

Lesson C – Memory Verses and Music

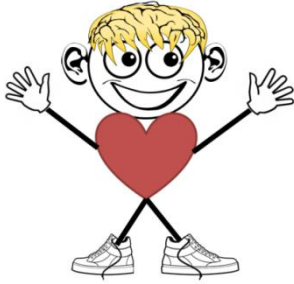


Picking Your Material

1. Memory Verse Ideas
 - a. Relates to your theme
 - b. Memorize a passage of Scripture and learn a new verse each week.
 - c. Gospel centered
 - d. Large quantities of Scripture
 - e. Relates to the life of a child
2. Music Ideas
 - a. Specific purpose
 - i. Relates to your theme
 - ii. Set the memory verse to music
 - iii. Theologically accurate lyrics
 - iv. Relates to the schedule. For example, you may want a “quieter” or pensive song to be sung before the Bible lesson to prepare the children to hear God’s Word and a more active song to be done afterwards to get them up and moving.
 - b. Easy to sing
 - c. Pick age appropriate songs.
 - d. Consider the best type accompaniment
 - i. Singing with live instruments.
 - ii. Pre-recorded music (CDs, MP3 files, YouTube, etc.)
 - iii. Singing acapella



Meet Hermen and Humin



Hermen got his name from the art and science of interpreting Scripture called hermeneutics.

Hermeneutics = to explain or interpret.¹

Exegesis = the “explanation of a text based on a careful, objective analysis... That means that the interpreter is led to his conclusions by following the text.”²

Following are some key points to doing proper hermeneutics:⁴ **See more in the resource section**

1. Observation – What does it say?
 - a. Ask “who, what, when, where, why, and how” questions.
 - b. Note certain grammatical usages, tones, or words used.
 - c. Study it in the context of the passage, chapter, book, and whole Bible.
 - d. Consider the historical setting.
2. Interpretation - What did the text say to the original audience?
 - a. Consider the literary style (poetry, history, narrative, instructive, etc.).
 - b. Read the text in a normal reading, as the author/genre intended (don't hyper-spiritualize it).
 - c. The Scripture will never mean something to us today that is different from what it meant to the original audience.
3. Principlization - What is the principle for all time?
 - a. Let Scripture interpret Scripture.
 - b. Consider the church's historical view/precedent.
 - c. What does it mean?
4. Application - How do I apply this text?
 - a. What is God saying to me and to the child?

¹ <https://answersingenesis.org/hermeneutics/how-we-interpret-the-bible-principles-for-understanding/>

² <https://www.gotquestions.org/exegesis-eisegesis.html>

³ Ibid.

⁴ <https://answersingenesis.org/hermeneutics/how-we-interpret-the-bible-principles-for-understanding/> and <https://youtu.be/-Wvt8LTAdaw>

➔ Teaching the Material Using Hermen/Humin

1. Eyes – _____
 - a. Brief intro that catches the child's attention AND relates to the topic of the Bible verse or song.
 - i. Ask an open ended question for the children to answer.
 - ii. Do a short object lesson/activity.
 - iii. Show a picture/prop.
 - iv. Tell a brief story that illustrates a related point.
 - v. Act it out or show a short video clip.

2. Ear – _____
 - a. Pre-mark and read the Bible verse from your Bible or sing/play the song for the children.
 - b. If you are using pre-recorded music, make sure that you have the track cued up and ready to go. Test your equipment ahead of time to make sure that everything is working. Write down the track numbers, if you are playing multiple tracks.
 - c. Have the Bible verse or words to the song displayed in some way so the children can follow along.
 - i. PowerPoint
 - ii. Handmade visual – Big and clear (do not use cursive)
 - iii. Use a combination of pictures and words.
 - iv. If the children are too young to read, you could use pictures or teach the Bible verse or song to them verbally instead.
 - v. Demonstrate hand motions.
 - vi. Have the kids look up the Bible verse in their Bible.
 - vii. Choose a student to read the verse.

1. It would be most helpful if the verse being read aloud is from the same translation as the poster.⁵
 2. If YOU are reading the verse out of your Bible but you do not have the same version as the printed verse poster you could write the verse on a sticky-note so that it appears like you are reading it directly from the Bible.
- d. Read the address of the verse at the beginning and at the end every time.
 - e. Present the Bible as the true, Word of God. If appropriate you could include a fact or two for how we know that the Bible is God's Word. You could include facts learned in Lesson 1 – The Bible is Authoritative; see that lesson for additional resources on this topic.
3. Brain – _____
- a. Explain or define words, phrases, or concepts that would be hard for a child to understand.
 - b. Use practical examples.
 - c. Summarize the meaning of the Scripture (according to proper hermeneutics) or the song in a few sentences to recap.
 - d. If needed explain the Bible verse address.
 - i. “The address is where the verse lives in the Bible. If we wanted to find where you live, you would tell us your address. In the same way, each Bible verse has an address in the Bible so that we can easily find it. The book of the Bible is kind of like the street name, the chapter is like the city, and the verse is like the state.”
 - ii. The terms “address” and “reference” mean the same thing.
 - iii. Tell the author of the book and which testament the book is found in.
 - iv. How to find the book in the Bible using the Table of Contents and corresponding page numbers.

⁵ If children ask questions about Bible translations you could use the following articles to help address this question: <https://www.gqkidz.org/Bible-translations.html> and <https://www.gotquestions.org/Bible-translations.html>

- v. How to find a chapter in the Bible (big numbers within the book).
- vi. How to find a verse within a chapter (little number within the big numbers).
- e. Explain the context of the verse within the whole of Scripture.
- f. Talk about the time period/context/culture surrounding the verse.
- g. Tell the history of the song (why this song was written) or the history of the author. **See Resource Section**

4. Heart – _____

- a. Apply the Bible verse or song to the unsaved child, with the purpose of presenting the opportunity to believe in Jesus as the Savior.
 - 1. Relate the teaching back to the Gospel or a key point of the Gospel to transition into a short Gospel reminder.
 - a. This teaching is usually very short as the Gospel will be explained in length at another part of the class time.
 - b. End by saying that child can believe in Jesus right now, go to a counseling area to learn more, talk with a teacher after class or anytime, or listen to the Bible lesson (or whatever part of class that will feature the Gospel) in order to learn more.
- b. Apply the Bible verse or song to the saved child.
 - 1. A saved child application provides concrete teaching, examples, and action step(s) to a child that has already believed in Jesus as their Savior to help them grow in their faith. Examples include: confession of sin, obedience, praising God, rewards for good work, Christian suffering, putting off the old self, God's friendship, resisting temptation, etc.
- c. Give a practical example that the child can relate to and that is directly related to the main teaching of the verse/song.

- i. You could tie the application into the theme of the day, Bible lesson, or curriculum.
 - d. Challenge kids with one application step based on the Bible verse or song. Follow up with the kids at the next class time to see how the challenge went.

- 5. Arms/Legs – _____
 - a. Repeat a Bible verse 6-8 times with a fun activity. For memory verse games suggestions, see the section of these notes titled “Memory Verse Games”.
 - b. Repeat a new song a couple times to gain familiarity.
 - c. Give key actions to the Bible verse or the song.
 - d. Draw a picture to remember the theme of the Bible verse or song.

- 6. Smile – _____ (and the Joy of the Lord – Psalm 16:11)
 - a. Write out the Bible verse or song lyrics on a piece of paper for the kids to take home. If a song has a link on YouTube, you could provide that information for the kids to listen at home with their parents and practice singing it. On the verse, you could include a short activity like drawing a picture, doing a word scramble, or something else related to the verse.
 - b. Recite the Bible verse or sing the song together as a class the next week.
 - i. You could review the same material every week for a month, and then periodically review the material to bring it back to their remembrance.
 - ii. Encourage the children to not just put the verses in their short term memory, long enough to get a prize, but to put the verses in their long term memory.

- c. Ask a couple review questions about the explanation and application. You could give a piece of candy for each correct answer.
- d. Keep a memory verse chart in your class so that each time the children come to class and say the new memory verse to their teacher, they receive a sticker on their chart. They can receive a larger prize once a certain goal is reached.
 - i. You could also give tickets for verses recited and the children can go “shopping” for prizes during your class time.
- e. Have a high standard for Scripture recitation. Children ought to be able to say their memory verse with little to no help from their teacher, and they ought to be able to say it almost, if not, word perfect.
- f. Learn a new part of the Bible passage or song each week. Each time a new part is introduced use Hermen or Humin to teach it.
- g. Encourage the kids to have the right heart attitude about these activities; pray with the kids that God would work in their heart if they see it as a chore instead of a delight.

Example of Using Hermen

(The total memory verse teaching time should be 8-10 minutes. Only Hermen is demonstrated here, but teaching a song with Humin would be very similar.)

Eyes/Introduction - Have you ever been lost before? If so, who came and looked for you? *(Let “children” respond.)*

Ears/Presentation – In today’s memory verse we will read about someone who came and looked for us. Today’s verse comes from Luke 19:10. *(Display the poster of the verse that you made ahead of time. Poster should be large enough so the words are clearly seen by your group. Print clearly.)* Is the book of Luke in the Old Testament or the New? *(New)* Luke writes about the time when Jesus was on earth. And he tells us something that Jesus said. Follow along on the poster as I read the verse out of the Bible. Luke 19:10, “For the Son of Man came to seek and to save the lost.” Luke 19:10

Now, let's read it together - Luke 19:10, "For the Son of Man came to seek and to save the lost." Luke 19:10

Brain/Explanation – Do you know who the Son of Man is? (*Jesus*) He came to seek, which means to look for, and to save the lost. Who are the lost? (*You and me*) Now this is not talking about getting lost like getting separated from your parents in the grocery store. This is talking about being separated, or lost, from God because of your sins. Do you know what sin is? (*Anything that you think, say, or do that breaks God's laws*). The punishment for sin is to be forever separated from God. That is what it means to be lost. But the good news is Jesus came to seek and to save you! Jesus came to die on the cross to take the punishment for your sins. Instead of you taking the punishment for your own sins, Jesus took it for you. He saved you from sin's punishment when He died and came alive again. That is good news!

Heart/Application – Because of what Jesus did, you can have your sins forgiven, but you have to believe or trust personally in what Jesus did to forgive you. You can do that by telling God that you know you have sinned and are sorry you believe that Jesus died on the cross and rose again to forgive you of your sin, and that you are trusting in what Jesus did to forgive you. You can do that now, or you can talk with a teacher later to learn more.

Let's say the verse one more time before playing a game: Luke 19:10, "For the Son of Man came to seek and to save the lost." Luke 19:10

Arms/Legs/Repetition – Let's review this verse by playing a game. I need a volunteer that would like to pretend to be the volume controller. When that person raises their hand up high, like next to their head, then you will shout (not yell or scream) the verse. But if they put their hand next to their shoes then you will whisper the verse. Who would like to be our first volume controller? (*Play the game 2-3 times for an example though they will want to repeat it more time in a real class*).

Smile/Recitation – Next week, this verse will be like a secret to enter the classroom. You will want to make sure and memorize the verse so that you can say it without looking!



(OPTIONAL HOMEWORK: You can download a blank worksheet at www.networkerstec.com/Equip-Curriculum.html to write your own script/outline for a verse or song using Herman/Hummin.)

➔ Meditation

Top 10 keys for Meditating on Scripture

1. Memorize it.
 - i. Before you can think about something, you have to have it in your mind in the first place.
2. Write it and put it somewhere it can be seen often.
3. Repeat it aloud at least once a day.
 - i. Emphasize different words each time you say the verse.
4. Set an alarm or get in the habit of saying it at a certain time of day (like before you eat).
5. Intentionally think about it before you go to bed.
6. Pray the verse.
 - i. Is this a verse about repentance?
 - ii. Is this a verse about praising God?
 - iii. Is this a verse that you could make a request to God for yourself?
 - iv. Is there something in this verse that you could pray for someone else?
 - v. Does this verse have a command in it that you need God's strength to help you follow?
 - vi. Does this verse have a promise in it for you to claim? Is it conditional?
7. Ask discovery questions about the verse and let God teach you, or research the answers.
 - i. What characteristic of God is revealed in this verse?
 - ii. What characteristic of man is revealed?
 - iii. What does God mean when He says _____?
 - iv. How does this apply to my life?
 - v. Use a Bible commentary to help you answer your discovery questions (www.blueletterbible.com or www.biblehub.com).

8. Look up key words from the verse in a Bible dictionary or concordance.
 - i. www.blueletterbible.com or www.biblehub.com
 - ii. Consider the key words; you could circle them to focus on them.
9. Write down what God teaches you about the verse.
 - i. Start a notebook and write the verse you are meditating on at the top of the page. Each verse should have its own page. Then write down any insights that God gives you about that verse on that page.
 - ii. Pray the insights you learned for yourself.
10. Share your insights with someone else.
 - i. Write the verse and decorate it to give someone.
 - ii. Pray about whom God might want you to share with and what to tell them.
 - iii. Pray the insights you learned with someone else or on their behalf.

Resources for Further Study on this Topic

Scripture Memory Keys (Video of tips + extra resources) –

www.networkerstec.com/scripture-memory.html

Bible Memory and Study Competition – www.biblebee.org

Scripture Memory Ministry + Camp – www.scripturememory.com +
www.scripturememory.com/about-smf/camps

Scripture Teaching Videos for Kids - www.inthegapkids.org/memory-master-2

Bible Verse Songs for Kids (Contemporary Music) - www.seedsfamilyworship.com

Hermeneutics Lessons and Proper Biblical Interpretation –

www.store.wretched.org/product/herman-who/herman-who

- View Clip: <https://youtu.be/-Wvt8LTAdaw> - Four steps of interpreting Scripture –
 Uploaded by Wretched

How Should We Interpret the Bible, Part 1: Principles for Understanding God's Word by
 Tim Chaffey – www.answersingenesis.org/hermeneutics/how-we-interpret-the-bible-principles-for-understanding/

Unlocking the Truth of Scripture by Brian H. Edwards -

www.answersingenesis.org/hermeneutics/unlocking-the-truth-of-scripture

3 Questions “Hermenutics” Song for kids - <https://youtu.be/Vocgu8xJwhs>

Hymn History Websites - www.hymntime.com/tch and www.hymnary.org/hymnal/CYBER

Book – Then Sings my Soul: 300 of the World’s Greatest Hymn Stories by Robert J. Morgan

Book – Amazing Grace: 366 Inspiring Hymn Stories for Daily Devotions by Kenneth W. Osbeck

Book – Hymns for a Kid’s Heart by Bobbie Wolgemuth and Joni Eareckson Tada

Book – Great Hymns of our Faith Series by Joni Eareckson Tada, John MacArthur, and Robert and Bobbie Wolgemuth

Quality Children Songs from Child Evangelism Fellowship – www.cefpres.com/music + <https://www.youtube.com/c/UNiteKids>

DVD - Studying the Bible in it’s Ordinal Language for Increased Meditation - www.store.wretched.org/product/its-not-greek-to-me/its-not-greek-to-me

Memory Verse Games

Bounce the Ball - Have one student bounce a ball while saying the memory verse. If the ball rolls away, have the student pick up where he or she left off. Students can also compete against each other to see who can say the verse the fastest, without letting the ball roll away or messing up. If a student cannot remember the next part of the verse, the ball is passed to the next person. Instead of bouncing the ball on the floor, it can also be bounced between one’s hands, tossed between two students, or within a group. If you choose to toss the ball between the group, you can either have the whole group say the verse while passing the ball to the next person or throwing it to a random person, or each time the ball comes to a person, he or she says the next word in the verse. If the ball is thrown or rolls outside the group, have the students restart the verse to avoid them wildly throwing the ball around.

Word Scramble - Write the different parts of the verse on slips of paper or print it off the computer and cut into pieces. Then have the students arrange the verse in the correct order as one large group, in teams, or individually. If you have multiple teams

doing this at once, see who can do it the fastest. You can have different verses available so when one group gets done, they can move on to a new verse. Once completed and taped together, these verse scrambles could also serve as decorations in the classroom to remind the students of the verse.

Picture This! - Have the students write the verse on the top of a piece of paper (or have it written for them). Then have them draw a picture on the bottom of the paper to illustrate the meaning of the verse. Or have the students write the verse on their paper with enough space to add a small illustration above the words that helps them remember key words that you are teaching in the verse. For example, in John 3:16 a student might draw a heart above the word “LOVED” and a lot of stick people to remind him of the word “WORLD”, since God loved the people of the world. The purpose of this project is not necessarily to be artistic. It is to create personal pictures that will help each child remember the verse.

Action! - Create actions for the key words that help the children remember the meaning of the verse.

Alphabet Actions - Have a child choose a word from the verse and identify the first letter of that word. Whenever that first letter appears at the beginning of any of the words in the verse, the children are to do a specific movement. This movement could be clapping, stomping, jumping, hopping, spinning, etc. As the verse is repeated, new first letters are chosen and different actions are added to the verse. By the end of the verse review, you may be spinning on F, jumping on G, and clapping on T. You could make it unique by letting a child whose first or last name begins with the special letter, pick the movement for that letter.

Promptorizing - Promptorizing describes the memory technique of taking the first letter from each word to learn the verse. For example, John 3:16, “For God so loved the world...” would look like this: F G S L T W. You can write this out for the children and have them say the verse together while you point to each letter. It might be easier to memorize the verse if you write out all the words to begin with and then each time you say the verse erase one of the words and replace it with its beginning letter until it is all

promptorized. This is a link to promptorize a long verse or passage

<http://www.productivity501.com/how-to-memorize-verbatim-text/294/>.

Erase a Word - Write out the verse and then each time have a child come up and erase a word or words until the whole verse is gone and can be said from memory. Or you can cover up the word(s) with a sticky-note, and the children can move it around to different places each time. To make it more challenging, you can cut out a large circle out of black paper that would cover up quite a few words or lines of the verse. Then let the children put it on the verse with sticky-tack to see how many words they can cover up.

Thus Saith the Lord - Each time the children say the verse have them shout, "Thus Saith the Lord!" to teach them that the Bible is God's Word.

Quizzing - Once the memory verse has been learned, ask questions based on the memory verse. When a child gets the answer right, they can get points for their team or a piece of candy. Here are some sample questions that you can pattern any memory verse question after. *According to John 3:16,*

- *WHO so loved the world? God*
- *WHAT did God so love? The world.*
- *WHAT did God give so that we would not perish? His only son.*
- *HOW do we have eternal life? If you believe in his only son.*
- *WHO can have eternal life? Whoever believes in his only son.*
- *If you believe in God's only son, you will not? Perish*

All the answers for these questions are straight out of the verse, so if the children have memorized the verse, they will be able to answer the questions.

Musical Verse (This game is like "Four Corners") - Write (or print) different sections of the verse on different pieces of paper and hang them around the room. Then have the children march around the room while music plays in the background. If you have a musical version of the verse, that's even better as the children can learn to sing the verse with actions that you/they create. When the music is paused, the children stop at

the paper closest to them. Then the children go around the room repeating the section of the verse that is at their station. To make it a challenge you can close your eyes when the music plays and when the music is stops and the children are in their section, point to one of the sections and those children, after saying their section of the verse, will sit out for the rest of the game. The last child left or last few are the winners. Or you could have the children sit out for one round before jumping back into the game.

Volume Control - Have someone choose whether to start saying the verse in a loud, medium, or soft voice. The volunteer will hold his or her hand high for loud, in the middle for medium, and low for soft. The other children will say the verse at different volumes as the volunteer slowly moves his or her hands to the different positions.

Guess the Word - Have one child stand with his back to the group so that he cannot see the verse. Have another volunteer come and point to a word. Tell the other children that the word chosen will not be said when they repeat the verse together but will be clapped. After the recitation, the child who is standing with his back to the group is shown the verse and will have to guess what word was clapped. To increase the challenge, you can tell the person guessing he cannot look at the verse to guess the word, or you could have the children clap a few words. It is also fun to have the teacher participate at the very end. Pick a teacher that knows the whole verse to stand with his back to the group. Then instruct the children to clap the whole verse. The teacher then has to say the verse without looking.

Voices - Teacher says: "Let's repeat the verse in the _____ voice."

- *Animal voices*: Pick an animal and have the students pretend to put on different features of the animal. For example, if you picked a dog, say "Everyone put on your puppy dog tail, ears, fur, spots, etc." Then say, "At the end of the verse you will bark three times." You could bring stuffed animals and let the children pick which animal they want to pretend. They can also choose what sort of pretend features their animal is going to have. The end activity (after saying the verse) can be anything that has to do with the animal. For the dog example, it could be

“panting until I hold my hand up”, “running in place like a dog until I say stop,” or “eating three dog treats.”

- *Occupation voice:* Ask the children what job they want to do when they grow up. You could do a ‘doctor voice’ and pretend to put on a doctors coat and after the verse pretend to bandage up an arm. Or you could put on a western outfit and at the end of the verse say, “Yeeeh-haw!” or do any sort of western action---ride a horse, rope a steer, etc.
- *The freezing voice:* For this voice you say, “Everyone turn the thermometer WAY DOWN. Now it is really cold in here and we have to talk like we are REALLY COLD! When we get done with the verse, I am going to say FREEZE and you can’t move until I tell you.” This works great at the end of club or any time you need them to sit still for a moment such as in between teachers, going to small group time, waiting to line up, etc.
- *The Robot voice:* This is a good voice when you need the children to sit still. Say, “Everyone is going to be a robot. First you are unplugged so everyone put your head down. When I plug you in, you can sit up and we will do the verse. But when I unplug you at the end, you have to put your head back down. You cannot look up until I tell you.” *Plug in* *They can say ‘beep, beep’ and wave their arms like a robot for a few seconds if they want at the beginning and end of the verse.

Odds and Ends –

- Have the children say the verse while giving a partner high-fives or any other rhythm pattern.
- When you point to a word on the verse, have the children shout, whisper, make a certain face (happy, sad, etc), or do a certain action (stomp, clap, jump, etc).
- Each time you say the verse, have the child shout a word. Start with the first word and move through the verse in order. This will help the children think about the meaning of each word of the verse. For example:
 - JOHN 3:16-*For God so loved the world.*
 - John 3:16- **FOR** God so loved the world.
 - John 3:16-**For GOD** so loved the world.

Musical Chairs - If you have a musical version of the verse you could play musical chairs. Set the chairs in a circle (the amount students minus one). When the music stops all the children try and find a seat, but the one that is left out has to tell you the next part of the verse where the verse song stopped. If the child can remember the next few words, he can stay in the game but if not, then he is out. You may want a teacher dedicated to following along with the song to know where the music stopped to help the child determine what part of the verse needs to be said next. This could also work for learning the words to a new song.