

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-2nd Grade

11ish K-2nd 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-2nd 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:
Acts 19 and 20:17-38**



Paul's Third Journey

Paul ministers in Ephesus.

Lesson Focus

On his third missionary journey, Paul stayed in Ephesus for over two years, teaching the gospel. Many people believed, and the message reached all of Asia. After much travel, Paul met again with the leaders of the church of Ephesus to warn them about false teachers, "fierce wolves," who would come in among the flock, trying to lead believers astray.

Key Passages

Acts 20:28–30

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.

Prepare to Share

Scriptural Background

Prepare to teach by preparing your heart. Read the key passages for this lesson along with this background.

Paul's third missionary journey would be a bit different than the previous two. This journey would include a few new areas of ministry and an extended stay in the city of Ephesus, but Paul would also go back to many of the cities he had already visited. He was intent on strengthening and encouraging the churches and believers in these cities.

Paul and his traveling companions began the journey in the regions of Galatia and Phrygia (Acts 18:23). They likely revisited the cities of Tarsus, Derbe, Iconium, and Antioch of Pisidia before heading to Ephesus (Acts 19:1). Then the party traveled to Macedonia and Greece (Acts 20:1–2), likely revisiting the churches in Philippi, Thessalonica, Berea, Corinth, and Athens. They then returned to Troas (Acts 20:6) and sailed down the coast of Asia (Acts 20:14–15), from Assos, to Mitylene, Samos, Miletus, Cos, Rhodes, and Patara. There they boarded another ship and sailed to Tyre (Acts 21:3), Ptolemais (Acts 21:7), and Caesarea (Acts 21:8). The journey ended in Jerusalem, where a mob rose against Paul, and he was arrested (Acts 21:30–33).

The key stop on this third journey was Ephesus. Paul first preached in the synagogue for three months, reasoning with the Jews concerning the kingdom of God. But many of the Jews did not believe God's message of salvation and spoke evil

about the Christians—the people of the Way. So, Paul left the synagogue and went with those who wanted to hear the truth to the lecture hall of Tyrannus. It is believed that Paul used the hall during the afternoon break from school—between 11:00 a.m. and 4:00 p.m. Paul continued to teach and proclaim Jesus Christ to that city for two years (Acts 19:8–10) so that all who dwelt in Asia heard the word of the Lord Jesus, both Jews and Greeks (Acts 19:10).

It is no surprise that Paul made very close connections while he was in Ephesus. He later met with the Ephesian elders—the leaders of the church—in the nearby city of Miletus (Acts 20:17). This last meeting with his dear friends summarizes Paul's heart and ministry for the Lord and the gospel. He verified that he held nothing back but proclaimed the truth to those who would listen. He testified to Jews and Greeks the importance of repentance toward God and faith in the Lord Jesus Christ (Acts 20:20–21). He was aware that imprisonment and affliction awaited him. But he assured the Ephesian elders that trials could not move him. Even his very life he did not count dear. His heart's desire was to joyfully finish the race the Lord had presented to him and to continue to testify to the gospel of the grace of God (Acts 20:23–24). Paul warned the Ephesians of false teachers (Acts 20:29); he commended them to God and to the word of his grace (Acts 20:32); and he prayed and wept freely with them as he said goodbye—knowing he would not see them again on earth (Acts 20:36–38).

Historical/Apologetics Background

Sometime around AD 52–56, Paul took his third journey, traveling about 2,700 miles by land and by sea. This is about the same distance as traveling from Los Angeles, California, to Washington, DC. Paul visited many of the cities where he and his companions had started churches a few years before, and he went into new areas to preach the gospel as well.

Paul chose the city of Ephesus as his ministry headquarters for this journey. Ephesus lies south of modern Smyrna in western Turkey, and in Paul's day it was the capital of the Roman province of Asia. Ephesus was one of the three greatest cities of the eastern Mediterranean with a population of perhaps 250,000. Ephesus was an important port with good access to the interior of Asia Minor.

Ephesus was also the center for the worship of Artemis, or Diana—the Asian goddess of fertility. Her temple was one of the seven wonders of the ancient world. The historian Pliny describes the Temple of Artemis as 377 feet long and 180 feet wide and made almost entirely of marble. The temple consisted of 127 Ionic columns, each 60 feet in height, many of which were decoratively carved. Unfortunately, all that remains of this wonder of the world is a single column and some rubble on the ground.

Temple services consisted of sacrifices and of ceremonial prostitution. Huge processions honored Artemis' statues and the temple had its own mounted police. Celebrations were held with music, dancing, singing, dramatic presentations, and

chanting of allegiance. The temple served as both a marketplace and a religious institution and was frequently visited by merchants, tourists, artisans, and dignitaries who paid homage to the goddess by sharing their profits with her. Often vendors could be found selling miniature statues of Artemis to worshippers or to those who had just come to see the temple, and the city became rich from the silver statues and votive offerings.

The Great Theater, the location of Demetrius' riot (Acts 19:23–29), was the second most impressive structure in Ephesus. It had 66 rows of stone seats and could hold up to 25,000 spectators. Thankfully

for Paul and his companions, the city clerk quieted the crowd and dispersed the people before anyone was hurt (Acts 19:35–41).

As we read the details of these ancient cities recorded in Scripture and compare them with historical and archaeological information that confirms the Bible's authenticity, we are filled with confidence that we can trust God's Word from the beginning to the end. It is a rich book of true history, but much more than that, it provides to us all things that pertain to life and godliness, through the knowledge of him who called us by glory and excellence to be his (2 Peter 1:3).

Name _____



Keep Your Sheep

Materials

- ☐ White balloons for each student
- ☐ Optional: masking tape or orange cones

Instructions

Inflate one balloon for each student (and a few extra in case some pop). Set up a large play area with boundary lines on opposite sides using tape or cones. Explain to the students that they will be the Shepherds protecting their sheep balloons. They will hold on to one balloon while they make their way across the room to the opposite boundary line. There will be Wolves waiting in the center of the room to tag them and take their sheep balloons.

Choose one or two students to begin as Wolves and have them stand in the center of the play area. Have the other students, Shepherds, line up on one boundary line with their balloons. Explain that after the Shepherds begin walking toward the other boundary, you will tell the Wolves to howl. That's the signal that they will try to tag the Shepherds. The Shepherds must try to stay out of the way of the Wolves and get across the boundary line. When a Wolf does get a balloon, he will keep it and become a Shepherd and make his way toward the boundary while the Shepherd who lost his balloon becomes a Wolf.

Those Shepherds who successfully reach the boundary without being tagged, will stay there until the next round when they will repeat the game by going back to the opposite boundary.

Play for a specified time or until everyone has had a turn as a Wolf. Remind the Shepherds that if they are tagged, they must switch places with the Wolf and give up their balloon. Remind the Wolves that they may not grab the balloons but should tag the Shepherds gently.

Suggested Discussion

When Paul called the leaders of the church in Ephesus to come to him, he said the believers were like a “flock,” or group of sheep.

- ?** Who looks over the sheep? *A shepherd.*

In the church, the shepherds are the leaders and pastors. Paul warned the Ephesian leaders to watch out for “wolves,” the false teachers who would try to bring in false ideas about God, the Bible, and the gospel.

The false teachers in the church can be hard to recognize. They may even twist the meaning of the Bible to say something different. That's why it's important for us to know the Bible well so we can see when the truths of God's Word are being changed.

Catch the Wolf

Materials

- ☐ One cotton ball or one pair of rolled-up white socks
- ☐ Blindfold (scarf, necktie, etc.)

Instructions

Have the students sit in a U-shape with one chair at the open side of the U. Place one cotton ball or rolled-up socks under the chair to represent a sheep. Choose one student to be the Shepherd and sit in the chair. Place a blindfold over the Shepherd's eyes. Silently choose one student to act as a Wolf who will sneak up and take the sheep from under the chair. He will return to his place and hide the sheep behind him. Have all the students put their hands behind their backs then tell the Shepherd to open his eyes. Give him three chances to pick out the Wolf. If he guesses correctly and the Wolf is caught, have him place the sheep back under the chair and keep his seat. Allow the Shepherd to stay in the chair for another round. If the Shepherd does not guess correctly after three chances, have the Wolf take his place. Play for a set time or until everyone gets a turn being either the Shepherd or the Wolf.

Suggested Discussion

- ? Who did Paul say were like sheep? *Believers.*

Paul said the believers in the church are like sheep. They need shepherds—leaders and pastors—to teach and protect them. When Paul spoke to the leaders from the church in Ephesus, he warned them about false teachers.

- ? What did Paul call these false teachers? *Wolves.*

These “wolves” would come into the church and tell the people things that were not true about God, the Bible, and the gospel. They would even try to get the believers to follow their false ideas. This would be very dangerous to the church. Paul warned the leaders to be ready and careful to watch for these people and catch them before they harmed the believers.

Review Questions

K-1st 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.

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).

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.

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.

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.

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?

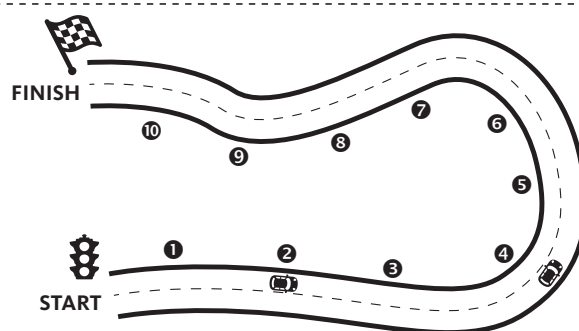
Materials

- ☐ 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!