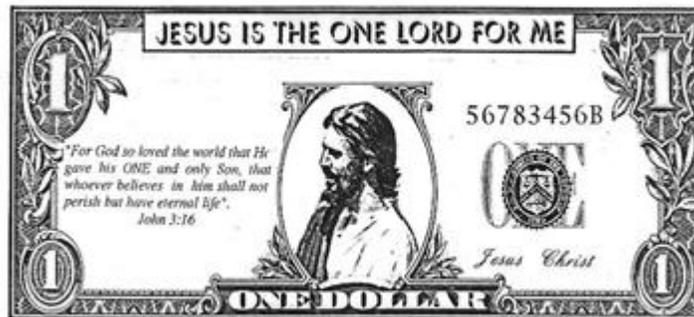
It is recommended that students be given a 1 inch notebook to keep their lessons in. Students should be given their notebook on their third visit to Sunday School. Before receiving their notebooks, have students hold onto their lessons and bring them back each week. When students arrive the third time, with two lessons in hand, they will receive their notebook. Students should be encouraged to bring their notebooks and Bibles each week to class.

The notebook page is divided into several sections:

- Summary:** A section at the top left with a lined area for writing. Text: "Look back at the verses that you wrote down on the other side of this page. Circle key words from each verse. Summarize what these verses mean to you in a 3-5 sentence paragraph." Below the text is a drawing of a spiral notebook.
- The Next Step:** A section at the bottom left with a drawing of a footprint. Text: "What is one step that you can take tomorrow to apply what you have learned today?"
- Memory Verse:** A section at the bottom center with a thought bubble containing the text: "For all have sinned and fall short of the glory of God." Romans 3:23. Below the bubble is a drawing of a head.
- SIN: WHAT IS IT?:** A large section on the right side with a drawing of a pencil and the text "The Big Picture" written on it.
- Key Verses:** A section at the bottom right with a list of Bible verses and lines for writing:
 - Romans 3:23
 - Romans 3:9
 - Romans 3:12
 - Jeremiah 17:9
 - Habakkuk 1:12
 - 1 John 3:4

Sunday School Bucks

Students can earn Sunday School Bucks for the following reasons: memorizing the bible verse for the week, bringing a Bible to class, bringing a friend to church for the first time, bringing their notebook, participating in class, scoring well on quizzes, etc. Sunday School Bucks can be spent in a Sunday School Store.



ONE of the greatest of all Christian works is the teaching of children. We are convinced that much time is spent in teaching them secondary matters while important things—"first things"—are neglected. Of what value is it for a child to know how many miles it is from Jerusalem to Nazareth if he does not know the distance that separates a human heart from God? What is the use of learning the geography of Paul's missionary journeys, or the wanderings of the children of Israel, until he has been taught to bring his own wandering heart to the Saviour?

At every moment the teacher must be conscious of the fact that the children are there and need to be brought to Christ as Saviour and Lord.

Try to make the truth natural to the children. Do not speak in a "pious" fashion, but in a tone of everyday reality. The children should be as free in talking about the Lord as in talking about father or mother. The more you can illustrate from their school and play and homes, the more practical will be the lessons.

Open the lesson with prayer. Often it will be possible to get the children to pray. If a child will pray spontaneously, "Lord bless us as we study Thy Word, and teach us to know Thee," it is more than anything the teacher can say. In small groups children learn to pray aloud without embarrassment.

Each child should have a notebook, and should draw the illustration for himself. This will take only a few moments at the close of the lesson, but that time will be most valuable in fixing the truths taught. Children do not need to be artists to copy these drawings. The "stick men" have been chosen especially because of their simplicity. We have seen good copies of these drawings by five-year-olds. The older children enjoy them more than the younger ones, and will often improve the original drawing. The teacher should insist upon neatness, even where there is little gift of drawing. The Chinese say they do their work well because the gods are looking at them. If this be true of pagans, how much more is it true for us. It is a great lesson to learn that all things may be done "as unto the Lord."

A sense of good comradeship in the class is not hard to develop. A bit of fun is a help, and no teacher need fear to laugh at himself from time to time. The more "human" a teacher is, the greater hold he will have on the class.

It is of extreme importance that the teacher prepare each lesson care-

fully. Every verse should be studied and the answers understood. Each teacher is advised to use different translations of the Bible. Read the New Testament passages in Phillips' translation, for example; and all references in both the Revised Standard and King James Versions. Although there are one or two basic errors in the notes of the Scofield Reference edition, it is still the surest means I have found to transform a babe in Christ (of whatever age) into a mature Christian.

The best method of class-room teaching seems to be to question the class first, then explain later. This awakens a wish to know what they cannot answer, and keeps the lesson from seeming dull.

Let the children turn to some verse in the lesson, and explain what it means. Too many older people read the Bible with the idea that they cannot understand it anyway. This training in childhood may keep them from an unintelligent reading of the Bible in later years.

Telling is not teaching. You must find out what your pupils do not know; supply the lack, and then see if they have really understood the teaching you have given.

Try not to use set phrases in teaching your class. If you can talk about the things of the Lord in natural everyday words, instead of the pious words that are so much used in speaking of things spiritual, you have gained much in the understanding of your class.

Each child should have a Bible of his own, and a Bible that can be marked. No Bible is too good to mark. Unhappy the Christian who has a clean Bible after twenty years of the Christian life. Each lesson time an outstanding verse can be underscored. Some like to use colors; red for verses about salvation; black for sin; blue for truths about the Church, the Heavenly people; royal purple for verses about the coming of the Lord, with a line of orange beside a verse that is a golden promise. This is one system that has been used. The teacher may develop others. One child learned to put a figure 3 inside a circle for every verse that spoke of all three persons of the Godhead, and the initials H. S. for every verse that spoke of the Holy Spirit. A cross may be placed in the margin beside verses on the atonement, and a capital R beside verses on the resurrection.

If you have one pupil so bright that he insists on answering all the questions, you may be able to take him into your confidence. Tell him, after class some day, that he is to help you teach. It is to be a secret. He is to watch your eyes, and only answer questions when you look at him. That will give the others a chance to answer first.

Never "talk down" to children. Get on a level with them. If there is anything that children do not like it is reference to their "little hearts" or anything of that kind. They do not understand, either, when you try to tell them what children are like. Treat them as though you were one of them, without being childish in the bad sense.

If a wrong answer is given to a question, instead of saying "no," and giving the correct answer, try stating the question in a different manner. Perhaps you have not made the question clear. If there is a wrong answer, try to give some credit. There is almost always some part of the answer that is right. Take that part and say that it is right, then draw out more truth. Never let the class laugh at anyone's mistakes. If you do you will soon have a silent class.

Remember that children love repetition. The Bible principle is "Precept must be upon precept, precept upon precept; line upon line, line upon line; here a little and there a little" (Isa. 28:10). So you will find that there are many references in later lessons to truths learned in earlier lessons. This must be so with children.

Whenever a Bible verse is referred to, always have the children look it up in their Bibles. This will serve the double purpose of making them familiar with the Bible and of keeping its authority always before them. Never use this volume as authority, and never use your own word as authority. Whenever it is possible, answer a question with, "Let us see what God has to say about that . . ." Then turn to the Bible to get the answer.

A story lives by its details. Wherever possible, take the stories we have given and expand them with the class. Add details that will make them live in the lives and interests of the children.

It goes without saying that some of our lessons are incomplete. We have not given all that the Bible and theology have to say on a given subject. We have given that which will form the elementary background, and upon which the Holy Spirit can build His teaching as the children grow into individual spiritual life.

To draw the crosses, first draw a simple square cross without trying to make the box effect. Then draw the six slanting lines leading from the corners, from left to right. Draw them the same length and at the same angle. Then connect these lines as you see them in the diagram.

Memory Verse Activities:

Active Verse

Display the Bible verse and say together. Then ask the children to say the verse in each of these ways: while jogging in place, in a whisper while tiptoeing, shouting while marching, in slow motion while jogging in slow motion, in a normal voice while walking backward, etc.

Back and Forth

Have children pair up. Children say the verse one word at a time back and forth to each other. Have them alternate who goes first. Challenge the children to increase in speed each time they say the verse. Have pairs of children compete with other pairs of children to see who can say the verse the fastest and the most accurately.

Bean Bag Ball

Make a 2' square on the floor with masking tape. Connect the opposite corners inside the square with tape to form an "X." Give each section a number value. Divide into two teams. Each child takes a turn throwing a bean bag into one of the sections. If he or she can say the verse correctly, his or her team's score is the number of the section.

Beat the Clock

Write the words of the verse on index cards. Learn the verse. Have one child hold a timer or watch. On the timer's cue, have another child scatter the circles in a small area of the floor, and then assemble the verse. Record each child's time to assemble the verse.

Bible Bounce

Secure a playground ball. Before playing, review the Bible verse with the children. After you have said the verse several times as a group, begin the game. Have the children stand in a circle. Bounce the ball to the first child, who must say the verse. If he is unable to say the verse, he bounces the ball back to you. When he says the verse correctly, he bounces the ball to another child. The game continues until all the children have had a chance to say the verse.

Bible Concentration

Divide verse into nine parts. Write in jumbled fashion each part on poster board and cover each part with separate sheets of paper numbered from one to nine. Let children play concentration until the proper verse order is learned. Repeat until learned.

Bible Pass

As the children stand in a circle, the first person says the first word of the verse. He passes the Bible to the person on the left or right, and that child must say the second word. He or she then passes to the right or left until the verse is complete.

Bible Verse Hopscotch

Using masking tape or chalk, mark off a hopscotch grid in an open area. Write the words of the verse on a card. Place a card in each of the squares of the grid. Children will take turns completing the hopscotch grid until all have learned the verse.

Bible Verse Relay

Print the memory verse on a large piece of paper. Read the verse together. Hide the verse.

Divide the children into teams. Give each team a Bible and a marker. Attach one piece of paper per team to the wall. The first child runs to the paper, writes the first word of the verse and runs back. He hands the marker to the second child who writes the second word. Continue until the verse and reference are written. If a team member needs to look at the verse, the whole team must look up the Bible verse. The first team to finish wins.

Blank Verse

On a chalk or white board write the verse to be learned, leaving blanks for words you intentionally leave out. List all the words omitted on the board in a random fashion. Ask one child to go and write a word in the proper blank. Repeat until the verse is completed. This can be done several times until all children have the verse memorized.

Candy Pass

Fill a container with candy. Have the children sit in a circle. Have them pass the container of candy around the circle as they say the verse aloud in unison. When they get to the end of the verse, the child holding the container of candy may choose a piece of candy. Repeat until all children have a piece of candy or you run out of time. Children who did not get a piece of candy may say the entire verse to you at the end of class for a piece of candy.

Clothesline

Print words or phrases from the verse on 3" x 5" index cards. Make two sets. Mix up the words. Hang a rope across the room. Divide the children into two teams. Give each team a complete stack of index cards and a pile of clothespins. This is a relay. Each team grabs a clothespin and a card from their stack and runs to the clothesline and pins clips the card onto the clothesline. The object of the game is to see which team hangs the verse in the correct order in the least amount of time.

Crazy Stand-ups

Everyone wearing blue says the verse aloud, everyone who ate breakfast this morning say the verse aloud, everyone who likes pizza say the verse aloud, etc. Repeat numerous times until the verse is learned.

Divide the Verse

Write the words of two verses on individual cards. Mix the cards of both verses together.

Have the children assemble both verses as a group or individual activity. You could also time each child in assembling the verses.

Duck-Duck-Verse

Have the children sit in a circle. Choose one child to be “it” and have him/her walk around the circle and tap the other children on the head. When the children are tapped on the head, they say the next word of the verse. When the last word of the verse is said aloud, the person who said it chases the person who is “it” around the circle. If the person who is “it” makes it back to the empty spot without being tagged, the chaser becomes “it” and starts the process over again. If the person who is “it” gets tagged, he or she can say the entire verse to avoid sitting in the middle of the circle.

Envelope Race

Write each word of the verse on an index card. Place in an envelope. Divide the group into teams and give an envelope to each team. The first team to arrange the verse in the proper order wins.

Erase a Word

Write the Bible verse to be learned on a chalk or white board. Erase one important word at a time while repeating the verse each time. Continue until all words are erased and verse is learned.

First Letter

Print the first letter of each word in the verse to be learned on a chalk or white board. Let children complete verbally as many words as they know. Repeat until all have learned the verse.

Fish for Verses

Bring a fishing pole with a magnet tied to the end of the line. Print out fish clip art on cardstock. Write a word from the verse on each fish. Make two sets. Attach a paperclip to the mouth of each fish. Two teams compete to fish for words and put them in the correct order. The first team to put the verse in the correct order wins.

Flying Verse

Use a flying disc to learn a Bible verse. Teach a verse to the children. Have the children stand in a large circle. Throw the flying disc to one child. That child must say the first word of the verse. He or she will then throw the disc to another child who must say the next word of the verse. When a child misses a word, the verse must be started over. See how long it takes to complete the verse. No child will be dropped from the game. Just keep trying until the verse is complete.

Fast Verse

Divide children into two teams. Have the teams stand in a straight line across from each other. The children should stand side by side. Give one child a bean bag or small ball. Have that child say the first word of the verse, then toss the ball. The person catching the ball must say the next word and so on.

Hand Motions

Come up with hand motions for the memory verse. Have the children say the verse aloud with you as you do the hand motions.

Hang the Verse

Print each word of the verse to be memorized on a separate 3" x 5" card. Stretch a small rope between two chairs. Use clothespins to pin each word in a jumbled fashion on the rope. Have children alternate to move one word at a time one space per move to put the verse in order. Repeat until all children have learned the verse.

Hot Potato

Have the children stand in a circle and pass an item while they say the verse one word at a time. At the end of the verse, whoever has possession of the item says the entire verse.

Missing Word

Write each word of the verse onto 3" x 5" index cards. Give each child a card. Have the children put themselves in the correct order in the front of the room. Children without cards sit on the floor facing the children who are lined up with cards. Have the children on the floor read the verse aloud a few times. Then turn off the lights. Have the children on the floor close their eyes. Choose a few children with cards to have a seat on the floor and cover up their words. Then choose children without cards to try to guess a missing word. If they guess a missing word, they get to go up front. Repeat the steps above.

Musical Colors

Arrange a chair for each child in a circle. Each child will have a chair throughout the entire game. Cut up pieces of different colored paper and tape the pieces to the back of the chairs. Each color should be taped to at least three chairs. Start the music and the children walk around the chairs. Stop the music and the children stop and sit down. The teacher names a color. Everyone sitting in a chair that has that color of paper taped to it stands up and recites the Memory Verse

Now You See It

Write the verse on a poster board. Cover the verse with another poster board by taping across the top edge. Do not allow the children to see the verse before the game. On the first round, reveal the verse to the children for five seconds. See if any child can repeat the verse. Increase the exposure time on future rounds until all the children have learned the verse.

On Line

Let the children read the Bible verse together. Remove the verse. Hand out flash cards of the verse, one word to a card. Ask the children to arrange themselves "on line" in the correct order, each holding his or her flash card in front of him. Let a monitor check with the Bible to see if the words are in the correct order. If not, the monitor will rearrange the children. All read verse. Then, turn the cards around and let all quote the verse.

Pop Verse

Divide children into teams. Provide balloons for each team (1 color per team). Place strips of paper containing the words or phrases in the balloons. Put inflated balloons in boxes according to team color. Children must race to their team box, pop the balloon, and tag the next teammate. Children must place the strips in order after all balloons are popped.

Puffy Verse

Use a felt tip marker to write one word each of the verse on large marshmallows. Use enough marshmallows to write the verse twice. Jumble the marshmallows in the center of the table. Learn the verse. Have the children work in two groups to assemble the verse by sticking the marshmallows together with toothpicks.

Scrambled Eggs

Write words or phrases from the memory verse onto small pieces of paper. Place one piece of paper into each plastic egg. Make a set of eggs for each team. Place each set of eggs into an egg carton. Have a relay race where each team runs to the egg carton, grabs an egg, brings the egg back to the team, opens the egg, and puts the slips of paper in the correct order.

Silly Voices

Have children read the verse in unison from the board using various voices. (i.e. girl's voice, man's voice, chipmunk's voice, grandma's voice, grandpa's voice, etc.)

Spin the Verse

A Bible verse is written on a piece of paper and taped to the outside of a soda bottle. Have children sit in a circle. "It" sits in the center and spins the bottle. Whoever the bottle points to when it stops spinning must read the verse aloud to the group. That person then becomes "It."

Squeaker

Toss a small but sensitive doggie squeak toy to one of the children. If the toy squeaks when they catch it, they must say the verse. If the toy does not squeak, the child gets to pick someone else to say the verse for them.

Step on It

Cut out footprints from construction paper. Print each word of a verse in large letters on each footprint. Tape footprints onto the floor close enough for succeeding words to be reached in a step. Children should step on one word at a time in the proper order to quote the verse. Repeat until all the children have "Stepped on it."

Straw Verse Relay

Write words or phrases from the verse on slips of paper. Make two identical sets. Place each set in a bowl. Use masking tape to mark a starting line. Place two empty bowls on the starting line. Place bowls containing the verses across the room from the starting line. Divide the class into two teams. Teams line up behind the starting line. Give each child a drinking straw. When you say "go," the first child from each team runs to the bowl containing the verse, uses their straw to suck up a piece of paper, runs back to the empty bowl and drops the paper in. Children in line repeat the process until all slips of paper have been transferred to the bowls on the starting line. Then team members work together to put the verse in order. The first team to finish wins.

Tic-Tac-Toe

Divide the children into two teams, the “X”s and “O”s. Draw a tic-tac-toe grid on the chalk or white board. Have the team members recite certain portions of the verse, eventually reciting the verse in its entirety. Each time the team members correctly recite the verse and its sections, mark Xs and Os on the grid until a team gets three in a row.

Token Recall

Say this Bible verse together as a group. Then, have the children close their eyes. Place a token (small token or inexpensive items for tokens such as candy, erasers, pencils, or other items) under the chair of one of the children. Ask, “Who’s got the token?” to signal for the children to look under their chairs. Whoever has the token stands and says the verse aloud. If he says it correctly, he gets to put the token under another child’s chair. Give him a token to keep for saying the verse. Be certain each child is rewarded for attempting to say the verse, even if he does not say it perfectly.

Verse Chase

Write each word of the verse on small cards. Learn the verse. Tape one card on the back of each child. Have the children assemble the verse on their own. They should line up so that each child can see the word in front of them. Have the children repeat the verse by reading cards one at a time. The first child can give the reference.

Verse Relay

Learn the verse. Divide the children into two or more teams. Have the teams form lines across from a chalk or white board. Place a good piece of chalk and eraser at the board in front of each team. On a cue, have the first child of each team run to the board and write the first word of the verse, then run back to the line. The next child of the team will write the next word and so on. See which team can finish first. Allow all teams to finish before playing again.

Volume Control

Have the children say the verse aloud using a loud, medium, and soft voice. Then use your hand to control the volume of the verse *while* the children recite the verse. For instance, raise your hand high for high volume and lower your hand to lower the volume. Change the volume throughout the verse to keep it interesting. Choose children who know the verse well to control the volume.

Word Chain

Let all children read the Bible verse together. Remove the verse. Let one child say the first word of the verse. The child next to him adds the second word. Continue in consecutive order until the entire verse is quoted.

Yarn Web

Explain that kittens often like to play with a ball of yarn. Have your little kittens sit in a circle. Toss a yarn ball to one child, who says the verse, then passes the ball to another child. Play continues and children keep hold of the yarn each time so that they create a giant web. At the end, toss a balloon into the web and have children try to bounce the balloon with the web by moving the yarn together as they say the verse...