

Dear Children's Church small group leaders,

Thank you for serving the children in Children's Church!!! You will join the children in Grace Park (the large area in the children's building) for worship and the Bible lesson. It will be your responsibility to shepherd them and, if needed, provide redirection during this time so that the leader leading worship or the Bible lesson can focus on leading and engaging the group. Below you will find a schedule for each age group and information about how to use the curriculum for small group time.

### Schedules:

#### **3's-PreK**

11ish PreKers dismissed from service  
11ish Worship in Grace Park  
11:10 Bible Lesson in Grace Park  
11:25 Small Group time in classroom  
12ish Parent Pickup

#### **K-2<sup>nd</sup> Grade**

11ish K-2<sup>nd</sup> dismissed from service  
11ish Worship in Grace Park  
11:10 Small Group time in classroom  
11:25 Bible lesson in Grace Park  
11:45 Small Group time in classroom  
12ish Parent Pickup

### Using the Curriculum:

We will be utilizing the same curriculum (and hence, Bible passage) for Grace Groups and Children's Church. It's our prayer that this double exposure to the same Bible passage in different ways and by different teachers will allow children to know God's Word better; provide them with the time they need to process its meaning, significance and application for their lives through meaningful interaction and engaging activities; and leave them with a clear takeaway from Sunday morning's ministries.

A copy of this curriculum, supplies for the hands-on activity, and the coloring sheet will be provided in your small group bin. This is located on the shelf above the microwave in the children's resource room and is labeled by small group.

### Elements that should be used in Children's Church Small Group Time:

- **The hands-on activity that is found in this document:** Supplies for this hands-on activity will be gathered for you and placed in the small group bin. You may need to do some minimal, final prep on Sunday before children's church begins. If so, this will be communicated with you in advance.
- **Memory Verse Game\*:** Instead of using this curriculum's memory verse, please use the small group's Awana verse(s) for the coming week.
- **Lesson Review Game\*:** Kids may have already did this in their Grace Group, but you're welcome to do this again in children's church. The reason is that you may choose a different game than they did during Grace Group and/or each child will most likely be answering different questions than they did in Grace Groups.
- **Optional: Come On In Activity\***
- **Optional: Coloring Sheet (provided each week in the small group bin)**

\*Come On In Activities, Lesson Review Games, and Memory Verse Games options are found in the appendix. If you have another game in mind, you're welcome to use it instead. The Review Questions and Hand-On Activity that will be ready for you to use with your small group are found before the appendix in this document.

\*\*Awana verses are found on the next page and are organized by grade & date.

### IMPORTANT: Please prepare in advance!

- Please read the passage (found on the first page of the lesson) and Prepare to Share!
- If there are items that you need, please gather the items available in the resource room yourself and/or inform Jacob (for K-2<sup>nd</sup> grade classes) or Alicia (for 3's-PreK classes) of supplies you need that aren't available in the resource room (e.g., copies, specialty items or resources we don't have in the resource room).

Thank you again for serving!

Should you need anything or have any questions, don't hesitate to reach out to us!

Jacob (405)973-6982

Alicia (808) 386-7067

**Bible Passage For This Lesson  
To Read Prior To Children's Church:  
1 Thessalonians 4:13-5:11  
(especially 4:15-18, 5:8-11)  
2 Thessalonians 3:11-13**



# Paul Describes Faithful Living

*Paul writes to the Thessalonians.*

## *Lesson Focus*

Paul wrote to the Thessalonians to encourage them in their faith. They had become examples of faithful living, proclaiming the gospel in spite of persecution. Paul encouraged them to continue, looking to the hope of Jesus' second coming as their comfort and motivation. Paul also warned them against an idle lifestyle and charged them to not grow weary of doing good.

## *Key Passages*

1 Thessalonians 4:16–18; 2 Thessalonians 3:11–13

## *Memory Verse*

**Colossians 2:6–7** Therefore, as you received Christ Jesus the Lord, so walk in him, rooted and built up in him and established in the faith, just as you were taught, abounding in thanksgiving.

# Lesson Preparation

## **Come On In**

Choose one of the following activities and print/gather necessary items.

Come On In Game:

- |  |  |
|--|--|
| <input type="checkbox"/> Bible Book Match* | <input type="checkbox"/> Flashcard Take Away |
| <input type="checkbox"/> Bible Speed Round | <input type="checkbox"/> I Have You Have     |

Review Coloring Sheet\*

Turn on some lesson/memory verse songs for students to listen to while they play with play dough, puzzles, blocks, etc.\*

## **Lesson Time**

You will need the following:

- |   |   |
|---|---|
| <input type="checkbox"/> Lesson Flip Chart              | <input type="checkbox"/> Printed copy of the Review Questions |
| <input type="checkbox"/> Bible                          |   |
| <input type="checkbox"/> Stuffed animal for Prayer Time |   |

Bring prizes/treats (e.g., pencils, stickers, cookies) for the guest adult to reward students with at the end of class (see Introduction and end of lesson for details).

## **Lesson Review Game**

Print one copy of the Review Questions.

Choose a Lesson Review Game and print/gather necessary items:

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> Basket Toss* | <input type="checkbox"/> Football Frenzy*  |
| <input type="checkbox"/> Board Game   | <input type="checkbox"/> Musical Questions |
| <input type="checkbox"/> Bowling*     | <input type="checkbox"/> Racetrack         |

## **Story Time**

Read the Justin and Jessie story on the back of the picture provided in the Teacher Kit or print a copy along with a coloring sheet for each student.

## **Memory Verse Game**

Choose a Memory Verse Game and print/gather necessary items:

- |   |   |
|---|---|
| <input type="checkbox"/> Echo Echo*         | <input type="checkbox"/> Freeze*          |
| <input type="checkbox"/> Egg Hunt           | <input type="checkbox"/> Funny Voices*    |
| <input type="checkbox"/> Follow the Leader* | <input type="checkbox"/> Sneaky Stickies* |

Find extra verses to practice in the Additional Memory Verses list.

## **Song Time**

Remember to use the downloaded music to learn the songs. Lyrics can be found on the Song Sheet at the end of this lesson or on the Flip Chart Song Time Lyrics Page.

- |   |   |
|---|---|
| <input type="checkbox"/> "Colossians 2:6-7" | <input type="checkbox"/> "Paul's Journey" |
|---|---|

## **Go to Prayer**

Dear God, thank you for the promise of the second coming! Because of Jesus, we can wait with confidence and hope, living faithfully for you. May we examine our lives for things that need correcting, such as laziness or meddling. Help us to work diligently and to encourage one another.



The required lesson and supplementary materials can be accessed from the Teacher Digital Resources under **Lesson 183**. Game instructions are also included in the **Appendix** in the back of this Teacher Guide.

All Lesson Preparation suggestions may be used for Pre-K (3–4 years old) and Kindergarten–1st Grade (5–7 years old) classes. Suggestions with an asterisk (\*) are specifically recommended for Pre-K.

Name \_\_\_\_\_



Name \_\_\_\_\_



# Lazy Bones

## Materials

- ☐ Optional: chairs for each student placed in a circle

## Instructions

*Choose one of the following games to play with the class:*

*Lazy Bones: Have students sit in a circle and close their eyes. You will quietly walk around the circle and tap one or two students. Explain that those students will be the “lazy bones.” When you give a command (e.g., jump to your feet, stand and touch your toes, hop like a kangaroo), all the students should obey immediately except for the students you tapped earlier. They will stay seated as the “lazy bones.” They may enjoy drooping or sagging in their seats until the next round. Repeat as time allows.*

*Lazy Bones Stop and Drop: Have students stand and spread out a few feet from each other. You will give a command for all students to do, such as march in place, run in place, jump up and down. When you say, “Lazy bones!” all students must stop what they’re doing and drop to the floor, looking saggy and droopy. Repeat as time allows or choose different students to come and give the commands up front.*

## Suggested Discussion

In our game, we had fun pretending to be a “lazy bones.” But we learned today that the Bible teaches that laziness is not good. When we’re lazy, we are not being obedient to do the work God has given us to do.

- ?** What kind of work do you have to do? *Allow answers. Helping around the house, schoolwork, cleaning room, feeding pets, etc.*
- ?** What would happen if you didn’t do your work? *Allow answers. House would be messy, wouldn’t learn in school, things get lost or broken, pets would get hungry or sick, etc.*

When we’re lazy, it can cause all kinds of trouble. Besides not getting the job done, which causes the problems we talked about, we learned that laziness can also lead to hurtful things like gossip and sticking our noses into other people’s business.

God doesn’t want us to live this way. He wants each of us to be responsible and do our jobs the best we can. This pleases God, and that’s what we should be doing as we wait for Jesus to come again.



# Idle or Industrious

## Materials

- ☐ Two different-colored beanbags or rolled up socks for each team (e.g., a blue and an orange)
- ☐ Box or container large enough to throw beanbags into
- ☐ Examples (below)

## Instructions

*Start with the discussion below. Divide the class into two teams. On a table up front, place the two different-colored beanbags or socks on either end for each team. Set the box/container in the center of the table. Explain that one of the colored beanbags will stand for Idle and the other for Industrious (e.g., the orange is Idle and the blue is Industrious). Review this several times or write it on the board for students to refer to if they forget.*

*To play, each team will send a student up to their end of the table and stand with both hands behind their back. You will read an example from the list below. Students must quickly pick up one of the colored beanbags to show their answer and toss it into the box at the center of the table. So, if they think the example is a person being idle (lazy), they will pick up the orange beanbag and try to toss it into the box. Award a point to each team if the answer is correct and the beanbag lands in the box on the first try. Do not give a point for a wrong color or if the beanbag misses the box. Send the first two students back to their team and have another two come up front for the next example. Keep the game moving by having students come up front and return to their seats quickly. Keep track of team scores (or have an assistant do it). Once all examples have been read, the team with the most points wins.*

## Suggested Discussion

- ❓ Who remembers the definition of idle? What does it mean? *Lazy.*

It's okay to have times of rest, and God even gave us a day of rest in the week. But Paul warned the Christians in Thessalonica against being idle. Specifically, there were people who refused to work, so they couldn't support themselves. Then other believers were having to constantly help them, so the idle believers became a burden to others.

- ❓ What other problem was idleness causing in the Thessalonian church? *Busybodies.*

Some people who were not working or being industrious began to meddle in other people's business. Paul charged these people to work diligently and mind their own business.

The opposite of being idle is being industrious, or working hard. Let's see how well you can recognize examples of being idle and industrious.

## Examples

1. Addison pretended she hurt her arm so she wouldn't have to set the table for dinner. *Idle*
2. Aidan practiced his memory verses every night before bed. *Industrious*
3. Beth helped her mom in the church nursery by holding a crying baby. *Industrious*
4. Ben spent all morning playing video games when his mom had told him to clean his room first. *Idle*
5. Carol played a game on her device when she was supposed to be practicing piano. *Idle*
6. Calvin raked up all the leaves in the yard. *Industrious*
7. Deborah finished all her math homework even though she wanted to play outside. *Industrious*
8. David hid in the bathroom so he wouldn't have to unload the dishwasher. *Idle*
9. Evelyn organized the toys in her closet. *Industrious*
10. Evan volunteered to pick up trash in the classroom. *Industrious*
11. Faith called all her friends to share an embarrassing secret she learned about a classmate. *Idle*
12. Ferris took out the kitchen trash without being asked. *Industrious*
13. Gabby baked cookies with her mom to take to sick people at the hospital. *Industrious*
14. Gavin left his sports clothes in the bag so they didn't get washed before his next game. *Idle*
15. Heather listened at her sister's door to snoop on her conversation with a friend. *Idle*
16. Henry pretended to not hear his mom ask for help bringing in the groceries. *Idle*
17. Ida made a card to give to a lonely neighbor. *Industrious*
18. Isaac swept the kitchen floor after his little brother spilled cereal. *Industrious*
19. Julia tried to answer the homework questions about a story without reading the book. *Idle*
20. John shoveled snow off his driveway even though it was hard, tiring work. *Industrious*



# Review Questions

## K-1<sup>st</sup> Questions

1. Which of Paul's missionary journeys did we study today? *His third.*
2. In which city did Paul spend the most time on his third journey: Ephesus, Philippi, or Miletus? *Ephesus.*
3. Where did Paul go first to share the gospel with the Jews in Ephesus: hall, marketplace, or synagogue? *Synagogue.*
4. Why did Paul have to leave the synagogue? *Some Jews who didn't believe spoke evil of the gospel.*
5. Where did Paul take those who wanted to listen so he could keep teaching them: hall of Tyrannus or house of Tyrannosaurus? *Hall of Tyrannus.*
6. How many years did Paul teach about Jesus in Ephesus: five, two, or six? *Two.*
7. What miracles was God doing through Paul at Ephesus? How were the sick healed? *People could use a handkerchief Paul had touched to heal people.*
8. In what city did Paul call for the elders from Ephesus to come to him: Derbe, Corinth, or Miletus? *Miletus.*
9. In Paul's word picture, what is an elder or church leader? *A shepherd of the flock.*
10. The shepherds needed to take care of their flock. Who is the flock? *The believers in their church.*
11. The church is important to God because Jesus bought it with his blood, love, or wisdom? *His blood.*
12. Who did Paul say would come in after he left: beasts, foxes, or wolves? *Wolves.*
13. Who were the wolves Paul warned the elders about: false teachers or true teachers? *False teachers.*
14. What would false teachers do with God's truth: teach it, twist it, or steal it? *Twist it.*
15. Who would say the Old Testament is not important: a wolf or a shepherd? *A wolf.*
16. Who would teach that God created everything in six days: a wolf or a shepherd? *A shepherd.*
17. Where can we hear false teaching today? *TV, movies, books, the internet, school, church, people who don't believe the Bible.*
18. What book should we use to test an idea to see if it's a false teaching? *The Bible.*

## Pre-K Questions

1. Which of Paul's missionary journeys did we study today: the first, second, or third? *The third.*
2. In which city did Paul spend the most time on his third journey: Ephesus or Philippi? *Ephesus.*
3. How many years did Paul teach about Jesus in Ephesus: two, five, or six? *Two.*
4. In what city did Paul call for the elders from Ephesus to come to him: Corinth or Miletus? *Miletus.*
5. Paul reminded the leaders that the church is very important to whom? *God.*
6. Paul wanted the church leaders to make sure they were teaching what: the truth of God or false teachings? *The truth of God.*
7. In Paul's word picture, what is a church leader: a wolf or a shepherd? *A shepherd.*
8. In Paul's word picture, the shepherds needed to take care of their flock of sheep. Who are the sheep? *The believers in their church.*
9. Who did Paul say would come in after he left: foxes or wolves? *Wolves.*
10. In Paul's word picture, who were the wolves Paul warned the leaders about: false teachers or true teachers? *False teachers.*
11. What would false teachers do with God's truth: teach it or twist it? *Twist it.*
12. Who would say the Old Testament is not important: a wolf or a shepherd? *A wolf.*
13. Who would teach that God created everything in six days: a wolf or a shepherd? *A shepherd.*
14. False teachers are dangerous because they try to make people believe what: things that are true or things that are lies? *Things that are lies.*
15. Where can we hear false teaching today? *TV, movies, books, the internet, school, church, those who don't believe the Bible.*
16. What book should we use to test an idea to see if it's true or false? *The Bible.*



# Appendix

## *Come On In Games*

Choose one of these games to review the books of the Bible with your class. Use the Books of the Bible Flashcards (additional purchase) or print flashcards from the Teacher Digital Resources.

## *Memory Verse Games*

Choose one of these games to practice the memory verse with your class.

## *Lesson Review Games*

Choose one of these games to review with your class at the end of each lesson.

All game instructions and materials can also be accessed from the Teacher Digital Resources.

# Come On In Games

We recommend that you work with sets of 10 cards at a time then add on the next 10 until the order of all the cards has been memorized.

We have provided a pronunciation guide for the books of the Old Testament. This document can be found in the Teacher Digital Resources.

Allow students to refer to the Books of the Bible Poster during the games.

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## Bible Book Match

Teams flip over flashcards to make matches.

### Materials

- ☐ Books of the Bible Flashcards
- ☐ Tape or poster putty

### Instructions

Print two sets of flashcards on card stock. Lay the flashcards out on the floor facedown or attach them to the

wall. Divide the class into two teams. Teams will take turns choosing two flashcards, turning them over to see if they match. If they do not match, flip the flashcards back over. Teammates can help each other decide which flashcards to choose. You may want to have the whole class play this game together.

As students find matches, discuss each Bible book (give a few details from the back of the color flashcards, if available).

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## Bible Speed Round

Teams race to get their sets of Bible books in order. How fast can they go?

### Materials

- ☐ Books of the Bible Flashcards
- ☐ Timer

### Instructions

Print enough flashcards for each team to have a set. Mix up the flashcards in each set. Divide students into teams

and pass sets of flashcards to each team facedown. Set the timer for an appropriate time. Tell the groups to begin. Each group should work together to put their flashcards in order. Check the order by reciting the books of the Bible together using the poster.

You may play this with each team working on the same set, or you may choose to give each team different sets to work on. Check the order of all the teams' flashcards by reciting each set out loud.

# Flashcard Take Away

Start with all of the flashcards—but wait! Can students still say them in order when some are taken away?

## Materials

- ☐ Books of the Bible Flashcards
- ☐ Tape or poster putty

## Instructions

Print one set of flashcards. Attach them in order on the wall as you recite them together. Choose a student to remove one card. Recite the books again. Continue to choose students to remove flashcards one at a time, reciting the whole list of books between each one. When all of the flashcards are gone, see if they can say the whole set together!

# I Have You Have

Students will respond to each other with the name of the book on their flashcard in the correct order.

## Materials

- ☐ Books of the Bible Flashcards

## Instructions

Print one set of flashcards. Have students sit around a table or in a circle. Pass the flashcards out to the students. The person with the first book will say the name of the book on his card and the next person in order will respond, for example, “I have Genesis, who has Exodus?” The person with the next card in order will respond with, “I have Exodus, who

has Leviticus?” You could play a variation of this by having the whole class ask the question. For example, the student says, “I have Genesis.” Then the whole class can ask, “Who has Exodus?” Continue through the set.

Each student will respond and repeat until everyone has repeated their card. Play with any set of 10 flashcards for an easy amount to remember. But if you have a larger class, add enough flashcards so every student has one or divide into groups.

# Memory Verse Games

Allow students to refer to the Flip Chart Memory Verse Page during the games.

You may want to cover it up after a few weeks for more of a challenge.

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## Echo! Echo!

Do what I do—say what I say! Groups will echo each other as they recite the memory verse together.

### Materials

- ☐ Flip Chart Memory Verse Page

### Instructions

Divide the class into two groups. You will say a word or phrase of the memory verse while doing some sort of action—sit down, stand up, spin in a circle, touch your toes, etc. The groups will take turns “echoing” what you say and do as you recite the verse. Repeat several times. You can whisper, shout, squeak, etc. Switch around and let older students take turns leading.

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## Egg Hunt

Hunt for all the parts of the memory verse hidden in the eggs! This game can be played all year round. The plastic eggs just happen to be great little containers that can be hidden easily.

### Materials

- ☐ Flip Chart Memory Verse Page
- ☐ Strips of paper
- ☐ Plastic Easter eggs

### Instructions

Write the memory verse on strips of paper with one or two words on each strip. Put one strip inside of each plastic Easter egg. Hide all the eggs around the room.

Have the students search for the eggs and bring them back to the table. They will open the eggs and work together to put the verse in the proper order.

For a larger class, prepare more than one set of eggs (sorted by colors for different teams). Students can work in teams to collect and construct the verse.

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## Follow the Leader

Follow the leader around the room. Say the verse and do the motion before moving on.

### Materials

- ☐ Flip Chart Memory Verse Page
- ☐ Follow the Leader Cards
- ☐ Tape

### Instructions

Print and cut out the Follow the Leader Cards. Tape each one to a chair or table and randomly place them around the room. You will lead the students around the room and stop at each card. Read the card and lead the children to do what the card says while reciting the memory verse. Then move around to the next one. You may want to repeat this activity or have students take turns leading.

## Freeze!

Stomp like a dinosaur or spin in circles, but when it's time to freeze, get ready to say the memory verse.

### Materials

- ☐ Flip Chart Memory Verse Page

### Instructions

Students will move around the room in a specified action you give, such as crawling, skipping, turning in circles, galloping, walking in giant steps, etc. Then when you say, "Freeze!" the students will stop and freeze in position. Recite the memory verse, then begin again with a different action. You may need to show them how to freeze and hold a position.

## Funny Voices

Recite the memory verse together using different voices. Be squeaky like a mouse or whisper as quietly as you can. How many voices can you do?

### Materials

- ☐ Flip Chart Memory Verse Page
- ☐ Funny Voice Strips
- ☐ Container

### Instructions

Print and cut out one set of the Funny Voice Strips and put them into a container. Choose a student to draw out a strip and lead the whole class in reciting the memory verse using that kind of voice. Have fun with it and repeat several times choosing a new voice each time!

## Sneaky Stickies

Students will try to be sneaky as they cover up the words and pictures of the memory verse!

### Materials

- ☐ Flip Chart Memory Verse Page
- ☐ Sticky notes

### Instructions

Open the Flip Chart to the Memory Verse Page. Recite the verse together then choose a student to place a sticky note over one word, phrase, or picture on the Flip Chart. Recite the verse again, including the part that is covered up. Continue to choose students to place stickies, one at a time, reciting the whole verse between each turn—including the words/pictures that are covered. When all of the words/pictures are covered up, try to say the whole verse together!



# Lesson Review Games

These games are written for team play, however, they can easily be adapted for smaller classes.

Allow students to refer to the Flip Chart during the games.

## Basket Toss

Students give the correct answer and toss the beanbags. Each basket has greater points.

### Materials

- ☐ Review Questions
- ☐ One beanbag for each team
- ☐ Three laundry baskets or boxes
- ☐ Masking tape

### Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a tossing line. Bring in three baskets or boxes. Set the baskets in a line, with each one a little

farther from the tossing line. Label the baskets with 5, 10, and 25 points so the farther away it is the higher the score.

Divide the class into two or more teams depending on size. Have the teams line up at the tossing line. Take turns asking the first students in line from each team a review question. When a student answers correctly, he will have a chance to toss a beanbag into a basket then go to the end of the line. If the beanbag misses, there are no points scored. If someone does not answer correctly, he may ask his teammates for help. Keep track of the scores on the board. Continue until all the questions have been answered. Repeat questions if necessary.

## Board Game

Teams will answer questions and make their way to the Finish on the Game Board.

### Materials

- ☐ Review Questions
- ☐ Game Board (provided in the Teacher Kit)
- ☐ Dice, numbered cards, or spinner
- ☐ Buttons or other small items as game pieces for each team

### Instructions

Print one copy of the Review Questions for your use. Divide the class into teams. Team members will take turns answering the review questions. If they answer correctly, they will roll the dice, spin, or draw a numbered card and move that number of spaces on the Game Board. Follow the directions on the spaces to move ahead, fall back, or switch places with another team. If someone does not know or does not answer correctly, he may ask his teammates for help. Alternate between teams as long as time permits, repeating questions if necessary. The first team to make it all the way to the end wins.

## Bowling

What do you do with extra water bottles and softballs? Go bowling, of course. Students will answer questions then bowl for points.

### Materials

- ☐ Review Questions
- ☐ Six to ten empty water bottles
- ☐ Softball or other small playground ball
- ☐ Masking tape
- ☐ Dried corn or beans (optional)

### Instructions

Print one copy of the Review Questions for your use. Pour a small amount of dried corn or beans into the bottom of each

water bottle and tighten the lid. Set out the water bottles on one end of the room. Use masking tape to form a "lane."

Divide students into teams. Have students line up. Ask the first student a review question. If he answers correctly, let him roll the ball toward the bottles. Each bottle that is knocked down is worth 1 point. A strike (knocking down all the bottles) is worth 20 points. Take turns asking questions of each team. If a student gives an incorrect answer or does not know the answer, he can ask his teammates for help. Keep track of the scores.

# Football Frenzy

Who can score the most touchdowns?

## Materials

- ☐ Review Questions
- ☐ Football Cutouts, one per team
- ☐ Tape or poster putty

## Instructions

Print one copy of the Review Questions. Print and cut one Football Cutout for each team. Color them different colors for each team, or have teams choose and write a name on their football. On the board draw 6 vertical lines and label them 50, 40, 30, 20, 10, and End Zone to represent yard lines on a football field. Make the lines long enough so there is room for the footballs to be placed along them with room in between. Divide the class into teams. Place

each team's football at the 50-yard line using tape or poster putty on the back.

Alternate asking review questions to each team. If the answer is correct, move the team's football to the next yard line toward the End Zone. If the answer is incorrect, the team's football stays where it is. If a student is unsure of the answer, he may "pass" the question to a teammate to answer. Only one pass per question is allowed, and this does not affect the order of the questions being asked on the team.

When a team's football reaches the End Zone, they have scored a touchdown worth 6 points, and the team's football is placed back at the 50-yard line on the next turn. Keep track of scores on the board.

Continue asking questions and moving the teams' footballs until all the questions are asked or for a set time. You may repeat questions as necessary. At the end, the team with the most points wins.

# Musical Questions

When the music stops, who will answer the question?

## Materials

- ☐ Review Questions
- ☐ Chairs
- ☐ Worship music
- ☐ Different color/style chair, masking tape, colored paper, etc.

## Instructions

Print one copy of the Review Questions. Set up chairs either in a circle or in two rows back to back so students have room

to walk around them. Mark one chair as the "question" chair (use a different color/style chair or mark it with tape, a paper question mark, etc.)

Instruct students to walk in front of the chairs when you play the music. When the music stops, they will race to find a seat. The student in the question chair answers a review question. Continue playing music and having students change seats until all the review questions are answered.

# Racetrack

Who will reach the checkered flag first?

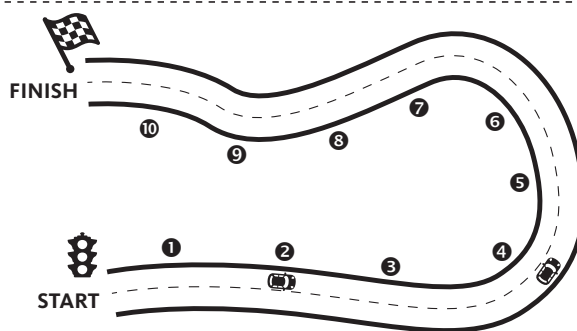
## Materials

- ☐ Review Questions
- ☐ White board or chalk-board
- ☐ Markers/chalk
- ☐ Optional: paper cutouts for each team (cars, animals, circles, etc.), tape/poster putty

## Instructions

Print one copy of the Review Questions. Draw a racetrack on the board. It may be as simple as a straight horizontal path or a curvy circle. Label "Start" and "Finish" (with a checkered flag) at either end of the track. Add numbers along the track (e.g., 1-10) at equal intervals between Start and Finish. The numbers will be used as placement points for the racers as they progress along the track.

Divide the class into teams. You may draw a different symbol (e.g., stick figure, circle, X or O) to represent each



team at the Start, or use paper cutouts as team markers and stick them to the board with tape/poster putty.

Ask the first team a review question. If they answer correctly, move their marker or redraw their symbol along the track at #1. If they answer incorrectly, give the next team a chance to answer and move to the first number. If they do not know, give the answer and ask that question again later. Continue to alternate asking review questions and moving teams' markers along the racetrack according to the numbers along the track. The first team to reach the Finish wins!