

DISCOVERY LAND

Year 3 – Quarters 1 & 2

**Elementary Discover Time
Activities**



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Lesson 1

Discover Time Activities

Know Right:	Review of David and the Israelites.
Think Right:	“But grow in the grace and knowledge of our Lord and Savior Jesus Christ.” 2 Peter 3:18a (Top 12)
Do Right:	I will learn God’s Word.
Feel Right:	I can feel excited to learn God’s Word.

We are excited to watch God work in your life and in the lives of your students this school year. As you study Scripture and prepare to serve, spend time in prayer for your classroom team and your students.

Discover Time: Let’s learn God’s Word!

Goal: To review the **Top 12** verses.

Kindergarten: Mission Station - *The Mission Lesson can be downloaded from the DLG website.*

1st Grade: Water Station

Supplies:

- Foam pool noodles in three different colors (each color should be cut into twelve pieces with a **Top 12** reference written on each piece)
- Three long gutters or towels (one for each team; large enough to hold all twelve foam pieces)
- Three cones (one for each team; if possible, each team’s cone should match their foam pieces)
- Starting line for each team (twenty feet away from the water)
- Tracker Tickets
- Optional: use nets to retrieve the foam pieces

Setup instructions: Foam pieces should be mixed up and floating in the water. The gutters or towels should be set up near the starting line.

Instructions for the DT Leader:

1. Divide the class into three teams and have students sit in a straight line behind their team cone.
2. Assign the Teacher, a Shepherd, and yourself (DT Leader) as a Team Captain for each team.
3. When you say “Go!”, students one at a time will relay to the water area to grab a foam piece in their team’s color, run back and place it in their team’s gutter, tag the next student, and then move to the back of the line. This should be a fast paced, fun relay.
4. Once a foam piece is placed in the gutter, the Team Captain should lead their team to chant the reference until the next piece is added to the gutter. This will keep the students involved who are waiting for their turn.
5. Continue the relay until all twelve references are placed in a straight line in their team’s gutter.



- The winning team, who is the first to collect all twelve references, will earn three Tracker Tickets per student.
- If time permits, play again!

Discover Time Tips:

- If your class is large, have two students run together and each grab a foam piece. Then repeat the activity.
- The **Top 12** verses have been taught to students in Runners and Preschool and will be reinforced in Elementary. By saying the references as much as possible during the relay, it will help students to become more familiar with them. Challenge students to learn all twelve this upcoming school year. Also, make it a priority to role model verses and references in the class on a regular basis.



2nd Grade: Sand Station

Supplies:

- Plastic spoons and/or forks in four different colors (at least 36 of each color; the more the better, especially if you have a large class); each color should have the **Top 12** references written on twelve of the spoons or forks (not on the handle), the additional spoons should be left blank
- Four sets of **Top 12** verses on cardstock without the references (optional: in advance tape each team's cards to the floor) (see appendix)
- Tracker Tickets

Set up instructions: The sand should be damp. All of the spoons/forks should be randomly stuck in the sand, with just part of the handle sticking out.

Instructions for the DT Leader:

- Divide the class into four teams.
- Assign each team a side of the sand area and a team color.
- Each team will have a set of the **Top 12** verse cards.
- Have students lay out their cards so they can clearly see them.
- When you say "Go!", team members can begin searching for their team's spoons. If they find a blank spoon/fork, they should stick it back into the sand.
- The first team to find all twelve of their team's spoons/forks with the **Top 12** references and correctly match them with the verse cards wins three Tracker Tickets each.



Discover Time Tips:

- If students have "mastered" the **Top 12** references, add in a few non-Top 12 references to throw them off, such as 2 Corinthians 15:57 rather than 1 Corinthians 15:58.
- When dividing up teams, spread out visitors and regular attending students so teams are equal. Students should be familiar with the **Top 12** verses from our previous quarter. If they are new, the Teacher and Shepherds should assist the students as needed.
- No sand at your church? Hide spoons or other objects in your classroom or an open space.

3rd Grade: Art Station

Supplies:

- Top 12** posters (one for each student) (see appendix)
- Fine tip markers

- Timer or clock with a second hand
- Tracker Tickets

Instructions for the DT Leader:

1. Explain to students that we are going to have a coloring contest.
2. The goal is to begin to color the poster but make it clear that they won't have time to finish it.
3. Warn them to NOT stop working when the timer goes off, but instead to keep going until time is 100% done.
4. Hand out the posters and then say, "Are you ready? Get set! GO!"
5. Set the timer for 60 seconds, and each time the timer goes off throughout the DT session, the most focused and artistic person will be given two Tracker Tickets.
6. Challenge students to finish their poster at home and to use it as a reminder to learn all of the **Top 12** verses this year.

4th Grade: Food Station

Supplies:

- Ingredients and supplies for ice cream sundaes: bowls, sprinkles, whipped cream, chocolate syrup, ice cream, and spoons
- Game show host costume for the DT Leader (a fun sports coat and a fake microphone; the host will ask the questions)
- An appropriate "game show assistant" costume (the assistant will show the possible "prizes" that they can win - the ice cream sundae supplies)
- Game show assistant (Shepherd or another volunteer)
- Tracker Tickets

Instructions for the DT Leader:

1. As students enter, welcome them to the game of "The Verse is Right!"
2. Ask students if they have learned all of the **Top 12** verses. If not, challenge them to learn them this year.
3. Explain to the students that during the game they will be able to win all the supplies for an "Upside-down Ice Cream Sundae" by answering questions as a class.
4. Throughout the activity, encourage students to learn the **Top 12** verses this year.

Question One – Before I read the question, do you want to see what you can win? A beautiful, white, perfectly sized bowl, for every student in the class! *The game show assistant should hold the bowl and display it.* Here is your question: "What is the verse for John 3:16?" *If answered correctly, give each student a bowl as you begin asking your next question.*

Question Two – This question is worth a spoonful of sprinkles! Yes, each sprinkle has been designed to bring a smile to your face. Each sprinkle has been specially shaped by a super-high-tech happy-sprinkle-shaping machine in a high-fructose-corn-syrup wonderland, otherwise known as a candy factory. Here is your question: "What is a verse that tells you to be strong and courageous?" (Joshua 1:9) *If answered correctly, give each student some sprinkles in their bowl. Remember, the sundaes are upside-down sundaes.*

Question Three – This question is worth whipped cream - that fluffy white stuff that sits on the bottom of your ice cream! Here is your question: "What verse tells us that heaven is real?" (John 14:2) You just won your whipped cream! *Give each student some whipped cream.*

Question Four – You can earn a fabulous squirt of yummy chocolate syrup! Here is your question: “What verse tells us to ‘Grow in the grace and knowledge of our Lord and Savior Jesus Christ?’” (2 Peter 3:18a) You are right! *Squirt chocolate as you begin asking the next question.*

Question Five – The next question is worth a scoop of ice cream! Here is your question: “What is the reference for the verse that tells us that we have all sinned?” (Romans 3:23) Great! *Give each student a scoop of ice cream.*

Question Six – The last question of the day! Before I read this question, do you want to see what you can win? A super strong, plastic spoon with curves to hold your ice cream, so you can bring it to your mouth and eat it! Here is the question: “In what book can we find all of these verses?” (The Bible) You are right! You won this incredible tool for eating ice cream! *Pass out spoons.*

When students get their spoon, pray and then allow students to eat their upside-down ice cream sundae.

Discover Time Tips:

- Teacher can assist by handing out items as the game show continues.
- While students eat their ice cream, ask questions about the **Top 12** to earn Tracker Tickets.
- **Optional:** Have **Top 12** verse cards (see appendix) available for students who are unfamiliar with the **Top 12** verses (to ensure that students get the correct answers and earn the ice cream sundae supplies).

5th Grade: Play-Doh® Station

Supplies:

- Letter stampers
- **Top 12** verse cards (see appendix)
- Optional: Camera

Instructions for the DT Leader:

1. Divide class into teams of about four students.
2. Challenge teams to stamp out as many **Top 12** references or verses as possible in a limited amount of time to make a giant Play-Doh poster. This will take teamwork. Some students will flatten the Play-Doh, some will stamp or create letters with Play-Doh, and some can read off the verse.
3. Students will have ten minutes to make this poster. Occasionally yell out the time remaining to keep the event exciting.
4. Posters will be judged on verses, references, and creativity.
5. When you say “Go!”, students can begin.
6. The winning team will receive three Tracker Tickets each.
7. This may be a great day to take team pictures!



Lesson 2

Discover Time Activities

Know Right:	David and Jonathan’s friendship begins with God.
Think Right:	“Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’ The second is this: ‘Love your neighbor as yourself.’ There is no commandment greater than these.” Mark 12:30-31 (Top 12)
Do Right:	True friends will remain committed to God.
Feel Right:	We can feel loyal when we remain committed to God.*

* “We” in the Feel Right point refers to a set of true friends who have God as the foundation of their friendship.

Serving is a great way to develop friendships with other leaders. As you serve, we pray you find godly, life-giving community. This week, take a few minutes to reach out to a co-leader to encourage them. This could be the first step in building a true, Christ-centered friendship!

Discover Time: Committed friends!

Goal: To help students begin to understand the concept of the word “committed”.

Kindergarten: Water Station

Supplies:

- Scooters (two for each team)
- Ball pit balls
- One long starting line
- Buckets (two for each team; one filled with balls and one empty twenty feet away from the starting line)
- Timer
- Tracker Tickets

Instructions for the DT Leader:

1. Divide students into relay teams of six students.
2. Within each team, divide students into pairs with a friend (partner).
3. Explain that students must remain **committed** to their friend, meaning they need to remain with them throughout the full race no matter what.
4. Students will race on scooters—one friend will push, and one friend will ride sitting pretzel-legged on the scooter.
5. The student riding the scooter will take a ball from their full bucket at the starting line, drop the ball into the empty bucket, and return to the starting line.
6. As soon as the first set of friends take off on the scooter, the next two friends in line should get set up. Then when the first set of friends gets back, the second set are ready to go.
7. Teams will compete in this relay activity for two minutes (riders and those who push should rotate positions as they rotate through the line). Remind students to remain **committed** to each other.
8. The team with the most balls in their bucket wins.

- Award winning team members three Tracker Tickets each.
- Repeat activity several times as time permits.

Discover Time Tips:

- Mark students' hands with colored markers at check-in to divide them into teams. This will save time during DT.
- As students race, remind them to push their friends nicely. Highlight that they need to remain **committed** to their friend for the full race.
- Encourage students to cheer for their team.
- At the end of the activity, have partners give each other "high fives".
- No scooters? Use a small basket with two handles; partners will carry the basket with the ball together.

1st Grade: LEGO® Station

Supplies:

- Green LEGO boards
- Optional: Velcro strips
- Tracker Tickets

Instructions for the DT Leader:

1. Divide students into pairs with a friend (partner).
2. Each partner group will link arms (or Velcro their wrists together) while they stand side by side. One student will have a free left hand and the other will have a free right hand. The friends must remain **committed** to each other like this throughout the activity. If they separate, they are disqualified! Demonstrate this to the students.
3. Challenge friends (partners) to remain **committed** to each other and work together to construct a tower of LEGO bricks. If you see friends tempted to "separate", help them stay connected so they don't get disqualified.
4. The friends that remain committed together and create the tallest, most solid tower will win five Tracker Tickets each.

2nd Grade: Art Station

Supplies:

- Long pipe cleaners in various colors (two for each student)
- Sample wristband
- Optional: Velcro strips
- Tracker Tickets

Instructions for the DT Leader:

1. Divide students into pairs with a friend (partner).
2. Each partner group will link arms (or Velcro their wrists together) while they stand side by side. One student will have a free left hand and the other will have a free right hand. They need to remain **committed** to each other for the full activity. If they separate, they are disqualified! Demonstrate this to students.
3. Challenge partners to remain **committed** and work together to twist two pipe cleaners to form a multi-colored wristband and put it on one friend's wrist. They should make at least seven twists per wristband. Repeat for the other partner with the other two pipe cleaners.
4. The first team to have completed wristbands on both friends' wrists wins.
5. The winning team will win five Tracker Tickets each.

3rd Grade: Box Station or open space

Supplies:

- Two basketball hoops
- Foam basketballs
- Taped starting line
- Optional: Velcro strips
- Tracker Tickets

Instructions for the DT Leader:

1. Divide students into two teams.
2. Within each team, divide students into pairs with a friend (partner).
3. Each partner group will link arms (or Velcro their wrists together) while they stand side by side. Emphasize that the students need to be **committed** to each other. One student will have a free left hand and the other will have a free right hand. The partners must remain like this throughout the activity. If they separate, they are disqualified! Demonstrate this to the students.
4. The students will run a relay in pairs to the hoop and try to score a basket for their team.
5. Place a leader at each basket to keep score for that team.
6. Give a time limit and emphasize how important it is to remain **committed** to each other and work together as friends.
7. The team with the most points wins five Tracker Tickets each.

4th Grade: Play-Doh Station

Supplies:

- Challenge cards with the following pictures: pancakes, snake, crown, ball, star, person, house, and flower (see appendix)
- Whiteboard or paper to keep track of points
- Optional: Velcro strips
- Tracker Tickets

Instructions for the DT Leader:

1. Divide students into teams of four; within each team create two sets of partners (set A/set B).
2. Each team will send their set of partners (A) to the DT Leader, who will show them one of the cards. The partners (A) will go back to the remaining partners (B) without telling them what the picture was.
3. Partners (A) will link their arms (or Velcro their wrists together) while they stand side by side. One partner will have a free left hand and the other will have a free right hand. The partners must remain **committed** to each other like this throughout the activity. If they separate, they are disqualified! Demonstrate this to students and emphasize how important it is to work together as friends.
4. Together, Partners A will create the object from the card out of the Play-Doh. Partners B will watch and try to guess what the object is. It is important that the partners remain **committed** to each other, and they do not look at other teams' creations.
5. The set of partners (B) who can guess the object first while remaining **committed** to each other will win one point.
6. Switch roles and repeat the activity for each card.
7. The team with the most points at the end of Discover Time will each win five Tracker Tickets.

5th Grade: Mission Station - *The Mission Lesson can be downloaded from the DLG website.*

Lesson 3

Discover Time Activities

Know Right:	King Saul tries to kill David.
Think Right: in all 3:5-6	“Trust in the Lord with all your heart and lean not on your own understanding; your ways acknowledge Him, and He will make your paths straight.” Proverbs (Top 12)
Do Right:	I will patiently trust God when I have problems.
Feel Right:	I can feel peaceful when I patiently trust God with my problems.

Is there something you’re waiting for? Seasons of waiting can be challenging and frustrating. This week, we are teaching our students that they can patiently trust God, and that He always has the perfect plan. As you study this lesson’s Scripture passages, pray for God to fill you with peace as you patiently trust Him.

Discover Time: Do you have patience?

Goal: To help students understand that trusting God does not always produce instant results. They need to wait **patiently** and trust that God has a perfect plan.

Kindergarten: LEGO Station

Supplies:

- Green LEGO boards (one per team)
- Tape measure
- Tracker Tickets

Instructions for the DT Leader:

1. Divide students into teams of three to four students.
2. Challenge teams to make the tallest single-brick LEGO tower.
3. Instruct teams to use one green LEGO board as a base, then **patiently** build the tower by putting one LEGO brick on top of another.
4. You may need to assign students to support the base or the sides of the tower as it is being built.
5. Emphasize that both teamwork and **patience** are needed.
6. As time runs out, measure to determine the tallest tower.
7. Award five Tracker Tickets to winning team members.

Discover Time Tips:

- The towers will break, so encourage students to be **patient** and start again.
- You may need to encourage students to start their towers on the floor and have a chair ready if the tower begins to get too tall.

1st Grade: Sand Station

Supplies:

- Yardstick
- Tracker Tickets

Setup instructions: The sand should be dry and divided into four equal sections.

Instructions for the DT Leader:

1. Divide students into four teams.
2. Challenge teams to make the tallest tower of sand. As students build, they may get frustrated with the sand not packing.
3. Encourage students to be **patient** as they continually mound the sand.
4. As time runs out, measure to determine the tallest tower.
5. Award five Tracker Tickets to winning team members.

Discover Time Tip: If you do not have sand, create a paperclip chain or line up dominoes to create a giant line that could tip over at any time.

2nd Grade: Box Station

Supplies:

- Tracker Tickets

Instructions for the DT Leader:

1. Divide students into two teams.
2. Challenge teams to make the tallest tower of boxes.
3. Instruct students to **patiently** line up and take turns adding boxes to their tower.
4. As students stack, they may get frustrated as the boxes fall over.
5. Encourage students to be **patient** as they rebuild the tower.
6. As time runs out, count the number of boxes to determine the tallest box tower.
7. Award five Tracker Tickets to winning team members.

Box stacking tips: Stack boxes in a corner; the corner acts as a brace for the box tower. Stack by lifting the box from the bottom and putting the next box on the floor at the bottom of the stack. No need to rush, usually the slower stackers win the race due to the preciseness of placing boxes on top of/under each other.

3rd Grade: Food Station

Supplies:

- Instant pudding mix (in advance put 2 Tbsp + 1 tsp dry mix into a portion cup for each student)
- Cold milk ($\frac{1}{2}$ cup per student)
- Small container with tight-fitting lid (one per student; small jars, such as half-pint canning jars, that are chilled work great; disposable coffee cups will also work if they keep a finger over the hole)
- Spoons

Instructions for the DT Leader:

1. Students will make their own cup of instant pudding.
2. Say: Today we are going to have **instant** pudding. *Point to the box and stress **instant**.* If this is really **instant** pudding, it should only take a few seconds to make. So, here we go!
3. Hand out small containers, lids, and portion cups.
4. Have students put $\frac{1}{2}$ cup milk in their small container, add the mix, and place the lid on top.
5. Say: Well, is it done? It does say **instant**! What should we do? We need to shake it!
6. Tell students to hold the lids on tightly and begin shaking...and shaking! No peeking!
7. As students wait for the pudding to thicken, they may get frustrated. Encourage them to be **patient**.
8. After they have shaken for a while, have them open their lids and check to see if the pudding has thickened. If necessary, have them shake again as they **patiently** wait for their dessert. Eventually,

it should get thick enough to eat. If necessary, label cups, put them in the fridge, and pass them out at the end of class.

9. As students eat their pudding, encourage them to share with a friend about a time when they needed to be **patient**.

4th Grade: Mission Station - *The Mission Lesson can be downloaded from the DLG website.*

5th Grade: Water Station

Supplies:

- Large 2" x 2" ice cubes with a flat stone or marble frozen inside (one for every two students; store in a cooler; see below for Discover Time Tips on freezing stones/marbles into an ice cube)
- Buckets
- Towels (for drying floor)
- Tracker Tickets

Instructions for the DT Leader:

1. Divide class into teams of two students (pairs).
2. Have teams stand around the edge of the water area.
3. The teams will race against each other to see which team can melt their ice cube down to the stone/marble first using only their hands.
4. When you start the race, one student from each team (pair) will run to the cooler to get an ice cube with a stone/marble frozen inside.
5. Team members will race back to their partner to work together to melt the ice cube. Hold the ice cube over a bucket or the Water Station so the water will drip into the bucket or the water, not on the floor. **Patiently** rub the ice between your hands. While one person is rubbing the ice, the other person should be warming their hands.
6. As students try to melt their ice cube, they may get frustrated that the ice is not melting quickly enough. They will also need to work together because the ice will be cold! Encourage them to be **patient**.
7. The students will not be allowed to crack or break the ice, or they will be disqualified. They must melt the ice cube completely using only their hands.
8. Award five Tracker Tickets to the two winning team members.

Discover Time Tips:

- This DT must be planned in advance.
- Freeze flat stones or marbles inside paper or Styrofoam cups. Let the students pick off the cup as part of the race.
- Getting the stone/marble in the center of the ice cube is a two-step process: fill the cup half full of water and freeze, then add the stone/marble, fill with water, and freeze again.

Lesson 4

Discover Time Activities

Know Right:	David keeps his promise to Jonathan.
Think Right: I am	“In my Father’s house are many rooms; if it were not so, I would have told you. going there to prepare a place for you.” John 14:2 (Top 12)
Do Right:	I will keep my promises.
Feel Right:	I can feel trustworthy when I keep my promises.

Keeping a promise is not always an easy thing for kids or adults. Discover the importance of keeping promises this week as you study the Scripture and the lesson. As you prepare, ask God to help you see ways you can put this lesson into practice.

Discover Time: Promises!

Goal: To teach/reinforce the meaning of a promise.

Kindergarten: Sand Station

Supplies:

- Large clear jar
- Gold coins or marbles (enough to fill the jar; hide coins in the sand in advance, but make sure students will be able to find them so the jar will be filled, and you can keep your promise)
- Tracker Tickets (or a score sheet to track points)

Instructions for the DT Leader:

1. As students enter the Sand Station, inform them that gold coins are hidden, and they must try to fill the jar in a limited amount of time.
2. **Promise** your class that if they fill the jar, they will receive three Tracker Tickets each.
3. Make sure to use the word “**promise**” multiple times to highlight the purpose of your DT.
4. At the end of the DT, when the jar is filled, award Tracker Tickets.

Discover Time Tips:

- If you have a large class, increase the size of the jar and the number of coins to make it a bigger challenge.
- Spray the sand area lightly with water to avoid dust.
- If you do not have sand, hide gold coins throughout a designated location.
- Optional: Create teams and have two jars. The first team to fill their jar wins the **promised** Tracker Tickets.

1st Grade: Art Station

Supplies:

- Pre-cut Shrinky Dink material, shrink plastic, or do-it-yourself shrink plastic:
<https://www.curbly.com/make-diy-shrinky-dinks>
- Oven or toaster oven

- Permanent markers
- Sample of a completed shrink art project
- Optional: chains/string/yarn/cord for a necklace
- Optional: paper punch

Instructions for the DT Leader:

1. Explain to students what shrink art is and show them the sample. **Promise** students that it will actually shrink when placed in an oven for the correct length of time.
2. Tell your class to create a design on their plastic that relates to John 14:2. Review the verse and emphasize a few key words. When they create their shrink art, they may only want to write the reference or key words.
3. Encourage them to take their time and use detail.
4. After designing, have them punch a hole in the plastic if they are going to add string, cord, etc. for hanging.
5. After they are done, **promise** that you will shrink them and return them at the end of class.
6. Shrink the students' projects, just like you **promised**, and return at the end of class.

Discover Time Tips:

- Ask a "guest parent" to assist by shrinking the plastic while students are in class.
- It is critical to keep your promise. Please test your oven before class since oven temps may vary; you may need to do one pan at a time.
- Instructions on shrink art can be found on YouTube.

2nd Grade: Food Station

Supplies:

- Recipe card for each student or write the recipe on a whiteboard or a large poster board
- Supplies for a "Baker's Choice" recipe (*ideas: smoothies, no-bake granola bars, energy bites, etc.*)

Instructions for the DT Leader:

1. Explain to the students that a recipe is like a **promise**; if we carefully follow each step correctly it turns into a great treat.
2. Challenge students to see if the recipe keeps its **promise!**
3. Instruct your class to follow their recipe and enjoy their **promised** treat.

3rd Grade: Play-Doh Station

Supplies:

- Play-Doh (plenty of soft Play-Doh; each team will need an equal amount)
- Rolling pins
- Large open space for each team
- Plastic knives (to cut letters)
- Special treat or prize (for the winning team)

Instructions for the DT Leader:

1. Divide students into teams of four.
2. Each team should have an equal amount of Play-Doh, rolling pins, plastic knives, and space.
3. Challenge students to create the word "**PROMISE**" out of Play-Doh. The team that creates the biggest "**PROMISE**" with Play-Doh will be the winner. Have students use rolling pins to flatten the Play-Doh as thin as possible to make giant letters.

4. **Promise** your class that the team who creates the biggest “**PROMISE**” out of Play-Doh will receive a special treat or prize.
5. Make sure to use the word “**promise**” multiple times to highlight the purpose of your DT.
6. At the end of the DT, the team with the biggest “Promise” will get the **promised** treat or prize.

Alternate idea: If your church has limited Play-Doh and/or space, award the prize to the team who creates the most creative 3D word using multiple colors of Play-Doh. You could also do the challenge individually or as partners.

4th Grade and 5th Grade combined: Water/LEGO Stations or large open space

Supplies:

- Painter’s tape
- Ladder
- One extra-large bucket/container
- Duct tape
- Large buckets/containers (one for each team; each in a different color)
- Fifty or more ball pit balls of each color to match the buckets (place balls in buckets)
- Brooms (one for each team)
- Gutters or long towels/sheets rolled up
- Whistle
- Scoreboard (whiteboard or paper)
- Tracker Tickets
- Optional: Fun worship music

Setup Instructions: Form a 20’ x 20’ square on the floor using painter’s tape. Place a ladder in the center and secure the extra-large bucket to the top of the ladder (feel free to duct tape it). Give each team one large bucket/container filled with ball pit balls, placed on each side of the square, with brooms inside the square. Set up gutters or towels/sheets behind the students to prevent balls from rolling too far away from the game.

Instructions for the DT Leader:

1. This will be similar to a four-sided basketball game.
2. Divide students into two or four teams (depending on class size).
3. Assign teams to different sides of the square.
4. The students may not go inside the square. They may only retrieve balls that are outside the square.
5. Assign a leader for each team to stand inside the square with a broom. Leaders will use the brooms to sweep their team’s colored balls (those that do not make it into the bucket but fall within the square) back to the students.
6. Challenge teams to shoot the most balls into the bucket on top of the ladder.
7. Hold up a stack of Tracker Tickets. Say: “I’m willing to give this stack of tickets to the winning team! I **promise** that the team who shoots the most balls into the bucket will receive this pile of tickets at the end of the game. We will do three heats. After the third heat, the winner will be announced.”
8. Blow the whistle to begin the competition for heat one, about four minutes depending on length of DT.
9. If possible, add music while students are tossing the balls. This should be a fun, high-energy time.
10. When time is up, climb the ladder, count the balls for each team, and write the totals on the scoreboard.
11. Repeat two additional times highlighting the stack of tickets and the **promise** you have stated.
12. At the end of three heats, keep your **promise** by only giving the winning team the Tracker Tickets!

Lesson 5

Discover Time Activities

Know Right:	King David confesses his sin of counting his troops.
Think Right:	“If we confess our sins, He is faithful and just and will forgive us our sins and purify us from all unrighteousness.” 1 John 1:9
Do Right:	I will admit, confess, and repent when I sin.
Feel Right:	I can feel forgiven after I admit, confess, and repent when I sin.

If we're honest with ourselves, at times we all make selfish choices, we dishonor others with our words and actions, and we elevate people, things, or experiences above God. Though we are created in God's image, we have a sinful nature, and our sin hurts us and others. David was a great king, a man after God's own heart, but he was far from perfect. This week's lesson gives us a glimpse into a time when David sinned against God. Read the Scripture passage and lesson plan to discover what David did in response to his sin.

Discover Time: Admit, Confess, Repent

Goal: To reinforce and repeat the following three words: **admit, confess, repent.**

Kindergarten: Art Station

Supplies:

- Posters with “**ADMIT, CONFESS, REPENT**” in bubble letters (one per student) (see appendix)
- Paint
- Thin paint brushes
- Wipes (for cleaning hands)
- Smocks or aprons
- Rope or string and clothespins (create a clothesline to dry and display the pictures)

Instructions for the DT Leader:

1. Review the basics of **admit, confess, repent** with the students.
2. Say: As a Christian, when I sin I should: **ADMIT (my sin), CONFESS (to God), REPENT (change and do what is right).**
3. Challenge students to paint their posters and take them home to hang in their bedrooms as a reminder to **admit, confess, and repent** of their sin on a daily basis.
4. Hang the posters to dry on the clothesline. This way Lead Teachers can use these posters as a tool when teaching the Bible lesson; it also provides a fun way to communicate the main idea of the lesson to parents.
5. Allow students to pick up their art at the end of class.

1st Grade: Box Station

Supplies:

- Two sets of boxes, each with one of the following words on it: **ADMIT, CONFESS, REPENT** (print in color or print each set on different colored paper; each team should have the same

number of boxes; there should be enough boxes to stack to the ceiling: more boxes = more fun!) (see appendix)

- Tracker Tickets

Setup instructions: Divide the Box Station into two sections. Make sure the boxes are on the floor and ready to stack prior to the DT.

Instructions for the DT Leader:

1. Divide the class into two teams.
2. Challenge teams to compete to see who can stack their boxes to the ceiling in the following pattern: **ADMIT, CONFESS, REPENT**. The boxes should be stacked with **ADMIT** on the top, then **CONFESS**, and then **REPENT**, so they can be read from the top down. Continue the pattern by adding boxes at the bottom of the stack (lean boxes against the wall).
3. Have leaders check for the correct order: **ADMIT, CONFESS, REPENT, ADMIT CONFESS, REPENT**, etc. If boxes are stacked out of order, the leader should tip over the box tower so the team can restart.
5. The first team to stack all of their boxes in the correct order to the ceiling will win.
6. To reinforce the word pattern, have the class read the words, beginning at the top of the winning tower down to the bottom.
7. If the pattern is correct, award the winning team members three Tracker Tickets each.
8. Repeat as time allows.

2nd Grade: Play-Doh Station

Supplies:

- Letter stampers
- Painter's tape
- Sign with "**ADMIT, CONFESS, REPENT**" (see appendix)
- Tracker Tickets

Setup instructions: Use painter's tape on a table to create a 2'x2' square for each team. Also, make sure you have enough Play-Doh for all four teams to each cover their 2'x2' square with Play-Doh.

Instructions for the DT Leader:

1. Divide class into four teams.
2. Challenge teams to stamp the words "**Admit, Confess, Repent**" in their Play-Doh square as many times as possible with their letter stampers.
3. Encourage students to work as a team. They should flatten Play-Doh in the square first and then begin to stamp.
4. As students stamp, continuously say "**Admit, Confess, Repent.**"
5. When time is up, ask the students, "What should you do when you sin? Students should respond: "**Admit, Confess, Repent.**"
6. Award three Tracker Tickets to the team members who stamped **Admit, Confess, Repent** the most times, and award three Tracker Tickets to the team members that worked together the best during the activity.

Discover Time Tip: If you do not have letter stampers, have students create letters with Play-Doh or "write" the letters in the Play-Doh with non-serrated plastic knives.

3rd Grade: Mission Station - *The Mission Lesson can be downloaded from the DLG website.*

4th Grade: LEGO Station

Supplies:

- Green LEGO boards (or use wood blocks or green paper)
- Sign with “**ADMIT, CONFESS, REPENT**” (see appendix)

Instructions for the DT Leader:

1. Divide class into partners.
2. Give each set of partners a green board.
3. Challenge partners to write out the words **ADMIT, CONFESS, REPENT** in 3D (standing upright) on a LEGO board. Challenge students to be creative! (Hint: letters do not need to be flat on the green board)
4. When time is up, award five Tracker Tickets per person to the partners with the most creative creation.
5. Set aside the winning LEGO art for families to see after class.

Alternate Idea: Instead of using LEGO bricks, do this activity with magnetic letters or shapes on a magnetic wall.

5th Grade: Sand Station or large open area

Supplies:

- Volleyball net
- Beach ball
- Sign with **ADMIT, CONFESS, REPENT** (see appendix)
- Scorekeeper
- Tracker Tickets
- Referee shirt (for the DT Leader)

Instructions for the DT Leader:

1. Divide class into two teams.
2. Assign the Teacher and Shepherd as team captains.
3. Have each team sit on the sand across from each other with the net in between for a sitting volleyball game.
4. Instruct the teams to yell out the words “**Admit**”, “**Confess**”, “**Repent**” in order every time the beach ball touches one of their team member’s hands. (Team captains should help students say the words in order.) As long as the ball is on their team’s side, they must continue to repeat the words as they touch the ball. Since each team has three chances to bump the ball over to the other team’s side, ideally each team will shout “**Admit**”, “**Confess**”, “**Repent**” and then the other side will do likewise as they hit the ball three times to get it back over the net. If there is a break in the action because of a dropped ball or a forgotten word, start over with the word “**Admit**.”
5. The ball should be in constant movement as they are bumping or setting back and forth. If a team drops the ball or forgets to yell out the words, the point will go to the other team. Team Captains should encourage students to give “high fives.”
6. Our goal is that the full team is yelling the words, but as long as one person yells, it will count.
7. Award five Tracker Tickets to the winning team.

Discover Time Tip: This game can be played in any area that can be divided into two with a net or string. Students can play standing up if that works better in the space.

Lesson 6

Discover Time Activities

Know Right:	Solomon asks for wisdom.
Think Right:	“If any of you lacks wisdom, he should ask God, who gives generously to all without finding fault, and it will be given to him.” James 1:5
Do Right:	I will ask God for wisdom.
Feel Right:	I can feel wise when I ask and receive wisdom from God.

When we need insight and wisdom to deal with a difficult life situation we are facing, who do we go to first? The internet, our spouse, or maybe our friends? Or do we go to the One who always has the answer? God tells us that He is always willing to give wisdom to those who ask. Seek His wisdom as you get ready to teach and lead your students this week.

Discover Time: Just ask...

Goal: To teach the importance of admitting weakness and **asking for** help from a person who has **wisdom**. (Please refer to “Connecting the DT to the Bible Lesson” for a better understanding on the purpose of this Discover Time.)

Kindergarten: Box Station

Supplies:

- Two sets of 24 boxes, each with one of the following words/pictures on it: the word “**Ask**” with a picture of a mouth, the word “**for**”, and the word “**wisdom**” with a picture of praying hands and a Bible - print in color or print each set on different colored paper (see appendix)
- Tracker Tickets

Setup instructions: Both sets of boxes should be mixed up and in the center of the Box Station. Write “**Ask for wisdom**” on the Chalk Wall or on a poster board.

Instructions for the DT Leader:

1. Divide students into two teams.
2. Assign each team a set of colored boxes.
3. Point to the Chalk Wall/poster and have students repeat “**Ask for wisdom**” several times (repeat like a chant that gets louder and louder).
4. Demonstrate how to find a specific-colored set of boxes out of the large group, then how to stack the boxes in the correct pattern. Stack the boxes with “**Ask**” on the top, then “**for**”, then “**wisdom**”, so the command will be read from the top down. The teams will need to continue, **Ask, for, wisdom, Ask, for, wisdom**, etc. to the ceiling.
5. Round 1 – This should be a non-competitive challenge. If your students are unable to read, have them look at the Chalk Wall to match the words. Allow the students to complete the challenge

themselves without any help. It is important not to give any extra instructions or assistance other than the basic directions.

6. Re-mix the boxes into one large group in the center between rounds.
7. Round 2 – Challenge the teams to compete to see who can stack their boxes the fastest. Before beginning Round 2, ask if any of the teams want some “**wise** advice.” Huddle with students who **ask** for advice. Quietly tell them to stack their boxes against a wall instead of in the center of the room so the boxes won’t tip over. Challenge them to stack from under the boxes and push the stack up using the wall as a support.
8. Announce the winner of Round 2 and award two Tracker Tickets before heading back to the classroom.

1st Grade: Food Station

Supplies:

- Refrigerated breadsticks
- Butter
- Salt
- Parchment paper squares
- Pens
- Volunteer to play the role of “Chef Louie” (or “Chef Louise”), an expert chef and award-winning baker
- Chef’s hat/apron (it is important the chef dresses and acts the part)

Instructions for the DT Leader:

1. Introduce your class to their very special guest, Chef Louie, a highly specialized and very **wise** chef who will show them how to make homemade pretzels. Make sure you really convince the class that the chef is very **wise**.
2. Hand out the parchment paper squares to the students and have them write their names on one corner.
3. **Ask** the **wise** chef for instructions. The professional and **wise** chef should talk the students through the process of making the pretzel. Feel free to add in true facts or history about the pretzel.
4. The wise chef will teach the students how to twist the dough, spread the butter, and salt the bread dough to make their very own homemade pretzel.
5. If students have any challenges, encourage them to **ask** for assistance from the **wise** chef.
6. After the class forms their pretzels, the Food Station team will bake them and bring them to the students at the end of the class.

2nd Grade: Mission Station - *The Mission Lesson can be downloaded from the DLG website.*

3rd Grade: Water Station

Supplies:

- Twelve-inch-long gutter pieces (one per student)
- Ball pit balls (50 or more of green and red - which are the two team colors, plus additional balls in multiple colors)
- One large tub (filled with balls)
- Starting line
- Stopwatch or timer
- Tracker Tickets

Setup instructions: Place the tub filled with balls at the starting line between the two teams. The distance between the starting line and the water should be based on the number of students you have and be challenging so students need to ask for advice.

Instructions for the DT Leader:

1. Divide class into two teams and assign each team a color - red or green.
2. Explain that each team has gutter pieces, and their goal is to get their balls from the starting line to the water without dropping to the ground by using the gutters. The team that gains the most points for their team wins. Let them know that each of their team balls are worth one point.
3. Allow the students to strategize their game plan prior to saying "Go!"
4. Remind students that you are an expert at this game, and they can ask you questions if they would like to.
5. If a ball falls to the ground, it must get tossed back into the tub.
6. The winning team will get two Tracker Tickets each.
7. Before you begin the race, **ask** if anyone would like some "**wise** advice." If they **ask**, have the team huddle around you away from the other students and explain the importance of staying in a straight line, holding the gutter with two hands, and the value of adding in multiple balls into the relay at the same time. Say: "Oh, and yes, did I mention that, if you add in blue balls down your gutters, they are worth two points."
8. Begin the race and have fun as the balls roll! Continue to emphasize how helpful the advice was to those who **asked** for help.
9. Award the winning team two Tracker Tickets each.
10. Repeat if time permits.
11. If the team asks for additional advice, you can let them know if they let an orange ball roll down their gutter it is a minus 15 points.
12. If the team asks for additional advice let them know that yellow balls are worth 5 points.
13. If they forget the color values, they can always ask again for advice.
14. Repeat if time permits.

Alternate idea for smaller churches: Use foam pool noodles instead of gutters and colored marbles instead of ball pit balls. Cut the noodles in half lengthwise and then cut into twelve-inch lengths. Each student will need one piece. Use the noodles to transfer colored marbles into their team's bucket.

4th Grade: Sand Station

Supplies:

- Two treasure chests with gold chocolate coins or Tracker Tickets inside
- Decoy items (so students will find "items" but not the correct treasure)
- Painter's tape
- Copies of maps (one per student)
- Stopwatch or timer

Setup instructions: Bury the two treasure chests and the decoy items in the sand. Using painter's tape, create a map grid around the sides of the sand area, then create a map using the grid to find the treasure chests.

Instructions for the DT Leader:

1. The class will work as a team to find the treasure chests in the sand in ten minutes.
2. They can choose to either find the treasure chests themselves or **ask** for "**wise** advice."
3. Give each student who **asks** for "**wise** advice" a map to show them where to find the treasure chests based on the grid.

4. Begin the search and keep emphasizing the value of **asking** for **wise** advice to find the correct treasure.
5. Once the treasure chests are found, pass out the treasure to the students.

Discover Time Tips: Make sure treasure chests are hidden deep enough that students have to dig deep to find them. For larger classes increase the number of treasure boxes.

5th Grade: Art Station

Supplies:

- Plastic disposable plates (one for each group)
- Whole milk (one cup for each group)
- Cookie cutters (one for each group)
- Food coloring (multiple colors)
- Cotton swabs
- Dish soap (put in portion cups to be shared with two to three groups)
- Optional: Invite a guest parent to be Dr. Milk, instead of the DT Leader.
- Optional: Have Dr. Milk wear a white lab coat and crazy glasses...make it fun!

Instructions for the DT Leader:

1. Divide the class into groups of 4-6 students.
2. Dr. Milk will first demonstrate to the class the “Magic Milk Classic Science” experiment.
 - a. Put milk on a plate.
 - b. Place a cookie cutter in the middle of the milk.
 - c. Dot with multiple colors of food coloring, 2 inches apart.
 - d. Take a cotton swab dipped in dish soap and touch the food coloring.
 - e. The reaction should take place.
3. Students should listen carefully and **ask** questions as needed.
4. Then groups should try the experiment by following step by step instructions given by Dr. Milk. Students need to listen to the **wise** Dr. Milk.

Discover Time Tip: Dr. Milk must practice this experiment at home prior to class and be an expert. We also recommend watching a YouTube video on this experiment.

Lesson 7

Discover Time Activities

Know Right:	Solomon follows other gods.
Think Right:	“Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’ The second is this: ‘Love your neighbor as yourself.’ There is no commandment greater than these.” Mark 12:30-31 (Top 12)
Do Right:	I will be faithful to God.
Feel Right:	I can feel confident when I am faithful to God.

Solomon was the wisest man and yet he became ensnared in sin. He had everything he could ever want (and more!), and he still dishonored God with his attitudes and actions. How could that happen? Solomon suffered from the same problem we all do - a sin nature. And yet, incredibly, God gives us grace through Jesus! What a gift!

Discover Time: How faithful are you?

Goal: To challenge students to remain **faithful** with their thoughts, words, and actions.

Kindergarten: Food Station

Supplies:

- Refrigerated breadsticks
- Butter
- Salt
- Parchment paper squares
- Pens (students will use to write their names on the parchment paper squares)
- Chef's hat/apron (it is important the chef dresses and acts the part)
- Volunteer to play the role of “Chef Louie” (or “Chef Louise”), an expert chef and award-winning baker
- Optional: parent volunteers to bake the pretzels

Instructions for the DT Leader:

1. Introduce your class to their very special guest, Chef Louie, a highly specialized chef and award-winning baker who will show them how to make homemade pretzels. The chef should be very confident and give firm, clear instructions on how to prepare the pretzels.
2. Classroom leaders will hand out the parchment paper squares and pens to the students and have them write their names on one corner.
3. Then they will hand out the pretzel supplies to each student.
4. Before starting, Chef Louie will announce, “Welcome to our kitchen! Today we will make the most incredible homemade pretzels. Before we begin, will you promise to remain faithful to my special instructions? This word **faithful** is very important. It means you will listen and do only what I say - no second guessing or just doing what you want to do.”

5. After the students agree, teach the students how to twist, butter, and salt the bread dough to make their very own homemade pretzel.
6. The chef will instruct the class to follow him 100% and remain **faithful** to his instructions.
7. Classroom leaders should watch for students who are not following the instructions and give them a warning by telling them that they are not being **faithful** to Chef Louie. Also tell them that if they are unfaithful to the chef again, their pretzel will not be baked.
8. After the class forms their pretzels, Chef Louie and/or other parent volunteers will bake them and bring them to the students at the end of the class.

1st Grade: Play-Doh Station

Supplies:

- Play-Doh (six tubs of one color for each team)
- Play-Doh letter stampers (one set for each team)
- Sign with “I will remain **faithful**” (one for each team) (see appendix)
- Stopwatch or timer
- Tracker Tickets

Instructions for the DT Leader:

1. Divide class into teams of two to four students, and assign each team one color of Play-Doh.
2. Challenge teams to roll out the Play-Doh and stamp the word “**faithful**” as many times as possible. Teams will only have ten minutes to compete in this competition.
3. Students are not allowed to make anything else with the Play-Doh and all team members must be participating.
4. Tip: Have students search for the letters first, and then start spelling the word. This is a big word for 1st graders, so make sure you have a sign for each team, so they can refer to it for the correct spelling.
5. The Lead Teacher and Shepherds should cheer for the teams and assist as needed by spelling out the word. Continually use the word **faithful** as you coach the students.
6. The team that stamps the word **faithful** the most will win.
7. Award the winning team members three Tracker Tickets each.

Discover Time Tips:

- If you do not have letter stampers, have students use non-serrated plastic knives to make letters.
- No Play-Doh or letter stampers? Challenge the class to make the word **faithful** with their bodies on the floor. Take a picture while standing on a sturdy ladder and hang the picture in the classroom.
- Another option would be to do this activity with magnetic letters or shapes on a magnetic wall.

2nd Grade: Water Station or large open space

Supplies:

- Painter’s tape (create a line maze; see setup instructions for details)
- Prize bucket filled with small prizes, such as candy, pencils, stickers, and/or Tracker Tickets
- Blindfolds (one for every two students)
- Stopwatch or timer

Setup Instructions: Using painter’s tape, create a line maze with a prize bucket at the end of the maze, which should be at the center. Make the maze semi-challenging so students cannot quickly walk to the prize bucket. Make several paths to the prize bucket and at least twelve lines leading to the central maze so each set of partners can start at the same time and merge into the difficult portion of the maze.

Instructions for the DT Leader:

1. Divide students into pairs. Partner A will be the guide and Partner B will be blindfolded and will walk backwards.
2. Determine a time limit and let the students know.
3. Clearly state the goal, which is for Partner B to remain **faithful** to their partner and get to the prize bucket as fast as they can.
4. Rules:
 - Partner B must remain blindfolded, walk backwards, and keep eyes closed.
 - Partner A is not allowed to touch Partner B. They must lead by voice commands only.
 - If Partner B walks off their line, they will be sent back to the starting line.
 - Partner B must remain **faithful** to Partner A.
 - Partner B needs to understand that there will be distractions and temptations, but they must remain **faithful** to the true voice of their partner.
5. Classroom leaders should look for students who “fall off the path”, or students who are cheating. If this happens, send them back to the start.
6. The partners that reach the end of the maze within the time limit can choose a prize.
7. If time allows, have the partners switch positions and try again.

3rd Grade: LEGO Station**Supplies:**

- LEGO plan of a car that is semi-difficult*
- Tracker Tickets

*How do you create a LEGO plan? First, take inventory of your LEGO bricks. Build a simple car using approximately thirty LEGO bricks and four wheels. After you build, take the car apart in steps, while writing out the instructions in reverse order. If possible, take a picture of your car and add it to the instructions. Make copies of these instructions for all students so they can refer to it.

Instructions for the DT Leader:

1. Show students the LEGO plan they must duplicate and pass out copies.
2. Inform students this is the only plan they should follow. Ask students, “Do you promise to remain **faithful** to this plan?” If they agree, allow them to begin!
3. Tell students they must stay **faithful** to the plan and create the specific LEGO creation and nothing else.
4. Classroom leaders should look for students who are not being **faithful** to the plan and have them sit to the side. The students who have been removed from the competition may be confused about why they were removed, but it will tie into the lesson!
5. Each student that duplicates the LEGO plan will receive three Tracker Tickets.

4th Grade: Art Station**Supplies:**

- Mini marshmallows
- Toothpicks
- Sample marshmallow project of the word **faithful** (to display it for the entire class to see, glue it to a poster board and place it on an easel)
- Tracker Tickets

Instructions for the DT Leader:

1. Divide class into pairs.
2. Point to the sample marshmallow project of the word **faithful**.

3. Challenge partners to recreate the word **faithful** exactly and without second-guessing the plan.
4. Classroom leaders should look for students who are not being **faithful** to the sample and have them sit to the side. The students who have been removed from the competition may be confused about why they were removed, but it will tie into the lesson well!
5. The first pair to complete their word exactly as shown will win five Tracker Tickets.

5th Grade: Box Station

Supplies:

- Two sets of 24 boxes with the following words: I, will, remain, faithful (print in color or print each set on different colored paper) (see appendix)
- Stopwatch or timer
- Tracker Tickets

Setup Instructions: Write “I will remain faithful” on the Chalk Wall or on a large poster board. The Box Station should be divided into two sections. In advance, make sure the boxes are mixed up on the floor.

Instructions for the DT Leader:

1. Divide class into two teams.
2. Assign each team a color and have them stand in their section of the Box Station.
3. Read the sentence “I will remain **faithful**” written on the Chalk Wall or poster board.
4. Challenge the teams to stack their boxes to the ceiling the fastest.
5. Rules:
 - The boxes must be stacked so they repeat the sentence from the top down.
 - All team members must assist in stacking the boxes.
 - No kicking or throwing boxes.
 - The first team to finish stacking their boxes will win Tracker Tickets for each team member, or the team that has the highest box tower when time has run out, will win.
6. Classroom leaders should check to see that the boxes are **faithful** to the pattern. If not, they should tip over the box tower, so the students have to build it again. Also look for any students who are breaking the rules and remove them from the competition. The students who have been removed may be confused about why they were removed, but it will tie into the lesson!
7. When one of the teams has finished or when time has elapsed, read the boxes from the top down to repeat and reinforce the concept of remaining **faithful**.
8. Award three Tracker Tickets to the winning team members.
9. If time allows, repeat the activity.

Lesson 8

Discover Time Activities

Know Right:	God provides for the needs of Elijah and the widow.
Think Right:	“Have I not commanded you? Be strong and courageous. Do not be terrified; do not be discouraged, for the Lord your God will be with you wherever you go.” Joshua 1:9 (Top 12)
Do Right:	I will trust that God will provide for my needs.
Feel Right:	I can feel secure when I trust God to provide for my needs.

God is the great Provider! Take some time this week to reflect on the many ways that God has provided for you and those you love. Praise and thank Him for what He has done, and then prepare for this week by reading the Scripture passage and the lesson.

Discover Time: I want it!

Goal: For students to think about what they **need** versus what they **want**.

Discover Time Tips: Make your stations pop! Paint the words “Needs vs Wants” on three pieces of poster board using bright colors. Display so students are introduced to the Do Right immediately when they arrive.

Kindergarten: Play-Doh Station

Supplies:

- List of items that can be molded into **needs** and **wants** (DT Leader should create the list; some suggestions for **needs**: water, sunshine, bed, house, milk, eggs, apples or bananas, Bible, etc.; some suggestions for **wants**: cell phone, bicycle, TV, toys, pet, candy bar, swimming pool, skateboard, trophy, boat, etc.)
- Scoreboard (a whiteboard with a dry erase marker or a poster board with a marker)
- Stopwatch or timer
- Tracker Tickets

Instructions for the DT Leader:

1. Challenge students to compete individually to see who can create the best Play-Doh sculpture based on the **needs vs wants** list.
2. There will be two ways to earn points:
 - a. Announce an item to sculpt within a two-minute time limit. When two minutes are up, the Lead Teacher and/or Shepherd(s) will judge and give points to the best sculpture.
 - b. After the sculptures are judged, explain that there are things in life we **really need** and things in life we **don't need but we really want**. Ask, “Is this item a **need** or a **want**?” The first student to jump up and answer the question will get the points.
3. Repeat with a new item.
4. At the end of DT, total the points and award three Tracker Tickets to the student with the most points.

1st Grade: Mission Station – *The Mission Lesson can be downloaded from the DLG website.*

2nd Grade: LEGO Station

Supplies:

- Green LEGO boards
- List of items to make into **needs** and **wants** (DT Leader should create the list; some suggestions for **needs**: water, sunshine, bed, house, milk, eggs, apples or bananas, Bible, etc.; some suggestions for **wants**: cell phone, bicycle, TV, toys, pet, candy bar, swimming pool, skateboard, trophy, boat, etc.)
- Scoreboard (a whiteboard with a dry erase marker or a poster board with a marker)
- Stopwatch or timer
- Tracker Tickets

Instructions for the DT Leader:

1. Challenge your students to compete individually to see who can make the best LEGO creation based on the **needs vs wants** list.
2. There will be two ways to earn points:
 - a. Announce an item to create within a two-minute time limit. When two minutes are up, the Lead Teacher and/or Shepherd(s) will judge and give points to the best LEGO creation.
 - b. After the LEGO creations are judged, explain that there are things in life we **really need** and things in life we **don't need but we really want**. Ask, "Is this item a **need** or a **want**?" The first student to jump up and answer the question will get the points.
3. Repeat with a new item.
4. At the end of DT, total the points and award three Tracker Tickets to the student with the most points.
5. Have students disassemble the LEGO bricks so they will be ready to be used again.

Discover Time Tip: Instead of using LEGO bricks, do this activity with magnetic letters or shapes on a magnetic wall. Have students put **needs** on one half and **wants** on the other half.

3rd Grade: Sand Station

Supplies:

- Shovels
- Buckets
- Water in a bucket/tub or a water hose (connected and ready to use)
- One hundred large popsicle/craft sticks

Setup instructions: Divide the Sand Station into two sections.

Instructions for the DT Leader:

1. Divide class into two teams.
2. Challenge teams to a sandcastle building contest.
3. Give one team shovels, buckets, popsicle sticks, and water. (Note: if using the water hose, only allow an adult leader to handle the hose.) Give the other team only buckets.
4. Begin the contest.
5. Listen for complaints. Ask, "Why are you complaining?"
6. If students say that they **want** the tools that the other team has, ask if they **want** those items or if they **really need** those items to build their sandcastles.
7. If the students explain how they **really need** the items they're asking for, allow them to share. If they do not convince you they **really need** the items, do not allow them to share.
8. Allow students to finish building their sandcastles.

- Judge the castles and award three Tracker Tickets each to the winning team.

4th Grade: Chalk Wall Station

Supplies:

- Chalk
- Eraser
- Index cards with the following words: boat, Bible, school, shelter, church, fruits and veggies, parents/guardians, bed, sports car, air, water, sunshine, skateboard, cell phone, TV, clothes, etc. (see appendix)

Instructions for the DT Leader:

1. Divide the class into two to four teams depending on the size of your class.
2. Explain the general rules of Pictionary. One member of the team will draw a picture of what is written on their card. The first team to guess what the person is drawing wins that round!
3. Bonus points will be added if that team can tell the class if the item is a “**need**” or a “**want**” and explain why it would fall into that category. The better the explanation, the more points awarded.
4. Announce the winning team at the end of the game.

5th Grade: Food Station

Supplies:

- Bowls
- Spoons
- Vanilla ice cream (scoop into bowls ahead of time and store in the freezer so it’s ready to hand out)
- Chocolate (Optional: Strawberries and bananas)
- Whipped cream
- Sprinkles

Note for Shepherd: Review the script below and be prepared to hand out additional toppings.

Instructions for the DT Leader:

1. Hand out spoons and bowls filled with ice cream.
2. Tell the class that today is a great day to be a 5th grader because the 5th graders get ice cream!
3. Allow students to begin eating their ice cream.
4. Then you (the DT Leader) and the Shepherd should follow this script:
 - Shepherd (interrupting the class): Everyone stop eating! That is just plain old vanilla ice cream! You really **need** chocolate syrup on your ice cream!
 - DT Leader: They don’t **need** chocolate syrup!
 - Shepherd: Yes, they **really need** it! (Start pouring chocolate syrup)
 - DT Leader: Okay class, you can keep eating your ice cream.
 - Shepherd (interrupting again): Wait, do you know what you guys **need**? You totally **need** whipped cream! It’s not even a real sundae without whipped cream!
 - DT Leader: I don’t think they **need** whipped cream.
 - Shepherd: Yes! They **really need** it! (Put the whipped cream on the ice cream)
 - DT Leader: We are running out of time, so go ahead and eat your ice cream.
 - Shepherd (interrupting again): Stop! These students **need** sprinkles! (Put sprinkles on the ice cream)
 - DT Leader: Students, please just eat your ice cream. All these extra things are getting in the way of eating your ice cream! (Allow students to eat)

- DT Leader: _____ (*insert Shepherd's name*), all these extra items were really **wants** and not **needs**. In life, we often get distracted by our **wants**. Do you know the difference between **wants** and **needs**?" (Allow class to talk as they finish eating their ice cream)

Discover Time Tip: Instead of the Shepherd, have a volunteer play the role of "Chef Louie" (or "Chef Louise"), an expert chef with a chef's hat/apron.

Lesson 9

Discover Time Activities

Know Right:	Elijah challenges the prophets of Baal.
Think Right:	“Jesus answered, ‘I am the way and the truth and the life. No one comes to the Father except through me.’” John 14:6 (Top 12)
Do Right:	I will only believe in the one, true, powerful God.
Feel Right:	I can feel victorious when I believe in the one, true, powerful God.

Who or what are we worshipping? Where do we direct our affection, our attention, and our resources? The world offers an array of false gods to divert our attention from the one true God. While these "gods" tempt us with a deceptive form of temporary happiness, they are powerless. We were not made in their image and worshipping them will only leave us feeling empty. But thanks be to the one true God for allowing us to know Him and serve Him! Let's honor Him by reading the passage from His Word, praying for our students, and studying the lesson below, so we can serve Him with the excellence He deserves.

Discover Time: One way!

Goal: To provide a challenge that has only **one way** or solution. This concept sounds simple, but in a world that criticizes absolutes, this phrase needs to be emphasized as we connect it to the truth that there is only **one** true God.

Kindergarten: Mission Station – *The Mission Lesson can be downloaded from the DLG website.*

1st Grade: Water Station

Supplies:

- Four sets of Wordless Book colored plastic disposable plates with the Wordless Book key verses written on them (do not include the reference)
- Four sets of clear plastic plates with the Wordless Book references written on them (note: when the clear plate is placed on top of the verse plate, the reference should show up at the end of the verse)
- Four cones (one for each team to line up behind)
- Starting line (30 feet from the water area)
- Towels (to mop up water as needed)
- Tracker Tickets

Instructions for the DT Leader:

1. Divide the class into four teams.
2. Teams will relay to the water to collect five different colored plates and five different reference plates (students relaying can only pick up one plate at a time).
3. After the team has collected all five colors of the Wordless Book and five different references, they should stack the correct reference on top of each verse.
4. The first team that accomplishes this task wins three Tracker Tickets each.

- Remind students there is only **one** correct solution.
- Repeat as time permits while highlighting there is only **one** correct **way** to stack the plates.

Discover Time Tips: Use a permanent marker to write on plates. Most 1st graders can read at a basic level. Shepherds and Teachers can assist as needed with reading verses. Students were taught the Wordless Book colors and verses in previous grades.



the
key



2nd Grade: Sand Station or Awana Game Square/Game Square

Supplies:

- Four sets of Wordless Book colored plastic disposable plates with the Wordless Book key verses written on them (do not include the reference)
- Four sets of clear plastic plates with the Wordless Book references written on them (note: when the clear plate is placed on top of the verse plate, the reference should show up at the end of the verse)
- Four sets of clear plastic plates with the Wordless Book key words written on them
- Tracker Tickets

Note: If plates are not available, use paper with Wordless Book verses and key words written or printed on them.



Setup instructions: Hide the plates in the sand (do not make them difficult to find).

Instructions for the DT Leader:

- Divide the class into four teams.
- Teams will line up around the edges of the sand area.
- Teams will relay into the sand area to collect five different colored plates, five different key words, and five different references (students relaying can only pick up one plate at a time).
- After the team has all five colors of the Wordless Book, five key words, and five different references, they should stack the correct reference and key word on top of each verse. Remind students there is only **one** correct solution.
- The first team that accomplishes this task wins three Tracker Tickets each.

Discover Time Tip: Use a permanent marker to write on the plates. Most 2nd graders can read at a basic level. Shepherds and Teachers can assist as needed with reading verses. Students were taught the Wordless Book colors, key words, and key verses in previous grades.

3rd Grade: Art Station or large open space (or outside, weather permitting)

Supplies:

- Experiment supplies (needed for each group):
 - Baking soda
 - Vinegar
 - Funnel
 - Two-liter bottle
 - Four pencils (to stabilize the "rocket")
 - Duct tape
 - Cork that fits into the opening of the bottle

- Tissues/thin napkins
- Thread/string
- Paper towel (for clean-up)
- Tarps (if doing this experiment indoors)

Instructions for the DT Leader:

1. Inform students that they will be doing an experiment and there is only **one way** to mix the items to make the rocket shoot properly. Remind them there is only **one way** and they shouldn't compromise by skipping any instructions.
2. Break students up into small groups.
3. Use duct tape to fasten four pencils on the sides of the bottle to allow it to stand up with the opening on the bottom (ensure the rocket will be level when taping the pencils on).
4. If launching the rocket outside, fill the bottle with about three inches of vinegar. (The recipe for launching the rocket inside is listed below.)
5. Put about 1/3 cup of baking soda in the middle of a tissue to make a baking soda packet. Tie the packet shut with string, leaving about 3-4 inches of string. Packet should be long and thin since it must be able to fit inside the opening of the bottle.
6. Stuff baking soda packet into bottle, but don't let it drop in. Use the string to hold it up out of the vinegar.
7. Push cork into the opening of the bottle (not too tightly) and flip the container, shaking it slightly.
8. Quickly set it down and step back, as you wait for the rocket to launch to the ceiling. It could take up to 30 seconds for the rocket to launch.



Discover Time Tips:

- Watch this video to help prepare for this Discover Time: <http://frugalfun4boys.com/2016/04/14/epic-bottle-rocket-flew-higher-2-story-house/>
- We recommend you have an adult/youth helper assist with each small group of students. We also recommend that you test this prior to class to make sure the process goes smoothly.
- We recommended doing this experiment outdoors, in a gym, or in an area with high ceilings.
- If launching the rocket inside, fill the container with a little more than a 1/2 cup of vinegar and use 1/8 cup (2 tablespoons) of baking soda in the baking soda packet.

Optional: Have the leader of one group question the students, asking if they really need to follow the directions since there must be more than **one way** to get the rocket to launch. Have other odd ingredients available to mix with the vinegar (try flour, sugar, salt, baking powder, etc.; just don't give them baking soda). Their experiment will not work, thus confirming there really is just **one way** to do this experiment.

4th Grade: Food Station

Supplies:

- Packets of unsweetened Kool-Aid powder (one per group)
- Sugar in a clear jar labeled "Plain Sugar" (see appendix)
- Salt in a clear jar labeled "Xtreme Energy Sugar with electrolytes, B vitamins, and caffeine" (see appendix)
- Poster board (make a fun poster promoting "Xtreme Energy Sugar" or create a short TV commercial; see tips below)
- Pitchers, mixing spoons, and measuring cups (one per group)
- Cups (one per student)
- Ice for cups

- Volunteer dressed in a special superhero costume to advertise “Xtreme Energy Sugar” or create a short TV commercial instead



Instructions for the DT Leader:

1. Welcome students to the Food Station and inform them that today they will be making delicious Kool-Aid.
2. Divide students into groups of four students, and give each group a pitcher, a mixing spoon, a measuring cup, a packet of Kool-Aid, ice, and four cups.
3. Tell students there is only **one way** to make good Kool-Aid, and that is with plain white sugar.
4. Have a guest volunteer enter in a superhero costume, holding a poster advertising "Xtreme Energy Sugar". The volunteer should tell the students how they *have to* try it - all the cool kids have it in their Kool-Aid, and it will give them amazing energy. Guest volunteer should then exit immediately, as though their commercial is over.
5. Ask the students what they thought of the “Xtreme Energy Sugar”. Remind them that you already explained that using plain sugar is the **one way** to make good Kool-Aid.
6. Allow teams to choose between the two “sugars”. (Do NOT allow them to taste the "sugars" before choosing.) Scoop their chosen "sugar" into their pitchers according to directions on the Kool-Aid packet.
7. Allow them to add water and make their Kool-Aid. Students who chose the **one way** to make good Kool-Aid may drink theirs. (Students who chose the Xtreme Energy Sugar will not want to drink theirs!)

Discover Time Tips:

- Be sure to use the phrase **one way** repeatedly throughout the DT to reinforce the point of the activity.
- Optional: Make a short commercial ahead of time instead of having a guest volunteer promote the “Xtreme Energy Sugar.” Tape a sign to a TV in the Food Station saying “Important Information: Please Watch.” Pretend to notice the sign right after explaining the **one way** to make Kool-Aid and show the commercial at that time.
- This will make a lot of Kool-Aid for four students. Share the extra Kool-Aid with volunteers or other classes. Or you could try to divide the packets in half, so each group makes a half pitcher of Kool-Aid.

5th Grade: Play-Doh Station

Supplies:

- Ingredients and supplies for each group (either pre-measured into individual containers or each group will need measuring cups and spoons):
 - Large mixing bowl
 - 4 tbsp. cream of tartar (optional)
 - 4 cups flour
 - 1 cup salt
 - 2 cups warm water with food coloring already added
 - Large spoon
- Plastic zipper bags
- Buckets with water and soap and paper towels (to clean their hands)

Instructions for the DT Leader:

1. Divide class into groups of six to eight students.

2. Inform students that there is only **one right way** to make the special kind of homemade playdough that we will be making today. Ask the class, “How many ways?” Have students respond, “**One way!**”
3. Say: You will need to listen to my instruction for each step, then follow the instruction, and then stop. I will continue with additional instructions when you are finished. Remember there is only **one way** to make this fun homemade playdough. Listen carefully and work together as a team.

Step 1: In the large bowl, mix together the flour and salt (and cream of tartar, if using). Stop for further directions.

Step 2: Slowly pour the colored water into the flour mixture, stirring as you pour. Stir until combined. Stop for further directions.

Step 3: Knead dough with your hands until the flour is completely absorbed. Stop for further directions.

Step 4: Divide among your team and place in your plastic zipper bag to take home.

Discover Time Tips:

- Test the experiment in advance so the recipe is the correct size for your group of students.
- If the dough is too sticky, add more flour a little bit at a time until it doesn't stick at all.
- All classroom leaders should be available to assist.

Lesson 10

Discover Time Activities

Know Right:	Elijah flees out of fear.
Think Right:	“Have I not commanded you? Be strong and courageous. Do not be terrified; do not be discouraged, for the Lord your God will be with you wherever you go.” Joshua 1:9 (Top 12)
Do Right:	I will know that God is always with me.
Feel Right:	I can feel brave because I know God is with me.

We all can find ourselves feeling fearful or alone. This week, we see Elijah experiencing fear and loneliness. He brings those feelings to God, just like we can, and we see God’s unconditional love and constant presence on display. God’s Word promises that God is always with us. When we know and trust this promise, we can experience God’s perfect peace. Discover more about our omnipresent God as you study the Scripture and the lesson for this week.

Discover Time: Fear not!

Goal: To help students who are Christians remember they have nothing to **fear** because God is always with them.

Kindergarten: Water Station or large open space

Supplies:

- Blue painter’s tape (see setup instructions for details)
- Obstacles (items to step over or go around)
- Inflatable or paper sharks
- Blindfolds (one for every two students)
- Tracker Tickets

Setup instructions: Using painter’s tape, create a starting line and a finish line, parallel to each other, as far apart as your space allows. Beginning at the starting line, create a zig-zag line that ends at the finish line. Continue to add zig-zag lines from the starting line to the finish line, crossing other lines. This will create a large maze that will allow multiple groups of students to easily participate and move freely. Add in obstacles that students will need to step over or go around.

Instructions for the DT Leader:

1. Divide the class into pairs.
2. Challenge the class to a blindfolded obstacle course. One student will be blindfolded and will be led by the other student, who will be referred to as the guide.
3. The guide in each partner group will lead their blindfolded partner through a tank of hungry sharks. (Yikes, this sounds scary!)
4. Have several partner groups start on the starting line.

5. The guides will lead and protect their blindfolded partner on the path of the blue line, through a few obstacles. Their goal is to stay with their partner and keep them safe by guiding them on the lines and to complete the entire obstacle course in a limited amount of time.
6. Tell the blindfolded partner to **fear not**...their partner will remain with them and keep them safe.
7. Once the first set of partner groups are part way through the obstacle course, start the next set of partner groups.
8. Tell all of the partner groups that if they complete the obstacle course without cheating, bumping into other people, or being afraid, they will receive Tracker Tickets when they complete the obstacle course.
9. Award two Tracker Tickets to those who complete the challenge.
10. If time permits, have partners switch roles, and complete the obstacle course again.

1st Grade: LEGO Station

Supplies:

- Green LEGO boards
- Cards printed with pictures of **fearful** situations: house on fire, sick in the hospital, bully at school, car accident, getting lost, and a storm (one per group) (see appendix)
- Stopwatch or timer

Instructions for the DT Leader:

1. Explain that each group will create a LEGO scene of something that causes **fear**. Each student in the group should create part of that group's **fearful** scene.
2. Instruct the students to keep their creations a secret from the other groups.
3. Divide the class into groups of three to five students depending on the size of class.
4. While holding the cards away from the students, have one group at a time come up to blindly choose one of the picture cards. After reviewing it, the card should be returned to the DT Leader, but not put back in the pile (each team should have a different fearful situation).
5. After all of the groups have chosen their picture cards, tell them the amount of time they have to make their creation and when to start.
6. Have class leaders walk around and encourage students while they build with their LEGO bricks.
7. When time is up, have each group come up and show their LEGO creations, but they shouldn't say anything.
8. Allow the other groups of students three guesses at what is happening in the **fearful** scene. (As the DT Leader, you may need to give a hint.) Award the first person who guesses correctly two Tracker Tickets.
9. If no one guesses correctly, show them the picture card, and tell them what the **fearful** scene is.
10. Ask the class if they would be afraid if they were in that situation. Who would always be with them if they were afraid? (God; Joshua 1:9) After we think about Joshua 1:9, we can say with confidence, "Fear not!"
11. Continue until all the LEGO creations have been presented.

Discover Time Tip: If this activity is too difficult for your 1st graders, use the instructions for the 4th grade Play-Doh Station DT and have students create monsters with LEGO bricks.

2nd Grade: Art Station

Supplies:

- Joshua 1:9 posters with part of the verse “the Lord your God will be with you” and the reference in bubble letters (one per student) (see appendix)
- Glow-in-the-dark paint
- Thin paint brushes
- Water cups
- Smocks
- Optional: create a sample poster and place it near a black light so kids can see it glow

Instructions for the DT Leader:

1. Have students carefully paint their poster.
2. Encourage students to hang their poster in their bedroom. In the dark, they will be able to read “the Lord your God will be with you...Joshua 1:9.”

3rd Grade: Box Station

Supplies:

- Two sets of 24 boxes with the following words from Joshua 1:9: ...the, Lord, your, God, will be, with, you..., Joshua 1:9 - each team will need three sets of words for a total of 24 boxes; print in color or print each set on different colored paper (see appendix)
- Tracker Tickets

Instructions for the DT Leader:

1. Divide the class into two teams.
2. Challenge students to stack the phrase, “...the Lord your God will be with you...Joshua 1:9” in order, up to the ceiling. The phrase should repeat as students stack the boxes to the ceiling
3. When the boxes fall, expect to hear screaming and running as students avoid being hit.
4. Leaders should try to protect students and send them to the side when the boxes are ready to fall.
5. The team that stacks the boxes to the ceiling wins three Tracker Tickets each.
6. Repeat if time permits.

4th Grade: Play-Doh Station

Supplies:

- Wiggly eyes in all sizes
- Pipe cleaners
- Fun cardstock or foam shapes
- Stopwatch or timer
- Tracker Tickets
- Sample of a super creative monster

Instructions for the DT Leader:

1. When students arrive, talk about what they **fear** the most, both now and when they were younger. Sometimes kids are afraid of storms, getting lost, and even at night some kids are afraid of monsters under their bed. In life there will always be “monsters” that they think they may need to **fear**. But with God they need not **fear**, because He is always with them. Ask students what verse reminds them to not **fear**. (Joshua 1:9)
2. Explain to students that we are going to have some fun and have a “Create a Monster” contest!”
3. Allow students to create for ten minutes.
4. Award three Tracker Tickets to the student with the most creative monster.

Discover Time Tip: Use the instructions for the 1st grade DT and have students create fearful situations with Play-Doh.

5th Grade: Mission Station – *The Mission Lesson can be downloaded from the DLG website.*

Lesson 11

Discover Time Activities

Know Right:	Elijah and Elisha see God's power.
Think Right:	"Therefore, my dear brothers, stand firm. Let nothing move you. Always give yourselves fully to the work of the Lord, because you know that your labor in the Lord is not in vain." 1 Corinthians 15:58 (Top 12)
Do Right:	I will look for God's power and tell others about it.
Feel Right:	I can feel amazed when I see God's power.

This week, as we study Elijah and Elisha, we get to teach our students about God's power. Where have you seen God's power in your own life? Take some time to reflect and worship God for the ways you see His power. Pray that your students will grow into disciples of Christ who stand in awe of our powerful God.

Discover Time: Powerful!

Goal: To teach students to recognize **God's power**.

Kindergarten: LEGO Station

Supplies:

- Green LEGO boards
- Tracker Tickets
- Sample LEGO item showing God's power

Instructions for the DT Leader:

1. Ask: How big is God? How do you know? Is God **powerful**? How do you know?
 - a. The sun is 10,340 degrees.
 - b. The tallest mountain is 29,029 feet.
 - c. The deepest part of the sea is 36,200 feet deep.
 - d. There are about 900,000 types of insects.
2. Say: Today we are going to make a LEGO museum to show our parents how **powerful** God is. You can make a giant lightning bolt, maybe a mountain, fire, a miracle of someone getting healed, etc. You can work alone or with a partner.
3. Encourage students to think back to previous lessons or use ideas that can be seen today.
4. Tell them the student(s) with the most **powerful** display will receive five Tracker Tickets.
5. Announce to the students, "Ready, Set, Go!"
6. All leaders can coach and assist students.
7. At the end of Discover Time, award five Tracker Tickets to the student(s) with the most **powerful** display.

1st Grade: Sand Station

Supplies:

- Yardstick
- Tracker Tickets

Setup instructions: Make sure the sand is damp. You may even want to have water available in case it's needed.

Instructions for the DT Leader:

1. Divide students into four teams.
2. Say: In the Bible, we learn that our all-**powerful** God made the mountains and the depth of the oceans. He is the Creator, He is in control, and He is **powerful**, even today! Today, you will race as teams to see who can build the tallest mountain, while digging into the deepest sea. As you work, your goal is to think about the **power** of God and the strength of God.
3. Create energy by reminding the teams to work quickly, focused, and as a team.
4. When time is up, measure the sandcastles and give the winning team three Tracker Tickets each.
5. Before heading back to class, say to the students: Just to put God into perspective, the highest mountain on earth is 29,029 feet (8,840 meters) above sea level - Mount Everest. The deepest part of the sea is 36,200 feet deep. He is the all-**powerful** Creator!

2nd Grade: Box Station

Supplies:

- Box signs with the human spine (two sets of 20 boxes; print each set on different colored paper) (see appendix)
- Guest chiropractor (8 minutes) or short YouTube video on the spine

Instructions for the DT Leader:

1. Have a Christian chiropractor or doctor explain how amazing the human spine is and how only a **powerful** and creative God could put the human body together to make each vertebra have a different purpose.
2. After the presentation, divide students into two teams.
3. Give each team a set of boxes.
4. Students will race to stack a spine together.
5. As they race, continue to remind the students that our God is great and **powerful**...and detailed. He created the spine in every human.
6. Repeat if time permits.

3rd Grade: Food Station

Supplies:

- Eight-ounce plastic containers with tight lids or half-pint wide mouth canning jars (one for each group)
- Heavy cream, also called "whipping cream" (¼ cup per group and 1 cup for the hand mixer demo)
- Hand mixer and clear bowl
- Rubber spatula
- Warm bread

Instructions for the DT Leader:

1. Divide class into groups of three students.
2. Explain that students will need to shake their container until the cream turns into butter (10 minutes).
3. Arms may get tired, but they can take turns. Challenge the students to finish strong.
4. As students are vigorously shaking their cream to make butter, pull out the hand mixer and pour in 1 cup of heavy cream. Slowly increase to high. Periodically scrape sides until desired consistency is reached.
5. Explain to students that making butter with the **powerful** hand mixer reminds us of our **all-powerful** God! His **power** is far greater than our **power**.
6. Once butter is made, allow students to spread their butter on their warm bread and enjoy!

Discover Time Tips:

- Slightly cool or room-temperature cream will churn more quickly into butter than cream that's straight from the fridge; try letting the cream sit out for about 30 minutes before using.
- Don't stop too early; heavy cream will turn into whipped cream before it turns into butter.
- Leaders should be well prepared in advance; watch this video for some helpful tips:
<https://www.thekitchn.com/how-to-make-blender-butter-228225>

4th Grade: Mission Station – *The Mission Lesson can be downloaded from the DLG website.*

5th Grade: Water Station**Supplies:**

- Plastic containers (6" or larger that can be turned into the base of the boat; one for every two students)
- Duct tape or packing tape
- Paper, cardboard, craft supplies
- Optional: use a leaf blower to make waves

Instructions for the DT Leader:

1. Divide students into partners.
2. Say: Today your challenge is to build a boat. This boat must float, and it should be designed with the ability to float through a storm. You will have ten minutes to build and test out your boat.
3. At the end of ten minutes, all boats should be in the water. Make waves and then judge the boats based on design and whether they withstood the waves.
4. Before winners are announced, ask the students: How does water hold up a boat? Answer: Our God is not only **powerful**, but He is all-knowing. When a boat is in the water, there are two forces acting on it: the gravity (pushing down) and the buoyancy (pushing up). The boat floats because the pull of gravity, which is determined by the weight of the boat, is less than its buoyancy. Who can create a wave? Did you know in the ocean the waves can get up to 800 feet tall? God makes and controls these waves. Who is the Creator of water? The one, true, **powerful** God. This is the God we worship and learn about each week.
5. Announce the winning partners and award them with three Tracker Tickets each.

Lesson 12

Review Day (Scavenger Hunt/Football Review Game)

Know Right:	True wisdom comes from God's Word.
Think Right:	"But grow in the grace and knowledge of our Lord and Savior Jesus Christ." 2 Peter 3:18a (Top 12)
Do Right:	I will remember God's Word.
Feel Right:	I can feel wise when I remember God's Word.

Let's be excited about what God has done in your life and in the lives of your students this quarter! Whenever we grow in our understanding of God through His Word, it's a reason to celebrate! As you prepare for this review lesson, in faith thank God for the many ways - both seen and unseen - that He has been at work.

Note: When the students in your class first arrive and are checking in, mark their hands with two different colors to divide them into two teams of equal ability. This will save you time when you arrive in the classroom for the Football Review Game.

Discover Time: Can you find me?

Goal: To review previous lessons using objects that were found in each Bible lesson.

Supplies:

- Scavenger Hunt items:
 - Spear
 - Bow and arrow
 - Crutches
 - Treasure chest filled with fake gold and a tag with "asked for wisdom" attached to it
 - Half empty bottle of oil and a jar with flour
 - Wet wood
 - Queen's crown
 - Cloak with divided "water" (blue roll paper cut down the middle with a rolled-up coat laying between the blue paper)
- Scavenger Hunt checklist (one per student) (see appendix for two options: option 1 is for younger students and has eight correct answers in the word bank; option 2 is for older students and has eight correct answers and two incorrect answers in the word bank)
- Red, blue, brown, orange, black, green, pink, and purple crayons or markers (to match each item on the checklist)
- Tracker Tickets

Setup instructions: The Scavenger Hunt items should be hidden throughout your ministry space. Each item that is hidden should have a crayon or marker with it that matches the color on the Scavenger Hunt checklist.

Instructions for the DT Leader:

1. Give each student a Scavenger Hunt checklist.

2. Every student is to search for and find each item and write down who each item belongs to. A word bank of names will be included at the bottom of the sheet for students to select from (additional incorrect names will be included on the version for older students).
3. As students find the item and the crayon/marker, they should write who that item belongs to on their checklist using the crayon/marker. This prevents students from getting the answers from other students.
4. Each correct answer written with the correct color crayon/marker will receive a Tracker Ticket.
5. Encourage students to move quickly to discover each item since time is limited.

Discover Time Tips:

- Play music as students search. When the music is turned off, have students return to their classrooms.
- Have older students search during their regular DT time and younger students search during the last fifteen minutes of class.

Answer Key:

- Spear: King Saul
- Bow and arrow: David and Jonathan
- Crutches: Mephibosheth
- Treasure Chest: King Solomon
- Half empty bottle of oil and a jar with flour: widow and her son
- Wet Wood: Elijah
- Queen's crown: Queen Jezebel
- Cloak with divided "water": Elijah and Elisha

Year 3 – Quarter 2

Elementary Discover Time Activities

Lesson 1

Discover Time Activities

Know Right:	Malachi to Matthew - 400 years of silence.
Think Right:	"I the Lord do not change." Malachi 3:6a
Do Right:	I will know that God is always at work, and He will never change.
Feel Right:	I can feel confident knowing that God is at work, and He will never change.

We all have had times when we have longed for God's direction and answers, but we find ourselves in a season of waiting. It can be frustrating and faith-testing. But we can look through God's Word and through history to discover that even when we don't see what He is doing, He is at work! For 400 long years, God did not speak to His people. They had to patiently wait for what He had already promised. What happened during those "400 years of silence"? How "silent" was it? Enjoy this historical lesson as we discover that God is always at work, and nothing can stop His plan.

Discover Time: Wait for it!

Goal: To allow students to **wait** while gaining excitement for the big arrival of a special guest.

Note: *Be sure to read your "DT Transition" prior to studying your DT.*

DT Tip: The more decoy hats of different colors that are "on the move", during this activity, the better. The person with the correct colored hat should not arrive until the last three to five minutes of Discover Time. Decoy hats should have fun as they walk by different DT areas and occasionally even ask, "What colored hat are you looking for? I'm here; why don't you cheer for me?" Teachers should be watching to see if the students are too busy to recognize the correct person in the correct hat, "flirting" with the wrong-colored hats, or are super eager as they patiently wait for the correct colored hat.

Kindergarten: Sand Station

Supplies:

- Treasure chest or wrapped gift box with this message inside: "**Wait**...someone special in a red hat is coming. When you see them, cheer, because they will bring you something special that you are going to love!" (place in the center of the sand area)
- Actors (one wearing a red hat and several others wearing random hats to act as decoys)
- Special snack that the students will love and cheer for (ideas: cheese pizza, ice cream, candy bar, mini yogurt parfaits with fruit, soft pretzels with cheese, etc.)
- Sand toys

Instructions for the DT Leader:

1. As students enter the sand area, be excited to find a treasure chest in the center of the sand.
2. Have students sit around the edges of the sand. Select one student to open the treasure chest.
3. Read the note to the students.
4. Challenge students to work together to build a giant sandcastle as they **wait** for the red hat to arrive. During this time, you will notice other people walking by with different colored hats. Remind

students to be patient and only cheer for the person in the red hat.

5. The **waiting** may get long, and several people will come to visit in different colored hats and try to get the students to cheer for them. Remind students to be patient and **wait** for the right person. Build anticipation with the students.
6. Ten minutes into the DT the person in the red hat should arrive. Have students cheer. They will bring a special treat for the class. Note: the snack can be eaten when students return to class, during the end-of-class review game, or taken home.

1st Grade: Mission Station - *The Mission Lesson can be downloaded from the DLG website.*

2nd Grade: Water Station

Supplies:

- Treasure chest with this message inside: “**Wait**...someone special in a green hat is coming. When you see them, cheer, because they will bring you something special that you are going to love!” (you can float your treasure chest on an inflatable or create a “treasure chest” by gluing jewels onto a plastic container that floats)
- Actors (one wearing a green hat and several others wearing random hats to act as decoys)
- Special snack that the students will love and cheer for (ideas: cheese pizza, ice cream, candy bar, mini yogurt parfaits with fruit, soft pretzels with cheese, etc.)
- Magnetic fish and fishing poles or water toys (something to keep them busy)

Instructions for the DT Leader:

1. As students enter the water area, be excited to find a treasure chest floating in the water.
2. Have students stand around the edges of the water and select one student to reach in the water and open the treasure chest.
3. Read the note to the students.
4. Allow students to fish or play with water toys or challenge them to catch 100 fish as they **wait** for the green hat to arrive. During this time, you will notice other people walking by with different colored hats. Remind students to be patient and only cheer for the person with the green hat.
5. The **waiting** may get long, and several people will come to visit in different colored hats and try to get the kids to cheer for them. Remind students to be patient and **wait** for the right person. Build anticipation with the students.
6. Ten minutes into the DT the person in the green hat should arrive. Have students cheer. They will bring a special treat for the class. Note: the snack can be eaten when students return to class, during the end-of-class review game, or taken home.

3rd Grade: Food Station

Supplies:

- Treasure chest with this message inside: “**Wait**...someone special in a blue hat is coming. When you see them, cheer, because they will bring you something fun that you are going to love!” (place in the center of the Food Station)
- Actors (one wearing a blue hat and several others wearing random hats to act as decoys)
- Reusable, fun straws that students can use to drink their smoothies and then rinse out and take home (one per student)
- Food supplies and equipment to make a simple and easy smoothies
- Painter’s tape

Instructions for the DT Leader:

1. As students enter the Food Station, be excited to find the treasure chest.
2. Have students sit down and select one student to open the treasure chest.

3. Read the note to the students.
4. Have students make smoothies as they **wait**. During this time, you will notice other people walking by with different colored hats. Remind students to be patient and only cheer for the person with the blue hat.
5. The **waiting** may get long, and several people will come to visit in different colored hats and try to get the students to cheer for them. Remind students to be patient and **wait** for the right person. Build anticipation with the students.
6. Ten minutes into the DT the person in the blue hat should arrive. Have students cheer. Have the blue hat person hand out the straws and students can drink their smoothies.
7. When the students are done, rinse their straws out and label them with a painters' tape "flag" so they can take them home.

4th Grade: Chalk Wall Station

Supplies:

- Treasure chest with this message inside: "**Wait**...someone special in an orange hat is coming. When you see them, cheer, because they will bring you something special that you are going to love!" (place in the center of the Chalk Wall Station)
- Actors (one wearing an orange hat and several others wearing random hats to act as decoys)
- Special snack that the students will love and cheer for (ideas: cheese pizza, ice cream, candy bar, mini yogurt parfaits with fruit, soft pretzels with cheese, etc.)

Instructions for the DT Leader:

1. As students enter, be excited to find a treasure chest in the center of the Chalk Wall Station.
2. Have students sit facing the Chalk Wall.
3. Select one student to open the treasure chest and read the note out loud to all the students.
4. Allow students to create a giant Christmas mural as a class on the Chalk Wall as they **wait**. During this time, you will notice other people walking by with different colored hats. Remind students to be patient and only cheer for the person wearing the orange hat.
5. The **waiting** may get long, and several people will come to visit in different colored hats and try to get the students to cheer for them. Remind students to be patient and **wait** for the right person. Build anticipation with the students.
6. Ten minutes into the DT the person in the orange hat should arrive. Have students cheer. They will bring a special treat for the class. Note: the snack can be eaten when students return to class, during the end-of-class review game, or taken home.

5th Grade: Play-Doh® Station

Supplies:

- Treasure chest with this message inside: "**Wait**...someone special in a purple hat is coming. When you see them, cheer, because they will bring you something special that you are going to love!" (place in the center of the Play-Doh Station)
- Actors (one wearing a purple hat and several others wearing random hats to act as decoys)
- Special snack that the students will love and cheer for (ideas: cheese pizza, ice cream, candy bar, mini yogurt parfaits with fruit, soft pretzels with cheese, etc.)
- Tracker Tickets

Instructions for the DT Leader:

1. As students enter, be excited to find a treasure chest in the center of the Play-Doh Station.
2. Have students sit at the Play-Doh Station.
3. Select one student to open the treasure chest and read the note out loud to all the students.
4. While students are **waiting**, have them create a detailed 3-D model of themselves using Play-Doh. The student who makes the best representation will win five Tracker Tickets. During this time, you

will notice other people walking by with different colored hats. Remind students to be patient and only cheer for the person wearing the purple hat.

5. The **waiting** may get long, and several people will come to visit in different colored hats and try to get the students to cheer for them. Remind students to be patient and **wait** for the right person. Build anticipation with the students.
6. Ten minutes into the DT the person in the purple hat should arrive. Have students cheer. They will bring a special treat for the class. Note: the snack can be eaten when students return to class, during the end-of-class review game, or taken home.

Lesson 2

Discover Time Activities

Know Right:	John the Baptist prepares the way.
Think Right:	“I am not ashamed of the Gospel, because it is the power of God for the salvation of everyone who believes...” Romans 1:16a
Do Right:	I will confidently serve Jesus with my life.
Feel Right:	I can feel confident when I serve Jesus.

Each week, God uses His Word and YOU to prepare students to hear and receive Christ as their Savior! This is a special lesson as we help turn students' minds and hearts to the Good News of Jesus that we will celebrate this Christmas season. Enjoy reading the Scripture for this lesson and preparing to share the best gift ever to your students.

Discover Time: I will confidently serve Jesus!

Goal: To challenge students to **confidently serve** Jesus as we prepare for others to know the true meaning of Christmas.

Students will serve by participating in an “Art Fest” to prepare the way for Christmas!

Students will do a **service** project by preparing for Christmas guests in your church. Students will paint posters or fill in jumbo words on roll paper that will prepare their minds to celebrate the true meaning of Christmas. After your “Art Fest” is done, decorate your children’s ministry space or your entire church with the art.* As students create their works of art, remind them to **confidently** communicate the true meaning of Christmas.



*Or offer to share your display with a local nursing home, art gallery, or community building.

Kindergarten: Art Station

Supplies:

- Posters with “I will celebrate JESUS this Christmas!” (one per student) (see appendix)
- Crayons and/or markers

Instructions for the DT Leader:

1. Say: Today we are going to make small posters that say, "I will celebrate JESUS this Christmas!" We are doing this to help others **confidently** understand the true meaning of Christmas.
2. Students will color in the letters for "JESUS" and draw a picture of themselves celebrating Christmas. Remind students that the picture should include something about Jesus.
3. Leaders should keep the finished posters and display them at your Art Fest!
4. Continue to remind students why they are doing art – to help others **confidently** understand the true meaning of Christmas!

1st and 2nd Grades: LEGO® Station/Water Station**Supplies:**

- White roll paper (floor to ceiling length)
 - Paint in Christmas colors (red, green, silver, gold/yellow, etc.)
 - Paint brushes (one per student)
 - Water cups
 - Paint smocks (one per student)

Setup instructions: In advance, write in pencil a Christmas-related phrase on each banner using giant bubble letters (examples of phrases: Celebrate Jesus!, Jesus is born!, My Savior, Jesus is the Ultimate Gift, Jesus is the Reason for the Season!, etc.) In each of the giant letters, write in pencil what color you would like it painted. Depending on the size of your group, plan ahead and make sure you have enough banners ready for students to work on, or create a more intricate design with bubbles in the letters, use a stained-glass pattern, or include small items to paint such as small Christmas trees, squares of confetti, etc.

Instructions for the DT Leader:

1. Say: Today we are going to create large banners to help others **confidently** understand the true meaning of Christmas!
2. Encourage students to confidently serve and follow directions.
3. Paint should be set out in small cups with paint brushes.
4. Continue to remind students why they are doing art - to help others **confidently** understand the true meaning of Christmas!

3rd Grade: Play-Doh Station or large open space**Supplies:**

- Poster boards (one for every three students)
- Markers (at least one per student)

Instructions for the DT Leader:

1. Challenge students to serve in teams of three to design and create posters. Students can write words, favorite verses, and/or Christmas scenes that **confidently** express the true meaning of Christmas. The goal is to help visitors recognize that Jesus is the true meaning of Christmas.
2. Continue to remind students as they create their art that they are helping others **confidently** know the true meaning of Christmas!

4th Grade: Large open space**Supplies:**

- Boxes pre-wrapped in white paper (one for every three students)
- Paintbrushes (one per student)

- Paint
- Water cups
- Paint smocks (one per student)
- Fans (to assist in drying boxes)

Instructions for the DT Leader:

1. Challenge students to **confidently** serve in teams of three to design and paint one box.
2. Students should only paint the sides of the boxes because, once they are dry, they will be stacked for display. Refer to the above picture to see how the boxes will connect.
3. Students can paint words, pictures, and verses that connect to the true meaning of Christmas.
4. Make sure students plan what they want to paint before they begin.
5. Continue to remind students as they create their art that they are helping others **confidently** know the true meaning of Christmas!

5th Grade: Mission Station - *The Mission Lesson can be downloaded from the DLG website.*

Lesson 3

Discover Time Activities

Know Right:	Jesus is born.
Think Right:	“Believe in the Lord Jesus, and you will be saved - you and your household.” Acts 16:31 (Top 12)
Do Right:	I will believe God sent His Son, Jesus, to save me from my sin.
Feel Right:	I can feel the hope of eternal life when I trust in Jesus to save me from my sin.

Do you remember the day you received the free gift of salvation? What an amazing day that was! This is why we can celebrate the birth of Jesus. As we study this week's Scripture passage and lesson, let's pray that the unsaved students in our class will hear the Gospel clearly and will desire to know and love Jesus.

Discover Time: The Gift!

Goal: To teach and review **Acts 16:31**.

*If you are certain that all your students confidently know Acts 16:31,
an alternate verse to learn would be Luke 2:11.*

Kindergarten: Food Station

Supplies:

- Activity sheet with **Acts 16:31** in bubble letters (see appendix)
- Small plates (one per student)
- Small food items on each plate (M&Ms, pretzel sticks, Cheerios, chocolate chips, etc.)
- Whiteboard (in advance, write out the verse, **Acts 16:31**)

Instructions for the DT Leader:

1. Say: Today we are going to learn **Acts 16:31** in a fun way.
2. Give each student an activity sheet and have them fill in the words to the verse **Acts 16:31**, with the food items.
3. Repeat the verse as students work.
4. At the end, students may eat their food items as they celebrate that they learned the verse.

1st Grade: Play-Doh Station

Supplies:

- Cardstock poster with **Acts 16:31** (in bubble letters) and a gift in the corner (see appendix)
- Tracker Tickets
- Optional: Play-Doh Fun Factory

Instructions for the DT Leader:

1. Read **Acts 16:31** to students. Emphasize how important this verse is when telling others about Jesus.
2. Give each student a poster with **Acts 16:31** on it.
3. Students will compete to see who can make the best Play-Doh poster by filling in the bubble letters

and gift with Play-Doh during a limited amount of time.

4. As students are working, repeat the verse many times. Your goal is that students have the verse memorized by the end of this activity.
5. When time is up, stop the competition and select the most complete Play-Doh poster.
6. Award the winning student with five Tracker Tickets.
7. Recite **Acts 16:31** together as a group.

2nd Grade: Water Station

Supplies:

- Four different colored sets of foam noodles divided into chunks with parts of **Acts 16:31** written on each chunk (when put together they should form the whole verse)
- Four rain gutters or large towels (long enough to hold the entire verse written on noodle chunks)
- Four different colored scooters (should match the four colored sets of noodle chunks)
- Four nets
- Cones
- Painter's tape (create a starting line at least ten feet away from the water)
- Sign with **Acts 16:31** (see appendix), or write the verse on a whiteboard or poster board
- Tracker Tickets

Alternate Idea: No water? Write sections of the verse on popsicle sticks and hide them in a plastic swimming pool filled with ball-pit balls. As sticks are collected, have students put them in order on the floor.

Instructions for the DT Leader:

1. Lead class to recite **Acts 16:31** together.
2. Divide students into four teams. (Ideally, each team would have about five students. If your class is small, have fewer teams.)
3. Assign each team a color that matches the foam noodles.
4. Have each team line up behind the starting line.
5. Have the first student from each team take their net and get ready on their scooter.
6. Students will relay on scooters to find one of their team's noodle chunks in the water.
7. As team members retrieve their noodle chunks from the water, they should scoot back to their team on the scooter and place it in the gutter or on the towel in the correct order.
8. The first team to complete the entire verse, **Acts 16:31**, in order wins three Tracker Tickets each.
9. Repeat if time permits.
10. At the end of the activity, recite **Acts 16:31** together.

3rd Grade: LEGO Station

Supplies:

- Green LEGO boards
- Sign with **Acts 16:31**(see appendix), or write the verse on a whiteboard or poster board
- Tracker Tickets

Instructions for the DT Leader:

1. Lead class to recite **Acts 16:31** together.
2. Divide students into two teams.
3. Assign the Lead Teacher and the Shepherd to each be the captain of a team.
4. Line up an equal number of green LEGO boards into two long lines (the longer the better; use the floor instead of a table for more space).

5. Challenge each team to work together to artistically create the words for **Acts 16:31** in LEGO bricks on their line of green LEGO boards.
6. Have teams huddle up to make a plan. The goal is to fill the boards.
7. Begin the challenge.
8. When time is up, stop the competition and judge each team's accuracy.
9. Award winning team members three Tracker Tickets each.
10. Recite **Acts 16:31** together again.

Discover Time Tip: If you don't have LEGO boards, use LEGO bricks on the ground to create the verse.

4th Grade: Art Station

Supplies:

- Shrinky Dink plastic* (one pre-cut circle per student; punch holes for chain/ribbon in advance)
- Permanent markers
- Roll paper (to cover the work surface)
- Sign with **Acts 16:31** (see appendix), or write the verse on a whiteboard or poster board
- Chains or ribbon (one piece per student to hang finished product)
- Sample finished product (practice prior to class to create a sample for the class to see)
- Parent volunteers (to shrink the plastic while students are in class)

*Shrinky Dinks can be purchased at www.hobbylobby.com.

Instructions for the DT Leader:

1. Review **Acts 16:31** and highlight key words such as "Believe," "Jesus," and "Saved."
2. Have students create a Shrinky Dink to represent this verse. Ideas include: a cross with Acts 16:31 under it, or the word "Believe" or "Saved," etc.
3. Tell them to be creative and have fun (students can only use one piece of the Shrinky Dink material).
4. When students are done, have special guest parents assist with baking them according to the instructions.
5. Distribute to students at the end of class.

5th Grade: Box Station

Supplies:

- Two sets of seventeen boxes with the words from **Acts 16:31** (print in color or print each set on different colored paper) (see appendix)
 - Sign with **Acts 16:31**(see appendix), or write the verse on a whiteboard or poster board
 - Tracker Tickets

Instructions for the DT Leader:

1. Lead class to recite **Acts 16:31** together.
2. Divide students into two teams.
3. Assign each team a color.
4. Challenge teams to compete to stack the words from **Acts 16:31** in order from floor to ceiling.
5. Have teams huddle up to create a game plan.
6. The first team to stack the verse and shout out **Acts 16:31** wins. (Hint: lean boxes against the wall and stack from the bottom)
7. Award the winning team five Tracker Tickets each.

8. If time allows, have teams repeat the challenge with each student using only one hand, or use a timer and challenge them to set a record.
9. Recite **Acts 16:31** together again.

Alternate Idea: Use empty water bottles with a word written on each one. Teams will race to line up the bottles in order without tipping them over.

Lesson 4

Discover Time Activities

Know Right:	Jesus chooses His disciples.
Think Right:	“Therefore, my dear brothers, stand firm. Let nothing move you. Always give yourselves fully to the work of the Lord, because you know that your labor in the Lord is not in vain.” 1 Corinthians 15:58 (Top 12)
Do Right:	I will follow Jesus.
Feel Right:	I can feel successful when I follow Jesus.

Following Jesus isn’t always easy. It takes self-discipline, focus, and perseverance. Let’s pray that our students will understand how to follow Jesus throughout their entire lives.

Discover Time: Stop, drop, and follow!

Goal: To teach students that they need to **stop, drop** everything, and **follow** Jesus no matter what.

Kindergarten: LEGO Station

Supplies:

- Tracker Tickets

Instructions for the DT Leader:

1. Challenge students to a competition to build the best LEGO boat they can in ten minutes. The winner will get five Tracker Tickets.
2. The twist in this contest is that you will occasionally interrupt them and say, “**Stop, drop, and follow!**” Students must **stop, drop** their LEGO bricks, run to where you are standing, and **follow** you (have them line up behind you). After everyone has lined up*, allow them to return to building their boat.
3. If any student refuses to **stop, drop, and follow**, they will be disqualified from the contest. Point out to them that the faster they line up, the more time they will have to work on their boat.
4. Repeat the “**Stop, drop, and follow!**” challenge several times during the LEGO contest. Be sure to yell out “**Stop, drop, and follow!**” loudly and clearly!
5. When time is up, judge the boats and award the winner five Tracker Tickets. Also award the person who stopped, dropped, and followed the fastest during the whole DT with five Tracker Tickets.

***Optional Idea:** Award the first student in line two Tracker Tickets to emphasize the importance of moving quickly.

1st Grade: Sand Station

Supplies:

- Hose or bucket of water to make the sand damp
- Shovels (one per student)
- Tracker Tickets

Instructions for the DT Leader:

1. Divide class into teams of three to five students.
2. Challenge teams to dig in the sand and make the best hole they can in ten minutes and to listen and **follow** any commands you give. The team with the best hole that listens and **follows** the commands will earn two Tracker Tickets each.
3. As they are digging, you will occasionally interrupt them and say, “**Stop, drop, and follow!**” When you do, the students must **stop** working, **drop** (their shovels), and **follow** you (have them line up behind you). After they line up*, allow them to return to digging.
4. If any student refuses to **stop, drop, and follow**, they will be disqualified from the contest. (Or have the last person to follow step out of the competition.)
5. Repeat the “**Stop, drop, and follow!**” challenge several times during the digging contest. Be sure to yell it out loud and clear. Take note of which teams are quickly listening and **following** your commands.
6. When time is up, determine which team “**stopped, dropped, and followed**” and had the best hole. The winning team members will each get two Tracker Tickets each.

***Optional Idea:** Award the first student in line two Tracker Tickets to emphasize the importance of moving quickly.

2nd Grade: Box Station or large open space

Supplies:

- Twenty blown-up balloons
- Painter’s tape (make a line that divides the area in half)
- Whiteboard with dry erase markers to record points (or use chalk on the Chalk Wall)
- Tracker Tickets

Instructions for the DT Leader:

1. Divide class into two teams.
2. Assign the Lead Teacher and the Shepherd to be the team captains.
3. Assign each team a side and have students stand on their side (spaced out).
4. The goal for each team is to keep balloons off their side of the floor by continually hitting them over to the other side.
5. The twist in this contest is that you will occasionally interrupt them and say, “**Stop, drop, and follow!**” When you do, the students must **stop, drop** (the balloons), and **follow** (have them line up behind their team captain). After they line up, allow them to return to the game.
6. Each time you yell “**Stop, drop, and follow**”:
 - a. Award one point to the team with the least amount of balloons on their side.
 - b. Award one point to the team that **stops, drops, and follows** first.
7. Repeat several times.
8. When time is up, award the winning team members two Tracker Tickets each.

3rd Grade: Food Station

Supplies:

- Ice cream

- Chocolate syrup (make sure this is in view of the students)
- Whipped cream (make sure this is in view of the students)
- Bowls
- Spoons
- Napkins

Advanced planning: You will need someone to help with this DT (Food Station volunteer, Lead Teacher, Shepherd, or a parent). Contact this person ahead of time to make sure they are ready for their role.

Instructions for the DT Leader:

1. **DT Leader:** Challenge students to a test to see how well they'll follow. When you say, "**Stop, drop, and follow!**", they need to **stop, drop** what they're doing, and immediately **follow** you (have them line up behind you). The first student who lines up should get two Tracker Tickets.
2. **DT Leader:** Practice saying, "**Stop, drop, and follow!**" and see how fast students can do it. Allow them to sit back on their chairs.
3. **Helper:** Give each student a bowl of ice cream. Tell them that they must wait until everyone has a bowl before they begin to eat. As soon as everyone has ice cream, tell them to go ahead and eat.
4. **DT Leader:** As students are just about to enjoy their ice cream say, "**Stop, drop, and follow!**" After they line up, have them return to their seats.
5. **Helper:** Ask students if they would like some chocolate syrup. (This will make the ice cream seem more appealing.) Drizzle chocolate syrup on their ice cream, but don't allow them to eat it until everyone has chocolate syrup on their ice cream.
6. **DT Leader:** As soon as students are ready to eat, yell out, "**Stop, drop, and follow!**" After they line up, have them return to their seats.
7. Repeat the process with the whipped cream.
8. After they return to their seats, allow students to finish their ice cream sundae.

Lead Teacher's note: Watch to see if it continually gets harder for students to stop, leave their ice cream behind, and follow; connect this into your lesson.

4th Grade: Mission Station - *The Mission Lesson can be downloaded from the DLG website.*

5th Grade: Water Station or large open space

Supplies:

- Twenty blown-up balloons
- Painter's tape (make a line that divides the area in half)
- Whiteboard with dry erase markers to record points
- Tracker Tickets

Instructions for the DT Leader:

1. Divide class into two teams.
2. Assign the Lead Teacher and the Shepherd to be the team captains.
3. Assign each team a side and have students stand on their side (spaced out).
4. The goal for each team is to keep balloons off their side of the floor by continually hitting them over to the other side.
5. The twist in this contest is that you will occasionally interrupt them and say, "**Stop, drop, and follow!**" When you do, the students must **stop, drop** (the balloons), and **follow** (have them line up behind their team captain. After they line up, allow them to return to the game.

6. Each time you yell “**Stop, drop, and follow**”:
 - a. Award one point to the team with the least amount of balloons on their side.
 - b. Award one point to the team that **stops, drops, and follows** first.
 - c. Give the first person in line two Tracker Tickets.
7. Repeat several times.
8. When time is up, award the winning team members two Tracker Tickets each.

Lesson 5

Discover Time Activities

Know Right:	Jesus miraculously turns water into wine.
Think Right:	“Jesus did many other things as well. If every one of them were written down, I suppose that even the whole world would not have room for the books that would be written.” John 21:25
Do Right:	I will believe Jesus can do miracles in my life.
Feel Right:	I can feel amazed when I think about Jesus’ miracles.

Have you ever witnessed a genuine miracle? They do still happen today, and they are incredible reminders of how powerful God is and that He is working beyond the boundaries of the everyday, natural world. This week we get to hear testimonies of some modern-day miracles with our students during Discover Time, then we'll dig into the Bible and look closely at one of Jesus' miracles.

Discover Time: It's a miracle!

Goal: To teach students that there are modern day miracles.

What is a modern-day miracle? A miracle that has been witnessed by someone who is currently living. *For this DT, we highly recommend that you ask people in your church if they have seen God do a miracle. You might be surprised how many testimonies they have. Modern day miracle stories can also be found at cmalliance.org.*

Kindergarten: Sand Station

Supplies:

- Five small treasure chests, each one should be filled with gold coins (or marbles) and a scroll with a short story of a modern-day miracle (the treasure chests should be buried in the sand)
- Actor to play the part of “Adventure Jones”

Advanced planning: Make sure the treasure chests are hidden before students arrive at the Sand Station.

Instructions for the DT Leader:

1. Adventure Jones should be intensely searching the sand area as students arrive. When they arrive, he should look startled and then tell students that he heard there is an incredible treasure hidden deep in the sand. Ask if they want to help find some hidden treasure. Also, alert them to bring the treasure chest to him, prior to opening it, because he needs to make sure it is safe.
2. Have all students begin to search. Hint: You (the DT Leader) may need to guide students where to dig so they can find the treasure.
3. Once a treasure chest is found, have Adventure Jones open it up with suspense.
4. Adventure Jones should say: “Wow, there is gold in here, but what’s written on this scroll?” (Read)
5. After reading, Adventure Jones should say: “This gold is okay, but what I hear from this scroll is that there is a God who is greater than gold. Let’s look for another treasure.”
6. When a student finds another treasure chest with a **miracle**, instantly freeze the whole group and

- have Adventure Jones repeat his opening of the box.
- Keep digging until all the treasure chests with miracles are found or you run out of time.
 - As you leave, Adventure Jones should highlight how the God who performs **miracles** is so much greater than any gold this world can offer.

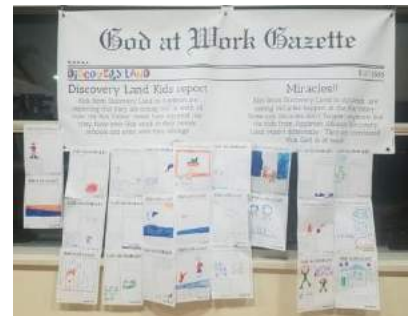
1st Grade: Art Station

Supplies:

- Create a large banner (on roll paper) to look like a large, oversized, front page of a newspaper; name your newspaper “God at Work Gazette” or to match your local newspaper
- Activity sheets that look like an article in the newspaper (in various shapes); will include the title “God-sized miracle!”, a large space for drawing a picture, and a small space to write a caption (see appendix)
- Colored pencils, crayons, and/or markers
- Glue sticks
- Guest speaker

Instructions for the DT Leader:

- Have an energetic guest come to class to briefly share about several modern-day miracles. Have them use props or pictures to engage the students.
- Challenge students to select a **miracle** or use their own to illustrate an article for the newspaper banner. They can write a caption for the miracle and draw pictures on the provided resource.
- As students work, talk about how powerful God is and how everyone at your church should know what God has done.
- Collect articles, glue to the front of the newspaper banner, and hang the banner in a prominent place for several weeks.



2nd Grade: Food Station

Supplies:

- Hot chocolate ingredients (see recipe below)
- Whipped cream
- Cups
- Guest speakers who can tell stories of modern-day **miracles** (or actors who will come to visit and share modern day miracle stories)

Advanced planning: You will need someone to help with this DT (Food Station volunteer, Lead Teacher or Shepherd, or a parent guest). Touch base prior to Discover Time to make sure they are ready for their role.

Setup instructions: Create a “Hot Chocolate Café” feel with an “open mic” atmosphere. Have spots for students to sit around it to make it feel special.

Instructions for the DT Leader:

- Students should sit down, as you and your helper pass out hot chocolate.
- As students drink their hot chocolate, have guests appear to share testimonies of God’s powerful miracles. Encourage the guest to bring pictures or props to keep students engaged. Optional: after all of the miracles have been read, have a short time of prayer giving thanks to God.

Hot Chocolate

25 servings:

1 ½ cups cocoa powder
1 ¼ cups sugar
½ tsp salt
4 cups boiling water
1 ¼ gallons milk
1 ½ tsp vanilla

50 servings:

3 cups cocoa powder
2 ½ cups sugar
1 tsp salt
8 cups boiling water
2 ½ gallons milk
1 tbsp vanilla

Mix cocoa powder, sugar, and salt in a heavy-bottomed pot. Add the boiling water and mix until smooth. Cook for three minutes. Add milk. When mixture is heated through, add vanilla. (Do not boil.) Enjoy!

3rd to 5th Grades: Water Station or large open space

Supplies:

- Stage (setup a stage to create a “talk show”)
- Microphones (so students can easily hear)
- Two or three special guests* to communicate real God-sized miracles (the stories could be from your church, a missionary, or a Christian website)
- Talk show host (an energetic actor who will engage the students)

***Leader Tip:** Special guests can be actors or the actual people. Make sure testimonies are well presented so students can understand that **miracles** still happen today! The guests should tell their story, using props or pictures to keep the students engaged. Miracles should not be read from a paper. Students should leave this DT excited and amazed at God’s power. **As an alternate option**, show the video titled “Miracle stories read by kids.” This video can be found on the DL Global website in the Member’s Area under “Training Resources.” Click on “Link to Training and Hand Motion Videos” and then select “Testimony and Missions.”

Instructions for the DT Leader:

1. Students will attend a live taping of “The Morning Show with _____”
2. Create the feel of a live show with the filming, “clapping signs”, and commercial cuts as needed. Have fun and be creative!
3. Challenge the talk show host to have fun and keep the audience engaged. The host may need to encourage the guest to communicate to the audience how God used the miracle.

Lesson 6

John 3:1-21

Know Right: Jesus talks to Nicodemus about being born again.

Think Right: “For God so loved the world that He gave His one and only Son, that whoever believes in Him shall not perish but have eternal life.” John 3:16 (Top 12)

Do Right: I will believe we must be born again to go to heaven.

Feel Right: I can feel like a new person because I have been born again.

Jesus is the One who restores our minds and hearts and makes us new! What an incredible gift! As you prepare for this week, reflect on when Jesus saved you. Since being born again, how have you seen Jesus transform you?

Discover Time: Old vs. New!

Goal: To challenge students to desire to live a **new** life in Christ.

Kindergarten: Art Station

Supplies:

- John 3:16 posters (one per student) (see appendix)
- Two tables:
 - One should have a small, dirty box of **old**, broken crayons with disorganized, crumpled copies of the poster (Tip: Ask a few parents for **old** crayons from their homes)
 - One should be covered with a bright tablecloth and have balloons, several **new** boxes of crayons (one for every 3-4 students), and clean, neat copies of the poster
- An easel (to display the winning picture)
- Tracker Tickets or a prize for the winner

Instructions for the DT Leader:

1. Before students sit down, tell them they are part of a coloring contest! The winner will be announced at the end of the DT. Show them the prize or five Tracker Tickets.
2. Show the old and new supplies, and then allow students to choose which art supplies they would like to use; they can pick from the **old** supplies on table one or the **new** supplies on table two.
3. Allow students to color the John 3:16 posters.
4. Occasionally point out the **old** supplies the students can use (note these should look bad enough that nobody would want to use them), and then highlight the **new** supplies.
5. Judge the posters and award the winner of the coloring contest the prize or the Tracker Tickets.
6. Have the winner clearly write their name on the back of their poster, and then display it in a prominent location in your children’s ministry space. (Optional: Tell the winner that they will get their poster next week, and then don’t forget to have it ready to give to them next week.)

Alternate Idea: Hang all posters on a clothesline rope in a prominent place in your children’s ministry area. Have students pick up their poster from the clothesline after class or the following week.

1st Grade: Box Station

Supplies:

- Container filled with marbles (one per team)
- Gold box (tissue box covered with gold paper; it should have a 3x2 inch hole cut in its side so the marbles can easily roll into it) (one per team)
- Rain gutters - all the same size, approximately 10 feet long (each team should have two gutters - one gutter that is clean, **new**, smooth, and obstacle free and one gutter that appears **old** and is rough and has obstacles and other things, like dirt, that will significantly slow down the marbles)
- Optional: use additional rain gutters or rolled up blankets or towels to form a border around the area to keep marbles contained
- Whistle
- Tracker Tickets

Setup instructions: Each team's two gutters should be placed next to each other with their gold box centered between the end of the two gutters and about 12 inches away. Their container filled with marbles should be placed at the other end where students will sit.

Instructions for the DT Leader:

1. Divide students into teams of 5-6 students and have them sit on the floor behind their team's gutters.
2. Teams will relay to shoot marbles (with their fingers) into their team's gold box in a limited amount of time. At the end of the competition, the team with the most marbles in their gold box will each receive two Tracker Tickets. This should be a fast-paced relay. All leaders should be cheering for students.
3. Show the students the paths (gutters) - one path that is **new**, smooth, and obstacle free and one path that is **old**, rough, and filled with obstacles. Point out the differences between the two types.
4. On their turn, students will select a marble and then choose which path they will use. After shooting their marble, they will run to the end of their team's line and sit down and the next student in line will take their turn.
5. Blow the whistle to begin the competition.
6. As students are competing, highlight the differences in the paths - one that is new and smooth and the other that is filled with trouble and obstacles.
7. When time is up, count up the marbles in each team's gold box, announce the winning team, and hand out two Tracker Tickets to each team member on the winning team.

2nd Grade: Play-Doh Station

Supplies:

- **Old**, hard Play-Doh (optional: use old, dry, dirty dough or old, dry homemade dough)
- **New**, fresh Play-Doh
- Tracker Tickets

Instructions for the DT Leader:

1. Before students sit down, challenge them to a Play-Doh contest. The winners will receive one Tracker Ticket.
2. Walk around and show students the Play-Doh (covers should be off the tubs so students can see what's inside) - the **new**, fresh Play-Doh or the **old**, dry, hard Play-Doh. Point out the differences between the two types, and then allow students to choose their Play-Doh.
3. Highlight the choice they made, **old** (dry/hard/dirty/undesirable) or **new**.

4. Say: Here is your challenge! I will say a word and the first person to mold that item will win a Tracker Ticket. Your creation must look as close as possible to what the item really looks like. You may need to be a bit creative in thinking about what some of the words might look like. Note: These words are all part of today's lesson. Here are the words: Bible, a person, a baby, Jesus, a cross, heaven.
5. Call out the first word and allow them to work on their creation until there is a winner.
6. Award one Tracker Ticket and move on to the next word.
7. Occasionally ask if anyone wants to switch to the **old** Play-Doh.

Lead Teacher's note: Watch students' reaction to the option of using the old Play-Doh.

3rd Grade: Mission Station - *The Mission Lesson can be downloaded from the DLG website.*

4th Grade: LEGO Station

Supplies:

- Dirty, **old** golf balls that will hardly roll in an old, beat-up box or bucket (the goal is to display them so students will not want them; a specific quantity is not needed, but have enough to fill the box or bucket)
- Clean, **new** golf balls in a nice, clean box or bucket (at least two per student)
- Golf putters (one for every 3-4 students)
- 1' x 2' gold box with an eight-inch arch opening on one side
- Painter's tape starting line about 12 to 15 feet away from the gold box (to make this fun, add in a few LEGO obstacles similar to a mini-golf course)
- Optional: use rain gutters or rolled up blankets or towels to form a border around the area to keep the golf balls contained
- Tracker Tickets



Advanced planning: Early in the week, coat balls with mud, glue, clay, or drywall mud (see picture) and let them dry.

Instructions for the DT Leader:

1. Have students sit on the floor a few feet behind the starting line.
2. Challenge students to make a hole-in-one into the gold box. If they can do it, they will get five Tracker Tickets.
3. Show the students the balls - one bucket of clean, **new** golf balls and one bucket of dirty, **old** golf balls.
4. Then have the first group of students come to the starting line and take a golf putter. Ask them what bucket they would like to take their ball from, the **old** or **new** balls, and make sure to point out the difference between the two types.
5. After each student in the first group selects a ball, blow the whistle, and allow them to hit the ball across the floor into the gold box.
6. After they hit their ball, they should rotate with the next group of students until all students have had a turn.
7. Bring the balls back to the buckets at the starting line and repeat as time permits. Award five Tracker Tickets to all students who get a hole-in-one into the box.

5th Grade: Sand Station

Supplies:

- Two or four **old** buckets or containers with large cracks and holes (must be very damaged and barely hold sand)
- Two or four **new** buckets
- Two or four large tubs (to collect sand)

Instructions for the DT Leader:

1. Divide students into two or four equal teams (all teams should include both boys and girls).
2. Assign team captains (Teacher/Shepherd).
3. Have each team stand on a separate side of the sand.
4. Challenge teams to line up, bucket brigade style, and compete to be the first team to fill up their large tub with sand. The goal is to continually fill and pass the buckets until the tub at the end of the line is full.
5. Ask if everyone understands the goal.
6. Each team will have one large tub to collect sand and they will get two buckets. Give half the teams the **old** buckets and half the **new** buckets. (Note: whoever is using the **old** buckets should lose, otherwise this DT is useless. If necessary, make holes in the **old** buckets so sand pours out.)
7. If teams say that the competition isn't fair, allow them to huddle up and make a plan, but they may not switch buckets.
8. Allow teams to compete.
9. Award one Tracker Ticket to each person on the winning team.
10. Switch the buckets between teams and repeat.
11. Continue to highlight how useless the **old** buckets are compared to the **new** buckets.

Lesson 7

Discover Time Activities

Know Right:	Jesus teaches about the Good Shepherd.
Think Right:	“In my Father’s house are many rooms; if it were not so, I would have told you. I am going there to prepare a place for you.” John 14:2 (Top 12)
Do Right:	I will believe my eternal life is secure.
Feel Right:	I can feel peaceful because my eternal life is secure.

What a blessing to confidently know that Jesus is our Good Shepherd, both now and for eternity. In Him we find peace and security. As we study this week’s Scripture passage and lesson, let’s pray that our students will find comfort in knowing Jesus as their loving Good Shepherd.

Discover Time: Counting sheep!

Goal: To help students begin to understand the characteristics of sheep and the value of a **Good Shepherd**.

Kindergarten, 1st, 3rd, 4th, 5th Grades:

Option 1: Large open space

Supplies:

- Pen of live sheep (if possible, put the pen of sheep and actors on a platform so large groups of students can see better)
- **Shepherd** (guest speaker or an actor who is educated on what a **shepherd** is and who truly loves, protects, cares for, and knows the names of the live sheep [see below]) Note: This is critical for the students to see so they can best understand the “**Good Shepherd**” in the Bible lesson.
- A person to interview the shepherd
- Space for students to stand or sit around the pen of sheep
- Microphone for speaker so students can easily hear

Instructions for the DT Leader:

1. Have someone interview the knowledgeable **shepherd** or actor (who has studied sheep).
2. Questions the **shepherd** will need to answer:
 - Why do sheep need a **shepherd**?
 - How much should the **shepherd** care for and love the sheep?
 - How do they care for their sheep?
 - What are the biggest dangers for sheep?
 - Are sheep smart?
 - What do they eat?
3. What does a modern-day **shepherd** do, compared to a **shepherd** in the Bible? (Possibly have two actors so students can understand how focused a **shepherd** needed to be in the NT without modern technology.)

4. Allow students to ask questions about sheep or being a **shepherd**.
5. **Younger students:** As students return to class, the Lead Teacher should act as the **shepherd** of the flock, by lining up students behind them and leading them back to the room. Be spontaneous - go a different direction and have fun leading the class back to the room.

Director's Note: For larger churches, divide the K-2nd graders and 3rd-5th graders and have them visit the sheep and **shepherd** at different times. It is critical for the students to understand the need and value of the **shepherd**.

Option 2: Large open space

Supplies:

- Set up a multi-team obstacle course (or assign different groups different stations to start at) that will last ten minutes. Note: You will need to move around your building to make this meaningful for the students.
- Assign a "**shepherd**" to be responsible for each team (it is critical that they love, care and protect each team member)
- Tracker Tickets

Instructions for the DT Leader:

1. Divide students, "the sheep", into flocks of five to eight students. Assign a leader, "the **shepherd**" to each team (the DT Leader, the Lead Teacher, or the Shepherd).
2. Challenge your "sheep" to hold hands and race through the obstacle course. If they release hands, they need to go back to the previous obstacle or take a ten second "grass eating break" (like a penalty).
3. Assure the sheep that the **shepherd** will coach them, encourage them, protect them, and guide them. The **shepherd** will not leave any of them behind and will help them through the obstacles.
4. The first team to complete the race will each win two Tracker Tickets.

Optional idea: For older students, make it more difficult by blindfolding them and/or adding in more difficult obstacle course activities. All students must rely on the **shepherd** for this DT to be effective.

2nd Grade: Mission Station - *The Mission Lesson can be downloaded from the DLG website.*

Lesson 8

Discover Time Activities

Know Right:	Jesus teaches the Samaritan woman about living water.
Think Right:	“Jesus answered, ‘I am the way and the truth and the life. No one comes to the Father except through me.’” John 14:6 (Top 12)
Do Right:	I will tell others about the one true Savior, Jesus.
Feel Right:	I can feel sad about people who don’t believe in Jesus, but I can feel happy when I choose to tell them about Him.

Think about the children that you run into each day - at the park, in your neighborhood, at the grocery store, etc. Many of the children in your community don’t know that they are loved by a great, big, amazing God and that there is a way to become His child. This lesson focuses on challenging your students to tell others about that way - Jesus. As we prepare, let’s ask God to challenge us first, and to fill us with excitement as we bring this truth to our students.

Discover Time: One way!

Goal: To emphasize the truth that Jesus is the **one and only way** to heaven.

Kindergarten: Food Station

Supplies:

- Instant pudding mix (2 tbsp. per student)
- Milk (1/2 cup per student)
- Sugar and cocoa powder to use as “decoy” ingredients
- Individual containers that seal tightly (if containers are glass, pre-chill them to make the pudding firm up faster)
- Spoons
- Recipe cards (see appendix) or write the recipe on a whiteboard or large poster board

Instructions for the DT Leader:

1. Tell students they are going to make a special treat, but there is only **one way** to make it. They must follow the instructions very carefully because there is only **one way**.
2. Read the entire recipe first to the students:
Pour ½ cup milk into a small container.
Add 2 tablespoons of instant pudding mix to the milk.
Seal the container tightly.
Shake vigorously for five minutes.
Enjoy your pudding!

3. As you pass out the correct ingredients, also offer the “decoy” ingredients. (The decoys should look fun but ruin the recipe. Extra sugar will prevent the pudding from thickening, and extra cocoa will form bitter lumps.) The Teacher and Shepherd should be quick to remind students there is only **one way** to make this treat.
4. Read the instructions again, one step at a time, and have the students follow the instructions, sealing the containers and shaking vigorously. Ask if anyone wants to stir with a spoon instead, since it might be easier. (Allow them to try if they want to, but they will soon realize the pudding will not thicken and will be lumpy.) Remind them there is really only **one way** to make it right!
5. Pass out spoons and allow students to eat their treat. As they eat, ask students if they were tempted to not follow the recipe. Ask why or why not.

Alternate Idea: Substitute another recipe of your choice that can only be made **one way**.

1st Grade: Play-Doh Station

Supplies per student (ingredients should be pre-measured):

- Small Styrofoam bowl (with lid) with 1/4 cup (2 oz) washable school glue
- Optional: 1 drop of liquid food coloring
- Portion cup with the following:
 - 1/4 teaspoon baking soda
 - 1 1/2 teaspoons contact lens saline solution
- Craft stick or plastic spoon
- Markers (to write their name on the cover)
- Disposable tablecloths to cover the tables

Advanced planning: The DT Leader should practice this at home prior to leading this DT.

Instructions for the DT Leader:

1. After worship, line up the students and tell them you are going to a special location, but there is only **one way** there. They must follow right behind you to get there.
2. Remind students to stay behind you as you take a different/unique route to the Play-Doh Station.
3. Announce that today we are going to make a special slime. Challenge students to listen carefully and only do what is said. Tell them there is only **one way** to make this work.
4. Have students write their name on the cover of their bowl.
5. Then have students open their Styrofoam bowl and add one drop of food coloring. Mix well.
6. Remind students there is only **one way** to make this work.
7. Then have students add the baking soda/saline solution mixture from the portion cup to their Styrofoam bowl and quickly stir until smooth. The mixture should begin to harden, becoming stringy.
8. Continue mixing slowly until a ball of slime forms.
9. Then knead by hand (pick up the slime and work it between your hands until smooth). It will seem very sticky at first, sticking to your fingers, but as you knead the mixture it will come together and no longer stick to your fingers. If the slime is particularly slimy and doesn't come together, work in up to an additional half teaspoon of saline solution as needed.
10. Once mixed, students can play with slime immediately, if time allows.
11. When time is up, have students put their slime in their bowl, replace the lid, and head back to class.

2nd Grade: Water Station

Supplies:

- Stepping domes, buckets, or boxes (scattered in a large area; domes will be used to hide balls

and should not be stepped on)

- Plastic pit balls in four different colors (hide a ball under each dome, bucket, or box; equal amount of balls per team)
- Painter's tape or flag rope (use to mark off the large area designated for the domes)
- Starting line
- Four large buckets in four different colors (to match the pit balls and team colors; space buckets out on the starting line)
- Stopwatch
- Tracker Tickets

Instructions for the DT Leader:

1. Divide students into four teams and assign each team a color.
2. Each team should line up by their team's bucket behind the starting line.
3. Challenge teams to relay out to the field of domes one student at a time to find one ball that matches their team color.
4. If they lift a dome and do not find their team ball, they should quickly cover it and run to a different dome until the correct team ball is found.
5. Once a ball is found, they grab the ball and put it in their team bucket and sit back in line behind their team bucket.
6. Hint: Team members should be watching as domes are quickly lifted to spot their team balls.
7. When you say "Go!" you will start your stopwatch and let kids know there is limited time.
8. Remind students there is only **one way** to win this game. The winner is the team with the most balls in their team bucket.
9. Award winning team members two Tracker Tickets each.
10. Repeat the race. The teams should get faster each time.

3rd Grade: LEGO Station

Supplies:

- Green LEGO boards
- Sample green LEGO board with bold 3D letters that say **One Way!** written with LEGO bricks (each letter should be a different color and could have different heights)
- Tracker Tickets

Instructions for the DT Leader:

1. Divide students into teams of three.
2. Tell them they have a challenge and there is only **one way** to win it.
3. Hold up the sample green board with the words **One Way!** written with LEGO bricks.
4. Their challenge is to be the first team to replicate the sample in matching colors and 3D height without talking or whispering. If none of the teams is able to replicate the sample, there will not be a winner.
5. Tell them this is the **only way** they can win the prize (hold up five Tracker Tickets).
6. Ask if anyone has a question before they start.
7. The first team that replicates the project the **one way** will win*.
8. Award the winning team* five Tracker Tickets.

**Note: If none of the teams can replicate the sample, there will not be a winner, since there is only one way to win.*

4th Grade: Art Station

Supplies:

- Actor to be “Professor One Way” (Have fun with this!)
- An “experiment tray” (cake pan filled with supplies listed below) for each team of four students
- Experiment instruction cards (see appendix)



Advanced planning: We strongly recommend that the professor practice this experiment at home prior to leading this DT.

Instructions for the DT Leader:

1. Have groups of four students stand at an “experiment tray”. The professor will give specific instructions and the students must follow their instructions exactly.
2. Be sure to stress, “When we do this experiment, we must follow the directions very closely. There is only **one way** to do this. How many ways? (**One way!**)”



Experiment Instructions:

1. Set an empty plastic water bottle in the middle of a pan.
2. Mix these two ingredients in a separate container and swirl together for a minute. Then set aside. The yeast will catalyze (or speed up) the reaction.
 - 2 tablespoons warm water
 - 1 teaspoon active dry yeast
3. Using a funnel, add these ingredients to your water bottle and mix together:
 - 1/2 cup of 6% hydrogen peroxide. (*It is important to use at least 6%. You can use 8% or more (available on Amazon) but using 3% from the grocery store will not work as well.*)
 - 4-5 drops of food coloring (use Wordless Book colors, one color per bottle)
 - Squirt of dish soap
4. Pour the yeast mixture into the water bottle...and be amazed!

5th Grade: Box Station

Supplies:

- Two sets of twenty-one boxes with the words from John 14:6 - one word per page; print in color or print each set on different colored paper (see appendix)
- Tracker Tickets

Discover Time Tip: Do not show a poster of John 14:6. Let students think about this verse and try to figure it out; they should know this verse by 5th grade.

Instructions for the DT Leader:

1. Divide students into two teams.
2. Say: We know that Jesus is the **only way** to heaven! But there are many people who do not know this. Some people believe there are many ways. We know that John 14:6 clearly states that Jesus is the one and **only way** to heaven.
3. Challenge teams to together John 14:6 in the correct order as they stack the verse to the ceiling.
4. Say: This is very important! There is only **one way** to do this:
 - Words must be in accurate order.
 - You can only use your team boxes.
 - Everyone must be involved. (This means visitors who don't know the verse can help keep the word side of the boxes up so other students can quickly see the words.)
5. First team to get it stacked in the correct order wins three Tracker Tickets per person!

6. Repeat if time permits.

Discover Time Tip: If students are stacking incorrectly, ring a bell and challenge the team to re-evaluate before they continue stacking higher.

Alternate Idea: If you don't have boxes, use popsicle sticks with words of the verse written on them; divide students into pairs.

Lesson 9

Discover Time Activities

Know Right:	Jesus heals the blind man.
Think Right:	“Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge Him and He will make your paths straight.” Proverbs 3:5-6 (Top 12)
Do Right:	I will believe God has a plan for me.
Feel Right:	I can feel loved knowing God has a plan for me.

Just as God had a perfect plan for the blind man in our lesson this week, He has a perfect plan for each of us. His plans are loving and good, and we can trust Him to equip us to live out His plan. This week, let's thank God for His good plans for each of us.

Discover Time: Mission possible!

Goal: To help students experience the challenges of a **plan**.

Kindergarten, 2nd-5th Grades: All of your church or just your children's ministry area

Supplies:

Be creative and make it fun!

- Each grade will need a total of five envelopes with clues (if grades are extra-large, divide into two groups). Each envelope should be labeled with the grade/class and the clue # (for example: Kindergarten Clue #1). Inside each envelope should be a clue that leads to the next location and clue, along with a challenge that students must follow as they move to that location (examples: “When going to the next location, all students must link arms to form one long line” or “All students must be blindfolded” or “All students must walk in sync – right, left, right, left” or “Every other student must hop on one leg” or “Re-link as boy, girl, boy, girl, etc.”). Each grade should go to five different locations throughout your church or children's ministry space (different for each grade). The last clue will lead to each grade's Hidden Treasure Final Destination (locations are listed below).
- Supplies (as needed to complete the challenges along the way)
- Mission Impossible music
- Treats (should be the hidden treasure found at the final destinations)

Discover Time Tip: We recommend that Kindergarten and 2nd grade go before the lesson and 3rd-5th grade go following their lesson. For younger students, make the challenges easy so they can complete the **plan** in the correct amount of time.

Hidden Treasure Final Destinations:

Kindergarten: Play-Doh Station

2nd Grade: LEGO Station

3rd Grade: Sand Station

4th Grade: Box Station

5th Grade: Food Station

Optional Idea: The Final Destination could be in the classroom.

Instructions for the DT Leader:

1. Each grade will begin in their worship location.
2. Explain that you are going on a treasure hunt. At each location you are going to get an envelope with a clue about how to get to the next location. In each envelope will also be a difficult challenge that you need to complete. It is important that you follow the **plan** at each challenge so you can find the treasure!
3. Open the first envelope and read the first clue and challenge.
4. Lead your class, as you do the challenge, to the first location.
5. Continue with each clue and challenge.
6. Make sure you enforce the challenges and emphasize that following the **plan** will lead to the treasure.
7. Challenge the teams to work together and communicate. Make sure all students are involved.
8. Ultimately, the teams will reach a hidden treasure at their final destination if they follow the **plan**.
9. When you reach the treasure, celebrate, and then take the treats back to your classroom to enjoy.

1st Grade: Mission Station – *The Mission Lesson can be downloaded from the DLG website.*

Lesson 10

Discover Time Activities

Know Right:	Jesus prays and teaches how to pray.
Think Right:	“Pray continually.” 1 Thessalonians 5:17
Do Right:	I will talk to God through prayer.
Feel Right:	I can feel God’s presence when I talk to God through prayer.

What an honor it is to come before God in prayer. In a rushed world, it is refreshing to know He has time to listen to us when we pray. How amazing is that? Before we study this week's lesson, let's spend time in prayer for our students and present our requests to God.

Discover Time: Pray first!

Goal: To help students understand that starting their day with prayer gives them the right **foundation** for the day.

Kindergarten: Mission Station - *The Mission Lesson can be downloaded from the DLG website.*

1st Grade: Water Station

Supplies:

- Ping pong balls or ball pit balls (floating in the water)
- Four nets (one per team; by the water area)
- Painter’s tape starting line (20’ away from water)
- Four Frisbees (one per team; by the starting line)
- Four large tubs (one tub per team; by the starting line)

Instructions for the DT Leader:

1. Divide students into four teams.
2. Have teams line up by their tubs.
3. Challenge the teams to run a relay race.
4. Two team members will race to the water area. One will carry the Frisbee.
5. When they get to the water, the team member with the Frisbee will hold it out while the other scoops up balls with the net. They should load as many balls as possible onto the Frisbee.
6. Any balls that drop off the Frisbee should be tossed back in the water.
7. The two team members will race back to their tub carrying the Frisbee loaded with balls.
8. They will dump the balls into their team tub, tag the next two students on their team, and then sit down.
9. Emphasize that it is extremely important to use the Frisbees as a **foundation** to carry the balls.
10. When the full teams have completed the relay, count the balls to see who won.
11. Repeat if time permits.



2nd Grade: Sand Station

Supplies:

- Tub lids (one for every two students)
- Buckets and shovels
- Various sizes of small cups to add smaller towers to the castles
- Water (use to wet the sand enough to make a good solid sandcastle; sand near the sides of the sand area should be very wet, so students desire to build around the edges)
- Tracker Tickets

Instructions for the DT Leader:

1. Divide students into pairs.
2. Challenge each pair to build a unique sandcastle on a tub lid near the side of the sand. The tub lid and sandcastle should remain in the sand.
3. Tell them it is extremely important to build their castles on the lids because, when they are done, they will need to carefully move their castles to form a city in the center of the Sand Station.
4. Be sure to emphasize the **foundation** (tub lid) of the sandcastle. It's the first thing you put down before you build.
5. Award five Tracker Tickets to the best sandcastle that survives the move to the center of the Sand Station.

3rd Grade: Art Station

Supplies:

- Fast-drying clay (one golf-ball-sized piece of clay per student; recipe available at: kidscrafty.com/self-hardening_clay.htm)
- Crazy (curvy) straws or straight straws (one per student)
- Small flag with "Pray first!" and the reference for the Lord's prayer (one per student) (see appendix)
- Colored pencils or thin markers
- Clear tape
- Optional: 11x17 cardstock "Pray first!" flag (see appendix) (use to decorate the Art Station)

Instructions for the DT Leader:

1. Give each student a ball of clay, a straw, and a small "Pray first" flag.
2. Have them work the clay so it has a flat bottom (the rest of the clay should stay rounded or can be molded into a fun shape). Emphasize that it's important the bottom be very flat since it is the **foundation** of their project.
3. Have each student stand a straw upright into the clay.
4. Then have students color their "Pray first!" flag.
5. Give each student a piece of tape to attach the "Pray first!" flag to the straw.
6. Ask if the clay is holding the straw and the postcard securely. Did they make a solid **foundation**? If not, have them work the clay again so it is secure.
7. They should take their project home at the end of class to remind them to "Pray first!"
8. Encourage them to let the clay dry and paint it at home.
9. Encourage them to put it by the side of their bed so they remember to pray right away when they wake up in the morning.

4th Grade: Food Station

Supplies:

- Oven and sheet pans
- Special drinks, like lemonade or soda (for the students who answer your questions)

- English muffins (one per student; hidden where the students can't see)
- Pizza toppings in bowls (sauce, cheese, pepperoni, sausage, Canadian bacon, pineapple, etc.; set out and ready for class)
- Small aluminum foil squares (one per student, on the table in front of each chair)
- Permanent markers

Advanced planning: You will need someone to bake the pizzas and deliver them to your classroom (Food Station volunteer, a Shepherd, or a parent guest).

Instructions for the DT Leader:

1. Preheat the oven to 400F before class, so it's ready when your class arrives.
2. Remember, it is critical that your class arrives on time (or even early) to the Food Station.
3. When you arrive at the Food Station, tell students they are going to make their own personal pizza.
4. Have students write their names on the aluminum foil squares.
5. Show the students the bowls of toppings and tell them to get started making their pizzas. (They should ask where the crust is!)
6. Act like you forgot the crust and say how that was a major mistake, since it is the **foundation** of the pizza! Search until you find the hidden crusts. Tell the students you are excited because a solution has been found!
7. Quickly pass out the crusts (English muffins), have the students place them on the aluminum foil square marked with their name, and encourage them to quickly assemble their pizzas.
8. Have the volunteer put the pizzas in the oven.
9. As you wait for the pizzas to bake, ask the students why the crust is so important. (It holds all the pizza ingredients together.)
10. Say, "I have a question for you. Whoever can answer it will get a special drink to go with their pizza. What holds your day together like the crust holds the pizza ingredients? Hint: The more things you are facing in your day, the stronger the crust needs to be! Another hint: it's a great thing to do early in the morning before you start anything else." (Wait for someone to give the correct answer: Prayer)
11. Say, "Here's another question for you, and the person who answers it will also get a special drink to go with their pizza: When you ask God for something, what are the three ways He answers?" (Yes, no, wait)
12. Ask, "What Top 12 verse tells you God is with you?" (Joshua 1:9) Have students recite it.
13. Pass out the special drinks to the students who answered the questions (they will take them back to class). Then have students head back to class.
14. The volunteer will deliver the pizzas to your classroom for students to eat.

5th Grade: Play-Doh Station

Supplies:

- Play-Doh (five tubs for every four students)
- Large lids or flat surfaces (big enough for each team of four students to work on)
- Judge's table (should be five feet away from workstations)
- Clipboard for judge
- Bell
- Tracker Tickets

Instructions for the DT Leader:

1. Divide students into teams of four students.
2. Give each team five tubs of Play-Doh in multiple colors.
3. Tell students they need to make a 3D poster that says, "Pray before you start your day!"

4. Tell students to be super creative, think big, and build the poster by using words or 3D objects.
5. Remind them to work as a team.
6. Point out the judge's table. Tell students that when the bell rings, they will need to bring their poster to the judge to be scored. They will be scored on creativity, how well they illustrated the theme (prayer), and teamwork.
7. Ask students if they would like a flat surface/lid (**foundation**) to work on. (Give to teams that request one) Advise students that it would be easier if the **foundation** is in place FIRST before they begin.
8. After ten minutes, begin to have teams individually transport their 3D Play-Doh poster to the judge's table one at a time. Remind students that without the portable surface (firm **foundation**) in place first, the 3D posters would fall apart before the team arrived at the judge's table.
9. The judge should "secretly" score the posters on a clipboard (make it suspenseful).
10. After all the posters are transported to the judge's table and scored, a winner will be announced.
11. Winning team will receive five Tracker Tickets each.

Lesson 11

Discover Time Activities

Know Right:	True wisdom comes from God's Word.
Think Right:	"But grow in the grace and knowledge of our Lord and Savior Jesus Christ." 2 Peter 3:18a (Top 12)
Do Right:	I will remember God's Word.
Feel Right:	I can feel wise when I remember God's Word.

Our students have learned so much from the New Testament this quarter! As we prepare to review, let's reflect on this quarter. Where have you seen God at work? How has He been shaping you as you lead and teach His Word? Let's thank Him for the ways He is working.

Discover Time

Note: *There will be no Discover Time this week. Worship will be extended to 20 minutes.*

Preparation for the Classroom

Pray: As we review this week, pray that the students will be quick to remember what they've learned and eager to apply it to their own lives.

Know Right: True wisdom comes from God's Word

As we come to the close of another quarter, we take a day to remember all that we learned about Jesus. We spend a fun day of review to make sure that His truth is safely hidden in our hearts so we can always remember God's Word.

Lead Teacher's Notes: Be sure to study and prepare the review questions in the back of the curriculum. Make them into quick, thought-provoking true/false, multiple choice, and fill-in-the-blank questions. Study the game plan below, think through all the details, and get ready to experience an awesome review day with your students!

Basketball Championship

Supplies and set-up:

- A hoop and two small balls
- Basketball court (two vertical lines, parallel down the center of the room, with horizontal slash marks every foot; the older the students, the longer the court)
- Team chairs should be placed along the two sides of the basketball court
- Lesson Review Questions and On Track Map Questions (see appendix)
- Kitchen timer (each quarter is five minutes)
- Small whiteboard and dry erase marker (to keep score)



- Popcorn or another snack for all students (individual bags)
- Vacuum cleaner (used to clean up between and/or after services)

Note for all leaders: Wear basketball jerseys or referee shirts. Have fun getting into the theme!

Instructions:

1. When students arrive, divide the class into teams of equal ability. Be sure to take notice of those visiting and those with special needs.
2. Have each team sit on one side of the basketball court in their team chairs.
3. Have teams quickly pick a team name (give them only 15 seconds to lock in the name) or assign team names.
4. Flip a coin to see which team goes first and start the timer for five minutes.
5. Each team's ball should start on the first slash (farthest away from the hoop) on their side of the court.
6. The teacher should stand or sit near the first slash (farthest away from the hoop).
7. The two students sitting the closest to the person asking the questions are on the "question seats."
8. The leader will ask the first student (from the team that won the coin toss) a question from the review questions.
9. If the student answers correctly, they can move their team ball one slash mark.
10. If the student does not know the answer, but the full team can answer it, they can move half a slash.
11. After the ball is moved, the next question goes to the other team. Questions will rotate between teams.
12. When that "round" is finished, the leader should yell, "Go!" and the students should rotate chairs. How to rotate chairs: students who just answered a question will race to the last chair on their side of the court (closest to the basketball hoop) and all other students should scoot over one chair towards the "question chair." This should take around three seconds. First team to rotate chairs can move half a slash.
13. Continue to play until the timer dings and the quarter is over. Then both teams will get one chance to shoot from where their ball rests on their team slash mark to make a point. Select one player from each team to shoot.
14. If nobody scores, leave each ball on their team's slash mark, and continue the game (this shoot-out doesn't require the timer). With each correct answer, the ball will move one slash mark and that student will be allowed to shoot their ball. Shoot each time you move the ball until one team scores.
15. Once one team scores, reset the timer, return both balls to the first slash (farthest away from the hoop), and continue the game.
16. Repeat starting at #4 above.
17. Serve popcorn or another snack half-way through the game. Students can eat as you continue to play.

Ten Minute Countdown

During the last ten minutes, have students break up into small groups. Ask groups to share one thing they learned this past quarter (five minutes), share what you learned (two minutes), and then have students bow their heads and pray silently, asking God to help them use what they have learned this past quarter (three minutes).

Lesson 12

Testing Day

We've come to the time of year when we give a basic test to all our elementary students. We all want our students to be biblically literate, trust in Christ for their salvation, and continue to grow in their relationship with Him. This is a great opportunity to find out how God is working in and through our students, and what areas we might want to focus on for the rest of the year. Next up is another quarter of learning more about Jesus' life on earth - His character, His amazing miracles, His death, and His glorious resurrection!

Discover Time

Note: There will be no Discover Time this week due to testing.

