



## A Fun-Filled Bible Skills Curriculum for Grades 1–3, Red Cycle

### Sample Meeting

For More Information about Bible Skills, Drills, & Thrills  
e-mail [mikey.oldham@lifeway.com](mailto:mikey.oldham@lifeway.com) or call (615) 251-2841

TO ORDER BIBLE SKILLS, DRILLS, & THRILLS

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### **What resources do I need?**

- One leader guide and leader pack per group.
- One activity book for each child.
- One CD-ROM music and game 5-pack for every five families.
- Every child will need a Bible. The Bible is used throughout every meeting.

*Bible Skills, Drills, & Thrills Leader Guide  
Grades 1-3 Red Cycle 1415822239*

*Bible Skills, Drills, & Thrills Leader Pack  
Grades 1-3 Red Cycle 1415822107*

*Bible Skills, Drills, & Thrills Activity Book  
Grades 1-3 Red Cycle 1415822123*

*Bible Skills, Drills, & Thrills CD-ROM  
Grades 1-3 Red Cycle (Pkg. 5) a music  
and computer games CD)  
141582214X*

*Bible Skills, Drills, & Thrills Leader Guide  
Grades 1-3 Red Cycle*—a three-ring binder with administrative helps and 36 one-hour expandable to two-hour meeting plans. Plans can be used with any translation of the Bible. Also including a music and games CD-ROM which has six Scripture songs in three translations (HCSB®, KJV, NIV) and instrumental tracks for those verses, a plan of salvation song, a books of the Bible song, and four computer games. The Leader Guide also provides a CD-ROM with leader helps.

*Bible Skills, Drills, & Thrills Leader Pack  
Grades 1-3 Red Cycle*—posters, cards, gameboards, and other visuals for use during the meetings.

*Bible Skills, Drills, & Thrills Activity Book  
Grades 1-3 Red Cycle*—translation-neutral activities that help the child explore the meaning of the verse, Key Passage, or story, and application to his or her life. One or both pages will be completed during meeting time.

*Bible Skills, Drills, & Thrills CD-ROM  
Grades 1-3 Red Cycle*—A music and games CD 5-pack that includes six Scripture songs, a plan of salvation song, a books of the Bible song, and four computer games to help children and families develop Bible skills at home or during the meeting.

### **Other Helpful Resources**

*Giant Game Floor Mat 0633008079*

This reusable 43-by-75-inch vinyl mat has 20 clear pockets and can be used with several games suggested in this leader guide. The mat also comes with a numbered cube, a spinner, and a beanbag.

Children's Bible Drill Bibles—Hardback Bibles designed for use in Children's Bible Drill.  
Holman Christian Standard Bible®  
0586400738  
King James Version 0879816007

## **Music and Games CD-ROM (CD1)**

You can find the melody line with words on pages 28–36 of this Leader Guide. These are for your use only and **cannot** be copied for other leaders or children.

### Bible Verse Song Tracks

	HCSB®	KJV	NIV	INSTRUMENTAL ONLY
Leviticus 22:31	1	7	13	19
Deuteronomy 6:5	2	8	14	20
Psalms 19:14	3	9	15	21
Proverbs 20:11	4	10	16	22
Luke 6:31	5	11	17	23
Philippians 4:13	6	12	18	24

Books of the Old Testament: 25

Books of the New Testament: 26

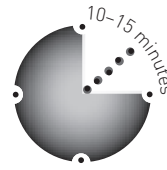
Books of the Old Testament Instrumental: 27

Books of the New Testament Instrumental: 28

Plan of Salvation: 29

Plan of Salvation Instrumental: 30

# Skill Centers



## Grades 1–3 Meeting 15

**Bible Passage:**

Matthew 6:5-15

**Verse:**

Psalms 54:2

**Key Passage:**

The Model Prayer,

Matthew 6:5-15

**Bible Story:**

The Model Prayer

**Levels of Biblical Learning Statements:**

Grades 1–2: God wants me to pray and read the Bible.

Grade 3: I can communicate with God through prayer and reading the Bible.

**Meeting Goals:**

Locate, read, and quote Psalm 54:2.

Locate and say the Bible books of the Old Testament and the Gospels.

Know and be able to locate The Model Prayer: Matthew 6:5-15.

### Skill Check

#### Toss It, Tell It

Invite the girls and boys to take turns tossing the beanbag onto the gameboard. When the beanbag lands on a Bible division title, tell the child who tossed the beanbag to name a book from that division. A correct answer scores 100 points. Keep a running tally of points. Work together as one large group to get as many points as possible. If a child must look at the Bible or “Books of the Bible Poster” in order to answer correctly, award 50 points.

#### Tap In

Call for two children at a time to play. Place the tap light between them. Explain that you or another child will name a book in the Bible. The first child in the pair to tap the light on will name the next book in the Bible. If the child answers correctly, he will play the next round against a different player. As long as a child is the first to tap on the light and answers correctly, he may continue to play the game against different challengers. Challengers may wait their turns to play again.

#### Don't Wipe Out!

Place all playing pieces at Start on the gameboard. Explain that the first player will spin the spinner and move the playing piece the number indicated by the arrow. If the player answers correctly, he may stay on the section of the path. If he answers incorrectly, he must return to his previous position. If a player spins a negative number, he loses one or two turns, according to the negative number indicated by the arrow. Lead the children to take turns playing the game. Remind them to refer to “Books of the Bible Poster” to help them play. The first player or team to reach Finish ends the game.

#### Computer Game

Invite the children to play “Before and After Flight Lesson.”

### Skill Check

- Provide “Skill Check List” (p. 23) and a pencil for each child.

### Toss It, Tell It

- Obtain the *Giant Game Floor Mat*. Print the Old Testament divisions and Gospels from “Divisions of the Bible Cards” (CD2 Item 1). Place each card in a different pocket on the floor mat.
- Provide a bean-stuffed animal.

### Tap In

- Provide an inexpensive tap light. Save the game to use in Meeting 36.

### Don't Wipe Out!

- Prepare “Don't Wipe Out! Gameboard” (Pack Item 2) and “Don't Wipe Out Spinner and Playing Pieces” (Pack Item 16).
- Print out “Skateboard Path Assignments” (CD2 Item 30). Cut out and tape the path over the “Don't Wipe Out! Gameboard” path.

### Computer Game

- Provide a computer and CD1 Games.

# Group Skills



## Do a Gathering Activity

- Display a large sheet of chart paper.
- Provide markers or crayons.

## Learn the Memory Verse

- Mark Psalm 54:2 in a Bible.

**Teaching Tip:** The hand signals will do more to help the children learn the verse by memory if the children create the signals themselves. Make subtle suggestions only when needed.

## Tell the Bible Story

- Provide activity page 33 and a pencil for each child.
- Mark Matthew 6:5-15 in the Bible you will use.

## Do a Gathering Activity

Call attention to the displayed chart paper and the markers or crayons. Invite each child to draw or print on the paper a picture of something for which she is thankful to God. Before she moves to the Group Skills area, explain to the boys and girls that they need to draw or write quickly and then move to the Group Skills area in order to have time to finish all of their other activities.

When most of the children have arrived in the Group Skills area, call on various children to tell what they drew or printed. Say: “You have many things for which to thank God. When you thank God, you pray to Him. Today, you will learn a new Key Passage about prayer. Listen to find out other ways to pray.”

## Learn the Memory Verse

Invite a volunteer to read aloud Psalm 54:2. Ask, “What is an easy way to find Psalms in the Bible?” (*to open the Bible to the middle*) Invite all of the girls and boys to find the verse in their Bibles. Remind the children that the first number in the Bible reference is the chapter number while the second number is the verse number. Lead the group in reading the verse aloud.

Direct the children to put their Bibles under their chairs or behind them. Suggest that the children use hand signals to help them remember the words in the memory verse. Ask the children for ideas about signals to use for *God*, *prayer*, *hear*, *words*, and *mouth*. Examples might be to point upward for *God*, to fold their hands in *prayer*, to cup their ears for *hear*, to make wiggly finger-lines from their mouths for *words*, and to point to their mouths for *mouth*. Use the signals the children suggest and lead the group in saying the memory verse while doing the signals. If any of the children had other ideas for hand signals, say the verse again using the other ideas. Together repeat the verse several times as you use hand signals.

Invite the children to think the memory verse in their minds as they perform the hand signals. Then ask the children to say the memory verse without using the hand signals. Praise the children for their good work and for following directions.

Ask the kids what prayer is. Help them understand that prayer involves talking to God and listening to Him. Explain that today’s Bible story, as well as the memory verse, is about prayer.

## Tell the Bible Story

Distribute the activity page and pencils. Direct the children’s attention to “The Model Prayer.” Say: “Your Bible story today is about a time Jesus

taught His disciples about prayer. Jesus gave the disciples an example or model for the way they should pray. That is why it is referred to as the Model Prayer.”

Explain that as you tell the Bible story, you will ask the children to look in their Bibles at certain Bible verses listed on the activity pages and to find the matching explanations. Note that if a Bible verse reference has a lowercase *a* or *b* beside it, it means either just the beginning of the Bible verse or the end of it. Guide the children to find Matthew 6:5-15 in their Bibles. Tell the following Bible story, directing the children to appropriate places in “The Model Prayer” as instructed during the story.

### **The Model Prayer**

Jesus taught His disciples many things. He often taught them about prayer. One day, Jesus said: “Do not pray like the people who stand in the temple hoping to be noticed for their prayers. Being noticed is their only reward.”

Jesus went on: “Pray to God privately. God who knows everything will reward you. Don’t babble words with no meaning. After all, God knows what you need before you even ask Him.”

Then Jesus said, “You should pray like this.” (*Ask a volunteer to read Matthew 6:9 from his Bible. Then direct the children’s attention to the Matthew 6:9 reference on their activity pages. Ask the children to draw a line to the sentence God our Father is in heaven.*) You pray to God who is a loving Father to you. You should respect and honor Him because He is holy.

Jesus told the disciples that they should pray for God’s will to be done by people here on earth just as His will is done in heaven. (*Ask a volunteer to read Matthew 6:10 from her Bible. Direct the children to the Matthew 6:10 reference and let the children match it with the correct sentence.*)

Jesus told the disciples to ask God for the things they need such as food. (*Invite a volunteer to read Matthew 6:11 from his Bible. Let the children match Matthew 6:11 with the correct sentence.*)

Next, Jesus told the disciples that they should ask God to forgive them when they do wrong. He also told them they should forgive other people. (*Invite a volunteer to read Matthew 6:12 from her Bible. Let the children match Matthew 6:12 and the correct sentence.*)

Jesus told the disciples to ask God to help them keep from doing wrong and to help them do what is right. (*Ask a volunteer to read Matthew 6:13a from his Bible. Let the kids match Matthew 6:13a and its meaning.*)

Then Jesus praised God for owning everything and for being able to do anything. (*Ask a volunteer to read Matthew 6:13b from her Bible. Let the children match Matthew 6:13b and the meaning.*)

Listen while I read the entire short prayer aloud. (*Read the Model Prayer from your Bible.*)

*Based on Matthew 6:5-15*

### Apply the Memory Verse

- Provide activity page 34 and a pencil for each child.

### Review the Bible Story

- Gather a large ball and masking tape.
- Print “Meeting 15 Review Questions” (CD2 Item 31). Cut apart the strips and tape them to the ball. Use the answer card to check the kids’ answers.

**Teaching Tip:** If a child is a beginning reader, give him the option of choosing a teacher to read the question or of reading it himself.

### Learn the Key Passage and Bible Books

- Cut a sheet of construction paper in half. Label one half with a 6: Don’t forget the colon! Label the other half 5-15.
- Provide a CD player and CD1. Cue the CD to “Books of the Old Testament” (Track 25).

### Apply the Memory Verse

Tell the children that Jesus did not intend for people only to say this memorized prayer, but that He wanted them to know the kinds of things about which they can pray. He gave the prayer as an example of what to do. Mention that many people, possibly even some of them, have memorized the Model Prayer and like to repeat it to remind themselves of how they should pray.

Instruct the girls and boys to find “My Prayer” on their activity pages. Explain that by filling in the blanks of the activity they can create their own prayers. Ask the children to complete the first shape by printing in the blank *God* or *Father*. Let the girls and boys complete the second shape by writing one thing they know about God that describes Him such as loving, awesome, and holy. Continue with the other shapes, helping the children know what information each shape requires.

### Pray

When all the boys and girls have completed their “My Prayer” activities on the pages, suggest that the group form teams of about four children. Explain that each child on a team can take a turn praying his prayer aloud in his group. Encourage all the children to participate by reading what they wrote in the activity, but do not force any child to read his prayer if he does not wish to do so. Just call on the next child to read his prayer. If the children develop a pattern of not wanting to read their prayers aloud, suggest that the group sit quietly while each person reads his prayer silently.

### Review the Bible Story

Show the ball and questions. Explain that you will toss the ball to a child and that the child will remove any question from the ball, read the question aloud for the group, and call on a volunteer to answer the question. Tell the group that each child who catches the ball will toss it back to you after he removes the question. Toss the ball to a child and let the child read a question aloud. Allow thinking time before the child calls on someone to answer. If the child who volunteers is unable to answer, let the child who caught the ball call on another child to answer. If no one can answer correctly, tell the answer yourself and reattach the question to the ball to be used again later in the game.

Continue by tossing the ball to other children until all the questions have been removed, read, and answered.

### Learn the Key Passage and Bible Books

Explain to the girls and boys that today’s Bible story is one of the Key Passages for them to learn during the year. Mention that the story is found in one of the four Gospels. Invite the group to repeat the names of the Gospels with you. (*Matthew, Mark, Luke, John*) Say: “The Key Passage is in the first Gospel. Which Gospel is that?” (*Matthew*) Suggest that the children find Matthew by opening their Bibles first to the middle and then opening

the back half of the Bible to the middle. Wait as all the children locate Matthew in their Bibles.

Say: “Look to see the chapter number that I hold up. Then find that chapter in Matthew.” Hold up the construction paper with 6: on it. Wait as the girls and boys find chapter 6 in Matthew. Check to see that the children are in the correct place. Say: “Look to see the verse numbers that I will show you. Find any of those verses in chapter 6 of Matthew.” Hold up the 5-15 sign. Wait as the children find the verses. Note that the actual Model Prayer begins in verse 9, but that Jesus began teaching about prayer in verse 5.

Direct the girls and boys to close their Bibles. Then ask the children to find the Model Prayer in their Bibles. Place the number signs on the floor or post them on the wall as clues the children may use as they find Matthew 6:5-15. Give help as needed. Ask the children to tell the name of the Key Passage found in Matthew 6:5-15. (*The Model Prayer*)

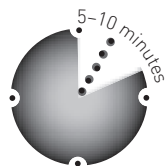
Say: “Your Bibles are open to the first Gospel. What is it? (*Matthew*) Turn to the second Gospel. What is it? (*Mark*) Turn to the third Gospel. What is it? (*Luke*) Turn to the last Gospel. What is it?” (*John*) Affirm the children for their good work.

Ask: “Today, you learned a new Key Passage. What is its name? (*The Model Prayer*) Where is it found?” (*Matthew 6:5-15*)

Lead the group in singing “Books of the Old Testament” to review the Old Testament Bible books the children have learned.

### **Choose Skill Options**

Help the children know a little about each activity in the Skill Option. Guide each child to choose one of the activities offered.

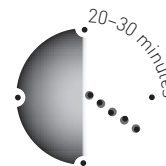


### **Family Bible Skills to Go**

Invite the boys and girls to gather with their families. Encourage each family to find the Model Prayer in the Bible by turning to Matthew 6:5-15. Tell the families that the children studied the Model Prayer during this meeting and learned where it was found. Ask each family to choose a time during the week that they will meet together and read the prayer. After a few moments when families discuss the meeting time, ask each family to read the Model Prayer in its group by starting to read in verse 9 of Matthew 6. Call for the children to use their activity pages to tell their parents what the parts of the prayer mean. Thank the parents and the children for their participation.



# Bible Skills



## Double Toss

- Print two small boxes and cover them with paper. Make sure the boxes are suitable for the “Double Toss Squares” (CD2 Item 32). You may want to use the box used in Meeting 9 for one of the boxes.
- Print and cut apart the squares of “Double Toss Squares” (CD2 Item 32). Tape the six assignment squares to the sides of the first box. Tape the first set of Bible book squares to the sides of the second box. Set aside the other two Bible book sets to use as instructed.
- Provide tape loops and pencils.
- Be sure the children have activity page 33 with them.

**Note:** Save this game to use again in Meetings 17, 24, and 34.

## Double Toss

Show the two boxes to the group. Note that one box has the names of Bible books on it and that the other box has assignments on it. Explain that one person in the group will toss one box to find which assignment the group will do while someone else will toss the other box to find out which Bible book the group will use to do the assignment. Give the assignment box to a child and let her gently toss it onto the table or floor. Read aloud the assignment from the side of the box that lands on top. Hand the Bible book box to another child to toss. Read aloud the Bible book from the side of the box that is on top. Guide the children to complete the assignment with that book of the Bible. Continue in the same manner for several minutes, letting the entire group work together to do the assignments.

Then gently remove the Bible book squares and tape the second set of Bible book names to the Bible book box. Note that the assignments will stay the same, but that the children will use different books to do the assignments. Lead the group to do several more assignments.

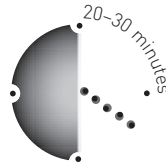
Remove the squares from the Bible book box and tape a third set of Bible book names to the box. Explain that this time each pair of children will toss the boxes to find the book name and assignment, but that while that pair works, another pair will toss the boxes and begin working on another assignment. Let the children work to do their assignments.

Put away the Bible book box. Ask the children to each choose any book of the Bible from the Old Testament or from the Gospels. When each child has made a choice, give the assignment box to one of the boys and girls. Let the child toss the box to find out what assignment to do with the book chosen. Continue as each child takes a turn with the assignment box. Let each child report the findings to another child and then to you.

Ask the children to find on their activity pages the “Key Passage Kites.” Suggest that the children match the five references to the five titles by drawing a line from the kites to the children. Then ask them to use their Bibles to discover whether or not they were right. Give help as needed as the children work.

When a child finishes checking his work, guide the child to find the Model Prayer in his Bible. (*Matthew 6:5-15*) Lead the group in reading the prayer together.

# Recreation



## **That's My Seat!**

Invite the children to form a circle with their chairs facing outward. Explain that as the music plays, the girls and boys are to march clockwise around the chairs and that when the music stops, each person must quickly find a chair in which to sit. Play the music. Stop it suddenly. Let the girls and boys find chairs and sit down. Praise the children for following directions.

Take away one chair. Mention that this time when the music stops one person will be left without a chair. Explain that the person will not be out of the game but will need to repeat this meeting's memory verse (Psalm 54:2) in order to stay in the game. Lead the group to say the verse together. Play the music. Stop the music suddenly and wait as the children scramble for chairs. When one child is left standing, let the child repeat Psalm 54:2. If a child has difficulty remembering the verse, use the signals from Group Skills to help her recall the words. Help each child successfully complete the verse and participate in the game. Begin playing the music again. Stop the music. Let the children find their chairs. Call on the child left standing to repeat the memory verse. Continue in this manner for several minutes.

Say: "You are doing well remembering the memory verse. This time when someone is left standing, the person will need to name a book from the Gospels." Review the Gospel books: Matthew, Mark, Luke, and John. Then lead the children to play the game again. Give clues as needed to help the children recall the books and participate in the game.

After a few minutes of play, remove another chair. Explain that two people will be left without chairs and that one of them will name a Gospel and the other will name a different Gospel. Start the music for the children to begin playing.

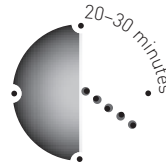
Change the game again after a few minutes. Tell the group that you will name a book of the Bible and one of the people left standing will name the book before it and the other person left standing will name the book after it. Give clues as needed for the children to participate in the game. Turn on the music and lead the children to play the game.

Ask the children to find this meeting's Key Passage in their Bibles. (*The Model Prayer: Matthew 6:5-15*) Give help as needed. Encourage the boys and girls to keep learning how to use their Bibles.

## **That's My Seat!**

- Provide a CD player and CD1. Cue the CD to "Books of Old Testament" (Track 25).
- Provide a chair for each child.
- Save the game to use in Meeting 36.

# Crafts



## Folded Hands Prayer

### Booklet

- Provide construction paper, plain paper, pencils, scissors, a hole punch, 12-inch lengths of yarn, and markers or crayons.

**Teaching Tip:** Be sure that the children know they do not have to fold their hands when they pray but that seeing a picture of folded hands can remind them to pray.

## Folded Hands Prayer Booklet

Ask, “What is prayer?” Be sure that the children understand that prayer is talking to and listening to God.

Tell the children that they will make prayer booklets that can help them recall things about which they want to pray. Note that the booklet will be in the shape of hands folded in prayer.

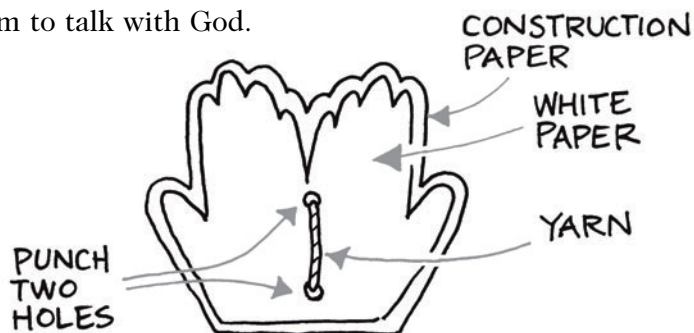
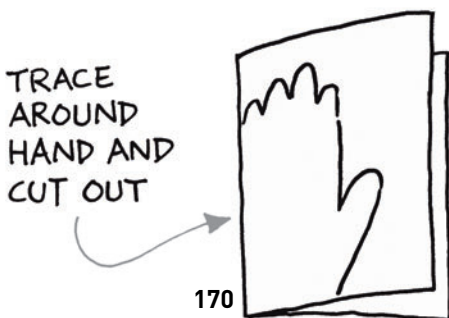
Distribute sheets of construction paper. Give directions to fold the paper in half as in the illustration. Form pairs of children. Explain that one child in the pair will draw around the hand of the other child in the pair. Hand out pencils. Direct one child in each pair to place a hand on the paper so that the little finger is right up against the fold of the paper. Ask the other child in the pair to draw around just the tops of the fingers, beginning at the fold, and then to trace around the entire thumb and on down to the end of the paper. Let the children switch roles and trace the hand shape of the other child.

Distribute scissors. Explain that the children must hold the paper folded as they cut out their hand shapes so that the finished hand will form the cover for the book. Give help as needed with cutting. Hand out sheets of plain paper. Let the children trace the first hand shape onto the plain paper. Ask the children to cut out the plain paper hand shapes by cutting just inside the tracing lines they drew.

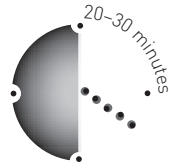
Direct the children to stack the plain paper on top of the construction paper. Help them punch two holes along the fold lines as in the illustration. Give each child a length of yarn. Let him thread the yarn through the two holes and tie it on the construction paper side.

Guide the children to print or draw on the pages of their booklets things they want to thank God for, good things they know about God, requests for other people, and requests for themselves. Allow the children to title their books using titles such as *My Prayer Book* or *Talking with God*.

Ask the boys and girls to locate The Model Prayer in their Bibles. Let the children spend the last few minutes of Crafts time using their prayer booklets to pray silently. Urge the children to use their booklets during the week to remind them to talk with God.



# Service



## Candy Kiss Cards

Ask the boys and girls to recall the Key Passage learned during this meeting and its reference. (*The Model Prayer: Matthew 6:5-15*) Guide the children to find the Key Passage in their own Bibles. Remind the children that Jesus taught people to pray when He taught them The Model Prayer.

Invite the children to find this meeting's memory verse, Psalm 54:2, in their Bibles. Call for a volunteer to read the verse aloud for the group. Ask the children to close their Bibles. Lead the children in repeating the memory verse aloud together. Note that when people pray, God will hear them.

Say: "You can make special cards to give to people for whom you will pray. You can make your cards look like candy kisses. First, decide to whom you will give your cards." Show the list of senior adults or encourage the children to think of people for whom they can pray. Talk about the ways people can be encouraged by knowing that someone is praying for them. Note that God is pleased when people pray for others.

When each child has chosen a person to receive the card, distribute cardboard shapes and aluminum foil squares. Let the children cover the cardboard shapes with the foil, leaving a small opening at the peak of the shape. Distribute permanent markers and let the children print on the foil messages such as *I am praying for you* or *God loves you*. Be sure each child signs his card.

Distribute the paper strips. Allow each child to print on the strip the name of the person who will receive the card. Demonstrate how to poke the strip inside the opening at the top and tape it down. Let the children attach their strips. Hand out Hershey Kisses® and let the children glue one or two onto the card. Allow the children to eat a few of the candies as they work.

Urge the boys and girls to give their cards in person to the people for whom they will pray. Let each child hold the card he made and whisper a prayer for the person.

## Candy Kiss Cards

- Compile a list of senior adults or others who might appreciate cards from children.
- Print the "Candy Kiss Cards" (Pack Item 21). Use the pattern to cut a cardboard shape for each child.
- Provide aluminum foil squares about 12-by-12-inches, permanent markers, ½-by-2-inch paper strips, tape, and Hershey Kisses®.

**Allergy Alert:** Check to be sure none of your children are allergic to chocolate before allowing them to eat the candy.