

Student Resource Workbook

2023 Coach-in-a-Box® Companion

Juniors Version

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INTRODUCTION

Coach-in-a-Box® is a useful tool used by Junior Bible Quizzers, their parents, and their coaches that specifies the day-to-day study regiment to aid in completing the material assigned to the quizzing season. Also, the tool provides a structure to both understand and apply Biblical teachings based on the day's verses of study. This workbook takes that program to a new level by integrating Coach-in-a-Box into a homeschool or private school classroom, or it can be used for additional personal devotions.

The use of this workbook assumes the prior acquisition of the Coach-in-a-Box product from the distributor of the Junior Bible Quizzing material that covers the matter addressed in this publication. For more information about how to obtain this guide, refer to the King's Kids Media website, www.kingskidsmedia.com.

NOTE TO EDUCATORS

This publication serves as the first of, hopefully, many student workbooks to come. Your input as to its effectiveness and use in the classroom is critical to its long-term success. For feedback as to the product's usefulness, or to offer recommendations for improvement, please look for a link on this product's page on the King's Kids Media website at www.kingskidsmedia.com.

HOW TO USE THIS WORKBOOK

I. CONTENT

The workbook is divided into the following sections:

- Unit Introductions
- Unit Lessons
- Worksheets

UNIT INTRODUCTIONS

Each unit opens with an overview summarizing the chapter introductions found in the Coach-in-a-Box product. After reading the chapter introduction found in the Coach-in-a-Box guide, the unit introduction then expounds an important point found in the section or on a related topic from the chapter that the quizzer will study. Each unit introduction concludes with insight questions for student engagement and contemplation.

UNIT LESSONS

Each lesson complements the Coach-in-a-Box daily study module. They are identically numbered and titled for ease of reference. The lessons are subdivided into the following sections:



READY

This section prepares the student for the study work ahead.

- The **READ** segment has the student read the verses that are to be memorized that day as well as the short devotion and associated Life Lesson found in the Coach-in-a-Box guide.
- The **KNOW** segment consists of the following elements:
 - *Vocabulary Words*: Definitions are provided for select words used in the verses of study that may not be apparent to the student. Vocabulary words are reviewed on the Worksheets at or near the end of the book of study section. These can also be used in other ways at the discretion of the teacher to promote learning and understanding of these terms.
 - *Comprehension Questions*: These questions are provided to ensure that the student has retained basic information after reading the verses and short story devotion. **NOTE: The questions used for Verse Comprehension are not tournament-style questions, although they may aid the student in answering similar questions in competition.**



SET

This section is designated for the study required as instructed in the Coach-in-a-Box study module relative to **MEMORIZATION** and **REVIEW (QUOTE)**. Also, the student is encouraged to recite the **PRAYER** provided in the study module.



GO

In this section, the student personally reflects on the verses and devotion. The **INSIGHTS** questions have the student consider the implications and the importance of what they have learned.

Further, the student completes an **ACTIVITY** relevant to the learning. These are provided on the Worksheets which are described in more detail in the Worksheet section that follows.

The educator may complete the tasks in the Unit Lessons in the order they deem appropriate for the classroom or student.

WORKSHEETS

The worksheets are optional activities the student can complete based upon their academic level. These activities are written primarily at a fourth-grade level and include a variety of subject matters, such as Bible knowledge, history, science, art, geography, social studies, mathematics, and more. These worksheets are meant to provide a deeper understanding of Scriptural context and application, and many include activities that serve as object lessons that reinforce the learning. The worksheets/activities can be modified, as needed, or utilized as considered appropriate by the educator.

For select worksheets, answers keys are provided at the end of the workbook.

II. DOCUMENTATION

The student can provide responses on the worksheet itself. However, a wide-ruled composition notebook is recommended. Here, the student documents their answers to the questions provided in the Unit Introduction and Unit Lesson. The samples below show examples of how the student could organize their notebook.

<p style="text-align: right;">January 1, 2023</p> <p>Unit 1 Introduction</p> <p>1. Pastors are like shepherds because they look out for people in the church. They make sure that we are hear the truth.</p> <p>2. God's people are sheep because we may not always see when we go off track with God. We need someone looking out for us.</p> <p style="text-align: center;">UNIT INTRODUCTION SAMPLE PAGE</p>	<p style="text-align: right;">January 1, 2023</p> <p>Lesson 1</p> <p>A. Vocabulary word. Apostle: a special messenger of Jesus Christ in the early church.</p> <p>B. Verse Comprehension</p> <p>1. Not of men neither by man 2. Churches of Galatia 3. from God the Father, and from our Lord Jesus Christ</p> <p>C. Story Comprehension</p> <p>1. American History Art Contest 2. Lincoln, the Emancipator</p> <p>Insights</p> <p>1. Paul wanted people to know that God chose him to be an apostle because people might not think he was for real if man picked him.</p> <p>2. I am a special messenger of Jesus because I can tell others how Jesus saved me.</p> <p style="text-align: center;">UNIT LESSON SAMPLE PAGE</p>
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With regards to the Unit Introduction questions and Unit Lesson Insights questions, the student should be encouraged to write their answers in complete sentences.

Galatians 1

Shepherd Required

Unit

1

Galatians 1:1-24

Lessons 1-8

Read the Chapter 1 Introduction in Coach-in-a-Box®

In the Introduction, we learned the significance of shepherds. A shepherd is a person who cares for sheep. Some of the important duties of a shepherd are listed below.

1. **Keep the sheep safe and well fed.** A shepherd knows where to find good pasture for the sheep to graze and water sources for them to drink. A shepherd guides the sheep to these areas.
2. **Protect the sheep from predators.** There are many animals that can harm the sheep, such as wolves, mountain lions, bears, coyotes, and even dogs. Sometimes, a shepherd will use trained guard dogs to help him keep watch over the sheep and protect them from predators.
3. **Make sure the sheep are healthy.** Sheep, like other animals, can get diseases. They can also get parasites in their system, such as stomach or liver worms. Shepherds make sure they are given the proper medicines and care to protect them from disease and parasites.
4. **Care for the young.** Shepherds watch over female sheep, known as ewes, as they carry and give birth to baby sheep, known as lambs.
5. **Shear the sheep.** Shearing is like getting a haircut. Unlike most animals, sheep do not shed their hair. Proper shearing helps the sheep from getting too hot in warmer weather or carrying around too much weight. Also, we use the removed hair, known as wool, to make clothing.

As we learned in the Introduction, pastors are often referred to as shepherds.

- How are pastors like shepherds?
- How are God's people like sheep?

LESSON 1: Made for This



ready

READ...

- Galatians 1:1-3
- The “Made for This” story
- The *Life Lesson*

KNOW...

A. VOCABULARY

- Apostle*: a special messenger of Jesus Christ in the early church.

B. VERSE COMPREHENSION

1. Paul, an apostle, not of whom?
2. What churches are mentioned in Gal. 1:2?
3. Grace be to you and peace from whom?

C. STORY COMPREHENSION

4. What award did Evie win?
5. What was the name of Evie’s painting?



set

QUOTE...

None today

MEMORIZE...

Galatians 1:1-3

PRAY: Recite the prayer from the Coach-in-a-Box Daily Devotion.



go

INSIGHTS...

- Why do you think Paul thought it necessary to state he was an apostle chosen by God, not man?
- Even though an apostle is a specific role in the church (Eph. 4:11), how are you a special messenger of Jesus Christ?

ACTIVITY...

Complete *WORKSHEET 1*, “*Setting Goals*”, on page 123.

LESSON 2: The Hero of All Heroes



ready

READ...

- Galatians 1:4-6
- The “The Hero of All Heroes” story
- The *Life Lesson*

KNOW...

A. VOCABULARY

- Marvel*: to be amazed, surprised, or shocked.

B. VERSE COMPREHENSION

1. That he might deliver us from what?
2. To whom be glory for how long?
3. I marvel at what?

C. STORY COMPREHENSION

4. Who hovered behind Liam?
5. What was the article about that Liam was reading?



set

QUOTE...

Galatians 1:1-3

MEMORIZE...

Galatians 1:4-6

PRAY: Recite the prayer from the Coach-in-a-Box Daily Devotion.



go

INSIGHTS...

- What did Paul mean using the description “this present evil world”?
- What do you think caused Paul to marvel at the reason the Galatian saints were so easily persuaded to believe another gospel?

ACTIVITY...

Complete *WORKSHEET 2*, “*Galatia: The Place*”, on page 124.

LESSON 3: Bad Directions



ready

READ...

- Galatians 1:7-9
- The “Bad Directions” story
- The *Life Lesson*

KNOW...

A. VOCABULARY

- Pervert*: to change, make something wrong, or twist up the facts.

B. VERSE COMPREHENSION

1. There be some that would pervert what?
2. As recorded in Gal. 1:8, let him that does what be accursed?
3. According to Gal. 1:9, if any man does what, let him be accursed?

C. STORY COMPREHENSION

4. Whose house were Mia and her mom going to visit?
5. What color was Uncle Charlie’s house?



set

QUOTE...

Galatians 1:1-6

MEMORIZE...

Galatians 1:7-9

PRAY: Recite the prayer from the Coach-in-a-Box Daily Devotion.



go

INSIGHTS...

- Why do you think Paul was so strongly against teaching another gospel?
- How do you know that what you believe is the true gospel?

ACTIVITY...

Complete *WORKSHEET 3, “Preserving Truth”*, on page 125.

LESSON 4: Taught by the Best



ready

READ...

- Galatians 1:10-12
- The “Taught by the Best” story
- The *Life Lesson*

KNOW...

A. VOCABULARY

- Certify*: an official statement; declare; something important someone should know.

B. VERSE COMPREHENSION

1. Paul said, for if I yet pleased men, I should not be what?
2. What did Paul certify in Gal. 1:11?
3. As recorded in Gal. 1:12, how did Paul receive the gospel?

C. STORY COMPREHENSION

4. What was the name of the tailor?
5. Why was Turner getting a new suit?



set

QUOTE...

Galatians 1:1-9

MEMORIZE...

Galatians 1:10-12

PRAY: Recite the prayer from the Coach-in-a-Box Daily Devotion.



go

INSIGHTS...

- Paul thought it was more important to please God rather than man. Why do you think that is?
- Paul received the gospel by the revelation of Jesus Christ. What did he mean by this?

ACTIVITY...

Complete *WORKSHEET 4, “Persuasion”*, on page 126.

LESSON 5: Past Removed



ready

READ...

- Galatians 1:13-15
- The “Past Removed” story
- The *Life Lesson*

KNOW...

A. VOCABULARY

- Zealous*: eager; dedicated; ambitious.

B. VERSE COMPREHENSION

1. Who did Paul persecute?
2. Paul was more exceedingly zealous of what?
3. According to Gal. 1:15, God separated me from what and called me by what?

C. STORY COMPREHENSION

4. Who was in a gang as a teenager?
5. What did Ava notice when she met Susan?



set

QUOTE...

Galatians 1:1-12

MEMORIZE...

Galatians 1:13-15

PRAY: Recite the prayer from the Coach-in-a-Box Daily Devotion.



go

INSIGHTS...

- What did Paul mean when he said that he was more exceedingly zealous of the traditions of his fathers? Who were his fathers?
- Paul was changed by God’s grace. How have you been changed by His grace?

ACTIVITY...

Complete *WORKSHEET 5*, “Who is Paul? Part 1: His History”, on page 127.

LESSON 6: Higher Learning



ready

READ...

- Galatians 1:16-18
- The “Higher Learning” story
- The *Life Lesson*

KNOW...

A. VOCABULARY

- Abode*: (verb) lived; stayed; dwelt.

B. VERSE COMPREHENSION

1. To reveal his Son in me that I might do what?
2. Paul went where according to Gal. 1:17?
3. After what period of time did Paul go up to Jerusalem?

C. STORY COMPREHENSION

4. Noah and his parents were at college for what reason?
5. Where was Gregory, Noah’s brother, going after graduation?



set

QUOTE...

Galatians 1:1-15

MEMORIZE...

Galatians 1:16-18

PRAY: Recite the prayer from the Coach-in-a-Box Daily Devotion.



go

INSIGHTS...

- In the story, Gregory made plans for how he might use his understanding of the French language to help a missionary family. Have you planned what you would like to do for God when you are older?
- We find that Paul met with Peter according to Gal. 1:18. How have these two men changed the world?

ACTIVITY...

Complete *WORKSHEET 6*, “Galatia: The People”, on page 128.

LESSON 7: Nothing but the Truth



ready

READ...

- Galatians 1:19-21
- The “Nothing but the Truth” story
- The *Life Lesson*

KNOW...

A. VOCABULARY

- Save*: (as used in Gal. 1:19) except; but.

B. VERSE COMPREHENSION

1. Who did Paul see, according to Gal. 1:19?
2. Before God, I do not what?
3. What regions are recorded in Gal. 1:21?

C. STORY COMPREHENSION

4. What was Isabella’s mother’s occupation?
5. The man on the stand put his hand on the Bible and promised to do what?



set

QUOTE...

Galatians 1:1-18

MEMORIZE...

Galatians 1:19-21

PRAY: Recite the prayer from the Coach-in-a-Box Daily Devotion.



go

INSIGHTS...

- In the story, Isabella’s mother thought the witness she questioned was lying. Why do you think people lie?
- James, the Lord’s brother, wrote the epistle of James. He spoke about patience in James 1:3-4. Read these verses and explain what you think he meant by these verses.

ACTIVITY...

Complete *WORKSHEET 7*, “*Geographical Locations, Part 1*”, on page 129.

LESSON 8: Trash to Treasure



ready

READ...

- Galatians 1:22-24
- The “Trash to Treasure” story
- The *Life Lesson*

KNOW...

A. VOCABULARY

- Persecute*: harass; annoy; to bully; pick on.

B. VERSE COMPREHENSION

1. Paul was unknown by face to whom?
2. Paul said he preacheth what, according to Gal. 1:23?
3. They glorified God how?

C. STORY COMPREHENSION

4. What did Amelia’s mother restore?
5. The dresser was made of what type of wood?



set

QUOTE...

Galatians 1:1-21

MEMORIZE...

Galatians 1:22-24

PRAY: Recite the prayer from the Coach-in-a-Box Daily Devotion.



go

INSIGHTS...

- Paul was not known by his face to the Judean church but by his past actions. How can past actions affect what others think about us?
- Even though Paul had a terrible past, Gal 1:23 shows what God did to change his future. How has God changed your life or the life of someone who is close to you?

ACTIVITY...

Complete *WORKSHEET 8, “Geographical Locations, Part 2”*, on page 130.

WORKSHEETS

WORKSHEET 1**SETTING GOALS**

Have you ever heard the expression, “Rome wasn’t built in a day”? This means that important work takes time. You can’t achieve big goals all at once. It is necessary to know what your goals are, though. Maybe you want to finish a really long book in a short amount of time. Or you want to get an A in Math. Knowing what you want to accomplish is the first step to achieving your goals.

Use this worksheet to set goals for yourself about what you want to accomplish this year in Bible Quizzing.



1. What do you hope to accomplish this year in Bible Quizzing?

2. What must you do to achieve these goals?

WORKSHEET 2**GALATIA: THE PLACE****Modern Day Turkey**

GALATIA is an ancient province in north-central Anatolia, which is now in modern-day Turkey. Its name is derived from the Greek word “Gaul” which Latin writers referred to as *Galli*.

The Celts, a group of ancient tribes living in parts of western and central Europe in the Bronze and Iron Ages, were offered this land by the king of Bithynia, Nicomedes I (r. 278-255 BCE). The Celts governed themselves until they were conquered by Rome in 189 BCE. They were allowed a certain degree of freedom until they were formally made part of the Roman Empire by Augustus Caesar in 25 BCE. Galatia is best known by the letter of Paul to the Galatians. He visited this area during his first missionary journey between circa 45 and 47 A.D. (see Acts 13:13 through 14:23).

READING COMPREHENSION

1. Who gave the Celts the land known as Galatia? _____
2. How did Latin writers refer to Galatia? _____
3. When did Galatia formally become part of the Roman Empire? _____
4. Who visited Galatia between 45 and 47 A.D.? _____
5. What is Galatia best known for? _____

Source: Mark, Joshua J. *World History.org*. 24 October 2019. worldhistory.org/Galatia

WORKSHEET 3**PRESERVING TRUTH**

How important is it to protect and preserve the truth of the gospel? It must be necessary if Paul said that any person, including an angel, that preached another gospel than he had preached should be accursed.

This object lesson is meant to illustrate what happens when we don't stay true to God's Word.

PROCEDURE

1. Take a plain sheet of paper. Make sure that it doesn't have any creases or wrinkles.
2. Write the word **TRUTH** across the paper as big as you can make it.
3. Crinkle the paper into a tight ball.
4. Unfold the paper and try to straighten out all the wrinkles.

EXPLANATION

Did you find it impossible to get all the wrinkles out? That's what it's like when we twist up God's truth. This happens when we add to or take anything away from God's word. It makes a mess of sound teaching. God's word is perfect just as it is without anyone trying to change it.

INSIGHTS

1. What did you learn from this exercise?

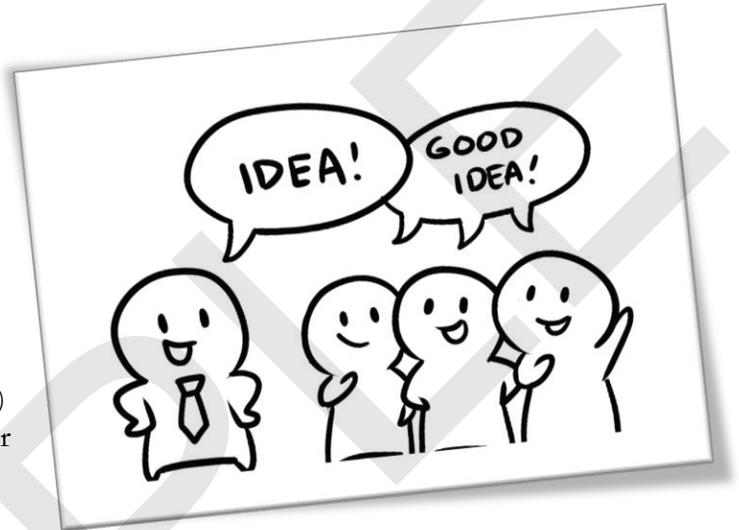
2. What makes God's Word perfect just as it is?

WORKSHEET 4

PERSUASION

Paul wrote the letter to the Galatians because he was concerned that false teachers had persuaded the saints to believe something that was not true.

What is **PERSUASION**? It is the act of convincing someone to believe or do something. It involves presenting facts or an opinion in such a way that another person believes what the speaker or writer is telling them. A criminal trial is a good example of persuasion in action. Lawyers for each side (the prosecution and the defense) present evidence or information to convince a jury to either convict the accused or set them free.



Effective persuasive arguments usually have reasons, someone should believe or act a certain way. Let's practice this.

explanations, and examples for why

PROMPT: Your parents are planning a weeklong family trip for the summer. They are undecided where to go, but they have a fixed budget on what they are willing to spend. They also want to go to some place historical so the trip can also be a learning experience. Convince your parents where your family should go for the trip.

A. Where do you think your family should go? Write your **OPINION** in the space below.

--	--

B. Provide three convincing **REASONS** why they should choose this destination.

REASON # 1	REASON # 2	REASON # 3

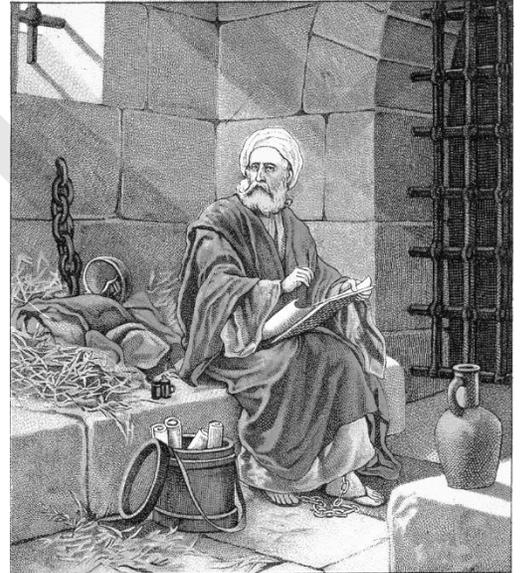
WORKSHEET 5**WHO IS PAUL? PART 1:**
HIS HISTORY

We learn a great deal about Paul's past from his testimony written in Acts chapter 22. Paul was born in Tarsus, a city in today's south-central Turkey. It is about 12 miles (20 km) from the Mediterranean Sea. Paul was well-educated in the matters of the Law of Moses. His teacher was Gamaliel, a highly influential Pharisee who served in the Sanhedrin. The Sanhedrin was the supreme religious body in Israel during the time of Jesus and the apostles.

Paul was a member of the Tribe of Benjamin. Many leaders came from this tribe, including Saul, the first king of Israel, as well as early tribal leaders during the period of the Judges. Judges were Israeli rulers before a king had been established in the land.

His Jewish name was Saul, but we know him better by his Greek name, Paul. Paul said that he was very passionate about the Jewish laws and customs, so much so that he became a fierce enemy against the early church. He persecuted many early Christians and imprisoned the followers of Jesus (men and women). Paul even had a hand in the death of Stephen, the church's first martyr we read about in Acts 7.

In fact, Paul was on his way to Damascus with letters to arrest the followers of Jesus and bring them back to Jerusalem for trial when he had an encounter with Jesus. In later worksheets, we will learn more about Paul's conversion and his impact on Christianity.

**READING COMPREHENSION**

1. What was the name of the city where Paul was born? _____
2. Who was Paul's teacher? _____
3. What tribe of Israel was Paul from? _____
4. What was Paul's Jewish name? _____
5. Where was Paul going when he had an encounter with Jesus? _____

WORKSHEET 6**GALATIA: THE PEOPLE**

The Galatians worshipped the sky god Sabazios, a horseman deity which was a forerunner to the Greek god, Zeus. He is depicted on horseback wielding a staff of power. As Zeus is associated with his famous son Heracles (the Roman Hercules), the Galatians took to Paul's message of salvation through belief in the son of an all-powerful male deity.

Paul often used people's pagan beliefs to introduce them to the one true and living God. We read of one such account in Acts 17 which records Paul's famous sermon on Mars' Hill. There he used the tribute to the "unknown god" to explain Jesus Christ to the people.

The Galatians were fiercely independent people. Galatia had three separate provinces, amounting to small kingdoms because they refused to unite. In his letter, Paul appealed to their love for freedom. He stated that Christ had truly set

them free. In fact, Galatians 5 is devoted to the freedoms found in service to Jesus Christ. He even called out certain behaviors that were common to Galatians, such as jealousy, drunkenness, idolatry, and carnality. These were chains of sin from which Jesus set them free.

Because of Paul's influence, Galatia grew into a vital center for Christianity in that part of the world. Their pagan temples were turned into churches. The people were largely Christian until about 830 CE when the Muslim Invasion of Anatolia brought about a wide-spread conversion to Islam in the region.

INSIGHTS

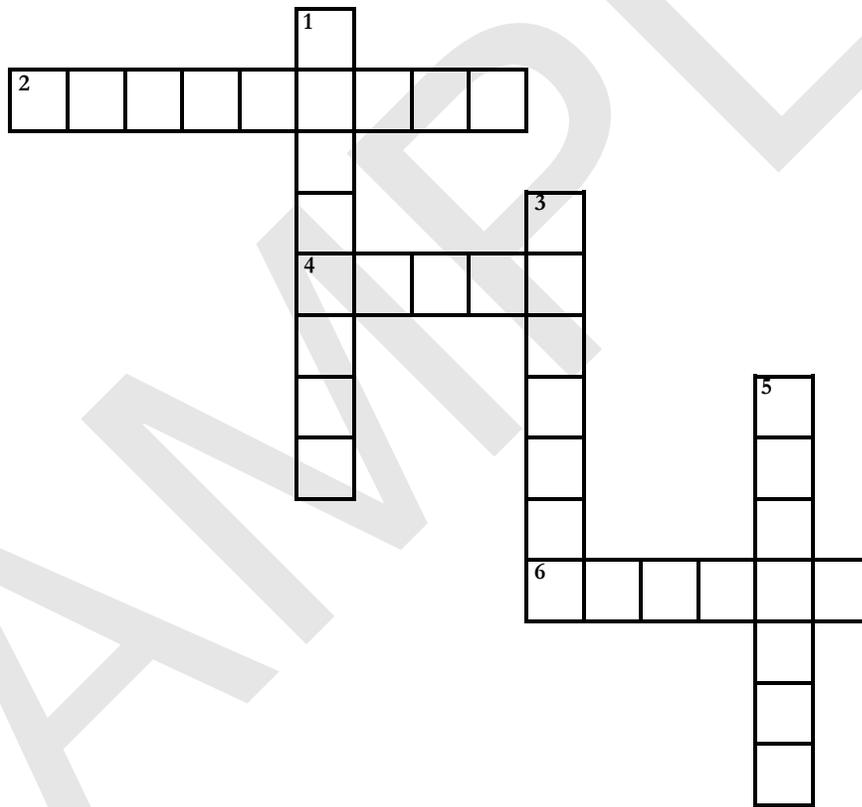
Refer to Acts 17:22-34 for Paul's sermon on Mars' Hill. Why do you think Paul was so successful in helping explain Jesus by borrowing from the society's own pagan beliefs?

Source: Mark, Joshua J. *World History.org*. 24 October 2019. worldhistory.org/Galatia

WORKSHEET 7

GEOGRAPHICAL LOCATIONS, PART I

Paul named several geographical locations in Galatians chapter 1. These were places that he visited after his conversion. Can you remember what they are? Unscramble the words below to complete the crossword puzzle. For an extra challenge, enter the verse reference next to the unscrambled word where the geographical location can be cited. Watch out for any locations that may be found in more than one verse.



DOWN

- 1. AMDSSUCA _____
- 3. AGLAITA _____
- 5. ICICLAI _____

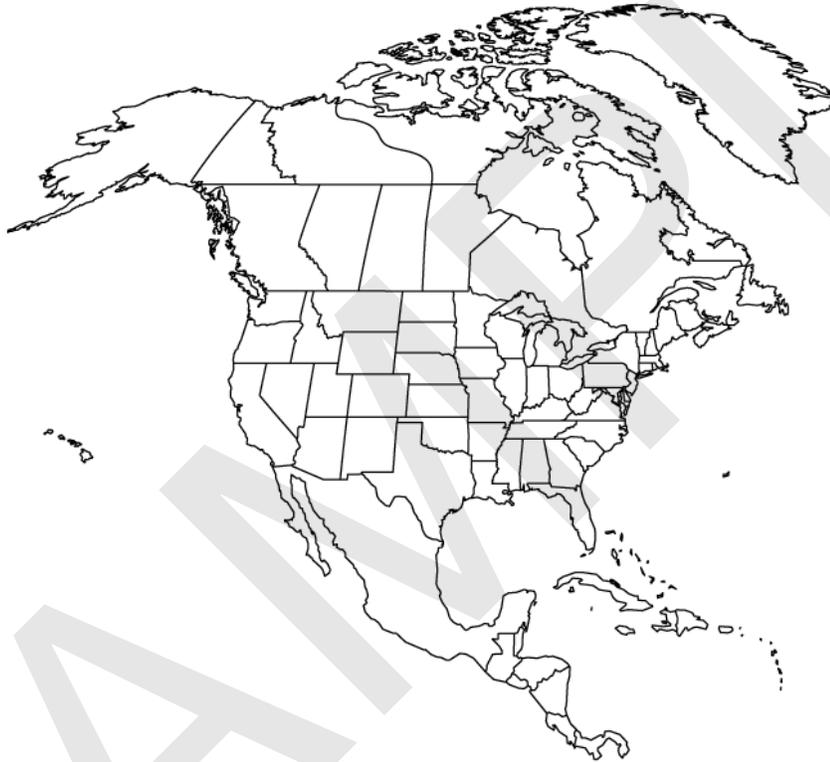
ACROSS

- 2. RMAJULESE _____
- 4. YSIRA _____
- 6. BARAIA _____

Answer Key on page 248

WORKSHEET 8**GEOGRAPHICAL
LOCATIONS, PART 2**

We read about the places where Paul visited. We even learned where he was from. Now it is time for you to share where you are from and the places you have visited.

**THE MAP**

Using the map above, complete the following tasks:

- Put a dot where you live. What is the name of your city? _____
- Color the state or province where you live blue. What is the name of your state or province? _____
- Do you live in a house or an apartment? _____

PLACES YOU'VE BEEN

Answer the following questions.

- Have you ever been to a foreign country?
 Yes No
- If yes, where did you go? _____
- Is there a missionary in that country? (You may need a parent to help.) Yes No
- If so, write their last name? _____