

## ENRICHMENT LESSON

# THE BOOKS OF THE BIBLE

### LESSON NOTES

**FOCUS: CONNECTING GODLY PLAY LESSONS TO THE WRITTEN BIBLE**

- SACRED STORY
- ENRICHMENT PRESENTATION (SYNTHESIS)

### THE MATERIAL

- LOCATION: SACRED STORY SHELVES
- PIECES: WOODEN BOOK SHELF, WOODEN BIBLE "BOOKS," CONTROL KEY, SUMMARY CARDS
- UNDERLAY: NONE

### BACKGROUND

This is a synthesis lesson for the entire Bible, especially the sacred stories. In it, we focus on both the individual books of the Bible and the kinds of writing included in the Bible.

This material is an aid to learning the books of the Bible, but in Godly Play the contents of the books, the genres they represent, and where you can find the related teaching objects in the room are also involved. You can enrich the room with materials related to this lesson. For example, you notice that much of the New Testament is made up of letters. What does this mean? You go to the New Testament shelves and find the lesson on Paul's Discovery (*The Complete Guide to Godly Play, Volume 4, Lesson 14, pp.126-135*) on the top shelf. Below there is a basket of small scrolls, each one a summary of one of Paul's letters.

### NOTES ON THE MATERIAL

The material for this lesson is a small wooden bookshelf with wooden "books," each labeled with the title of one book of the Bible. Provide one wooden "book" to represent each book of the Bible. Use color coded titles to organize the "books" into types of writing, such as the Law (5 books), the gospels (4 books), Old Testament history (11 books), Paul's letters (13 books), and so on.

The material includes a control key, such as a poster, that shows the colors and a list of the books in each of the groups. Locate the control key on the back of the bookshelf to help teach the lesson. The material also includes color-coded summary cards, with one or two sentences about the content of each book. (For example: “Jonah— This book was written after the Exile of Israel. In this story, the prophet Jonah does everything wrong—but somehow things still come out all right.”)

In front of the shelf and the basket of summary cards, keep a Bible on a stand. Before each lesson, open this Bible to the lesson for the day.

### ***SPECIAL NOTES***

**Art project:** Throughout the year, invite children to make bookmarks that represent the day’s lesson. Even nonreaders can make creative bookmarks!

Place these bookmarks in the Bible at the appropriate places. When the worship-education year begins, the Bible is empty, but by the end of the year the children will fill it with markers that link the lessons in the room to the Bible as a book.

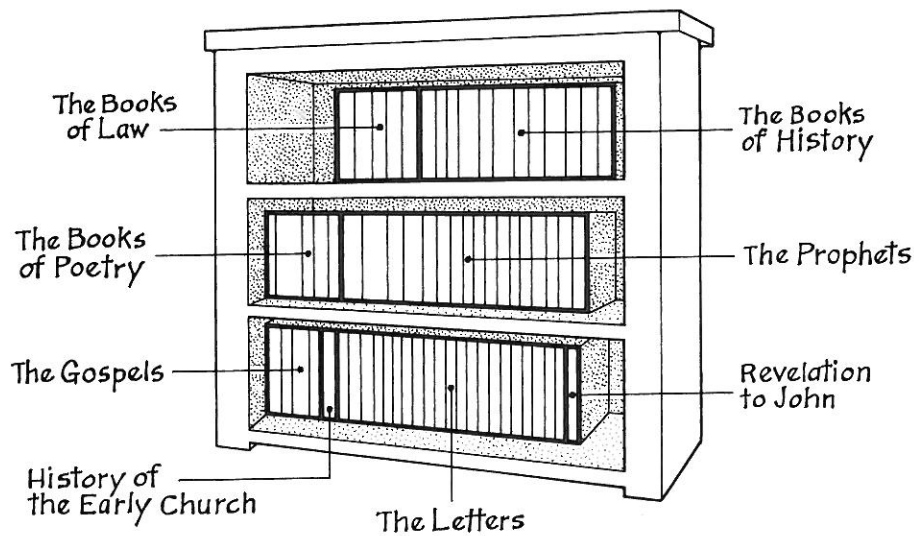
## MOVEMENTS

When the children are ready, go to the shelf and bring the Bible on its stand, the basket with the summary cards and the bookshelf with books.

Place the bookshelf with the books and the basket beside you. Put the Bible on its stand in front of you, facing the children.

## WORDS

- Watch where I go. Remember to carry the Bible with two hands. Be careful. Here is the basket of summary cards. You may need someone to help you carry the little books and bookshelf. Carry the bookshelf flat, so the little books won't fall out.



### THE BOOKS OF THE BIBLE (CHILDREN'S PERSPECTIVE)

Pick up the book and look at it with respect and pleasure, then put it back on its stand.

- This is the Holy Bible. It wasn't always a book. A long, long time ago it was stories around campfires in the desert and later in peoples' homes.

Then the stories were written down on pieces of soft leather, then on a kind of paper made from reeds called papyrus.

Pick up the Bible again.

- Finally the printing press was invented and the Bible became a book.

Open the front and back covers of the book.

- Here is the front door and here is the back door. Here we open up both doors and let the stories out! They are all over our classroom. We still tell them in a circle, like around a campfire. Sometimes parts of the Bible are in a video or movie, but here we still like to tell them the old, old way.

## MOVEMENTS

*Pause and then move the bookshelf in front of you between you and the Bible, facing the children.*

*Count the books and compare the Old and New Testaments.*

*Read the different kinds of books.*

*Use the control key to show the different kinds of books and describe what they are.*

*Get the basket of summary content cards. Show how the control key and summary cards work together so they can check their own work. Pick a card at random from the basket, then show where it is in the “library” and tell what it is about.*

*Pick a book you know—for example, Genesis—to show what on the story shelves is from Genesis. Get up with the little book and hold it next to the stories that it contains.*

*Return to the circle and sit down. Put your hand on the bookshelf.*

*Point to the Law section. Lay out the books and recite them from memory.*

## WORDS

Look at all the books in the Bible. The Bible is like a whole library! Let’s count the books in the library.

There are different kinds of books, too. See?

Here is a control card, so you can check your own work. Try taking out a little book and putting it back in the library, in the right place. What kind of writing is it?

I have an idea. Let’s figure out what the books are about. You might want to read one sometime, so we need to know where they are and what they are about.

We also want to know what is in our classroom from each book. Let’s put the little book beside each story it includes, and then put it back on its shelf.

See, here they are. The Creation is from Genesis. The Flood and the Ark is too. The Great Family also belongs there. The first three stories on our Sacred Story shelf are all from the first book of the Bible.

You know, some people even memorize the books of the Bible, so they can carry their names with them all their days. Knowing the order of the names also helps you find things in the Bible faster. You know your way around.

You can memorize the books in small bits while you are learning about them. This is how it works. See the part called the Law? There are only five books. They are Genesis, Exodus, Leviticus, Numbers, Deuteronomy. That’s not so hard, is it?

## MOVEMENTS

*Enjoy the whole bookshelf. Touch several of the books with wonder.*

*Point to the kinds of books—Law, Gospels, History, Paul's Letters, etc.*

*Replace all of the materials on the shelf. Help the children choose their work.*

## WORDS

■ Now, I wonder which one of the books you like best?

I wonder which one is the most important one?

I wonder which one is especially for you?

I wonder if there are any books we can leave out and still have all the books we need?

■ Now, I wonder which kinds of books you like best?

I wonder which kind of book is the most important?

I wonder which kinds of books are especially for you?

I wonder if we can leave out any of the kinds of books and still have all the kinds we need?

■ I wonder what work you would like to get out today?

wonder