

**Do Something About
Bible**

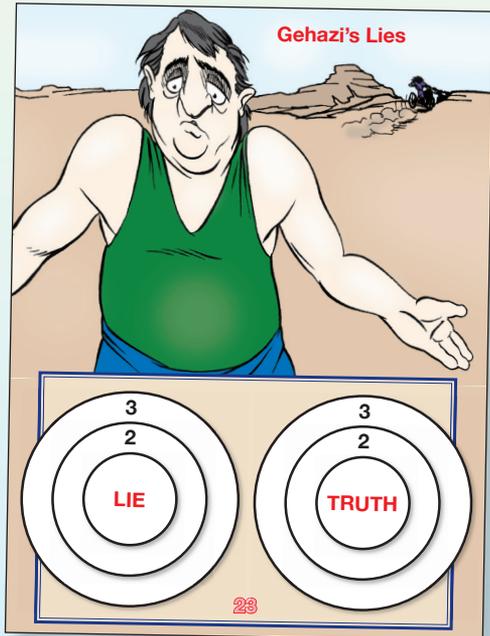
Bible is the most important subject you teach. But selecting a Bible curriculum is often a low priority, and in some cases, no Bible curriculum at all is used. While thumbing through our Bible series, one conventioneer turned to her friend and said, “we really need to do something about Bible.” Here are **some ways** that our Bible workbooks make Bible classes interesting and effective.

Avoid Disaster

Choosing an uninteresting or ineffective language arts curriculum can result in children having a reading deficiency. Choosing an uninteresting or ineffective math curriculum can result in children having poor math skills. But choosing an uninteresting or ineffective Bible curriculum can have eternal consequences. A reading deficiency is unfortunate. Poor math skills are inconvenient. Disinterest in spiritual things, however, is a disaster. The spiritual decisions your children make will correlate closely to the biblical training that you give them. Choosing the right Bible curriculum can help them make godly decisions; therefore, choosing Bible curriculum should be given highest priority. There are some things that you should consider when reviewing Bible curricula.

Bible curricula should be written from a story approach, not a doctrinal approach. The story approach was how the Bible was written, it is how Jesus taught His disciples, and it is more interesting to elementary age children. To benefit from a doctrinal approach to Bible study, students should have good overall Bible knowledge and they should possess the ability to analyze and compare related passages in the Bible. Most children do not have the background or analytical skills to do this, and doctrine is less interesting to children than stories. Choose a curriculum with story approach.

Bible curricula should teach godly character responses. But what is character and how is it taught? Teaching character means teaching students biblical responses to everyday situations. The curriculum that you choose should not only teach Bible stories, it should also teach students how to apply those stories to their everyday lives. In *On God's Side* (our 2nd grade workbook) students are taught the story of how Gehazi, Elisha's servant, lied repeatedly in order to receive money originally offered to Elisha by Naaman in appreciation for God's healing of Naaman's leprosy. *On God's Side* includes a simple graphic to help students make a personal character application from the story. The teacher reads a related story from



the teacher’s manual demonstrating how one lie always requires another lie to cover it. In the graphic, students color the “lie circle” orange. Because another lie is necessary to cover the first, students use a red crayon to cover the orange “lie circle” and circle 2. Another lie covers the previous two lies, and students use a blue crayon to cover all previous colors and circle 3. When students complete their graphic, they understand how difficult it becomes to cover lies and how ugly the whole thing appears. By contrast, the teacher’s manual contains another story demonstrating that when someone tells the truth, there is no need to “cover” anything. Students use a yellow crayon to cover the “truth circle,” a red crayon to color only circle 2, and a blue crayon to color only circle 3. None of the colors cover each other, because truth does not need to be covered. Students are asked, “Which group of circles looks better? What do you think looks better in God’s sight...a lie or the truth?” This simple graphic turns the story of Gehazi’s lies into a personal character building lesson.

Elementary Bible curricula should be “confrontational.” Confrontational curricula presents Bible stories then confronts students to make spiritual changes. In the *In God’s Word* workbook (for 5th grade), students study the story of the youths who made fun of Elisha’s baldness. As a result of their disrespect, the Lord sent bears to maul the youths. The *In God’s Word* lesson confronts students with questions such as “Do you ever make fun of or laugh at someone who is preaching or teaching a Bible lesson?” “Do you ever make fun of or laugh at classmates who try to do right and live for the Lord?” “Do you ever make fun of or laugh at someone’s physical appearance or actions?” This Bible lesson teaches students that God is angry at these kinds of actions and confronts students to make a spiritual change. A confrontational curriculum encourages students to evaluate themselves spiritually and make appropriate changes.

NATURALLY SUPERNATURAL		
NATURAL LAW	SUPERNATURAL LAW	NATURALLY SUPERNATURAL
1. We cannot control when it rains...	...but God can.	James 5:17-18
2. Ravens do not deliver food...	...but living creatures obey their Creator.	1 Kings 17:4-6
3. Flour and oil do not replenish themselves...	...but God can make them multiply.	1 Kings 17:14-16
4. If a person dies, he does sit up and speak...	...but God can bring a person back to life.	1 Kings 17:21-22
5. Fires cannot be started by words...	...but God controls temperature.	1 Kings 18:37-38
6. Rivers do not part to make a walking path...	...but they flow or when God says.	2 Kings 2:8

PAWS PAUSE

Do you ever...

	Often	Some- times	Never
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- ...make fun of or laugh at someone who is preaching or teaching a Bible lesson?
- ...make fun of or laugh at classmates who try to do right and “live for the Lord”?
- ...make fun of or laugh at someone’s physical appearance?
- ...jokingly call someone names because they will not join you in doing something wrong?

Paws And Think: When I make fun of others, I am really making fun of _____.



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Bible curricula should be in a workbook format. A workbook guarantees that students move from a “listener only” mode to a “responder” mode, because students must write responses in their workbooks. Children have often heard the story of how baby Moses was hidden in a basket on the Nile River, but students in *By God’s Hand* (1st grade) will never forget God’s deliverance and protection of Moses. After a teacher-led discussion, students begin drawing in the water on the workbook page the dangers that lurked nearby, including

crocodiles and snakes. Students cut and fold the bottom of the page up to form the “bulrushes” in the water and discover spiders and scorpions in the weeds. Students begin to realize how the Lord protected Moses not only from drowning, but from other dangers in the river. Student’s workbooks become a spiritual “diary” of their responses to Bible questions and discussion. Their workbook also becomes a visual review of Bible stories and truths learned.

There are 3 other reasons why elementary Bible curricula should be in a workbook format. A well-written workbook compensates for a teacher who is inadequately trained in Bible. A well-

written workbook compensates for a teacher who for one reason or another is unprepared to teach a specific lesson. And finally, it compensates for a teacher who is uninteresting or uninspiring in his or her presentation.

Elementary Bible curricula should be visually appealing to the students who use it. Much modern print and media advertising is directed toward children, and the competition to capture their interest and imagination is becoming very sophisticated. If you look through the Praise Hymn Bible workbooks, you will notice that they are designed to capture the student’s attention immediately and draw them into an interesting presentation of a Bible story.

Choosing no Bible curriculum at all can be a disaster. But choosing a boring and ineffective Bible curriculum *is* a disaster, because it will turn children off to Bible teaching. Avoid a spiritual disaster by choosing an interesting and effective Bible curriculum.

Don’t Bog Down In One Area Of Bible Study

Elementary Bible curricula should not “over study” a particular area of the Bible or a particular Bible character. To study the life of Elijah for an entire month or an entire semester can be an unforgettable experience for the student, but whether or not that unforgettable experience is positive or negative is questionable. Over-emphasis does not guarantee application of Bible truths, and it could result in disinterest. It is our belief that elementary age children are not familiar enough with the Bible as a whole to be isolated in one part of the Bible for too long of a period of time, and “over studying” may deprive students of needed teaching found elsewhere in the Bible. The Praise Hymn Bible Series goes through the Bible chronologically every year. *On God’s Side* (2nd grade) briefly reviews *By God’s Hand* (1st grade) and proceeds through the Bible again,



Scope and Sequence
for Praise Hymn Elementary Grades Bible Workbooks

adding facts and stories that were omitted in grade 1. *With God's Help* (3rd grade) briefly reviews grades 1 and 2 and proceeds through the Bible a third time, dropping in what was not covered in grades 1 and 2. By the end of grade 3, students have a thorough survey of the entire Old and New Testaments. *On God's Path* (4th grade), *In God's Word* (5th grade), and *To God's Glory* (6th grade), repeat the three-year survey on a more advanced and challenging level.

Since Christ is the central theme of both the Old and New Testaments, no Bible curricula should omit studying the life of Christ every year. Students study a different aspect of the life of Christ each year as they proceed through the Praise Hymn workbooks. Grades 1 and 4 learn the miracles of Christ, grades 2 and 5 learn the teachings of Christ, and grades 3 and 6 learn the actions of Christ.

The Bible is a rich tapestry of stories teaching principles important to a child's spiritual development. Don't "bog down" or leave any of the stories out. Use the breadth of biblical teaching to "whet the appetite" of elementary age children for in-depth study in later years.

Vary Your Approach To Bible Stories

Children who grow up in Christian homes hear Bible stories from birth, but what they hear is usually the same basic facts over and over. By the time they reach elementary grades, they should have a Bible curriculum that does not just retell the story, but presents the story in a new and interesting way. Each Praise Hymn Bible curriculum lesson was written with the goal of presenting the Bible story in a way or with facts that students have not heard before. Here are some of the ways we present Bible stories so that students will be interested in them whether they are hearing them for the first or fifteenth time.

We teach a Bible story from a different emphasis. In the grade 4 lesson entitled "Curious Camel Quirks" students learn about camel "quirks" from Clint Camel. "What do all these curious camel quirks have to do with Bible, anyway?" asks Clint at the end of the Bible lesson. A lot, if you understand that Abraham's servant had been sent to a distant city to try to find a bride for Abraham's son, Isaac. As the servant arrived in the city he prayed, "Lord, send the girl that you would choose for Isaac." Soon a young girl approached and volunteered to water and feed all of the servant's camels. In light of the camel "quirks" just learned by students, the girl who would volunteer to water these

By God's Hand (for grade 1)

Creation to entry to Canaan - Lessons 1-61
Books of the Old Testament/History of Israel
Overview - Lessons 62-65
Esther - Lessons 66-67
The Birth of John the Baptist - Lessons 68-73
Disciples - Lessons 74-75
Jesus and His miracles - Lessons 76-86
Writings of Paul (Romans - 2 Corinthians) -
Lessons 87-93
Books of the New Testament - Lesson 94
Old & New Testament Review - Lessons 95-96
Christmas - Lessons 97-98
Easter - Lessons 99-100

On God's Side (for grade 2)

Background Review from *By God's Hand* -
Lessons 1-2
Joshua through Kings and
Prophets of Israel - Lessons 3-68
Old Testament Review - Lesson 69
Teachings of Jesus - Lessons 70-88
Writings of Paul (Galatians-Philemon) -
Lessons 89-98
Christmas - Lesson 99
Easter - Lesson 100

With God's Help (for grade 3)

Background Review from *By God's Hand* and
On God's Side - Lessons 1-7
Old Testament Prophets and Kings -
Lessons 8-27
Israel to Modern Times - Lessons 18-23
Actions of Jesus - Lessons 24-53
Acts - Lessons 54-73
New Testament Letters
(Hebrews - Revelation) - Lessons 74-91
Missionary Pilot's Story - Lessons 92-96
Christmas - Lessons 97-98
Easter - Lessons 99-100

On God's Path (for grade 4)

Creation through Noah - Lessons 1-14
Abraham through Jacob - Lessons 15-26
Joseph - Lessons 27-40
Moses to entry into Canaan - Lessons 41-58
Esther - Lessons 59-67
Jesus and His miracles - Lessons 68-83
Writings of Paul (Romans - 2 Corinthians) -
Lessons 84-96
Christmas - Lessons 97-98
Easter - Lessons 99-100

In God's Word (for grade 5)

How Our Bible Came To Be - Lessons 1-5
Background Review from *On God's Path* -
Lessons 6-7
Joshua and the Conquests - Lessons 8-17
The Judges - Lessons 18-23
Ruth - Lessons 24-27
Samuel, Saul, David, Solomon - Lessons 28-47
Kings of Israel - Lessons 48-51
Elijah, Elisha, More Kings - Lessons 52-67
Daniel - Lessons 68-75
Teachings of Jesus - Lessons 76-87
Writings of Paul (Galatians-Titus) -
Lessons 88-97
Christmas - Lessons 98-99
Easter - Lesson 100

To God's Glory (for grade 6)

Background Review from *On God's Path* and
In God's Word - Lessons 1-6
Old Testament Prophets and Heroes -
Lessons 7-38
Israel to Modern Times - Lessons 18-23
Actions of Jesus - Lessons 24-27
Samuel, Saul, David, Solomon - Lesson 39
Actions of Jesus - Lessons 40-65
Acts - Lessons 52-67
Daniel - Lessons 66-85
New Testament Letters
(Hebrews - Revelation) - Lessons 86-97
Hall of Fame and Shame - Lessons 98-100

camels had to be the answer to the servant's prayer. Telling the story emphasizing the camel's undesirable quirks gives students a better insight into how God answers specific prayers.

We tell the Bible story from a different point of view. Children have heard the resurrection story before, but they may never have heard it foretold in Jesus' own

THE SLURPING CAMEL TEST

- Abraham asked his servant to (24:2-4)...
 - find Isaac a Canaanite wife.
 - find Isaac a wife from his relatives.
 - make sure Isaac never got married.
- The servant asked God to (24:12-14)...
 - not let his camels die on the trip.
 - send Isaac's bride to water his camels.
 - help the trip be easy.
- Rebekah (24:17-20 and 23-25)...
 - gave the servant a drink.
 - gave the camels a drink.
 - offered the servant a place to stay.
- Rebekah's actions made the servant (24:26)...
 - return home immediately.
 - worship God.
 - look for another girl.
- Bethuel (Rebekah's father) said (24:50-51)...
 - Rebekah could not marry Isaac.
 - they would consider the offer.
 - marrying Isaac was directed by the Lord.
- Isaac (24:66-67)...
 - fell in love with Rebekah.
 - did not like Rebekah.
 - married Rebekah.



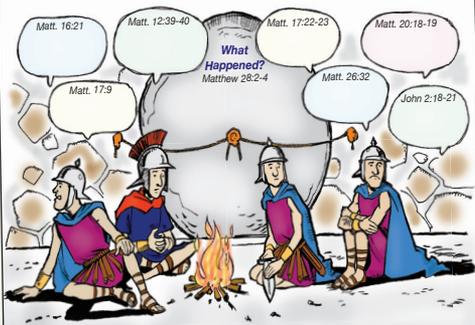
CURIOS CAMEL QUIRKS

My name is Clint the Camel, and I would like to tell you some things you probably do not know about camels...

I'm cantankerous! I may bite or kick. Make me angry and I'll spit on you. I can carry up to 1,000 pounds, but I "whine" when I carry heavy loads. I can drink 5 gallons of water a day. I hold water in my hump. I don't sweat very much. I can go 3 days without food or water. My body temperature can vary as much as 10 degrees. We are called the "ships of the desert."

So what do all these curious camel quirks have to do with Bible? Well, I'll tell you...

EARTHQUAKE!



GRAVE ROBBERS

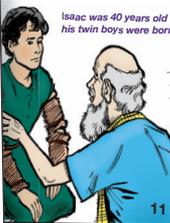
Did Jesus rise from the grave, or was Jesus' body stolen from the grave? Some who do not believe in the resurrection of Christ say...

- The disciples stole it!
- The Jews stole it!
- The soldiers stole it!

These people are modern, religious grave robbers...

THE TWIN TO WIN

Isaac was 40 years old when he married Rebekah, and 60 years old when his twin boys were born.



The "EE-JAY" LD. Game

Write "E" for "Esau" or "J" for "Jacob."

7. He was born first (25:25).
8. He grabbed his brother's heel (25:26).
9. He was his mother's favorite (25:28).
10. He traded his birthright for food (25:29-34).
11. He went to hunt for the meat his father loved (27:1-4).
12. His mother wanted him to get the blessing (27:5-10).
13. He put on goat skins to be hairy like his brother (27:11-17).
14. He was the twin to win his father's (27:18-29).

words. In grade 6 students study all the times that Jesus said that He would rise again as recounted by the apprehensive soldiers who spent the night guarding the tomb.

We tell the Bible story with new insights. Students are familiar with the story of how Jacob tricked Esau out of his birthright, but in grade 1 students gain insight into how Jacob's deception affected the entire family adversely. Students discuss each family member's reaction to Jacob's deceit, then with the teacher's assistance, draw the facial expressions that expressed their feelings. From the emotions of others students learn that tricks and



deceit can backfire, affecting others negatively.

We teach obscure but interesting Bible stories that students may not have heard before. Do your students know the story of how Ezekiel built a clay model of the city of Jerusalem and stood in front of it with an iron pan covering his face? Do they know the story of how Ezekiel lay on the ground

Box 1
How old do you have to be for God to call you to do a special job?

Box 2
How old was Jeremiah when God called him to be a prophet? (Jeremiah 1:5)

Jeremiah 1:6
I do not know how to

Jeremiah 1:6
I am only a

EZEKIEL FACED NORTH FOR _____ DAYS.

Why is Ezekiel Lying In The Dirt?

EZEKIEL FACED SOUTH FOR _____ DAYS.

facing north every day for 390 days then turned facing south for another 40 days? Your students will learn these and other seldom-studied Bible stories from the Praise Hymn

Bible workbooks.

We tell Bible stories including new facts. In grade 2 students learn the details of how Joshua and the Israelites conquered the city of Ai using God's plan...decoys to draw the enemy out while 30,000 Israelites attacked from behind the city and 15,000 more awaited in ambush on the side of the city. Students learn that God had a hand in planning Israel's conquests, and that on one occasion God even

stopped the sun and moon in their orbits to allow more daylight for Israel to win their battle.

We tell Bible stories using object lessons. In the grade 5 lesson entitled "The Boam Poem," students learn how the prophet Ahijah took his coat off and tore it into 12 pieces to illustrate to Jeroboam how the nation of Israel would divide into 10 northern tribes under Jeroboam's control and 1 southern tribe (called Judah) under Rehoboam's control. However, 10 plus 1 equals 11, not 12. Students solve the problem of the object lesson and then learn the "Boam Poem" which explains why the nation of Israel divided.

We teach Bible lessons using humor. In the grade 4 lesson entitled "Trumpets and Tombstones," humor is used to discuss what happens to Christians after death. Students look up Bible verses in 1 Corinthians to complete the humorous tombstone engravings.

We teach Bible stories using varied activities. If you look through the Praise Hymn Bible Series, you will see a variety of activities used to teach Bible lessons, including poems, stories, plays, mascots, drawings, puzzles, scrolls, original drawings, question and answer, matching, and much, much more. The workbooks present variety and surprise even in simple matching exercises as in the grade 5 lesson entitled "The Baal Box." Students place the letter matching the statement in the mail box of the person to whom it applies. Students are surprised to find that no answers went inside the "Baal" box, until they learn that it is because Baal is fictitious, as are all false gods. There is "no mail for Baal" because Baal was not a real person.

We generate interest in Bible lessons by giving them "catchy" or informative titles.

12 MINUS 10 = 1?

One day Ahijah, a prophet of God, met Jeroboam as he was leaving Jerusalem. As they walked along, Ahijah said, "I have a message from God to you."

What happened to the missing tribe of Israel? (Clues: 1 Samuel 9:21; 1 Kings 12:21)

- They decided to move away.
- They died of a terrible disease.
- They were a small tribe living among the tribe of Judah.

THE BOAM POEM

From 1 Kings 11:42-12:20

(11:42-43) After _____ years reign, King Solomon _____ And all of the Israelites _____ mourned him and cried.

"We need a new king, and we've found the right one," They said as they crowned King Solomon's _____

(12:2) When Jeroboam (who fled to _____ to hide) Heard that his enemy, King Solomon had died, He hurried back home to Israel again.

Now this is where Rehoboam's problems begin... (Please do not confuse Rehoboam with Jeroboam's name, For though they're both "boams," they are not both the same. They are two different men, and as you will see, They soon became each other's worst enemy.)

(12:3-4) _____ and other great leaders one day Went to the new king, _____ to say, "Your father, King Solomon, made us all serve With too heavy a _____ that we did not deserve. (12:4-5) "So make our yoke lighter, and then you will see That we your loyal subjects shall be."

King _____ said, "Go on your ways And return for my answer, but give me _____ days." (12:6-11) The king asked his elders, "Now what shall I do?" They said, "Grant them their wish, and they will serve you." But Rehoboam's friends who had _____ up with him said, "Don't make their yokes lighter, make them _____ instead!" "Tell them that you are the great Rehoboam. Much greater by far than Solomon, then show 'em That instead of being beaten with _____ as before, They'll be whipped with _____ until they are sore."

(12:19-20) The advice from the men Rehoboam consulted Left the Israelites and Jeroboam greatly insulted. This act by Rehoboam made the ten tribes rebel And crown _____ their king of Israel. Now Benjamin and Judah were counted as one, And their king was none other than Solomon's son. Rehoboam ruled from King David's throne. But the two tribes he ruled were small and alone.

(12:19) So Israel split as _____ had spoken, For the word of the _____ could not be broken. So Reho- and Jero-, both of them "boam," Caused the division of Israel (and also this poem).

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A ZERO WITH THE LINES RUBBED OUT

1. A great prophet who has no love is _____.
2. A person who has great knowledge but no love is _____.
3. A person with great faith but no love is _____.
4. A person who gives everything to the poor but has no love is _____.
5. A person who gives his life for Christ but has no love is _____.

The Lord Said...
 "People will know that you are my disciples if you _____ one another."
 (John 13:35)

TRUMPETS AND TOMBSTONES

Sometimes a visit to an old graveyard can be very interesting. Most people have very serious things engraved on their marker stones. But some people request that humorous things be put on the stones, such as "I TOLD YOU I WAS SICK." The grave stones below all belong to Christians, and you can help engrave them.

6. Sister Lee - 51 7. M. T. Graves - 52
 8. I. B. Gone - 52 9. U. P. Bound - 52
 10. O. B. Patient - 55-57

IMEMINE Disease (the account of Satan being cast from heaven because of pride) and *Knee-Hemiah* (the story of the prophet Nehemiah, who prayed earnestly that God would rebuild the city of Jerusalem) are unique titles that catch students' interest and help them remember important facts about the lesson.

We celebrate Christmas and Easter. Although the exact dates are unknown, these events are important celebrations for Christians. All Praise Hymn workbooks have Christmas and Easter lessons that are timed to be completed on the last school session before each of the holidays.

THE BAAL BOX

Subtitled:
NO _____ FOR _____

THE MARATHON RUNNER

Read 1 Kings 18:41-44.

1. What was Elijah doing bent down with his face between his knees? (James 5:17-18)
2. How was Elijah able to outrun Ahab's chariot during the 25-mile trip back to Jezreel? (1 Kings 18:46)
3. What message did Jezebel send to Elijah after she heard what had happened on Mount Carmel? (1 Kings 19:2)
4. What did Elijah do when he received Jezebel's message? (1 Kings 19:3)
5. After a day of running from Jezebel, what did Elijah say to God? (1 Kings 19:4)

Advice to Elijah...

<input type="checkbox"/>	Stay.
<input type="checkbox"/>	Pray.
<input type="checkbox"/>	Go to Ahab's wife.
<input type="checkbox"/>	Run for your life.

A. Said, "O Baal, hear and answer us."
 B. He mocked and taunted.
 C. Had only one prophet at Mt. Carmel.
 D. Called from morning until noon.
 E. Burned up the water.
 F. Said, "Maybe he is traveling on a journey."
 G. There were 850 of these.
 H. Burned up the wood.
 I. Repaired the Lord's broken altar.
 J. Cut themselves.
 K. Said, "Maybe he is asleep."
 L. Burned up the stones.
 M. They were killed.
 N. Four times water on the altar 3 times.
 O. Burned up the sacrifice.

What should be done with Baal's mail box?

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**Fly Bye's
Old Testament Poem**

God created
All things new.
Noah's Ark
Saved a few.
Abraham did
What God had told.
Isaac was born
When Aba was old.
Jacob tricked
His brother Esau.
Esau's birthright
Jacob had.
Jacob had
Many a son,
But Joseph was
His favorite one.
Joseph into
Slavery went.
By his brothers
He was sent.
But in Egypt
Joseph became
A mighty ruler
Of great fame.
Joseph's family
Moved there too.
From few to many
His family grew...
Till Moses came
And led them out
To the Promised Land.
But they rebelled
And griped and cried
Till all there
In the desert died.
Finally Joshua
Led Israel to
Their promised land
And life anew.
But to gods
Now they prayed,
So slaves again
They were made.
Through good and bad
In their new land
Israel was saved—
By God's Hand.

who after crossing the Jordan River requested permission from the elders to live on the other side of the river apart from the main tribes of Israel. One day as the elders were walking along the riverbank, they discovered a monument of rocks. They assumed that the Israelites living on the other side of the Jordan River were worshipping false gods, so they prepared to invade and kill their fellow countrymen. But after further investigation, they learned that the pile of rocks

RETIRED SPIES

Spy Number 1
Numbers 32:10-12

C My Name _____

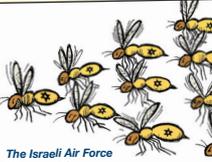
The secret to my long life...
Joshua 14:8

Spy Number 2
Numbers 32:10-12

J My Name _____

The secret to my long life...
Joshua 24:15b

The Israeli Air Force
What was it?
(Joshua 24:12)





BUD I. THOT

Some Israelites built a large altar by the Jordan River. Meet Mr. Bud I. Thot...



PROBLEM

Box 1
Tonya did not call me tonight, and she said she would.
Brent was not very friendly to me today.



BUD I. THOT

Box 2



EXPLANATION

Box 3

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was not a false god but a monument of thanks to the true God for bringing them safely into the promised land. The embarrassed elders who assumed wrongly were forced to say “but I thought...” Students are given examples of situations to complete by “assuming incorrectly” in the “Bud I. Thot” box and then writing the real reason in the explanation box. Children learn from others in their class that at one time or another everyone assumes something wrong about their friends. Children learn from each other to give each other the benefit of the doubt before jumping to wrong conclusions.

Class discussion is a very important part of Bible teaching and is included in most lessons.

Discussion is also vital because it helps the teacher understand more about students’ personal spiritual needs.

Ask The Right Questions...

...they are more fun to answer. A Bible workbook can become boring and uninteresting to students if it contains questions which require little thought to answer. For example, the question “Who denied Jesus?” requires little thought to answer. Better questions might be, “Why do you think Peter denied that he knew Jesus? Have you ever felt as Peter felt? When?”

In the grade 4 lesson entitled “Strange Happenings In The Night,” students learn how God protected the Jews from extermination at the hand of a wicked man named Haman. By answering the questions in the numerical order indicated in the lesson, students learn that at the exact time that Haman was building gallows to hang Mordecai the Jew, the king was having a sleepless night. When the king ordered the scribe to read to him, the scribe “coincidentally” read a historical

HAPPENINGS IN THE NIGHT

1. What were these men building in the night (5:14)?
3. Who was to hang on these gallows (5:14)?
5. Why did Haman come to see the king the next morning (6:4)?
7. What did Haman do after he carried out the king’s command (6:11-12)?



THE 24-HOUR WATCHMAN

9. What does God never do (Psalm 121:4)?
10. What does God see, even at night (Job 34:21)?
11. Is there a dark place at night where evil men can hide from God’s eyes (Job 34:22)?
12. What is God able to do to the mightiest, strongest person (Job 34:24)?
13. How does Job 34:25-26 describe what happened to Haman?



2. What was the King of Persia doing on the same night (6:1)?
4. Who did the king read about in the history books (6:2)?
6. What did the king tell Haman to do for Mordecai (6:6-10)?
8. What did Haman’s superstitious wife and friends predict would happen to Haman (6:13)?

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passage recounting how Mordecai had once saved the king from an attempted coup. The next morning when Haman came to the king to ask permission to kill Mordecai and all Israelites, the king instead ordered Haman to parade Mordecai through the streets in honor. Haman was later hanged on the very gallows that he had built for Mordecai. In the lesson section entitled “A 24-Hour Watchman,” students learn that God never sleeps, and that He brings down people who do evil, even important people like Haman. The “right” questions in the “right” order in this lesson demonstrate how God works simultaneously with evil actions to bring about a good end.

Other kinds of “right” questions include confrontational questions that encourage a spiritual change and questions that encourage students to paraphrase the Bible into their own words. Paraphrasing insures that students understand a Bible passage rather than rote copying words from the Bible.

Don't Dodge Difficult Issues

Don't assume that children do not confront difficult questions and issues, and don't assume that they have no interest in difficult questions and issues. If the teacher

1. _____ forgiving.
2. _____ encouraging.
3. _____ jealous.
4. _____ a sharer.
5. _____ understanding.
6. _____ a pouter.
7. _____ a promise keeper.



David Jonathan

8. _____ angry.
9. _____ a fighter.
10. _____ hateful.
11. _____ a liar.
- _____ a listener.
- _____ a loyal friend.



The Wrong Place



ARE THESE PEOPLE LISTENING?

For T _____ V _____ O _____ T _____ S _____ O _____ G _____

John 5:25



FALLEN ANGELS IN FLYING PIGS

1. Describe the man who met Jesus (Luke 8:27).
2. Describe the strange things he did (Mark 5:4-5).
3. What did he do and say when he saw Jesus (Mark 5:6-8)?
4. What was the demon's name (Mark 5:9)?
5. What unusual request did "Legion" make (Mark 5:10-12)?
6. Describe what happened to the pigs (Mark 5:13).
7. Describe what happened to the man (Luke 8:35-36).
8. What did the people request Jesus to do (Luke 8:37)?
9. What did Jesus tell the man to do (Mark 5:18-20)?
10. Can demons come and live inside me like they did this man?



does not answer the difficult questions that children have, children will seek answers from peers and less reliable sources. A few of the difficult subjects that children are curious about include demons, ghosts, the occult, healing, death, standards of conduct, etc. Students learn biblical answers to these questions as early as the second grade when they study how King Saul went to a medium to try to find out the future. Praise Hymn workbooks include lessons on these difficult questions, and gives students Bible answers for them.

Don't Discourage With Low Grades

It is unfortunate that teachers have to give a grade in Bible. If some of the Bible "greats" were in the modern Christian school classroom, what Bible grades would they receive? Joshua, Samuel, and Daniel would all get "A's," but Moses was a convicted murderer who could not speak clearly and did not want to lead the Israelites out of Egypt...he might get a "C." Gideon would get a "D," because he was so afraid of the Philistines that he ground his grain while hiding inside a building (a task usually done outside), and he kept putting out those fleeces to see if the Lord really meant what He said. Paul murdered Stephen and who knows how many other church members...he would get an "F." Grades in school reflect achievement and intellect, but Bible grades should also reflect spirituality. Some of the greatest of our Bible characters judged early-on in their lives would have failed Bible, yet they were chosen by God to do mighty deeds. If you are required to give a grade in your Bible class, please, give all above average grades. Do not let grades become a spiritual discouragement to students who may not be all they should be now. These same students may later in life feel God's call on them for ministry. Do not allow an unpleasant experience with a past Bible grade be used by Satan to discourage young men and women from answering God's call. Grades are not important in this subject, spiritual potential is.

Conclusion

Your students deserve a Bible curriculum, and they deserve the best Bible curriculum that you can find for them. Select Bible curriculum more critically than you do math, reading, and spelling, because the Bible curriculum is the only curriculum you will choose that will have eternal ramifications. If you have questions about the Praise Hymn Bible Series, or would like to order samples for your school "on approval," please call toll-free. You may also visit our web site to see sample teacher's manual pages as well as additional student pages. We hope to hear from you soon.

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Doctrinal Statement...

We believe that the entire Bible is inspired by God and is inerrant, that man and the universe were created by God, in the doctrine of the Trinity, in the incarnation and virgin birth of Jesus Christ, in the atonement for the sins of mankind through the shedding of Christ's blood on the cross, in Christ's bodily resurrection from the tomb, His ascension to heaven, and His future, personal return, in salvation by grace through faith alone, in separation from worldliness.