

Bible Carnival!

Four Playful Sessions to Introduce Children to Using the Bible

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A Bible Carnival is a fun way to help children, ages 7 to 14, learn about the Bible. In four sessions they will use games and play to:

- learn the pronunciation of each book of the Bible
- recognize and spell the books of the Bible
- learn, through song and games, the ordering of the books of the Bible
- begin to learn how to find biblical references.

Week 1

In this session the children will:

- become used to hearing the proper pronunciation of the books of the Bible
- discover that the Bible is a library of books

Week 3

In this session the children will:

- continue to learn the ordering of the books of the Bible
- discover that there are different types of writing in the books of the Bible

Week 2

In this session the children will:

- begin to recognize the titles of the books of the Bible
- begin to learn the ordering of the books of the Bible
- discover how the Bible came to us

Week 4

In this session the children will:

- celebrate what has been learned through a Bible scavenger hunt
- begin to look up passages in the Bible
- put together a Bible bookshelf

Creating a carnival atmosphere

Be creative. Use some of these ideas to transform your church hall, auditorium or class space into a carnival-like space.

- Decorate with helium-filled balloons.
- Rent or provide popcorn machines.
- Arrange for a clown to visit.
- Arrange for one type of fun food each session—fruit faces, pizza cakes, balloon cupcakes, hot dogs, watermelon, corn on the cob, soft pretzels. (See instructions for the first three foods, p. 11.)

Ideas for Gathering Time

- **Sing** “The Books of the Old Testament” song and/or “The Books of the New Testament” song. (See page 12.)
- **Clown visit.** Week by week, a clown introduces some important information about the Bible. (See scripts for the clown visits on pp 13 to 19.) The clown and narrator should practice prior to the session. **Note:** Some children are afraid of clowns. If you have a fearful child, avoid face paint or masks. Also, children are sometimes frightened by sudden moves. Ask your clown to move slowly.

Things to Prepare

Week 1

- 2 wall charts—Old Testament books listed; New Testament books listed
- Several sets of Old Testament cards (coloured). These may be laminated for more durability.
- Several sets of New Testament cards (different colour from the Old Testament.)
- Sets of paper on which numbers 1 through 5 are written, one per square

Week 2

- Charts and cards from session one
- Chart paper, markers, box of drinking straws, large plastic tumbler
- Masking tape, bean bags

Week 3

- Charts and cards from session one
- Two shoe boxes per child, CD player and CD

Week 4

- Charts and cards from session one.
- Scavenger hunt cards
- Symbols (see p. 29) to be hidden in Bibles
- Heart stickers and gold seals
- Questions for question box (see p. 30)
- Two hoola hoops, CD player, CD
- Glue
- Copies of “Name that...” sheets (see p. 31), pencils and Bibles
- A Bible bookcase. (See p. 3.) This may be made from cardboard but, if you have woodworkers in your congregation, it is wonderful to have a small, permanent, wooden bookcase which can be used for years.

Bible Bookcase



Suggested structure for each session

1. Gather in a large group.
 - Sing the Bible song (see p. 12)
 - Perform the narrator and clown dialogue.
2. Divide into smaller groups
 - Rotate through centres. (Each centre will take 5-10 minutes.)
3. The children may then disperse from the centres **OR** re-gather to sing and pray.

People Resources

You will need someone to:

- act as narrator
- be the clown
- teach/lead at each learning centre
- teach the songs
- prepare the food
- prepare the materials

One person may assume more than one role.



Week 1

Choose from these activities:

Learning Centre #1—Make it match

Preparation: Prepare two charts with the books of the Old Testament glued on one and the books of the New Testament on the other. Explain that the Old Testament or Hebrew scripture books are found first in the Bible and were written before Jesus was born. Explain that the New Testament or Greek language scripture books were written after Jesus was born.

Prepare a set of the books of the Old Testament using coloured paper (put these in one basket) and a set of the books of the New Testament, on a different coloured paper. (Cut apart the cards found on pages x to x.)

To play: Use either the Old or New Testament cards. The children take turns pulling a book (card) from the basket, turning to the others who say the name of the book (the teacher may need to help with pronunciation), then use a piece of plastic to cover the same name on the chart.

If the game is proceeding slowly, children may go two at a time. If the children become proficient at this game, add an element of “beat the clock” by using a sand glass timer.

When all the books are covered, read them aloud from start to finish.

Learning Centre #2—Bible Bingo

Preparation: You will need several sets of Bible cards. (Play with either the Old Testament or the New Testament.) Shuffle the cards and bundle them with an elastic into sets of twenty-five. The caller will also need a complete set of cards for the Testament you are using.

To play: Ask children to arrange their cards, face up, in a five-card by five-card square. The caller draws a card from the basket and if the child has that book, turns it over. When someone gets five in a row, he/she calls out “bingo” and the game is over. The children may gather up their cards, trade with someone else and play again.

Learning Centre #3—Listen up

Preparation: Give each child five pieces of paper on which the numbers 1 through 5 are written, one per square. The caller needs a set of Bible cards, either New or Old Testament.

To play: The caller shuffles the set of Bible cards, then asks the children to listen carefully as the name of the books are read and slap their hand on the number that corresponds to the syllables in the name of the book. The caller should read slowly e.g. Phil-e-mon.

Learning Centre #4—Bible Pop Up

Preparation: You will need two sets of Bible cards. (Choose either New or Old Testament.) Sit in chairs in a circle.

To play: The caller shuffles the cards and hands them around the circle until all the cards are distributed. (Depending on the size of your group, each child should have several cards.) The caller picks and calls out the name of a book of the Bible. The child holding that card pops up, then immediately sits down. The second time you play, go faster and encourage the children to help each other by calling out “Pop up!” if they know a child has a particular card.



Week 2

Choose from these centres:

Learning Centre #1: Put 'em in order

Preparation: You will need a set of Bible cards for each child. You will also need a Bible wall chart for both the Old Testament and the New Testament.

To play: If the children are young, give them only the first five books of the New or Old Testament and ask them to put them in order according to the chart. Older children can do the entire Testament. When they have finished, repeat the names aloud.

Learning Centre #2: Concentration

Preparation: You will need two sets of Bible cards (either Old or New Testament) for each pair of children.

To play: This game is played like the regular game of concentration. The two sets of cards are turned face down, then each player turns up two, looking for a match. If they don't match, the cards are turned face down again. When a match is found, the player says the name of the book aloud and keeps the matched cards until all the cards are gone.

Learning Centre #3: It's your guess

Preparation: The leader will need chart paper, a marker, a set of Bible cards, a box of drinking straws, and a large plastic tumbler.

To play: A child chooses a card but does not show it to the others. Either the child or the teacher draws blank lines on the chart paper for each letter in the book and the other children suggest letters until the book of the Bible is guessed e.g. A C T S. For each incorrect guess, put a drinking straw in the tumbler.

Learning Centre #4: Hopscotch Bible

Preparation: The leader will need to lay out a hopscotch pattern, using masking tape. (If you have a large group, set up several playing grids.) You will also need bean bags and a Bible chart.

To play: This game is played like regular hopscotch. The bean bag is tossed into square one, then the player hops over the first square and lands with both feet on squares two and three, then one foot on square four, etc. At the end (square ten) the play turns and hops back. Just before picking up the bean bag, the player calls out

the name of the first book in either the Old Testament (Genesis) or the New Testament (Matthew). On the second round, the child tosses the bean bag on square two, then calls out the name of the second book of the Bible. (If children are watching and waiting their turn, they can call out the names with the hopper.) To make it more challenging, the teacher may say, "You must start at 2 Samuel." Let each child have one or two turns.



Week 3

Choose from these options:

Learning Centre #1: Find a match

Preparation: Each child will need a Bible and a set of Old or New Testament cards. (Younger children may work with only the first five books of the Testament.)

To play: Each child can work at his/her own speed. Each has a set of Bible cards, face up, beside their Bible. The Bible is open to the index page. As they find the title in the index page, that particular card is turned face down until all the cards are turned over.

Learning Centre #2: Who's first?

Preparation: You will need a set of Bible cards (either Old or New Testament) for each child. You will also need a Bible wall chart.

To play: Children play in pairs. Each has their cards in a pile, face down. Both overturn a card at the same time. Referring to the wall chart, they decide which book of the Bible comes first. The person who has the book which comes first keeps both cards. Continue playing until one person has all the cards.

Learning Centre #3: Sandwich

Preparation: You will need a Bible wall chart and a set of Bible cards (either Old or New Testament).

To play: Explain that you will draw a card and it is the filling in a sandwich. The book before this card is a piece of bread and the book after this card is a piece of bread. Call out, "The filling is..." and the children look at the wall chart and call out the names of the two slices of "bread."

Learning Centre #4: Books of the Bible Shuffle

Preparation: You will need two shoe boxes for each child, a CD player and CD, books of the Bible cards. (If you have six children, use only six books, in sequence, from either the Old or New Testament. Prior to the game, have these arranged in sets.)

To play: Invite children to put one foot in each shoebox and give each child one card. Start the music and the children shuffle around the room in their shoeboxes. When the music stops, the children shuffle themselves into the correct order according to the cards they are holding.

Week 4

Choose from these options. At the beginning of the session, give each child a card with four empty squares on which to collect their scavenger hunt clues.

Learning Centre #1: Hide and Seek

Preparation: For each child, provide a Bible with a symbol hidden in the Bible at the page where the mystery verse is to be found. (See p. 29 for symbols.) Provide glue.

To play: Ask the children to look up Genesis 9:16, read the verse and glue the symbol (rainbow) to square one of the scavenger hunt card. They may also look up Matthew 2:10, read it and glue the symbol (star) they find there on square one.

Learning Centre #2: Question Box

Preparation: Prepare two question boxes—one for younger learners and one for older. (See questions, p. 30.) Provide heart stickers.

To play: Ask each child to pick a question from the question box. For each question they choose and answer, they may add a sticker to square two of their scavenger hunt card.

Learning Centre #3: OK Corral

Preparation: You will need two hoola hoops, a set of Bible cards (both Old and Testament), a CD player and CD. On a table at the front of the room, spread out the Bible cards.

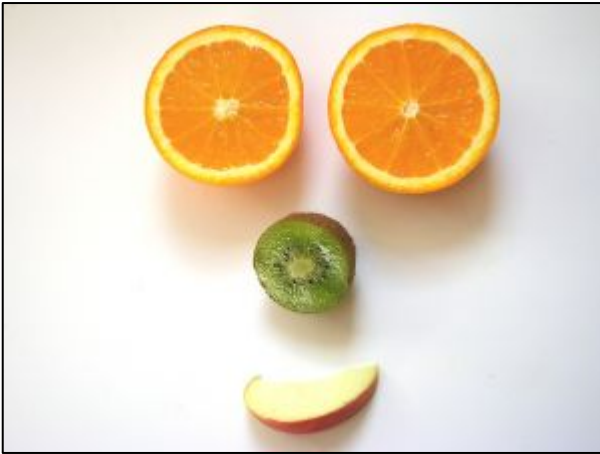
To play: Explain that one hoola hoop is “Old Testament” and the other is “New Testament.” Play the music and when the music stops, the children run to the table, pick up a card and, according to whether the book is in the Old or New Testament, they run into the correct corral. When the game is over, the teacher writes either “O.T.” or “N.T.” in the third square of their scavenger hunt card.

Learning Centre #4: Name that...

Preparation: Provide a Bible for each child, a pencil and a copy of the sheet “Name that...” (See page 31.) Also, provide large gold seals.

To play: Invite younger children to look up one or two categories, but the older children can be encouraged to look up all the references. When they have finished, add the seal to the last square of their Bible scavenger card.

Resource: Recipes



Fruit Faces

Cut fruit into pieces and ask children to make a fruit face which they can eat. Use this pattern or use orange slices for smiles, grapes for eyes, and strawberries for a nose.

Pizza cakes

Bake a cake in a round pan. Ice with red frosting, spreading almost to the edge to resemble tomato paste. Top with fresh fruit to resemble pepperoni and vegetables. Use strawberries, kiwi, oranges, grapes. Serve in a pizza box.



Balloon cupcakes

Bake cupcakes and frost with assorted bright colours. Tape a length of ribbon to the bottom of each cupcake. Arrange them on a table and tie all the ribbons together at the bottom.

Resource—Songs

Two other sources for learning the books of the Bible:

"The 39 Books (Old Testament)," *Sacred Sing 'N Do Songs*, Schafferman, Harold Flammer Pres 1989

"Books of the Old Testament" and "Books of the New Testament," *Wee Sing Bible Songs*, Pamela Beall, Susan Nipp, Price Stern Sloan Press, 2002

(Tune adapted from "Bring Them In")



1. Come, let us see if we can tell The
2. Song of Sol - o - mon and I - saiah, Jere-
3. First and Sec - ond Co - rin - thi - ans, Ga-



books of the Bi - ble we love so well.
miah, Lam - en - ta - tions, E - ze - ki - el,
la - tions - - and E - phe - sians,



Gen - e - sis, Ex - o - dus, Le - vit - i -
Dan - - - iel, Ho - se - a, Jo - - - el,
Phi - lip - pians and Co - - - - los - - - -



cus, Num - bers, Deu - ter - on - omy, Josh - ua
and A - mos, Oba - diah, Jo - nah, Mi - cah,
si - - ans, - - - First and Sec - ond Thes - sa -



Judg - es, Ruth and Sam - uel, Sam - u - el,
Na - hum, Hab - ak - kuk, Zeph - a - ni - ah,
lo - nians, First Timo - thy, - - Second Timo - thy



Kings, Kings, Chron - i - cles, The Chron - i - cles,
Hag - ga - i, - - and Zech - a - ri - ah,
Ti - tus Phi - le - mon, the He - brews, James,



Ez - ra, Ne - he - mi - ah, Es - ther,
Mal - - - - a - - - - chi, - - - - And Mat -
First and Sec - ond Pe - ter, First and Second



Job, Psalms, Prov - erbs, Ec - cle - si - as - tes.
thew, Mark, Luke, John, the Acts and Ro - mans.
John, Third John, Jude and Rev - e - la - tions.

Resource: Clown and Narrator Scripts

Note: Each of the clown scripts are designed so the narrator can provide a clue to the clown about what he/she is to do next. This helps reduce rehearsal time.

Prop needed: Flip chart and marker

Clown Visit Week 1

Narrator: *Speaking to the children.* Welcome to our Bible carnival! We hope you will learn lots about this wonderful book, The Bible, and will have fun while you are learning. I'm going to....

Clown enters as narrator is speaking and wanders around, waving to the children.

Narrator: Ahem! Excuse me....but who are you? These are the children of (your church name), and they are trying to think about the Bible.

Clown points index fingers to his/her own head and turns them around to indicate thinking.

Narrator: Um...excuse me. My name is _____. Don't you think you should introduce yourself to us?

Clown points several times to name (Bible Clown) on shirt, then waves to children.

Narrator: Oh! I get it! You're Bible Clown. *Puts out hand to shake.* I'm pleased to meet you, Bible Clown.

Clown shakes hands, then claps.

Narrator: Now excuse me, Bible Clown, I need you to sit down so the children and I can get on to the serious business of learning about the Bible.

Clown hangs head and shuffles off to the side.

Narrator: *Picking up a Bible.* You see, boys and girls, the Bible is a book....

Clown comes quickly back, shaking head vigorously, waving hands as if to say, "Stop! Stop!"

Narrator: *(frowning)*What's wrong? All I said was, "The Bible is a book..."

Clown again shakes head vigorously, disagreeing.

Narrator: But the Bible *is* a book (*holding up one of the Bibles*). You can see for yourself!

Clown picks up a marker and slowly writes "Library" on the chart paper, turning periodically after writing a couple of letters to show the children. (Hopefully, the children will start guessing what clown is writing.)

Narrator: Library! Library! You're telling me that the Bible is a library?

Clown claps and nods vigorously.

Narrator: The Bible is not just a book....it is a whole collection of books.

Clown again claps and nods vigorously.

Narrator: A library...a whole collection of books...all in one cover. Oh my...what time is it? These children want to play some Bible games.

Clown rushes over and hugs narrator, then points to watch. Clown takes out large handkerchief and noisily blows nose, then wipes under his/her eyes as if crying, then begins to wave goodbye to the children and narrator.

Narrator: You're leaving, Bible Clown? But...but...but...we're just getting to know each other.

Clown gestures to watch again.

Narrator: Ah! You have another appointment! But, Bible Clown, will you please come back again next week?

Clown nods vigorously, waves goodbye to the children and runs out.

Narrator: Let's see what we can learn about this wonderful library called "The Bible." (*The Narrator explains to the children that, in the next four weeks, they will play games that will help them learn about the Bible They will move from centre to centre, spending about 5 or 10 minutes at each. Depending on the age and number of learning centres you have chosen, divide the children into smaller groups.*)

Clown Visit Week 2

Prop needed: simulated campfire or two or three logs resembling a campfire, a world map on the wall.

Narrator: Hello children. Welcome back to the Bible Carnival! *Leaning over to whisper loudly.* Do you remember that funny Bible clown who came to visit last week? I didn't see him (her) this morning. Did you?

Clown comes wandering in from the back, waving to children but narrator pretends she/he doesn't see. Clown has a Bible under one arm.

Narrator: (*surprised*) Bible Clown! It's wonderful to see you again. We thought you forgot to come to church today....What's that you have under your arm?

Clown shows narrator and children a Bible, then hugs the Bible, swaying back and forth.

Narrator: Ah! You brought your Bible today? You must love your Bible very much.

Clown vigorously nods head.

Narrator: *thoughtfully* You know, Bible Clown, I've been wondering...where did the Bible come from? Did it just drop out of the sky?

Clown shakes head as if to say, "No. No. No."

Narrator: You told us last week that the Bible is not just one book...it is a whole library of books put together in one cover.

Clown nods head.

Narrator: But, I still don't understand...how did the Bible get to be all these books in one cover?

Clown holds up one finger.

Narrator: First...

Clown sits down by the campfire and urges narrator to sit down, too.

Narrator: Oh! I get it. The books of the Bible started out as stories. Maybe stories told around campfires. *Clown nods, jumps up and holds up two fingers. Narrator gets to feet.*

Narrator: Second...

Clown pretends to write, dipping a quill into an inkwell.

Narrator: Ah...then the stories were written down. *Clown nods.* Written the next year?

Clown vigorously shakes head and gestures with arms wide apart to indicate a long time.

Narrator: Over many, many years.

Clown nods and holds up three fingers.

Narrator: Third...

Clown pretends to open several books, one after the other and thoughtfully reads, setting a couple down after shaking head as if to say "no," then piles up a little stack after nodding head to say "yes."

Narrator: Ah! I get it! Someone collected together all the writings about God and decided which ones should go in the Bible.

Clown gestures wildly including all the children and teachers.

Narrator: What are you trying to tell us, Bible Clown? It wasn't just one person. It was a whole bunch of people? *Clown nods and opens arms wide again.* Over a long period of time?

So that's how we got the Bible. People told stories around the campfire. Then the stories got written down. Then people began to decide what stories about God should go in the Bible. Is that all, Bible Clown?

Clown holds up four fingers.

Narrator: Ah! There's one more step.

Clown points, on the wall map, to a country far away, then picks up the English Bible and pulls out his/her big white handkerchief and pretends to cry.

Narrator: What's wrong, Bible Clown? You don't understand this Bible? *Clown shakes head.* Ah...I get it! It's not in your language. You can't understand *this* Bible because it's not written in your language.

Clown holds the Bible in one hand, then pretends to write with the other, looking back and forth often between the Bible and his/her writing.

Narrator: So *that's* how we got the Bible. People told stories around the campfire. Then the stories were written. Then people gathered the stories over a long, long time. Then the books were translated into other languages. Whew...that is a lot of work, Bible Clown.

Bible Clown nods, then abruptly looks at his/her watch and puts hand to mouth as if to say, "Oh, oh."

Narrator: You have to go, Bible Clown? *Clown nods.* Will you come back again next week? *Clown nods and leaves, waving to the children.*

Clown Visit Week 3

Props: Artificial red roses, red scarf, a volume of history that has the word “history” in large letters on the spine or cover, biblical head dress and staff, stack of envelopes.

Bible Clown and narrator come in together.

Narrator: Good morning kids. Look who I found in the hall! *Clown waves and claps. Turning to clown.* Well, Bible Clown, what are you going to teach us today about the Bible?

Bible Clown frowns in thought, puts finger to side of face. Then brightens, smiles and picks up the bouquet of red roses and hands them, with a flourish, to narrator.

Narrator: Roses! For me? What are you trying to tell me, Bible Clown?

Bible clown points to roses, then to the red scarf, then to Bible.

Narrator: Roses... roses.....red....Roses are red. *Bible clown claps enthusiastically.* Roses are red. Violets are blue. Sugar is sweet and so are you. *Clown again claps enthusiastically.*

Narrator: But, Bible Clown, what does this have to do with the Bible? *Narrator scratches head.*

Clown motions again to the Bible.

Narrator: Ohhhhh....I think I get it. There are some poems in the Bible. *Clown claps and nods.* What else, Bible Clown? If some of the books in this library we call the Bible are book of poetry, what else is in the library?

Clown frowns, puts finger to side of face. Then brightens, smiles and picks up the volume of history.

Narrator: History! There are history stories in the Bible. *Clown nods and claps.* Is that it? Poetry and history?

Clown shakes head and puts on head dress and, picking up staff, pretends to talk to the children, gesturing.

Narrator: Mmmm.....*this* one is tough. It’s like charades. You’re a preacher. *Clown shakes head.* You’re a...you’re a...prophet! Some of the books in the Bible are about prophecies....things that might happen in the future.

Clown nods and claps hands, removing head dress

Narrator: Is that it, Bible Clown? *Counting on fingers.* There is some poetry in the Bible. There is some history in the Bible. There is some prophecy in the Bible. Is that all?

Clown shakes head and picks up the stack of envelopes and hands them to narrator.

Narrator: Letters? There are letters in the Bible? *Clown nods and claps.*

Narrator turns to children. Wow. There are a lot of different kinds of writing in the library we call the Bible. *Flips through Bible.* It's a bit like going to the school library and finding all different kinds of books! I would say that is good news!

Clown looks at watch and gasps, pointing to watch.

Narrator: Oh! You have to go, Bible Clown? Will you come again next week?

Clown nods and exits, waving to the children.

Narrator helps children divide into groups for the learning centres.

Clown Visit Week 4

Props: Empty bookcase is at front of room, books of Bible bundled in a wheelbarrow.

Narrator: Good morning, boys and girls. This is our last morning to have our Bible carnival. Have you enjoyed it? I sure have, and I've learned a lot about the Bible. Did you notice anything different this morning? *(The children may mention the empty bookcase or the fact that Bible Clown is not there.)*

Narrator: Oh! How did this get here? *Looks around bookcase.* And what it is for?

Clown enters pushing a wheelbarrow with ten bags of bundled books.

Narrator: Oh, there you are, Bible Clown! The children and I were wondering where you were. My...my...my...what *do* you have in that big wheelbarrow?

Clown lifts out the first bag and pretends that it is very heavy.

Narrator: For me? A present for me? *Clown motions to empty bookcase.* Ah! A present for the empty bookcase. *Clown nods and claps.*

Narrator opens bag and begins to take out the blocks. Which is the first book in the Bible? *Narrator turns to the children and solicits help and advice to get the books of law, history, poetry and wisdom in order.* When narrator is finished, he/she stands back and admires the top row.

Clown hands narrator bag 2 from the wheelbarrow. Again narrator solicits help from the children to put the prophecy books in order.

Narrator: Did I get them right, Bible Clown? Clown nods and claps hands, then hands the narrator the third bag. Narrator puts the gospel books in order, then does the same with Acts, the letters and prophecy books in the New Testament..

If time permits, say aloud the names of the books of the Bible.

Clown gasps and looks at watch.

Narrator: Bible Clown! This is our last Sunday to have our Bible carnival. We are going to miss you. Clown gets out big white handkerchief and pretends to cry. But, we want you to come back and visit us again. Will you do that, Bible Clown? Bible Clown jumps up and down, smiling and clapping, then leaves the room, blowing kisses at the children.

Narrator helps children go to learning centres.

Resource: Books of the Bible for cards and charts

Genesis	Exodus
Leviticus	Numbers
Deuteronomy	Joshua
Judges	Ruth

1 Samuel	2 Samuel
1 Kings	2 Kings
1 Chronicles	2 Chronicles
Ezra	Nehemiah

Esther

Job

Psalms

Proverbs

Ecclesiastes

Song of Songs

Isaiah

Jeremiah

Lamentations	Ezekiel
Daniel	Hosea
Joel	Amos
Obadiah	Jonah

Micah	Nahum
Habakkuk	Zephaniah
Haggai	Zechariah
Malachi	Matthew

Mark	Luke
John	Acts
Romans	1 Corinthians
2 Corinthians	Galatians

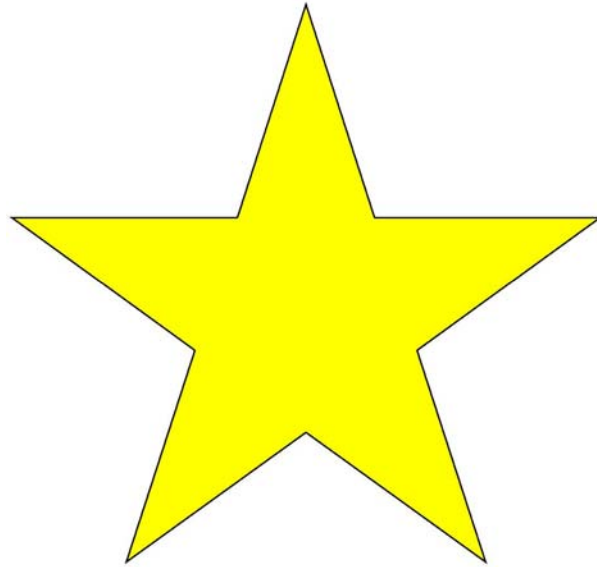
Ephesians	Philippians
Colossians	1 Thessalonians
2 Thessalonians	1 Timothy
2 Timothy	Titus

Philemon	Hebrews
James	1 Peter
2 Peter	1 John
2 John	3 John

Jude

Revelation

Resource: Bible scavenger picture clues



Resource: Questions for Question Box

Younger children

- What is the first book of the Bible?
- What is the last book in the Bible?
- What book of the Bible has a title that is a girl's name?
- Name one book of the Bible that is a boy's name.
- What book of the Bible is something you would hear in math class.
- Name a book of the Bible that starts with "Z."

Older children

- Name a set of books that has "first" and "second."
- Name a set of books that has "first," "second," and "third."
- In which books of the Bible would you find the story of the birth of Jesus?
- Name at least one book that is about a prophet.
- What book might you read if you are feeling sad or troubled?
- Name a book of the Bible that is a Gospel (tells the good news about Jesus).
- Name a book of the Bible that is a letter from Paul to the Christians in Rome.
- Name the book of the Bible which means "beginning."
- Which book of the Bible is about a man swallowed by a big fish?
- If you had to pick a favourite book of the Bible, what would you choose?

Resource: Name that....

Name that...

Tower in the Bible (Genesis 11:9)

Wife of Abram (Genesis 11:29)

Mountain where Moses got the Ten Commandments (Exodus 34:2)

Shining thing in the sky (Psalm 8:3)

Shortest prayer in the Bible (Matthew 14:30)

Person who Jesus said should be welcomed (Mark 9:37)

