

# DISCOVERY LAND

**Year 3 – Quarters 3 & 4**

**Elementary Discover Time  
Activities**



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# Lesson 1

## Mark 2:1-12

<b>Know Right:</b>	Jesus heals a paralyzed man.
<b>Think Right:</b>	“Believe in the Lord Jesus, and you will be saved – you and your household.” Acts 16:31 (Top 12)
<b>Do Right:</b>	I will bring others to Jesus.
<b>Feel Right:</b>	I can feel bold when I bring others to Jesus.

### Discover Time: It’s an emergency!

**Goal:** To teach students the urgency of **bringing** others to Jesus.

#### Kindergarten: LEGO® Station

##### Supplies:

- LEGO people (divide LEGO station into two sections, and make sure both sections have approximately the same number of LEGO people)
- Two team buckets (placed at least ten feet away from the LEGO Station)
- Sample LEGO person made out of at least twenty LEGO bricks
- Tracker Tickets

##### Instructions for the DT Leader:

1. Divide class into two teams and assign each team a section of the LEGO Station.
2. Announce that there is an emergency, and all the LEGO people must be found.
3. Have teams compete to find all the people in their section and **bring** them, one at a time, as they find them, to their team’s bucket. The teams also have the option to build additional LEGO people made of at least twenty LEGO bricks and add them to their team’s bucket.
4. Give the teams a time limit and begin the challenge. You will determine the time limit. You can either do one long challenge or two shorter challenges by having the teams re-hide their LEGO people, switch sections, and repeat the challenge.
5. Award the winning team, based on which bucket has more people, two Tracker Tickets each.

#### 1st Grade: Sand Station or large open area

##### Supplies:

- Stuffed “paralyzed man”
- Tent or canopy (over the sand or set up in a large open area)
- Four ropes attached to a stretcher (flat board with the stuffed man lying on it; the ropes need to thread through the center of a tent then across and down each of the four corners of the tent to create a system to raise and lower the stretcher)
  - Tip: Color code each corner of the stretcher, so each corner of the tent has a designated color that matches the corner of the stretcher they are controlling; that way it is clear which corner needs to pull more or less.
- Tracker Tickets (one per student who can successfully accomplish the task)



### Instructions for the DT Leader:

1. Divide the class into four teams and have each team stand in one corner of the tent.
2. Direct the students' attention to the paralyzed man on the stretcher at the center of the tent.
3. Very carefully, have all students hold the rope in their corner.
4. Challenge students to slowly and carefully raise the man (to represent the friends bringing the paralyzed man to the roof) and then slowly and carefully lower the man down to the ground to where Jesus was teaching. Emphasize that teamwork is necessary! The team will need to work together to make sure that the man doesn't drop down or fall off the stretcher. If he falls, they will need to start over.
5. If they successfully raise and lower the paralyzed man, reward them with one Tracker Ticket each.
6. Highlight how the students were willing to do the hard work to make sure they **brought** their friend to Jesus.
7. Switch order of students within each team so those students who were in the front of the line holding the rope are now in the back of the line and repeat as time allows.

### 2nd Grade: Box Station

#### Supplies:

- Twin sized bed sheets that will serve as stretchers (one per team)
- Stuffed "paralyzed men" (have fun making life-sized stuffed men!) (one per team)
- An obstacle course with a starting line and a finish line; it should be wide enough for two teams to go at the same time with obstacles to go over, under, around, etc. (a long hallway, a gym, or outside are great locations for this DT)
- Tracker Tickets
- Bonus option: To make the challenge more difficult, add a cup of water next to the paralyzed man. The goal is to not tip the water during the obstacle course.



### Instructions for the DT Leader:

1. Divide class into teams, with approximately six to eight students per team.
2. Give each team a stretcher to carry their paralyzed man. Have the team spread out around the stretcher so that each team member is helping to carry the paralyzed man.
3. Have two teams line up at the starting line.
4. Challenge teams to **bring** the man to the finish line through the obstacle course without dropping their paralyzed man.
5. If a team drops their man or knocks over part of the obstacle course, they must return to the beginning of the obstacle course.
6. If a team member is not helping, the team must return to the beginning of the obstacle course.
7. The first team to successfully complete the obstacle course and cross the finish line with their paralyzed man on the stretcher will win two Tracker Tickets for each team member.
8. Repeat with additional teams.

### 3rd Grade: Food Station

#### Supplies:

- Sugar cookies (to use as the base for mini fruit pizzas)
- Cream cheese frosting
- Fruit cut into small pieces for making faces on the cookies (grapes, strawberries, blueberries, banana slices, mandarin oranges, pineapple tidbits, raisins, etc.)
- Sample fruit pizza "face"
- Paper plates
- Markers

**Instructions for the DT Leader:**

1. Give students one paper plate each and have them write their name on it near the edge.
2. Challenge students to think of a friend who does not believe in Jesus.\*
3. Tell them that their job is to recreate this person's face on a mini fruit pizza.
4. Tell them that this is a competition to see who can recreate the most realistic looking face.
5. Allow eight minutes to complete this job.
6. Tell them they must work quickly and accurately.
7. When time is up, have students stop and pray for their friends.
8. Quickly judge the fruit pizza faces and announce the top three winners.
9. Students can enjoy their treat.



**Optional:** Have students **bring** their projects back to class so they can think about their real friend during the lesson and then eat their fruit pizza faces at the end of class.

\*Students may struggle to think of a friend who does not know Jesus because their friends may know about Jesus, but not truly trust in Him for their salvation. You may need to briefly explain this a bit more by reminding students what it means to be a Christian.

**4th Grade: Mission Station** – *The Mission Lesson is in the appendix.*

**5th Grade: Water Station**

*Same activity as 2nd Grade / Box Station*

# Lesson 2

## Mark 5:21-43

<b>Know Right:</b>	Jesus raises a dead girl and heals a sick woman.
<b>Think Right:</b>	“Great is our Lord and mighty in power; His understanding has no limit.” Psalm 147:5
<b>Do Right:</b>	I will depend on God’s great power.
<b>Feel Right:</b>	I can feel encouraged when I depend on God’s great power.

### Discover Time: Depend!

**Goal:** To experience what it means to really **depend** on something.

#### Discover Time Leader’s notes:

- If your students were asked what they did in their DT today, would they answer by using the word “**depend**”? Make sure you really emphasize the concept of “**depending**” on something today.
- Make sure you read and understand how this activity connects with the lesson.
- Sadly, many of our students have learned they cannot depend or rely on other people, even those they should be able to trust. Today, they will learn that they can depend on God’s great power all the time.
- “**Depend**” means to place your trust in or upon; to rely on it.

#### Kindergarten: Sand Station

##### Supplies:

- Small plastic disposable cups (approximately 40 per team)
- Four different colored cones (set one in each corner of the Sand Station)
- Portable whiteboard as the “record chart”
- Tracker Tickets

**Setup instructions:** Divide the Sand Station into four equal parts, and make sure the sand is damp.

##### Instructions for the DT Leader:

1. Divide the class into four teams.
2. Assign each team a color and have them go to their quarter of the Sand Station.
3. Challenge the teams to set a Sand Station record! Tell them they will compete to see which team can build the biggest pyramid with cups filled with sand. *Note: the sand stays in the cups for this activity.*
4. Tell them they will need to **depend** on the cups to hold the sand while they build.
5. Demonstrate by quickly building a small pyramid: point out how the cups will help make the tower stronger.
6. Begin the challenge with “On your mark, get set, go!”
7. As the class works, remind them to work as a team and **depend** on the cups to make their sand pyramid. You can reinforce this by asking “What if I took away the cups? Would you like that? No, because you’re **depending** on them to build your pyramid!”
8. If a team’s pyramid falls over, encourage them to start again.
9. As five minutes expire, do a ten second countdown and stop the challenge.

10. Count the cups in each team's pyramid and record it on the "record chart" along with the team color.
11. Do another five-minute round to see if a team can make a bigger pyramid with more cups. Count the cups in each team's pyramid and record it on the "record chart" along with their class and their team color so other classes (if you have multiple services) can compete with them.
12. Award two Tracker Tickets to each winning team member, and then have students dump out the sand and re-stack the cups.

**If you have multiple services:** Tell your class they will find out next week which team set the overall record. Remember to give the results next week!

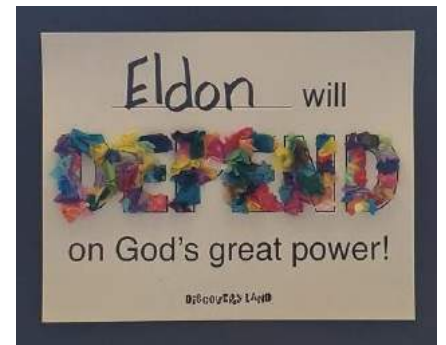
## 1st Grade: Art Station

### Supplies:

- 8.5" x 11" posters with "\_\_\_\_\_ will depend on God's great power!" (see appendix)
- 1"x1" tissue paper squares in multiple colors
- Glue
- Markers
- Pencils
- Sample poster

### Instructions for the DT Leader:

1. Have students write their names on their posters.
2. Instruct students to glue tissue paper to cover the letters on the poster. To give the poster a 3-D effect, the tissue squares can be formed around the eraser-end of a pencil before gluing.
3. As students work, walk around, and ask if they really think the glue will hold the tissue paper to the poster. Ask how they know. Do they **depend** on the glue to be powerful enough to make the tissue paper stick to the poster? You can reinforce this by asking, "What if I took away the glue? Would you like that? No, because you're **depending** on the glue to attach the tissue paper to your poster!"
4. Take posters back to class to dry **or** display for a few weeks by your Art Station on a clothesline.



## 2nd Grade: Food Station

### Supplies:

- Pancake mix
- Water or milk (to make pancake batter)
- Portion cups
- Pancake add-ins like frozen berries, chocolate chips, etc.
- Syrup
- Electric griddles
- Non-stick spray
- Small plastic spoons (to stir batter)
- Spatula (to flip the pancakes; one per group)
- Forks, plates, and napkins

**Setup instructions:** In advance, fill portion cups with individual portions of pancake mix. The griddles should be preheated and prepared with non-stick spray.

### Instructions for the DT Leader:

1. Break class into groups of six students and assign a leader to each group.



2. Have students make individual cups of pancake batter by adding water/milk and stirring. Once mixed, they can add their choice of add-ins to make their very own pancake creation.
3. Ask the class if they will **depend** on the griddle to cook their pancakes. You can reinforce this by asking, "What if I took away the griddle? Would you like that? No, because you're **depending** on the griddle to cook your pancakes! Without the griddle you would have raw pancake batter."
4. Allow students to watch as their group leader pours their mix onto the preheated griddle.
5. Leaders should cook the pancakes and allow students to eat them.
6. Ask the class if they are thankful that they could **depend** on the griddle.



### 3rd Grade: Play-Doh® Station

#### Supplies:

- Play-Doh Challenge List with the following words: boat, lake, crowd of people, Jesus, man named Jairus, feet, daughter in bed, hand, sick woman, cloak/coat, house, tear drop, girl standing up, Peter, James, John (one list per team) (see appendix)
- Large boards (2' x 1') or plastic tub lids (one per team; should be something solid to place items on)
- Stopwatch or smartphone
- Scoreboard
- Judge (Shepherd, Lead Teacher, or parent)
- Table and chair for the judge
- Tracker Tickets

#### Instructions for the DT Leader:

1. Divide class into teams of three to six students.
2. Give each team a list of items to create and a board.
3. Challenge teams to create as many objects from the list as they can in eight minutes. Keep time with the stopwatch. Multiple objects can be created at the same time. This should be a fast-moving game.
4. When time is up, the team must transport all items to the judge's table. Students must **depend** on the board to transport items safely. You can reinforce this by asking, "What if I took away the board? Would you like that? No, because you're **depending** on the board to transport your items to the judge's table!"
5. The judge will compare each team's work and decide on the winner based on creativity, accuracy, and number of completed objects. Winners will get two Tracker Tickets each.
6. The winning team should bring their Play-Doh objects to class on their team board to be used as visual aids for the lesson. Note: You need to **depend** on the board to get your visuals to class.



### 4th Grade: Water Station or large open space

#### Supplies:

- Green and red balloons (one balloon per student based on team color)
- Two timing devices - 1) a smartphone or stopwatch for the Teacher, and 2) a toy clock or timer (it should semi-work, but it shouldn't look dependable) for the Shepherd
- Two clipboards and markers to record scores
- Two stools for timer/scorekeepers to sit on
- Tracker Tickets



**Setup instructions:** Create a large square area with flags or painter's tape. Have the balloons ready to go in large garbage bags, so they are easy to hand out. The Teacher and the Shepherd should carefully read over this DT, so they know their roles.

**Instructions for the DT Leader:**

1. Divide class into two equal teams as they check-in during the Pre-Service Review Game / Worship (mark hands with red or green).
2. As students arrive at Discover Time, have them stand inside the large square.
3. Inform students that when you say, "Go!", students should release their balloon in the air. They are responsible to keep their own balloon in the air at all times. If their balloon goes out of the square or drops to the floor, they are out and should sit outside the line with their balloon.
4. Your team will earn points based on how many team balloons are up in the air when the heat ends.
5. Tip: Students can play offense with balloons by knocking the opposite team's balloons out of bounds. They can also help a teammate by keeping their balloon up if needed.
6. This is a timed event. Each heat will be three minutes. (Usually, students will get more aggressive with knocking down the opposite team's balloons when time is running out. Note: Your timer/scorekeeper is critical. They will announce the remaining time periodically throughout each heat and track points.
7. Explain to students that they will need to pick one official timer/scorekeeper. The timer/scorekeeper should be super **dependable** to make sure the game is fair. Once you announce this, you (the DT Leader), the Teacher, and the Shepherd should do the following:
  - The Teacher should instantly pull out their smartphone or stopwatch and the Shepherd should hold up their toy/undependable clock. Both should act like they are eager and ready to be the official timer/scorekeeper.
  - The Teacher should be confident and highlight that their phone is fully charged (or the batteries are ready to go in the stopwatch), they are focused, they will be quick to start and stop the timer, they have reviewed the rules of the game, and they are ready to roll.
  - The Shepherd should hold up the toy clock and ask the DT Leader to review the rules one more time because they are unsure of when to start and stop the timer. They should look confused.
  - The DT Leader should ask the students: "Kids, you can make the call, who do you think should be the official timekeeper of this event? Who is the most **dependable** to make sure the time of each heat is accurate, and the scores are recorded accurately?"
  - Students should pick the Teacher and the game should begin. Note: If your kids chose the Shepherd (the less dependable timer/scorekeeper), let that person do it! Make sure that it is very unfair (have them call the end of the round after just a few seconds, walk away in the middle of the round, etc.). When the kids start complaining that it's not fair, ask if they want the other, more dependable timer/scorekeeper and let them switch.
  - The Shepherd should act like they are surprised they were not picked...they had a clock, they had a timer stool, etc. (Students may shout out why the Shepherd wasn't picked. Note: The DT Leader should NOT jump in with a lecture on why the Shepherd is not dependable.) The Shepherd should continue to act undependable during the DT, possibly by walking away for a while, talking about how tired they are, getting confused on the rules, getting a drink, asking if they can go to the bathroom or start daydreaming while sitting on the stool.
  - The Teacher needs to be super **dependable**, so the students can experience what this word actually means. They should model how careful and **dependable** they are by accurately timing each heat, recording the scores accurately, and announcing the correct winner at the end of the event.
8. Give each student a balloon that matches their team's color and begin the first heat.

- Continue to emphasize how **dependable** the Teacher is throughout the DT. You can reinforce this by asking, "What if I took away the timer/scorekeeper? Would you like that? No, because you're **depending** on the timer/scorekeeper to make sure the right team wins!"
- Do several heats as time permits.
- When the time is up, award students on the winning team five Tracker Tickets each.

### **5th Grade: LEGO Station**

#### **Supplies:**

- Two bins (set upside down, just short of four feet apart from each other) or a plastic swimming pool
- 1" x 4" board that is four feet long (set the board to the side out of sight)
- Stopwatch
- Tracker Tickets

#### **Instructions for the DT Leader:**

- Challenge the class to work together to build a LEGO bridge to connect the two bins or the swimming pool. For larger classes, form two teams and have a competition. If you form two teams, you will need two sets of the above supplies.
- Give students a time limit.
- Start the challenge and allow enough time for students to become frustrated with the difficulty of the challenge.
- Stop the timer and ask students if they would like a board to support their bridge.
- Ask them if they can **depend** on the board to solve their problem with building the bridge. Ask them to explain how.
- Give them the board and allow them to finish the bridge.
- Ask the class if they are thankful that they had the board to **depend** on.
- If two teams competed, award students on the winning team with two Tracker Tickets each.

# Lesson 3

## Mark 7:1-23

<b>Know Right:</b>	Jesus teaches that a right attitude toward God is more important than traditions.
<b>Think Right:</b>	“He has showed you, O man, what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God” Micah 6:8
<b>Do Right:</b>	I will ask Jesus to help me live humbly for God.
<b>Feel Right:</b>	I can feel humble when Jesus helps me to live for God.

### Discover Time: Breaking with tradition

**Goal:** To help students give up **traditions** and **humbly** follow a new plan.

#### Kindergarten: Art Station

##### Supplies:

- White postcards with bubble letters that say, “Walk humbly with God.” Micah 6:8 (see appendix)
- Poster with the verse Micah 6:8 (see appendix); or write the verse on a poster board (hang on the wall near the Art Station)
- Crayons, fine tip markers, and/or colored pencils
- Tracker Tickets

##### Instructions for the DT Leader:

1. Divide the class into teams of three students.
2. Have students look at the poster as you read it out loud to them and point to each word.
3. Say: When we have trusted Jesus as our Savior, He wants us to live **humbly** for Him. That means He wants us to love doing things His way, not our own way. Today we are going to work on coloring postcards, but not the **traditional** way! Listen carefully.
4. Explain that each team must decide which color to color each letter, so the members of their team will end up with identical postcards.
5. Inform students that the team that works together best and **humbly** follows the suggestions of their teammates will win two Tracker Tickets each. (The point is not to check which team got the exact colors/designs to match, but to reward the team with the best attitude.)
6. Allow students to work on the project. Meanwhile, leaders should walk around and observe which students **humbly** work together and accept their teammates’ suggestions.
7. When time is up, award two Tracker Tickets per person to the team that **humbly** worked together best.

#### 1st Grade: Box Station

##### Supplies:

- Two sets of 21 boxes with sections of Micah 6:8 on them (print in color or print each set on different colored paper; place each set in a pile on separate sides of the Box Station) (see appendix)
- Poster with the verse Micah 6:8 (see appendix); or write the verse on a poster board (hang on the wall where all students can see it)
- Tracker Tickets

### **Instructions for the DT Leader:**

1. Quickly divide students into two teams.
2. Have students look at the poster as you read it out loud to them and point to each word.
3. Say: When we have trusted Jesus as our Savior, He wants us to live **humbly** for Him. That means He wants us to love doing things His way, not our own way. Today we are going to have a box-stacking challenge, but there is a twist! Listen carefully.
4. Explain that each team will be assigned a student captain. The captain will give instructions for correctly stacking the boxes to spell out Micah 6:8. The goal is to see which team **humbly** follows the captain's instructions, no matter what.
5. Have the Shepherd choose a captain for one team and the Lead Teacher choose a captain for the other team. If possible, they should choose students with leadership skills that know how to read. Leaders can coach the captain by whispering suggestions in their ear during the activity.
6. Inform students that members of the winning team will receive two Tracker Tickets each. Remember, the goal is to see which team **humbly** follows the captain's instructions, not which team is most accurate or fastest.
7. Allow them to begin. Carefully observe students' attitudes while they work.
8. When time is up, award two Tracker Tickets to members of the winning team.
9. If students finish stacking before time is up, choose a new student captain for each team and repeat the activity.

### **2nd Grade: Play-Doh Station**

#### **Supplies:**

- Four colors of Play-Doh: green, red, yellow and white (one small piece of each color per student)
- Tracker Tickets

### **Instructions for the DT Leader:**

1. Have students sit at the tables. Give each student one piece of each color of Play-Doh.
2. Say: Today we are going to play a game, but you are going to need to listen very carefully. I am going to give you instructions to make Play-Doh items, but not the **traditional** way (the way you might be used to making them). You will need to **humbly** follow my instructions, even if they sound strange.
3. Inform students that the two students who **humbly** follow the non-**traditional** instructions best will get five Tracker Tickets each.
4. Have students make shapes using non-**traditional** colors: a green star, a red cloud, a yellow heart, a white tree, etc. For example, "First we're going to make a star. To make the star, pick up the green Play-Doh. Make it into a star shape."
5. Listen for students who point out that the colors are wrong, and remind them to **humbly** follow instructions, even though the colors are not the **traditional** colors (or the colors they are used to).
6. Continue making shapes in non-**traditional** colors until DT is nearly over.
7. At the end of DT, award five Tracker Tickets to the two students who **humbly** followed instructions the best.

### **3rd Grade: Mission Station** - *The Mission Lesson is provided in the appendix.*

### **4th Grade: LEGO Station**

#### **Supplies:**

- Sample of an upside-down LEGO house (cover it so students can't see it until you're ready to reveal the non-**traditional** LEGO house)
- Tracker Tickets

### **Discover Time Instructions:**

1. Divide class into teams of three.

2. Talk about the **traditional** way to make a LEGO house. Have students share about how they would normally build a LEGO house, emphasizing that it is easiest to do things the normal, **traditional** way we are used to doing them (on a green LEGO board, in a square or rectangle shape, etc.)
3. Remove the cover to reveal the sample upside-down LEGO house.
4. Ask students if they notice anything unusual about the house. Students should respond that the house is upside down.
5. Tell them that you know it will be hard to break with **tradition** and **humbly** follow the sample, even if it seems strange, but that they should do their best.
6. Inform students that the team that follows the sample of the difficult, non-**traditional** LEGO house with the best attitude will win two Tracker Tickets each.
7. As they work, leaders should observe if they work **humbly** or if they complain that this is not how they are used to making a LEGO house.
8. Award the winning team two Tracker Tickets each.

## **5th Grade: Sand Station**

### **Supplies:**

- Small buckets or other containers for shaping sandcastles
- Tracker Tickets

### **Discover Time Instructions:**

1. Divide class into teams of three.
2. Talk about the **traditional** way to make a sandcastle. Have students share about how they would normally build a sandcastle, emphasizing that it is easiest to do things the normal, **traditional** way we are used to doing them (large base, smaller parts of top, etc.).
3. Inform students that today we will not be following those **traditions**, because today we are going to have an upside-down sandcastle contest! Each team must work together, **humbly** listening to their teammate's suggestions, to create an upside-down sandcastle-shaped hole in the sand!
4. Tell them that you know it will be hard to break with **tradition**, but that they should do their best and remember to **humbly** work together to complete this non-**traditional** challenge.
5. Inform students that the team that best works together with a **humble** attitude to form an upside-down sandcastle-shaped hole (not the team that creates the best final product, the team with the best attitude) will win two Tracker Tickets each.
6. As they work, leaders should observe if they work **humbly** or if they complain that this is not how they are used to making a sandcastle.
7. Award the winning team two Tracker Tickets each.

### **Bonus DT for older students**

#### **Supplies:**

- Large roll paper with GIANT outlined letters with "I follow Jesus" (make sure the letters go the edge of the paper)
- Multiple colors of paint in shallow pans (should be hidden when students enter)
- Paint and paint brushes (decoy items)
- Tubs of water (to wash feet)
- Towels

#### **Instructions:**

1. Explain to students that today we are going to paint a mural to hang in our hallway. We want everyone to know that you follow Jesus.
2. Say: Everyone, grab a paint brush. Wait! We do it that way all the time. Let's break that tradition today! Let's paint our feet and make a footprint mural.
3. Have students find a partner and paint their partner's foot using one color (students will not be allowed to change colors).
4. Then the partner should help them as they hop on one foot to the mural to make their footprint inside one of the letters. Make sure students are careful and don't put their foot down before they get to the mural.
5. The first partners should wash their foot and then paint their partner's foot and help them to make their footprint on the mural. (Alternate idea: Allow only one student to have their foot painted. The other student will be the painter and support the student with the painted foot.)
6. Hang mural to dry.

# Lesson 4

## John 11:1-53

<b>Know Right:</b>	Jesus raises Lazarus from the dead.
<b>Think Right:</b>	“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)
<b>Do Right:</b>	I will trust Jesus through the good and bad times in my life.
<b>Feel Right:</b>	I can feel hopeful because I trust Jesus.

### Discover Time: Good and bad!

**Goal:** To reinforce our need to **trust** Jesus through the good and the bad times in our lives.

#### Kindergarten: Box Station

##### Supplies:

- Two sets of 17 boxes with “Trust” and “Jesus!” on two of the boxes, and faces from the Feel Right poster on 15 of the boxes (print each set on different colored paper) (see appendix)
- Feel Right poster (see appendix)
- Tracker Tickets

**Setup instructions:** Divide the Box Station into two sections, keeping the two sets of boxes separate.

##### Instructions for the DT Leader:

1. Divide the class into two teams.
2. Review the different types of emotions they have by showing them the Feel Right poster.
3. Tell students that no matter what type of day they have, they can **trust** Jesus! Show the two boxes that together say “Trust Jesus!”
4. Challenge the teams to race to see who can stack their “feelings” boxes to the ceiling first, with the two boxes that say “Trust Jesus” on the top of the stack.
5. The first team to complete the challenge wins.
6. Remind both teams that no matter if their day is good or bad, they can **trust** that Jesus will always be there for them; refer to the top boxes again.
7. Award the winning team members with two Tracker Tickets each.
8. Repeat the challenge if time allows.

#### 1st Grade: Food Station

##### Supplies:

- Feel Right poster (see appendix)
- Small round sugar cookies or vanilla wafers (three cookies per student)
- Frosting
- Edible decorations such as M&M’s, chocolate chips, pretzels, sliced fruit, and/or licorice whips
- Paper plates
- Plastic knives (to spread frosting)

##### Instructions for the DT Leader:



1. Go through the Feel Right poster with the class.
2. Ask students to give examples of something that might make them feel a certain way (for example: being laughed at because of your clothing, getting a good grade on a spelling test, the death of your grandmother, etc.).
3. Have each student pick three feelings to create on their cookies.
4. Pass out plates to each student with three cookies and allow them to decorate their feelings cookies.
5. Discuss that Jesus knows how you feel – whether it’s good or bad. He is the one to **trust** every day!
6. Allow students to eat their feelings cookies.

**2nd Grade: Mission Station** - *The Mission Lesson is in the appendix.*

### **3rd Grade: Water Station**

#### **Supplies:**

- Fifty+ plastic cups (with feelings, from Feel Right poster, written and drawn on the sides, floating in the water)
- Fifty+ plastic cups (without feelings, floating in the water)
- Optional: two-sided scale (set in the center of the area surrounding the water)
- Two colored buckets (one color per team that matches the cone color, set in the center of the area surrounding the water; if using the scale, set one on each side of the scale)
- Large sign with “Trust-O-Meter” (hang it by the two team buckets; if using the scale, attach it to the scale) (see appendix)
- Painter’s tape (create a starting line for each team twenty feet away from water)
- Two colored cones (to match colored buckets; to designate teams)
- Mop, towels, rugs (to avoid slipping in the area surrounding the water)
- Tracker Tickets

#### **Instructions for the DT Leader:**

1. Divide class into two teams.
2. Assign each team their color.
3. Ask: Have you ever had a good day? A bad day? A crazy day? A wild day? No matter what type of day you have, God is there to fill you up and walk you through it. The key is - you need to **trust** Him.
4. Challenge the teams to a relay race. One at a time, students will run to the water and find an emotion cup, fill it with water, run to the Trust-O-Meter buckets (and scale, if using), and dump it in their team’s bucket, then run and tag the next team member to repeat the race.
5. If a team member uses a cup without a feeling drawn on the side, that cup of water will be removed from their bucket. Leaders should check cups as they are dumped.
6. The first team to fill their bucket wins. If time runs out, the team with the most water wins.
7. Award two Tracker Tickets to each winning team member.
8. Repeat if time permits.
9. Remind students that it is important that no matter what type of day we have, we should **trust** Jesus and allow Him to fill us up. Just like the cup was filled up with the water, we need to **trust** Jesus and fill up on His truth to get us through each day.

### **4th Grade: Sand Station**

#### **Supplies:**

- Four metal detectors
- Four Feel Right posters (one per team) (see appendix)
- Paper clips

- Four sets of the Feel Right faces cut into squares and laminated, with a paper clip attached to each one (see appendix)
- Markers (use to circle feelings on Feel Right poster)
- Tracker Tickets

**Setup instructions:** Divide the Sand Station into four sections. Before the service begins, make sure everything is set up. Each section of the Sand Station should have one complete set of the Feel Right faces buried in it.

**Instructions for the DT Leader:**

1. Divide class into four teams.
2. Line teams up on each side of the sand.
3. Challenge teams to a relay to find one Feel Right face card in the Sand Station using the metal detector, then match it to their team's Feel Right poster, circling that feeling on the poster.
4. Optional: Give students a specific amount of time to search to keep the relay moving faster. Remind students to watch other teammates so they do not search the same area twice.
5. Throughout the activity, tell students that no matter what type of day they have or how they are feeling, they can **trust** in the Lord.
6. The first team to match all the emotions wins!
7. Award two Tracker Tickets to winning team members.
8. Repeat if time permits.

**5th Grade: Art Station**

**Supplies:**

- Feel Right poster (see appendix)
- Activity sheet with "How do you feel?" on top, sixteen circles with lines under them in the middle, and "What do you know?" and Proverbs 3:5-6 on the bottom (see appendix)
- Colored pencils
- Tracker Tickets
- Sample picture to show kids before they begin, and then put away during the competition.

**Instructions for the DT Leader:**

1. Challenge students to draw sixteen different emotions on their activity sheet. Briefly show the sample picture.
2. The person with the best emotions/pictures will receive ten Tracker Tickets.
3. Remind students that no matter what type of day they have, they need to **trust** in the Lord.
4. Have students take their finished projects to class, so teachers can refer to them during the lesson.
5. Encourage students to hang their activity sheet somewhere at home where they can be reminded that no matter what type of day they have, they need to **trust** in the Lord.

# Lesson 5

## John 13:1-17

<b>Know Right:</b>	Jesus washes the disciples' feet.
<b>Think Right:</b>	"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)
<b>Do Right:</b>	I will be a humble servant.
<b>Feel Right:</b>	I can feel kind when I serve others.

### Discover Time: Time to serve!

**Goal:** To give the students an opportunity to **serve others**.

**Note:** Each grade will be making a different item that will be combined to create gift boxes that each contain a card, flower, and snack. The gifts will be delivered to a group of people in the community (fire department, police department, local school for teachers and support staff, etc.) as determined by your children's ministry leader.

**Setup instructions:** All DT Stations will need large tables with spring-colored tablecloths for students to stand around as they do this project.

#### Kindergarten: Food Station

##### Supplies:

- Trail mix ingredients (each in a separate bowl)
- Spoons or measuring cups for scooping
- Small gift bags and ribbon

##### Instructions for the DT Leader:

1. Make sure students wash their hands before the activity.
2. Oversee as your class makes trail mix gift bags for people in your community.
3. Remind them that they are not making the snacks for themselves; they are making it for other people. They are going to **humbly serve** others by working together to make gifts that will be given to people in your community. The finished gift will be a card, flower, and snack inside a special box.

**Note:** If your church plans to distribute these special gift boxes to a nursing home, please make sure you check their regulations first, as many nursing homes don't accept homemade snacks. In place of the trail mix, you could have students put a granola bar or another packaged snack in a small gift bag, tie it with a ribbon and then have them decorate the bag with fun stickers.

#### 1st Grade: Play-Doh Station

##### Supplies:

- Spring coloring card (see appendix)
- Top 12 verses printed on labels (see appendix)
- Crayons and markers

##### Instructions for the DT Leader:

1. Oversee as students color fun spring cards.

2. Students can select Top 12 verses to stick inside the card.
3. Explain to students that they have an important job to do today. They are going to **humbly serve** others by working together to make gifts that will be given to people in your community. The finished gift will be a card, flower, and snack inside a special box.
4. Challenge students to **humbly serve** others, thinking about what decorations the recipient would like best (not what the student likes best) as they work on their cards.

## 2nd Grade: Water Station

### Supplies:

- Small white paper plates (one plate per student; optional: cut into flower shapes in advance)
- Tissue paper squares (to add color)
- Paintbrushes
- Glue
- Green popsicle sticks (can be colored with green markers)
- Sample flower

### Instructions for the DT Leader:

1. Explain to students that they have an important job to do today. They are going to **humbly serve** others by working together to make gifts that will be given to people in your community. The finished gift will be a card, flower, and snack inside a special box.
2. Have students make paper flowers:
  - a. Using a paint brush, cover the paper plate with a *thin* layer of glue.
  - b. Stick the tissue paper squares to the paper plate.
  - c. Color the popsicle stick green, if it's not already green.
  - d. Glue the popsicle stick to the back of the plate so it makes a stem.
3. Challenge students to **humbly serve** others, making sure they do their very best as they create a beautiful flower to give.

## 3rd Grade: LEGO Station or large open space

### Supplies:

- White Chinese food boxes (or a large paper cup) (one per student)
- Markers
- Fun art supplies, including stickers, foam stickers, etc. (use to decorate the cups)

### Instructions for the DT Leader:

1. Explain to students that they have an important job to do today. They are going to **humbly serve** others by working together to make gifts that will be given to people in your community. The finished gift will be a card, flower, and snack inside a special box.
2. Have students decorate the boxes (which will hold the bag of trail mix, the flower, and the card) using the available supplies.

## 4th Grade: Art Station

### Supplies:

- Spring coloring card - more advanced than the 1st grader's cards (see appendix)
- Top 12 verses printed on labels (see appendix)
- Crayons and markers

### Instructions for the DT Leader:

1. Oversee as students create fun spring cards.
2. Students should write an encouraging message and select a Bible verse sticker to add to their card. They could also draw a picture.

3. Explain to students that they have an important job to do today. They are going to **humbly serve** others by working together to make gifts that will be given to people in your community. The finished gift will be a card, flower, and snack inside a special box.
4. Challenge students to **humbly serve** others as they work on their cards.
5. You may also want to highlight the importance of serving people in the community.

### **5th Grade: Box Station**

***Note: The 5th grade DT should be done at the end of the hour.***

#### **Supplies:**

- The decorated boxes, paper flowers, snacks, and cards made by the other classes
- Large boxes to hold all the completed gifts
- Tables

#### **Instructions for the DT Leader:**

1. Explain to students that they have an important job to do today. They are going to **humbly serve** others by working together to put together gifts that will be given to people in your community. The finished gift will be a card, flower, and snack inside a special box.
2. Students will pack the special boxes that the 3rd graders made, with the Kindergarteners' snacks, the 2nd graders' flowers, and the 1st and 4th graders' cards.
3. Boxes should be placed in a large box, ready to be distributed during the week to a group of people in your community.
4. Have students form a circle around the packed boxes and have several students pray over the items and the people who will be receiving them.

***Note: Ask a few parents in advance to take their children to the facility to drop off the gifts. Have them take pictures and bring them back to class the following week. This project will become a local mission project that the students can be part of.***

# Lesson 6

Mark 14:12 - 15:47; Luke 22:31-34

<b>Know Right:</b>	Peter denies Jesus.
<b>Think Right:</b>	"I am not ashamed of the Gospel, because it is the power of God for the salvation of everyone who believes..." Romans 1:16a
<b>Do Right:</b>	I will boldly stand firm for Jesus.
<b>Feel Right:</b>	I can feel confident when I boldly stand firm for Jesus.

## Discover Time: Are you ashamed?

**Goal:** To help students understand the importance of **boldly** living a life for Jesus.

### Kindergarten: Play-Doh Station

#### Supplies:

- Activity sheet with "I LOVE JESUS!" in large bubble letters and the Think Right verse (one per student) (see appendix)
- Optional: if you have multiple services, laminate activity sheets so they can be reused
- Optional: camera and printer

#### Instructions for the DT Leader:

1. Students will make a Play-Doh poster by filling in the letters.
2. As students work on their posters, talk about ways they can **boldly** live for Jesus - invite a friend to church, be a friend to someone who doesn't have a friend, pray for family or friends who don't know Jesus, talk about Jesus at school, etc. Highlight the Think Right verse at the bottom of the poster.

**Optional:** Have students sit on the floor with their finished Play-Doh posters. Place the posters in the shape of a heart and have students sit next to their picture. Have a leader take a picture from a ladder with all the students looking up at the camera and smiling. During the lesson, have someone print the picture for students to take home. Challenge students to show the picture at school or to their friends.

**1st Grade: Mission Station** - *The Mission Lesson is in the appendix.*

### 2nd and 3rd Grades: LEGO Station and large open space

**Activity could be done together or as separate classes depending on your class size and space.**

#### Supplies:

- Large banners on roll paper with "He is Risen!" written in large bubble letters (measure the window/wall space before you draw the letters; have letters drawn before students arrive; with a pencil, lightly write in each letter the specific color that letter should be painted; optional: divide letters into smaller sections so the letters have more of a stained-glass look)
- Additional, smaller banners as needed: cross, empty tomb, Wordless Book, Bible
- Cups of pink, purple, and bright green paint (use to paint the letters)
- Paint brushes (be sure the paintbrushes are not mixed into other colors of paint)



### Instructions for the DT Leader:

1. Inform students that we want to make a **bold** statement for Jesus this week. Students will be making a banner so everyone will know that Jesus is real and alive! Ask students if they think this is a good idea. Or are they ashamed?
2. Oversee as students paint large banners that will hang in the windows for all to see from the outside or on the wall for everyone to see on the inside.
3. This will be the students' art project, so leaders, please do not assist in painting.

### 4th Grade: Box Station (a long rectangle shaped area is needed)

#### Supplies:

- List of statements (below) (see appendix)
- Painter's tape (use tape to create fifteen or more evenly spaced lines across the floor to serve as step measurements; all students will move from one line to the next as they answer the questions; tape is optional - without tape, students can take one step forward if they answer correctly)

### Instructions for the DT Leader:

1. Divide class into two teams.
2. Line teams up opposite each other on the two very outside lines (farthest distance apart). These will be the start lines and the goal lines.
3. The goal is for team members to cross the other team's starting line, always remembering that answering honestly is more important than reaching the line.
4. Tell students that you are going to read some situations.
5. If students agree with *and* apply (live out) the situation in their life, they will take one step forward to the next blue taped line. They must answer honestly - no cheating!
6. If they don't agree with *and* don't apply (live out) that statement, they must take two steps back, or step back to their start line if that's as far back as they can go.
7. To begin the game, read a statement to all the students from this list and have all students move forward or backward based on their answer.
8. Repeat as time allows, adding additional statements as needed, or until an entire team has crossed to the other side.
9. To encourage honesty, Tracker Tickets will not be handed out to the winning team. Instead, talk about how being a Christian isn't about winning a prize...it's about living a life that reflects Jesus no matter the cost.
10. Here are the statements. Feel free to add additional questions to challenge kids to think boldly about their faith.
  - I **boldly** talk to my friends about sports.
  - I **boldly** talk to my friends about my favorite TV show.
  - I **boldly** talk to my friends about my favorite movie.
  - I **boldly** talk to my friends about the church I go to.
  - I **boldly** talk to my friends about the school lunch menu.
  - I **boldly** talk to my friends about my relationship with Jesus.
  - I **boldly** talk to my friends about a new store in the mall.
  - I **boldly** talk to my friends about a new Christian song on the radio.
  - I **boldly** talk to my friends about where I would go if I die.
  - I **boldly** carry my Bible to school so my friends can see it.
  - I **boldly** talk to my friends about a teacher I really like.
  - I **boldly** talk to my friends about what Jesus is teaching me at church.
  - I **boldly** explain to my friends why I would not cheat on a test.
  - I **boldly** explain to my friends why I would not watch an "R" rated movie.
  - I **boldly** invite my friends to my birthday party.
  - I **boldly** invite my friends to come to church with me.

- I **boldly** sing popular song lyrics in front of my friends.
- I **boldly** sing a worship song in front of my friends.

### Optional: Taking it deeper

1. Half-way through the DT, ring a bell and have students freeze.
2. Say: If you have lied about any of your answers, go back to the start line.
3. Hopefully students have told the truth, but for those who have not, it will take true courage not to be ashamed and do what is right (great thing to highlight in class).

### 5th Grade: Food Station

#### Supplies:

- Decorated cake or special treat (one for each class)
- Knife
- Plates
- Forks
- List of the statements - see 4th Grade Box Station DT (see appendix)
- Tokens

#### Instructions for the DT Leader:

1. Tell students that you are going to read some situations.
2. If students agree with *and* apply (live out) the statement in their life, they will receive one token. They must answer honestly - no cheating!
3. If they don't agree with *and* don't apply (live out) that statement, they must return one token unless they don't have any tokens, then they'll remain at zero until they receive another one.
4. To begin the game, read a statement from the list and quickly pay them in tokens based on their answer. Have other classroom leaders help you.
5. Repeat as long as time permits.
6. At the end of the game, tell them that if they have twenty-eight tokens, they can buy a slice of cake (or another special treat).
7. Allow them to count their tokens.
8. After students realize that no one has twenty-eight tokens, talk about how being a Christian isn't about winning a prize...it's about living a life that reflects Jesus no matter the cost.
9. Give each student a piece of cake (or another special treat).
10. As the class eats their cake, have a short discussion about why they were or were not **bold** in the statements. If they are not **bold**, what do they fear?

# Lesson 7

Mark 16:1-8; John 20:2-10, 20:19-20, 21:1-17

<b>Know Right:</b>	Jesus appears to the disciples and others.
<b>Think Right:</b>	"...that He was raised on the third day according to the Scriptures, and that He appeared to Peter, and then to the twelve." 1 Corinthians 15:4b-5
<b>Do Right:</b>	I will know that Jesus gave evidence proving He is alive.
<b>Feel Right:</b>	I can feel confident knowing Jesus is alive.

## Discover Time: I've got evidence!

**Goal:** To help students look for **evidence** and to think like detectives.

### Kindergarten: Water Station

#### Supplies:

- Three signs with the following text (see appendix):
  - Step 1: Pick up fishing poles
  - Step 2: Catch fish
  - Step 3: Cook your fish
- Supplies/setup for each station:
  - Step 1: Small table or basket filled with fishing poles (one per student, lightly cover fishing poles with leaves or pieces of a fishing net)
  - Step 2: Fish (one per student, floating in the water)
  - Step 3: Create a fake fire pit with a frying pan resting on top of it
- A box with three fishing poles with confetti (1-2" squares of tissue paper) sprinkled on top (this box should already be hidden)
- Small fish cracker snacks (enough for each student)

**Shepherd's Note:** Read these instructions thoroughly so you understand your part in hiding the fishing poles and scattering the evidence to make a trail to the hidden fishing poles.

#### Instructions for the DT Leader:

1. Students will attempt to go fishing and then pretend to cook their fish over the fire, but the fishing poles will go missing. The students will need to be detectives to find the missing fishing poles.
2. Say: Today we are going to go fishing and then pretend to cook our fish over the fire. If our class can do this, we will earn a "fishy snack." Before we begin, let's walk to each station, so we know what to do.
  - a. Step 1: We will pick up our fishing poles here. Sorry this is so dirty...brush off the leaves/net pieces. *Move so the students' backs are facing the fishing poles.*
  - b. Step 2: We will catch our fish in the water. Let's count the fish to see if there are enough for everyone. *Have students count the fish. Note: As students count the fish, the Shepherd should hide the fishing poles in a distant location, next to the box with three poles and confetti. Scatter pieces of leaves/pieces of the net to create a trail to the two boxes of hidden fishing poles (one box with leaves and one with confetti sprinkled on top). Make the trail difficult enough so students have to search for the next clues.*
  - c. Step 3: We will then take our fish and put them in the frying pan and sit around the fire. *As you talk, students should be facing away from the fishing poles that are now missing.* If our team can do this in 5 minutes, we will earn a fishy snack!
3. Say: Are you ready? Let's go fishing!!! *Move to Step 1. Oh my...the fishing poles are missing!!!!*

Where could they be? Let's think like a detective and look for some clues so we can track down our missing fishing poles. *Students should notice a small trail of leaves or nets sporadically dropped by the thief. Follow the clues to find the fishing poles hidden behind or under something. Notice there are two boxes of fishing poles. One with confetti and a few poles, and one with leaves and a pole for each student.*

4. Say: Which one is ours? Let's look for **evidence**. *Students should recognize that it must be the one with leaves, because we followed a trail of leaves, and our box would have poles for every student.*
5. As students grab a fishing pole from "their box," have them complete steps 2 and 3.
6. As they sit around the fire eating their snack, talk about how they were like detectives - they found clues and they selected the correct fishing poles by looking at the **evidence**.

## **1st Grade: LEGO Station**

### **Supplies:**

- Green LEGO boards in a box with small confetti pieces (one board per person; if you're short on green boards have students work together in pairs)

### **Instructions for the DT Leader:**

1. Students will attempt to build a giant LEGO tower together as a class, but the green LEGO boards will go missing. The students will need to be detectives to find the missing boards.
2. Say: Today our class challenge is to build a tower with LEGO bricks and green LEGO boards. *Pull out one board from the box. Several confetti pieces should fly out as you pull out the board. Do not comment on the confetti. Move away from the LEGO boards so the students' backs are to the box.*
3. Say: Step 1 is to build four pillars, each with 25 LEGO bricks. These pillars will go in each corner of the LEGO board. *Demonstrate how the pillars will attach to the board in the corners.* If we all do this correctly, we can begin to stack the boards on top of each other to create a tall tower. Let's all start by stacking four sets of 25 LEGO bricks first, then I will bring out the green LEGO boards. Make sure you count carefully. If one stack is off, it could cause our whole tower to tip over. *Note: As students are focusing on counting, the Shepherd should hide the box of green boards, leaving a trail of confetti pieces leading to where they are hiding (it should be neatly put away in a storage area or on a shelf).*
4. Once students start announcing they have their pillars ready, notice that the boards are gone. Ask the students if they took the boards. Look confused as students look around the LEGO Station.
5. Say: Let's think like a detective. Are there any clues on where these boards have gone and who took them?
6. Students should figure out that the boards were in a box with confetti. Have a different leader walk by with a little bit of confetti on their shoulder. Stop the person, point out the **evidence**, and ask if they know anything about the missing boards. The leader should say that they were just trying to keep things neat and take good care of the supplies. Then they should lead the class to the storage area/shelf where the boards should be found neatly put away.
7. After the boards are found, finish building the tower.

## **2nd Grade: Art Station**

### **Supplies:**

- Washable ink pads in multiple colors
- Activity sheet with "Jesus is alive!" in bubble letters (see appendix)
- Magnifying glasses (one per student)
- Pencils (one per student)
- Wet wipes
- Tracker Tickets

### **Instructions for the DT Leader:**

1. Give each student a poster.

2. The goal will be for each student to collect a fingerprint inside the bubble letters on their activity sheet from all the other students in the class. The first person to get each student's fingerprint wins five Tracker Tickets. Note: For larger classes divide students into groups of no more than ten students.
3. Once a student claims to have a fingerprint from each student, tell students that in order to confirm our winner, we need **evidence**.
4. Give each student a pencil. Have them go back and find their fingerprint on the winner's poster and put their initials next to it. The multiple colors of ink should help students identify their fingerprints along with the magnifying glass.
5. If you have additional time, fill in the letters with different colored fingerprints.

### 3rd Grade: Box Station

**Special Guest:** Detective from your local police department

**Special Instructions:** Have a detective come to visit the group and explain how they look for **evidence** in a burglary or a common crime scene. Meet with the detective in advance to make sure they are prepared to talk with 3rd graders and to ensure that they draw out the applicable examples.

### 4th Grade: Play-Doh Station

**Supplies:**

- Empty Play-Doh tubs (Play-Doh should be stored in tightly sealed plastic zipper bags or bins)
- Play-Doh tools
- Tracker Tickets

**Set up instructions:** The Play-Doh Station should look as if it's ready for an activity with Play-Doh tools and tubs of Play-Doh, which are actually empty, grouped by color (each team of approximately eight students should be assigned one color of Play-Doh). Create trails of Play-Doh crumbs in specific team colors, with a different colored trail for each team. The crumbs should be tiny, sporadically spaced, and lead to a distant location where the Play-Doh (in plastic zipper bags or bins) will be found hidden behind or under something. Note: make this 4th grade-boy-friendly. The trail should be somewhat difficult to follow, and it should require a team to search.

**Instructions for the DT Leader:**

1. Divide class into teams of eight students. Each team should have a designated color of Play-Doh. Have students sit down at the Play-Doh Station without touching anything at the table.
2. Inform students that they will need to create a fish, bread, and a boat as a team using their team's Play-Doh color. They will have ten minutes to accomplish this, and they must work as a team. The more detailed the items, the higher chance they have to win.
3. Allow students to begin. As they open the Play-Doh tubs, they will realize that the Play-Doh is missing. Encourage them to think like detectives and find clues to find the missing Play-Doh.
4. When the Play-Doh is found, the team should race back to the Play-Doh Station and make the three objects.
5. When the time is up, judge the finished products and award the winning team members three Tracker Tickets each.
6. Say: For five additional Tracker Tickets, who do you think did this? Hint: it was one of the leaders in our class. *As students suggest different leaders ask, "Do you have any **evidence**?" Have teams look for evidence on the person and determine who was guilty of hiding the Play-Doh. **Note: the guilty person should have multiple colors of Play-Doh crumbs stuck to the bottom of their shoe.***

**5th Grade: Mission Station** - *The Mission Lesson is in the appendix.*

# Lesson 8

## Acts 1:1 – 2:4

<b>Know Right:</b>	Jesus returns to heaven and the Church Age begins.
<b>Think Right:</b>	“Do not let your hearts be troubled. Trust in God; trust also in me. 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. And if I go and prepare a place for you, I will come back and take you to be with me that you also may be where I am.” John 14:1-3
<b>Do Right:</b>	I will be ready to obey Jesus.
<b>Feel Right:</b>	I can feel faithful when I am ready to obey Jesus.

### Discover Time: Are You Ready?

**Goal:** To give students the opportunity to **prepare** and **be ready**.

**Kindergarten:** Mission Station - *The Mission Lesson is in the appendix.*

#### 1st Grade: Water Station

##### Supplies:

- Two identical obstacle courses with a starting line and a finish line
- Two large red buckets (one at the starting line and one at the finish line)
- Two large blue buckets (one at the starting line and one at the finish line)
- Pit balls (there should be an equal number of red and blue balls; then mix in a variety of other colors)
- One baby pool (fill with the pit balls; place the baby pool between the team buckets at the starting line)
- Two large spoons/ladles (large enough to balance a ball-pit ball on)
- Tracker Tickets

##### Instructions for the DT Leader:

1. Quickly divide students into two teams (red team and blue team). Let students know that before the teams can compete in the relay race, they must **prepare** their supplies (see instruction #2).
2. When you say “Go!”, teams will race to sort the ball-pit balls (red team will put red balls into the red bucket at the starting line, while the blue team will put blue balls into the blue bucket at the starting line). Team members should go one at a time (like a relay) to sort the balls.
3. Emphasize that teams need to **prepare** well before they can compete. The team that is most **prepared** and has all of their ball-pit balls ready first will get a five second start for the relay race.
4. Once teams have **prepared** their supplies, you can start the relay race, giving a five second lead to the team that was **prepared** first. (Decide how much time to allow for the relay race, depending on how much time it takes teams to **prepare** their supplies.)
5. Relay race instructions: Using the spoons provided, team members will balance a ball on the spoon as they race through the obstacle course. At the end of the course, they will dump their ball into the bucket then run back to hand the spoon to the next team member. (Students should not touch the ball with their hands. If they do, they will have to go back to the starting line and start over.) The team with the most balls in their finish line bucket at the end of the time allotted wins five Tracker Tickets!



## 2nd Grade: Sand Station

### Supplies:

- Divide sand into four sections (one section per team)
- Sand supplies (rakes, shovels, buckets, etc.)
- Water in spray bottles or a hose
- Tracker Tickets

### Instructions for the DT Leader:

1. Quickly divide students into four teams, having them stand in their workspace (one of the four sections).
2. Teams will compete in a sandcastle building contest, but, before the competition begins, teams will be given time to strategize and **prepare** their workspace.
3. Set a timer for five minutes. During this time, teams may discuss and **prepare**. They may NOT begin building yet, but they may select their supplies and **prepare** their space (by raking the sand, gathering supplies, figuring what each team member will be doing, wetting the sand, etc.).
4. After five minutes, the teams may begin building. Set a timer for seven minutes. As they build, emphasize how important it was for them to **prepare** well.
5. After seven minutes, classroom leaders should pick a winner based on how well the team **prepared** and how well they completed their plan. The winning team will receive five Tracker Tickets.

## 3rd Grade: Art Station

### Supplies:

- Dirty paint brushes
- Buckets of water (to wash paint brushes)
- Paint and paint palettes
- Colorful confetti, construction paper, and white cardstock (all mixed together)
- Scissors
- Powder glue (unmixed) and supplies for mixing (bowls, spoons, water)
- Disposable tablecloth(s) or roll paper to cover the table(s)

### Instructions for the DT Leader:

1. Inform students that today they get to be artists! Each student will have the opportunity to use a variety of materials to make a beautiful masterpiece to represent heaven and things that remind them of heaven.
2. Before the artists can get to work, they need to **prepare** their supplies. Show students the different materials they have to work with and explain what needs to be **prepared** (paint brushes need to be washed, powder glue needs to be mixed, paint needs to be put onto pallets, confetti needs to be sorted, paper colors need to be chosen, etc.).
3. Give students five minutes to **prepare** their supplies.
4. Once students are **prepared**, they may begin working on their art masterpiece. As students work, use this as an opportunity to review the gold page of the Wordless Book (Jesus is **preparing** a place for us in heaven).

## 4th Grade: Food Station

### Supplies:

- *Each team of four students will need the following ingredients and supplies:*
  - Four plastic cups
  - Four spoons
  - One small box of instant chocolate pudding mix (4 serving-size)
  - Two cups of milk (pre-portioned in a container)

- Four Oreo cookies in a plastic zipper bag
- Four gummy worms in a plastic zipper bag
- One mixing bowl
- One whisk for mixing ingredients
- One large spoon or spatula to distribute pudding into cups
- One plastic knife for cutting gummy worms
- Decoy items (flour, pizza cutter, measuring cups, sugar, chocolate chips, forks, etc.)
- One recipe card (see appendix)

**Setup Instructions:** All the above supplies and ingredients for all of the teams should be together on one table, but they should all be mixed together. Each team will need to use their recipe card to figure out which supplies and ingredients to take.

**Instructions for the DT Leader:**

1. Divide into teams of four students; each team should have their own workspace to prepare their supplies.
2. Teams must use the provided recipe card to gather the right supplies and ingredients from the table and bring them back to their team's workspace.
3. As a team, each student should have an important role as they **prepare** their supplies (mixing the pudding, breaking the Oreo cookies, cutting the gummy worms, setting out cups and spoons). As students work, emphasize the importance of **preparing** carefully and following the recipe so they can enjoy their treat.
4. All supplies/ingredients/place settings must be **prepared** before anyone on the team begins to assemble their dirt cup.
5. Once students have **prepared** all the ingredients, they may begin to assemble their dirt cups. When finished, they can enjoy their treat!

**5th Grade: Play-Doh Station**

**Supplies:**

- Graph paper (one sheet per student)
- Pencils (one per student)
- Rulers (enough for each student to have an opportunity to use a ruler)
- Play-Doh (enough for each student to have at least one container)
- Architectural sketches (either from your own church building, or examples from online)
- Tracker Tickets

**Instructions for the DT Leader:**

1. Inform students that today they get to be architects and will be designing a beautiful church building. The student that most thoroughly **prepares** and then follows their plan will earn five Tracker Tickets.
2. Show a few examples of professional architectural sketches. Point out the precision and attention to detail. These architects were **prepared** to build these buildings!
3. Hand out graph paper, pencils, and rulers. Give students 5-7 minutes to **prepare** their design on paper. They should carefully consider all the parts of their building, so that they can be **prepared** for construction.
4. After time is up for **preparation**, students may begin to build with Play-Doh, using their designs. At the end of the time, the student that **prepared** the most thoroughly and then followed the design will earn five Tracker Tickets.

**Alternate Idea:** This activity could also be done with LEGO bricks or magnetic tiles.

# Lesson 9

## Acts 4:32 – 5:11

<b>Know Right:</b>	Ananias and Sapphira are dishonest.
<b>Think Right:</b>	“Do not steal. Do not lie. Do not deceive one another.” Leviticus 19:11
<b>Do Right:</b>	I will tell the truth.
<b>Feel Right:</b>	I can feel honest when I tell the truth.

### Discover Time: Are you honest?

**Goal:** To reinforce the importance of being honest.

#### Kindergarten: LEGO Station

##### Supplies:

- A fun sign with “100 LEGO Challenge!” (see appendix); or create a fun sign on a poster board (display on an easel by the LEGO bricks)
- One or two actors that students do not know
- Tracker Tickets

##### Instructions for the DT Leader:

1. Divide students into pairs. One will dig for LEGO bricks and the other will build.
2. Challenge the teams to build a tower using 100 LEGO bricks.
3. The first team to stack exactly 100 LEGO bricks will win!
4. All classroom leaders need to be on their toes to discreetly make sure the LEGO towers are built with 100 LEGO bricks.
5. Add a little drama! As teams are stacking, have one or two actors walk around and quietly tell each team that they really don’t need to have 100 LEGO bricks - it doesn’t really matter. Hopefully, students will recognize that if they try to win with less than 100 LEGO bricks, it will be a lie, and they will not win! If they do choose to build a tower with less than 100 bricks, it will be a great discussion point in class.
6. Award the **honest** winning team with five Tracker Tickets each.

#### 1st Grade: Sand Station

##### Supplies:

- Box of shovels (place next to the Sand Station)
- An actor that students do not know (optional: wear a spy type hat and a black jacket)
- Tracker Tickets

**Setup instructions:** The sand should be raked and level.

##### Instructions for the DT Leader:

1. Divide students into pairs and have them sit around the sand.
2. Challenge teams to dig to the bottom of the sand using only their hands. Stress to the students that they can *only* use their hands.
3. Add a little drama! As teams are digging, have an actor walk around and quietly tell each team that it’s okay if they use a shovel even though the rules say not to. Hopefully, students will recognize that if they try to win using a shovel, it will be a lie and they will not win! If anyone does choose to use a shovel, it will be a great discussion point in class.

4. At the end of the activity, award three Tracker Tickets to everyone who **honestly** dug without a shovel and award five Tracker Tickets to everyone who actually hit the bottom without using a shovel.

## **2nd Grade: Box Station**

### **Supplies:**

- Forty boxes
- Four sets of box signs with the words from Leviticus 19:11 - print two sets on one color of paper and the other two sets on a different color of paper; tape to boxes (see appendix)
- Poster with Leviticus 19:11 or write it on the chalk wall or a poster board (see appendix)
- Poster board with “Box Stacking Record” written on it or write it on the Chalk Wall (to be left up during multiple services if applicable)
- Two stopwatches
- Tracker Tickets

**Setup instructions:** The boxes should be mixed up.

### **Instructions for the DT Leader:**

1. At the beginning of the activity, assign two classroom leaders to be “team captains” to motivate the teams and to time them with the stopwatches.
2. Divide the class into two teams.
3. Challenge the teams to stack the boxes with the words from Leviticus 19:11 *two times* in order, up to the ceiling. Be sure they use the wall to support the boxes. Ask your children’s ministry leader if you have a question about this.
4. Begin the challenge and encourage both teams.
5. When teams are done stacking the boxes, have both teams huddle with their team captain.
6. Add some drama! The team captains are to quietly tell their teams that they forgot to stop the stopwatch on time and are wondering what they should do. Then suggest that they could just make up a time for the record.
7. Hopefully, the teams will recognize that doing this would be a lie. If not, it will be a great discussion point in class regarding **honesty**.
8. Regardless of the teams’ choices, the team captains should make a new suggestion to explain to the DT Leader what happened and re-do the challenge to find out their accurate time.
9. Repeat the challenge with both teams and award two Tracker Tickets to each winning team member.

## **3rd Grade: Food Station**

### **Supplies (per student):**

- ½ cup chocolate pudding
- One chocolate sandwich cookie
- 6 oz. or 8 oz. transparent plastic cup
- Plastic spoon
- A bag of gummy worms (mark “Save for Tuesday!” and place off to the side)

### **Instructions for the DT Leader:**

1. Tell the class they are going to make “dirt dessert” for a fun snack today.
2. Explain how to crush the cookies, add the pudding, and then, most importantly, add in the worms!
3. As the students begin to make the dessert, stop and say, “Wait! The worms are missing!”
4. Add some drama! Act like you are searching for the worms and then discover them in the bag marked “Save for Tuesday!” Ask the class what you should do. Suggest that you could take just a few and nobody would notice, or you could just say you didn’t see the sign. Watch to see how students respond.

5. Hopefully, the students will recognize that doing this would be a lie. If not, it will be a great discussion point in class regarding **honesty**.
6. After you get a clear understanding about what each student would do, call your children's ministry leader who will happily admit that there was an error on the sign and that everyone can have a gummy worm for their dirt dessert.
7. Allow students to eat their dirt dessert.

**4th Grade: Mission Station** - *There is a second Mission Lesson option in the appendix since this is the second time the 4th grade class is going to the Mission Station. The Lesson is titled "Around the World Challenge". As an additional option, this group could do the current Mission Lesson a second time.*

### **5th Grade: Water Station**

#### **Supplies:**

- Four different colors of foam pool noodles (cut into chunks; write one word from Leviticus 19:11 on each noodle chunk; each color should have the same number of chunks; noodles should be floating in the water)
- Four colored cones (one per team; should match the foam noodles)
- Starting line for each team
- Four gutters or towels (one per team; long enough to place the words of the verse in order)
- Poster with Leviticus 19:11 or write it on a poster board (see appendix)
- Tracker Tickets
- An actor that students do not know

#### **Instructions for the DT Leader:**

1. Divide the class into four teams and assign a cone and noodle color for each team. (For very large classes, create teams of five students and provide additional sets of foam noodles and gutters/towels.)
2. Challenge the teams to a relay race. Students will run to the water, grab a noodle piece in their team's color, and relay back to their team to put the word of the verse in correct order in their gutter (or on their towel). The first team to complete their verse in order wins. Before starting the race, show the Leviticus 19:11 poster to the students for 10 seconds.
3. Tell them they should cheer loudly as soon as they complete their verse.
4. Add some drama! Before the last few noodle pieces are completed, an actor should go to the teams and quietly suggest that they start cheering loudly to make the other teams think that they've won. See how the teams respond.
5. Hopefully, teams will recognize that cheering before they complete the challenge would be a lie. If not, it will be a great discussion point in class regarding **honesty**.
6. If a team chooses to compete dishonestly, by cheering before they are actually done (make sure you know for sure), stop the race and announce that there is a winning team. One of the classroom leaders should then announce the dishonest team is disqualified, so the competition can continue with the remaining teams.
7. Award two Tracker Tickets to the members of the **honest** winning team.
8. If time permits, repeat the challenge.

# Lesson 10

## Acts 6:1 – 8:3

<b>Know Right:</b>	Stephen stands firm for Jesus.
<b>Think Right:</b>	“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)
<b>Do Right:</b>	I will stand firm for Jesus.
<b>Feel Right:</b>	I can feel confident when I stand firm for Jesus.

### Discover Time: The big picture!

**Goal:** To review the Bible timeline—the **big picture** of God’s plan to save us from our sin—like Stephen did when he was questioned by Jesus’ enemies.

*Note: It is important not to turn this into a lecture, but rather a fun review.  
Place visitors with students who are regular attenders.*

#### Kindergarten: Sand Station

##### Supplies:

- Seven Bible Timeline cards, laminated and buried in the sand (see appendix)
  1. Abraham and Sarah (looking at the starry sky)
  2. Jacob and twelve sons
  3. Joseph (with his coat of many colors)
  4. Moses (with his staff)
  5. Joshua (and the walls of Jericho)
  6. King David (with Goliath)
  7. Jesus (this picture will be larger than the rest)
- A string and clothespins to hang pictures in timeline order
- Timer to create suspense
- Bell or horn

*Note: If the class is too large, divide into two teams. Then you will need to divide the Sand Station into two equal sections and have a second set of the above supplies.*

##### Instructions for the DT Leader:

1. Tell your class they will race to create a timeline of the Bible in order from Abraham to Jesus. Tell them that their goal is to do this in record time. The class will dig in the sand to find pieces of the timeline that are buried there. As soon as they find a piece of the timeline in the sand, they should hang it on the clothesline in any order. Later you will give them clues to help them place them in the correct order.
2. Begin the challenge and the timer.
3. Throughout the race, continue to highlight the time.
4. As soon as the class has all seven pictures, you will give them hints, and they will have to put the pictures in the correct order to make the **big picture** of God’s plan (timeline).
5. One at a time, quickly give the following hints and let the class tell the Shepherd how to rearrange the pictures in the correct order:



- God promised a man named Abraham that he would have as many descendants as there are stars in the sky, even though he was old and didn't have any children. When Abraham was 100 years old and his wife Sarah was 90 years old, God's promise came true. They had a baby boy named Isaac!
  - Isaac had a son named Jacob, and when Jacob grew up, he had twelve sons.
  - Jacob had a son named Joseph. He gave Joseph a special gift. Joseph's brothers were jealous and they sold him to be enslaved in Egypt.
  - Jacob's family moved to Egypt, and it kept growing. They were called the Israelites. The family grew so large that the Egyptians were scared of them and enslaved them all. God sent Moses to help them escape, and God parted the Red Sea so they could get away!
  - After Moses came Joshua, who led the Israelites into the Promised Land and followed God's plan to bring down the walls of Jericho.
  - King David was known for loving God, and when he was young he killed a giant named Goliath.
  - King David was important because someone very special was going to come from his family. This very special person was the Savior of the world who came to save us from our sin. His name is Jesus!
6. After the timeline is in the correct order, sound off a celebration horn or bell as the students celebrate.
  7. Tell the class that this is the **big picture** of God's plan to save us so we can live with Him forever some day!

### 1st Grade: Art Station

#### Supplies:

- Legal-sized (8.5"x14") activity sheet divided into seven boxes to create a comic strip; the boxes are numbered one through seven (see appendix)
- Six Bible Timeline pictures (hang up so students can see them as they draw) (see appendix)
  - 1) Abraham and Sarah (looking at the starry sky), 2) Joseph (with his coat of many colors), 3) Moses (with his staff), 4) Joshua (and the walls of Jericho), 5) King David (with Goliath), 6) Jesus
- Thin markers, colored pencils, and crayons

**Discover Time Tip:** Have a classroom leader draw on a large whiteboard as students are drawing to help give them ideas on what to draw. See the lesson for additional ideas to draw.

#### Instructions for the DT Leader:

1. Pass out comic strip activity sheets and have students write their names on the back of their paper.
2. Ask students if they've ever made a comic strip before.
3. Tell them they are going to make a very special kind of comic strip today.
4. Tell them you will show them the **big picture** of God's plan and they will draw each scene on their comic strip.
5. Beginning with box #1 and ending with box #6, talk about each of these scenes in order and give them one minute to draw a simple picture of each scene (box #7 will be a picture of themselves).
  - #1: God promised a man named Abraham that he would have as many descendants as there are stars in the sky, even though he was old and didn't have any children. When Abraham was 100 years old and his wife Sarah was 90 years old, God's promise came true. They had a baby boy named Isaac! (Simple picture: stick figure of an old man with "age 100" over his head; stick figure of an old woman with "age 90" over her head; baby; stars in the sky)
  - #2: Isaac had a son named Jacob, who had a son named Joseph. Jacob gave Joseph a special gift - a colorful coat. Joseph's brothers were jealous, and they sold him to be enslaved in Egypt. (Stick figure of a man with a colorful coat)
  - #3: Jacob's family moved to Egypt, and it kept growing. They were called the Israelites. The family grew so large that the Egyptians were scared of them and enslaved them all. God sent



Moses to help them escape, and God parted the Red Sea so they could get away! (Many stick people crossing the Red Sea)

- #4: After Moses came Joshua, who led the Israelites into the Promised Land and followed God's plan to bring down the walls of Jericho. (Stick figure by a wall)
  - #5: King David was known for loving God, and when he was young, he killed a giant named Goliath. (Stick figures, one big and one small; a sling and a stone)
  - #6: King David was important because someone very special was going to come from his family. This very special person was the Savior of the world who came to save us from our sin. His name is Jesus! (Stick figure of crown with an arrow pointing to Jesus; baby Jesus in a manger)
6. Tell them that what they've drawn is God's plan to save each of us from our sin. In the last box, they should draw a picture of themselves. If they have made the decision to trust in Jesus to save them from their sin, they should draw a cross next to their picture.
  7. Have students take their comic strip back to class to use during the lesson and then take home to show their family.

## **2nd Grade: Food Station**

### **Supplies:**

- Ingredients for making cookies
- Seven Bible Timeline description cards - attach each card to an ingredient - flour, sugar, eggs, etc. (see appendix)
- Two small whiteboards
- Two dry erase markers
- Helper(s) to make and bake the cookies after students return to class (Food Station volunteer(s) or a parent guest or guests)

### **Instructions for the DT Leader:**

1. Divide the class into two teams and assign the Lead Teacher and a Shepherd as team captains.
2. Explain to the class that one team or both teams can earn a batch of freshly baked cookies by correctly answering questions. Every correct answer will earn an ingredient for the cookies.
3. Tell the class that the Bible is like a batch of cookies. Each smaller book in the Bible is like an ingredient that has a purpose; each works together to show us God's great plan.
4. Read a clue from the first card. Each team should huddle with their team captain to come up with an answer. Team captains should guide their teams to the correct answer. They should write the answer on their whiteboard.
5. On the count of three, both teams should hold up their whiteboard. If the answer is correct, they will earn the ingredient.
6. If the class earns the cookies, the helper(s) will make and bake the cookies, and then deliver the warm freshly baked cookies at the end of class.

### **Bible Timeline description cards:**

Card 1: God promised that this old man would have a huge family, as many descendants as there are stars in the sky, even though he didn't have any children yet. This man and his wife, Sarah, had Isaac when they were really old, just like God promised. (Abraham)

Card 2: This man was Isaac's son, and when he grew up, he had twelve sons. (Jacob)

Card 3: This was one of Jacob's twelve sons, and his brothers became jealous of him and sold him to be enslaved in Egypt. (Joseph)

Card 4: This was the man who God sent to lead the Israelites out of Egypt, and they crossed the Red Sea on dry ground. (Moses)

Card 5: This man led the Israelites into the Promised Land and followed God's plan to bring down the walls of Jericho. (Joshua)

Card 6: This was a very important king in Israel, who was known for loving God. When he was young, he killed a giant named Goliath. (David)

Card 7: This is one of King David's descendants. He was born to save people from their sin. (Jesus)

### **3rd Grade: Play-Doh Station**

#### **Supplies:**

- Seven Bible Timeline description cards (same as 2nd Grade / Food Station DT) (see appendix)
- Camera

#### **Instructions for the DT Leader:**

1. Divide class into seven teams.
2. Tell teams that all together the class is going to create a Play-Doh Bible timeline - the big picture of God's plan to save us from our sin.
3. Give each team a description card.
4. Challenge teams to read the card and then create that scene or person out of Play-Doh.
5. Leaders can give tips on what to make with individual students, but now is not the time to teach about the timeline.
6. Make sure students are aware of the amount of time they will have to make their Play-Doh creation and then have them begin.
7. When time is up, call each team in order, one through seven, and line up the Play-Doh art on a table to create a big picture of God's plan to rescue us from our sin. Quickly talk through the timeline and then take a picture of the class standing behind their Play-Doh Bible timeline.

**Optional:** Print a copy of the picture for students to take home.

### **4th Grade: Water Station**

#### **Supplies:**

- Four different colors of foam pool noodles (cut each color into seven chunks and write the following words on them: Abraham, Jacob, Joseph, Moses, Joshua, King David, and Jesus; they should be floating in the water)
- Four tunnels made out of large boxes or a sheet draped over chairs (students will need to scoot through the tunnel)
- Four scooters (one per team)
- Four gutters or towels (one per team; long enough to hold all seven noodle chunks)
- Four team cones to match foam noodles
- Stanchions to flag off the area
- Starting line
- 11x17 sign with "Timeline Challenge!" (see appendix); or create a fun sign on a poster board
- Tracker Tickets

#### **Instructions for the DT Leader:**

1. Divide the class into four teams.
2. Assign a color to each team.
3. Challenge teams to a relay race on scooters. One at a time they will scoot to the water, pick up one of their team's colored noodles, scoot through a tunnel, put the noodle in their gutter, and tag the next person. The team will help decide what order the noodles should go in as the next person is going. Challenge students to really think - no giving clues!

4. The first team to put all their words in order wins (the correct order is in the supply list).
5. Award two Tracker Tickets to the winning team members.
6. Repeat as time permits.

### **5th Grade: LEGO Station**

#### **Supplies:**

- Green LEGO boards
- Seven Bible Timeline description cards (same as 2nd Grade / Food Station DT) (see appendix)
- Camera
- Optional: tables to display the timeline after service or between services

#### **Instructions for the DT Leader:**

1. Divide the class into seven teams.
2. Tell teams that all together the class is going to create a LEGO Bible timeline - a big picture of God's plan to save us from our sins.
3. Give each team a description card.
4. Challenge the teams to read the card and then create that scene or person out of LEGO bricks on their green LEGO board.
5. Leaders can give tips on what to make with individual students, but do not teach about the timeline.
6. Make sure students are aware of the amount of time they will have to make their LEGO creation and have them begin.
7. When time is up, call each team up in order, one through seven, and line up the LEGO art to create a big picture of God's plan to save us from our sins. Quickly talk through the timeline and then take a picture of the class standing behind their LEGO Bible timeline.

**Optional:** Print a copy of the picture for students to take home.

# Lesson 11

## Acts 8:1-5, 8:26-40

<b>Know Right:</b>	Philip tells the Ethiopian about Jesus.
<b>Think Right:</b>	“For it is by grace you have been saved, through faith - and this not from yourselves, it is the gift of God - not by works, so that no one can boast. For we are God’s workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do.” Ephesians 2:8-10
<b>Do Right:</b>	I will serve God.
<b>Feel Right:</b>	I can feel excited when God allows me to serve Him.

### Discover Time: Serve God!

**Goal:** To challenge students to think about how **God can use what they like to do to serve Him** and build up the church.

#### Kindergarten: Art Station

##### Supplies:

- Activity sheet with an outline of a person and “**God can use what I like to do!**” (see appendix)
- Crayons, markers, colored pencils

##### Instructions for the DT Leader:

1. Challenge students to briefly think about **what they like to do** and then brainstorm how **God can use what they like to do to serve Him**. Ask the following questions to get them thinking:
  - What do you like to do?
  - How can **God use what you like to do** so others could learn about God?
  - Perhaps you like to draw. How could God use that to teach others about Jesus?
  - What if you like video games, how could God use that?
  - If you like airplanes, could God use you as a missionary who flies supplies into faraway countries?
  - What if you want to work very hard and become wealthy? God could use you to fund many big mission projects or churches.
2. Pass out activity sheets and announce that you will have a contest to see who can draw the best picture showing how **God can use what they like to do**. The student with the winning picture will receive ten Tracker Tickets.
3. Teachers and Shepherds should walk around and talk to students, challenging them to think even “bigger” than their own dreams...to think “God-sized.”
4. Hang pictures in the Art Station for others to see.

#### 1st Grade: Box Station

##### Supplies:

- Fifty boxes
- Two sets of twenty-five boxes with pictures/words that represent the following things students may enjoy doing: flying an airplane, art, cars, computers, basketball, soccer, math, books, writing, sewing, cooking, building, running, music, playing piano, biking, helping with little children, and the words “**God can use what I like to do!**” (print each set on different colored paper) (see appendix)

- Tracker Tickets

**Setup instructions:** Divide the Box Station into two sections (one set of boxes in each section).

**Instructions for the DT Leader:**

1. Divide students into two groups, ask what kinds of things they enjoy doing, and allow them to briefly answer.
2. Challenge students to stack the boxes to the ceiling while keeping the boxes with the statement **“God can use what I like to do!”** on the top.
3. As students race to stack the boxes, have leaders talk with students about how God can use all these fun things to serve God.
4. The first team to stack all their boxes will win two Tracker Tickets each.
5. Repeat if time permits.

**2nd Grade: Play-Doh Station**

**Supplies:**

- “PlayDoh-nary” cards with pictures of the following: an airplane, crayons, a car, a computer, a basketball, a soccer ball, math, a pencil (writing), sewing, cooking, tools (building), a shoe (running), music notes (singing), a piano, a bicycle, and a baby (caring for little children) (see appendix)
- Whiteboard or poster board to keep track of points
- Tracker Tickets

**Instructions for the DT Leader:**

1. Divide students into multiple teams.
2. Select one person from each team to come to the DT Leader, who will show these students a “PlayDoh-nary” card. Once these students see the card, they will race back to their team to create the item out of Play-Doh, without talking. The first team to guess what their person is making will receive five points.
3. Then ask, “How can God use this object/action to do ministry (pointing others to God)?” The first team to answer will receive five points.
4. Repeat until time is up.
5. The team with the most points at the end will receive two Tracker Tickets each.

**3rd Grade: Mission Station** - *The Mission Lesson is provided in the appendix.*

**4th Grade: LEGO Station**

**Supplies:**

- Sign with **“God can use what I like to do!”** (see appendix); or create a fun sign on a poster board
- Table to display the projects after service or between services
- Tracker Tickets

**Instructions for the DT Leader:**

1. Students will create a “LEGO Art Show” demonstrating ways **God can use what they like to do** so others can know about Jesus.
2. Challenge students to think about **what they like to do**, and then challenge them to think about how they can use that skill, desire, and passion for Jesus.
3. Give students ten minutes to build.
4. Then divide students into small groups with a classroom leader as the “judge” of each group.
5. In each group, the judge will listen to the explanations and select the best LEGO project.
6. The winner of each group will receive five Tracker Tickets.

7. Set out a table to display projects with a sign saying, “**God can use what I like to do!**”
8. Encourage students to show their parents their LEGO artwork.

### **5th Grade: Sand Station**

#### **Supplies:**

- Buckets
- Shovels
- 100 “clothespin” people with faces on each one (place all people in the center of the Sand Station)

**Setup instructions:** The sand should be damp.

#### **Instructions for the DT Leader:**

1. Read this situation to your class, and have them listen carefully:  
You were just assigned to go on a mission trip with your class to a very remote village. There are 100 people in this village - 50 adults and 50 children (point to the clothespin people) - who want to learn about Jesus. The people are very excited that your team is coming and that you are willing to work with them to help them improve their village in very important ways. Besides telling them about Jesus, you get to help them with the layout of the roads, buildings, food systems, medical care, etc.
2. After explaining the situation, have the class brainstorm about how they can help the people learn about Jesus and His love for them. Have the class quickly create a plan based on what would best meet the people’s needs and show Jesus’ love for them. Projects may include building a church in the center with roads all going to the church, a city well by the church, gardens for food, a soccer field for sports ministry, Awana game square for children to come to Awana, a school, a medical clinic, etc.
3. Help students think deeply about what would best communicate Jesus’ love to the people of the village. In real ministry, we would be asking the people what their needs are and how we can assist them, and we would focus on the gifts and talents of the local people as well as the followers of Jesus who are going to serve them. Ask, “Where will people learn about Jesus? Where will they get fresh water? How can we meet the needs of the children? How can we help make sure people get enough healthy food to eat? Where will they have fun? How will they travel?”
4. Make sure each student has a job and then challenge students to think about their specific project and where it should be located to do the best ministry in that village.
5. Allow class to start building. As they build the village, begin to place the 100 people throughout the village.
6. As you admire their passion to build, remind students that God gave them skills and interests so they could use them in helping spread the Good News of Jesus. **God can use what they like to do!**

**Note to Lead Teachers:** Watch for specific gifts and talents as students create a simple plan for this project. These observations can be referred to in today’s lesson and in future lessons.

- Who is taking leadership?
- Who wants to build walls for houses, churches, buildings?
- Who is thinking about building wells?
- Who is caring for the people’s physical needs?
- Who wants to teach the people?
- Who will design the road system?

**Alternate Ideas:** Divide into two groups and provide roll paper and markers to draw the village. Or they could create a 3D village with cardboard boxes, pipe cleaners, and other craft supplies.

# Lesson 12

## Review Day

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

### Discover Time:

**Note:** *There will be no Discover Time this week due to the interactive Classroom Review Activity.*

### Lesson Introduction

**Pray:** *Challenge one of your students to open the class in prayer. This will help them learn to pray in a public setting, build confidence, and develop their spiritual leadership skills.*

### Classroom Review Activity: Race around the room!

#### Classroom Supplies / Setup:

- 8.5"x11" pieces of colorful paper or carpet squares (place on the floor around the outside border of your classroom, like a giant board game around your classroom; the first one should be labeled "start" and the last one should be labeled "finish"; you may want to remove the tables from the classrooms)
  - **Alternate idea:** Instead of using large pieces of paper around your classroom, use smaller squares of paper on your bulletin board or whiteboard and have students race around the board instead of racing around the room.
- Spinner with numbers 1-4 and at least one space with "Go back 3 spaces" and one space with "skip a turn" (alternate option: use a large die and replace the "five" and "six" on the die with "go back 3 spaces" and "skip a turn")
- One cone per team (or small markers if using your bulletin board or whiteboard)
- Lesson Review Questions and On Track Map Questions (located in the back of the curriculum)
- Index cards (one per student; will be handed out at the end)
- Colored pencils, pencils, or thin markers

**Concession stand:** Create a fun concession stand in the Food Station or in a central area, like the hallway just outside the classrooms; classes will come to this one central location to get prizes/snacks; students could visit the concession stand several times, so make sure items are small and you have enough items; ideas include: small prizes (bookmarks, Wordless Book bracelets, etc.), small treats, fruit, juice boxes, penny candy, doughnut holes, etc. **Alternate idea:** Create a small treasure box for each classroom where students can pick their prizes/snacks.

#### Instructions:

1. Divide class into teams of six to eight students and give each team a colored cone.
2. Assign leaders in the class to: move the cones, ask questions, and "run with the kids" to the concession stand when needed.
3. Team cones should start at the first square (labeled start) on the game board.



4. Have one student from each team spin the spinner to see which team goes first. The team with the highest number goes first.
5. Ask the first question. If they get it right, they can spin the spinner and move their cone that many spaces. If they get it wrong, their turn is over.
6. The next question goes to the next team. Again, if they get it right, they can spin the spinner and move their cone that many spaces. If they get it wrong, their turn is over. (Tip: To speed up the game, ask the next question while the previous team is moving their game piece.)
7. The game continues until one team reaches the last square (labeled finish) on the game board. At that time, their team will race to the concession stand to get a prize/snack.
8. This should be a fast-paced game. While that team is racing to the concession stand, the game does not stop. The other teams will continue to answer questions and move their cone.
9. When the next team hits the last square on the game board, their entire team will race to the concession stand.
10. Teams will want to hurry to the concession stand and hurry back to continue the game and have additional chances to race for prizes.
11. Continue the game until there are ten minutes remaining.
12. Hand out index cards and have kids write down what they learned during the quarter and how they will apply it to their lives. Also have them write a prayer request that the classroom leaders can pray for during the summer. Have younger students draw a picture of their favorite lesson. Make sure students clearly put their name on their card.
13. As students leave, collect the index cards.

**Optional:** Have teachers write encouraging notes on the back of the index cards and mail them to the students.

# On Track Map

## Topical Lesson: Good News!

<b>Know Right:</b>	Jesus is alive!
<b>Think Right:</b>	“But thanks be to God! He gives us the victory through our Lord Jesus Christ.” 1 Corinthians 15:57
<b>Do Right:</b>	I will know Jesus had victory over death. He is alive!
<b>Feel Right:</b>	I can feel confident knowing Jesus is alive.

### Discover Time: The Jelly Bean Factory

**Goal:** To introduce visitors to the Wordless Book and to challenge regularly attending students to use the Wordless Book as a tool to share the true meaning of Easter with their families.

**All grades:** Large open space

**Supplies:**

- Golden Jelly Bean Factory tickets (see appendix)
- Wordless Book-colored jelly beans (3-5 of each color per student)
- Cups to collect jelly beans (one per student)
- Snack-sized plastic zipper bags or small Easter boxes (to take jelly beans home)
- Markers (to write names on plastic zipper bags or boxes)
- Tracker Tickets
- Believe It or Not booklets (one per student)
- Jelly Bean Factory
  - Create a fun location (or tent) where Wordless Book colored jelly beans can be released down a tube into each student’s cup. Prepare portions of jelly beans in advance (3-5 of each color), so “JB Workers” can quickly release beans down the tube (or multiple tubes based on the size of the church) when students stand by the end of the tube. Create a string with a bell to alert the Jelly Bean factory workers to drop the beans. This location should look fun - think “Charlie and the Chocolate Factory” when you design this location. After catching their jelly beans, they should pour them into a plastic zipper bag or box and write their name on it, and then return to the game. Optional: Set this up one week in advance to perk the students’ excitement to come on Easter Sunday.
- Wordless Book-colored items (create five different locations around your large open space; each location should have one color of the Wordless Book; ideas: balloons, streamers, cones, flags, construction paper, etc.)

**Instructions for the DT Leader:**

1. Students will enter and sit in the center of a large open space.
2. Tell students that they will play a game for a chance to earn a ticket to go to the “Jelly Bean Factory.”
3. Say: In class, we often talk about five special colors. Each color has a different meaning. Let’s do a quick review. Gold = God’s love/heaven, Dark = Sin, Red = Jesus died for us (blood), White = Forgiven/Clean, Green = Grow to be more like Jesus.
4. Explain how to earn **Jelly Bean Factory tickets**: You will notice these colors are around our room. I’m going to say a word and you need to run to the matching color. The last five people to get there

will be out. (Note: Based on the size of your group and the speed of the Jelly Bean Factory, the numbers may need to be adjusted.) I will keep calling out words, and you will keep running to the correct colors. The last five students in the game will earn tickets for the Jelly Bean Factory!

5. Say: No worries! After the first five winners are released, we will play additional rounds until everyone earns a ticket to go to the Jelly Bean Factory. After you go to the factory, you can come back and play again. If you win more than once, you will get Tracker Tickets instead of candy, so hurry back!
6. Make sure students know not to eat the jelly beans right away. They will be used in class.
7. Students who are out (sitting to the side), can help judge who is out.
8. After the first round, restart the game and repeat until everyone has gone to the Jelly Bean Factory.
9. Near the end, give out tickets to students who have not won so they can go to the factory.

Note: This game is designed to review the colors and key words of the Wordless Book while spacing out the students going to the Jelly Bean Factory.

# On Track Map

## Topical Lesson: Heaven

<b>Know Right:</b>	Jesus is preparing a place called heaven for those who believe in Him as their Savior.
<b>Think Right:</b>	“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. And if I go and prepare a place for you, I will come back and take you to be with me that you also may be where I am.” John 14:2-3
<b>Do Right:</b>	I will believe that I can live in heaven forever.
<b>Feel Right:</b>	I can feel excited that I can live in heaven forever.

### Discover Time: Draw it!

**Goal:** To get students thinking about what heaven is like.

**Location:** large open area with enough flat workspace for each student (tables or floor)

**Supplies:**

- Drawing paper
- Crayons, colored pencils, and/or markers

**Instructions for the DT Leader:**

1. Give each student a large piece of drawing paper and access to the drawing supplies.
2. Ask the students: “Have you ever thought about what heaven is going to be like?”
3. Instruct them to draw a picture of what they think heaven will look like. Assure students that you are not looking for one specific answer. This exercise is a way to put on paper what they have been previously taught and what they have picked up along the way.
4. Have the students bring their drawings back to class with them.

# Year 3 – Quarter 4

## Elementary Discover Time Activities

# Lesson 1

## 2 Kings 5:1-15a

<b>Know Right:</b>	Naaman is healed of leprosy after a young girl shares her faith.
<b>Think Right:</b>	“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)
<b>Do Right:</b>	I will boldly tell others about our great God.
<b>Feel Right:</b>	I can feel joyful when I tell others about our great God.

### Discover Time: Who is God?

**Goal:** To create a bold statement for everyone to see by doing a sidewalk graffiti mural using words to describe our **great God**.

#### Kindergarten – 5th Grade: Sidewalk

**Note:** For larger churches, this activity should be done as individual classes.

#### Supplies:

- Grade signs (use to designate sections of sidewalk for each grade) (see appendix)
- Colorful tub of sidewalk chalk (one per grade; place by each grade sign)

#### Instructions for the DT Leader:

1. Huddle with your class and explain that they are going to create a giant mural for everyone to see that describes our **great God**.
2. Have students write words or draw pictures that describe something great about God. Suggestion: If pictures are drawn, write a description next to it so the meaning is clear. Encourage students to use the Top 12 verses, other verses, or previous lessons for ideas.
3. For example:
  - God is all-powerful! Joshua 1:9
  - I can trust in God! Proverbs 3:5-6
  - Jesus is my Savior! John 14:6
  - God is love! John 3:16
  - God sent Jesus as a gift for me! Ephesians 2:8-9
  - God heals! (previous quarter: Jesus healed a paralyzed man and a sick woman)
  - God does miracles! (previous quarter: Jesus raised a dead girl and Lazarus)
4. Remind students that the statements are going to be seen by many people as they exit the church building today, as well as people throughout the week. Encourage them to write bold statements about their **great God**!

#### Leader Tips:

- All leaders should engage with students by asking questions, such as “How would you describe God?” or “If someone asked you, ‘Who is God?’, what would you say?”
- Assist by drawing words in “bubble letters” and then allowing younger students to color them in.
- For visitors or students who are struggling with what to write, write words and verses on index cards. Have students copy the card information onto the sidewalk.
- Expect all students to participate in some form or another (discussion with a leader or drawing).
- Add in a prize for the most creative drawings!
- Use a drone and take video footage of the artwork, then post on social media with a statement such as “Our kids want you to know how great God is!”
- If weather prevents you from going outside, have students use chalk on black roll paper. Display the finished banners where many people will see them.

# Lesson 2

## 2 Kings 20:1-7

<b>Know Right:</b>	King Hezekiah confidently prays.
<b>Think Right:</b>	“Pray continually.” 1 Thessalonians 5:17
<b>Do Right:</b>	I will pray about all things.
<b>Feel Right:</b>	I can feel patient knowing God hears my prayers.

### Discover Time: Prayer field of letters!

**Goal:** To introduce the value, urgency, and need for prayer.

#### Kindergarten – 2nd Grade: Large indoor or outdoor space

##### Supplies:

- Spray chalk or cones (to mark the starting line)
- Spray chalk, cones, or pennant string flags (to define the “Field of Letters”)
- 60+ sets of the letters **P, R, A, Y** (about 5” high) (see appendix)
- Scotch tape (one roll per grade)
- Large team board (one for each grade; Scrabble board style; board could be a large whiteboard, cardboard, a large tarp, or even a rug; could use painter’s tape to create squares)
- Tracker Tickets

**Setup instructions:** Define a large area as the “Field of Letters” for K-2nd grade students. Place the letters throughout the field. Some letters should be easy to find, and some should be hard to find (in long grass, behind a bush or tree, upside down, etc.). Create a long starting line. Set up an area for each team’s board.

##### Instructions for the DT Leader:

1. All students (K-2) will start on one long starting line, and they all will be running at the same time, but each grade will be a separate team with their own team board.
2. The goal is for all students to race to find one letter and return the letter to their grade’s team board. This means that students are not allowed to have more than one letter in their possession at any time.
3. Once they return to their team board, a leader will tape their letter on the board to form the word “**PRAY**”. After their letter is on the board, they can run back to search for another letter (think Scrabble board style, but don’t expect to read “Pray” vertically and horizontally).
4. After ten minutes, the team with the greatest number of the word “**PRAY**” placed on their board wins three Tracker Tickets each.



**Note:** Keep the energy level high as students rush to find the letters! There should be a lot of running.

#### 3rd – 5th Grade: Large indoor or outdoor space

##### Supplies:

- Spray chalk or cones (to mark the starting line)
- Spray chalk, cones, or pennant string flags (to define the “Field of Letters”)
- 120+ sets of the letters **P, R, A, Y** along with decoy letters (about 4” high) (see appendix)
- Scotch tape (one roll per grade)



- Large team board (one for each grade; Scrabble board style; board could be a large whiteboard, cardboard, a large tarp, or even a rug; could use painter's tape to create squares)
- Tracker Tickets

**Setup instructions:** Define a larger area as the "Field of Letters" for 3rd-5th grade students. Place the letters throughout the field. Some letters should be easy to find, and some should be hard to find.

Create

a long starting line. Set up an area for each team's board.

**Instructions for the DT Leader:**

1. All students (3rd-5th) will start on one long starting line, and they will all be running at the same time, but each grade will be a separate team with their own team board.
2. The goal is for all students to race to find one letter to make the word "**PRAY**" and return the letter to their grade's team board. This means that students are not allowed to have more than one letter in their possession at any time.
3. Students will want to stay away from decoy letters that don't appear in the word "**PRAY**".
4. Once they return to their team board, they will tape their letter on the board to form the word "**PRAY**" (think Scrabble board style, but don't expect to read "Pray" vertically and horizontally).
5. Assign students who have leadership abilities to be the point people for the scrabble board. Coach them to have a tape point person who is constantly cutting off tape, letter placement people, and runners who can keep running for more letters. This is a time to challenge students to think about teamwork and unity.
6. After their letter is correctly placed on the board, they can run back to search for another letter.
7. After ten minutes, the team with the greatest number of the word "**PRAY**" placed on their board wins three Tracker Tickets each.

**Note:** Keep the urgency level high as students rush to find the letters. There needs to be a lot of running.

# Lesson 3

## Jonah 1 – 3

<b>Know Right:</b>	Jonah makes choices about obedience.
<b>Think Right:</b>	“How can a young man keep his way pure? By living according to Your Word.” Psalm 119:9
<b>Do Right:</b>	I will obey God.
<b>Feel Right:</b>	I can feel strong when I obey God.

### Discover Time: To obey or not to obey...it's your choice!

**Goal:** To challenge students to **obey** the rules.

**Note:** *Worship Leader should give clear instructions following worship (see below).*

#### Kindergarten – 5th Grade: Outdoor Space

##### Supplies:

- Scavenger hunt lists (one per student) (see appendix)
- Plastic zipper bags (one per student)
- Bags, containers, or buckets in one designated color (these will be the decoys and should have candy in them)
- Bags, containers, or buckets in another designated color for K-2 grade
- Bags, containers, or buckets in another designated color for 3rd-5th grade
- Scavenger hunt items:
  - Gummy candy fish or a small scoop of canned tuna (or another fun object to represent the large fish)
  - Water (about a 1/4 cup of water per student; a scoop of water represents the Mediterranean Sea; students should not get wet, but everything in the bag will)
  - ¼ cup measuring cups (to scoop water)
  - Shell noodles (one per student; noodles will represent the ship)
  - Straws (cut into small pieces; one piece per student; straws will represent casting lots)
  - Small cardstock signs that say “Nineveh” (one per student; approx. 1” x 2”) (see appendix)
- Sign for each station indicating how many/much of the item students should put in their plastic zipper bag (see appendix)
- Chalk spray paint
- Tall flags or cones
- Stopwatch
- Horn or whistle
- Food Station pass (see appendix) or special treats for winning students

##### Setup instructions:

- Create boundaries with the chalk paint and add in tall flags or cones to clearly mark the area for the scavenger hunt. Make sure the students have lots of space and the boundaries are clear.
- Put each set of scavenger hunt items, along with the sign indicating how many/much of that item students should take, inside a bag, container, or bucket (K-2nd and 3rd-5th should each have a designated color).
- Hide containers within the boundaries. For larger churches, feel free to make multiple locations of the same item or fill multiple containers of the same item in the same general area (to prevent overcrowding at the containers).
- Place a few decoy containers with candy in obvious locations within the boundaries. Students should not take from these containers because, even though they are within the boundaries, they

are not the right color.

- Place a few containers in the designated K-2nd and 3rd-5th grade colors outside the boundaries but make them very visible (candy can be placed inside these out-of-bounds containers to make them attractive). Students should not take from these containers because, even though they are the right color, they are outside the boundaries.
- By the worship area, place a small tub with one scavenger hunt list, one empty plastic zipper bag, and a sample plastic zipper bag filled with the scavenger hunt items for the Worship Leader to show the students. Also, by the worship area, have a tub for each grade with enough copies of the scavenger hunt list and enough plastic zipper bags for each student.
- Tip for older students to make it more difficult: Use dark bags or containers that blend in more with the natural outdoors, like dark green, brown, and black.

### **Instructions for the Worship Leader:**

1. When worship ends, inform students they are going on a scavenger hunt outside.
2. Hold up a sample scavenger hunt list and tell them they will be looking for the items on the list.
3. Hold up the sample plastic zipper bag and tell them they will put the items they find in their bag.
4. As instructions are explained, do not hand out the lists and the plastic zipper bags, as it will cause distraction to the students.
5. Announce the following rules they need to **obey** for the scavenger hunt:
  - All students must **obey** and stay within the chalk lined boundaries.
  - K-2nd grade students may only take items from \_\_\_\_\_ (*insert color*) bags, containers, or buckets. *Have students repeat the color.* Please **obey** and only take from the \_\_\_\_\_ containers.
  - 3rd-5th grade students may only take items from \_\_\_\_\_ (*insert color*) bags, containers, or buckets. *Have students repeat the color.* Please **obey** and only take from the \_\_\_\_\_ containers.
  - The first five students from each age group (K-2nd and 3rd-5th) who have all the items in their bag and report back to the designated location will win.
6. Inform students of their time limit, and allow them to start collecting items and putting them in their bags. Let them know that things in the bag may get wet, and that's okay!
7. Before going outside to begin the hunt, have students go to their DT Leader when you say "Go!" to pick up a scavenger hunt list and a plastic zipper bag.

### **Instructions for the DT Leader:**

1. Pass out a scavenger hunt list and a plastic zipper bag to all students. Make sure to match visitors with a friend or a Shepherd. Optional for younger students: Have them travel together in small groups with a leader to help them read the signs at each station and put the correct amount of each item in their bag.
2. Take your group outside to your designated area and begin the scavenger hunt.
3. Make sure this is a high-energy, fun, fast-paced event!
4. Watch to see if students are **obedient**! If they are not, they should sit in a designated location for several minutes before being allowed to rejoin the scavenger hunt.
5. The first five students from each age group (K-2nd and 3rd-5th) who have all the items in their bag and report back to the designated location will win. Check the bags to make sure they have all the items.
6. When time is up, a horn will sound (or blow a whistle) and all students will return to their DT Leader. Make sure bags are sealed and then head to class. Items in the bag will be used to teach the lesson.

Note: DT Leaders and Teachers should watch the following:

- Will students **obey** the rules or disobey and grab from the wrong-colored containers?
- Will students **obey** the rules or disobey and go out of bounds?
- Will students **obey** the rules or disobey and take from the decoy containers?

# Lesson 4

## 2 Chronicles 34

<b>Know Right:</b>	King Josiah finds God's Word.
<b>Think Right:</b>	"But grow in the grace and knowledge of our Lord and Savior Jesus Christ." 2 Peter 3:18a (Top 12)
<b>Do Right:</b>	I will seek the truth from God's Word.
<b>Feel Right:</b>	I can feel wise when I seek the truth from God's Word.

### Discover Time: Slam dunk!

**Goal:** To review the Top 12 verses and remind students of the value of knowing God's Word accurately.

#### Kindergarten – 5th Grade: Outdoor Space

##### Supplies:

- Dunk Tank with one TRUE target (the target that collapses the seat)
- Five additional false targets (attach to the dunk tank near the one true target) (see appendix)
- Balls to throw at the target
- Bucket to collect the Top 12 Challenge cards
- Fun music



##### Advanced Planning:

- Early in the week, find a few key leaders who are willing to be dunked (make sure they have a change of clothes). Choose fun and high energy people that the students will know and would enjoy dunking.
- Last week, the Top 12 Challenge cards should have been handed out and students should have been challenged to study and recite six of the twelve verses to their parents before they arrive this week. Please make sure that the name is clearly written on their card as they turn it in, since leaders will use this signed card to select students to toss balls at the dunk tank.
- A sample Emcee script is included. This script is not meant to be read during the DT, but studied during the week prior so the script is not needed during the activity.

##### Instructions for the DT Leader:

1. Fun music should be playing to pump up the energy around the dunk tank.
2. When students arrive, have them place their Top 12 Challenge card in the bucket, if it is signed by a parent. Make sure their name is clearly written on the card before dropping in the bucket.
3. Have all students sit around the dunk tank. Highlight the importance of hitting the **one true** target.
4. Build suspense as you pick names from the bucket and call out the names.
5. Allow these students to toss the ball at the **one true** target first. You may want to pump up the volume of the music as kids are tossing the ball!
6. If you have extra time, do a quiz on the Top 12 verses. If students can answer correctly, they can have a chance to hit the **one true** target.

##### Sample Emcee Script:

Welcome to "Dunk Tank" day! Are you ready to dunk a few leaders?

Let me highlight all the targets around our tank. *Highlight the false targets and then focus on the one true target.*

Which target do you want to hit? (The **one true** target!!!!) *Start a chant and continue the chant as you build up the excitement of the "One True Target."*

How many of you want a chance to dunk one of these great leaders?

Today our leaders are \_\_\_\_\_. *Reveal those who will be in the tank.*

Last week you received a Top 12 Challenge Card. You were challenged to review these Bible verses and then recite at least six of them to your parents. How many of you REMEMBERED to do that? *Have students raise hands and congratulate them for putting that as a priority and valuing God's Word.*

To start off, if your name is chosen from this bucket, you will have three chances to hit the **one true** target. *Tips: Adjust the distance to the target based on the age of the student. If all cards are used from the bucket, use simple/short Top 12 application questions to give students a chance to throw the ball.*

Remember, do not be deceived by all of these other targets, for there is only **ONE TRUE TARGET!**

Let's give a big welcome to our first leader, \_\_\_\_\_ (*insert name*)! (*GENERATE EXCITEMENT*)

*Get the crowd to participate by being loud, clapping their hands, and chanting "One True Target!"*

*If a student hits the one true target, congratulate them and have the crowd cheer! Allow three balls/chances per student. If they hit the target, their turn ends, and the next student gets three chances to toss the ball.*

*When a student misses the target, say: "Remember, there is only one true target! Don't be fooled by the targets that are misleading."*

*Have music increase as students are tossing the ball, to build the fun and excitement.*

*Switch the person in the dunk tank every five minutes. When five minutes are up, if the leader has not been dunked, say, "Remember, there is only ONE TRUE TARGET!!!!" At this time, the Emcee will hit the One True Target, dunking the leader, allowing the next leader to enter the dunk tank. Remember to highlight each leader and continue to get the crowd participating by clapping and chanting, "One True Target!"*

*When time is up, challenge students to quickly line up and head to class.*

*Optional: If time permits, have a "shout off" between classes of "One True Target".*

## **Alternate DT Option: Scripture Hunt**

### **Kindergarten – 5th Grade: Indoor Space**

**Note: Activity should be done as individual classes.**

#### **Supplies:**

- Sixteen small scrolls per team - one word from 2 Peter 3:18a on each scroll; print each set on a different color of paper; hide scrolls individually throughout the designated area (see appendix)
- Tracker Tickets

#### **Instructions for the DT Leader:**

1. Divide students into teams of 5-6 and assign each team a color.
2. Inform teams that they will be competing in a "Scripture hunt". They will need to find sixteen scrolls of their assigned color, open them up, and put them in order to form a verse.
3. Award two Tracker Tickets to each member of the team that completes the challenge first.

# Lesson 5

**2 Kings 25:1-21; Jeremiah 29:4-14**  
(Parallel Account in 2 Chronicles 36:15-21)

<b>Know Right:</b>	Nebuchadnezzar conquers Judah.
<b>Think Right:</b>	“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)
<b>Do Right:</b>	I will trust God’s plan for my life.
<b>Feel Right:</b>	I can feel peaceful when I trust God’s plan for my life.

## Discover Time: Red Light, Green Light

**Goal:** To challenge students to remain focused on the perfect **plan**.

**Discover Time Leader Note:** It is critical that this be more than just a fun, quick game. Read the entire lesson carefully and be an expert on the plan as detailed below so this Discover Time will truly connect to the lesson.

### Kindergarten – 5th Grade: Outdoor Space

**Note:** *activity should be done as individual classes*

#### Supplies:

- Chalk spray paint (create two chalk lines - line A will be the start line and line B will be the finish line; lines will be on the grass, about thirty feet apart; shorter or longer based on age - it should be a challenge to cross the lines)
- Popsicles or a fun treat (stored in a cooler) for all students after crossing line B
- Designated resting place (after crossing line B)
- Tracker Tickets
- Large signs that say “Stop” and “Go” taped back to back on a yardstick (see appendix),
- Referees who are wearing some form of identification (red or blue bandanas or striped referee shirts)

#### Instructions for the DT Leader:

1. Huddle up the students so everyone can hear.
2. Say: I’ve got a plan! It is my **plan** for all of you to start on line A, and then cross over line B while being obedient to the traffic signs. Does that sound easy? It’s a simple **plan**, just stop and go according to my sign. My **plan** also includes something good at the end. If you successfully cross over line B, you can rest and enjoy a cold popsicle (or another fun treat). What do you think of this **plan**? One more thing - just a reminder - the challenging part of this **plan** is that you obey the traffic signs (red light/green light). When the sign changes to stop, you must stop. (*You shouldn’t need to yell out stop and go... just flip the sign.*) The consequence for not following the **plan** is to go back to line A, and then try to follow the **plan** correctly the next time. Remember, if you cross line B, you can rest and enjoy a popsicle. Do you understand the **plan**?
3. Play until all students cross the line. Repeat if time allows. For round two, the reward will be one Tracker Ticket for everyone who makes it across.
4. Introduce the referees (other leaders and guest parents) who will watch for students that move when the sign switches to stop. Tell them when they are not following the **plan**. Make sure to catch the students who move and send them back to the starting line.

5. Make sure to change the sign quickly and make it tricky! You should switch the sign several times before any student crosses the line.
6. This game should be fast-paced and fun!

**Note for 3rd-5th Grade:** Add in difficult tasks such as: go under a rope, go over a rope, crawl under a fishnet suspended by chairs, etc.

**DT tip:** Great day to introduce parents to Discovery Land. Ask your athletic parents to be the referees for the class. The more referees, the more accurate your DT will be.



# Lesson 6

## Daniel 1:1-20

<b>Know Right:</b>	Daniel refuses the king's food.
<b>Think Right:</b>	"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)
<b>Do Right:</b>	I will live my life God's way.
<b>Feel Right:</b>	I can feel faithful when I live my life God's way.

### Discover Time: One way!

**Goal:** To challenge students to follow the **one way**.

#### Kindergarten – 5th Grade: Outdoor Space

**Basic goal:** Groups will travel to four or five stations to complete a challenge. Their goal is to find the ultimate treasure by the end of Discover Time by completing the challenge at each station before moving to the next station. The stations must be done in order, but groups could start at different stations. For example, Kindergarten could start at Station 1, 1st Grade at Station 3, and 2nd Grade at Station 5. The final destination is the classroom.

**Advanced planning:** Depending on your class size, you will need to determine if each grade will do the activity separately or if several grades will be combined. You will need to create four or five stations for each group. Each station should have an age-appropriate challenge. The challenges should be written on the station signs. Assign a color to each group in advance and print each group's station signs on paper of their assigned color. This will help groups find their own stations more easily.

#### Supplies:

- **One way** station signs – signs have a blank space for you to write the challenge for each station; print each group's signs on their assigned color (see appendix)
- Supplies for each challenge
- Final treasure (could be a fun arrangement of veggies such as the veggie kebabs in the photo; treasure will be in the classroom)



#### Instructions for the DT Leader:

1. After worship, huddle with the students from your class/group.
2. Explain that at each station they will need to complete a **one way** challenge – meaning there is only one way to complete the challenge. Once the challenge has been completed correctly, they will travel to the next station and another **one way** challenge. Their goal is to find the ultimate treasure by the end of Discover Time by completing a **one way** challenge at each station before moving to the next station.
3. Sound easy to follow the **one way** challenges? Think again! If students are tempted to skip the challenge or even compromise on it, allow them to debate about it and then do what they want to do. This behavior will connect into the lesson.
4. Continually challenge students to follow the station's **one way** instructions within a limited amount of time until they find the ultimate treasure.

**Sample Challenges:**

- Jumping Jack Challenge: Entire team must do 20 jumping jacks. (Older students could also run through tires, walk on a board, etc.)
- Hula Hoop Challenge: Entire team must stand in a circle and hold hands. Two team members should hold hands through a hula hoop. With your leader's help, pass the hula hoop around the whole circle without letting go of each other's hands. (Older students could do this twice.)
- Bean Bag Challenge: Entire team must stand on a line and one at a time toss a bean bag into a bucket. A leader should stand by the bucket to throw the bean bag back to the next person. Every person must make the bean bag into the bucket.
- Rope Challenge: Entire team must hold hands, forming a line. While holding hands, the team must duck under a rope one after another.
- Tunnel Challenge: Entire team must line up at one end of the tunnel and crawl through the tunnel one at a time as fast as they can.
- Bible Verse Challenge: Choose three students to recite a specific verse or their favorite verse.
- Crawling Challenge: Entire team must line up and crawl from one line to the second line, then turn around and hop back to the first line.
- Books of the Bible Challenge: Entire team must say the books of the New Testament or Old Testament.

# Lesson 7

## Daniel 2

<b>Know Right:</b>	Daniel asks God for wisdom to interpret Nebuchadnezzar's dream.
<b>Think Right:</b>	"If any of you lacks wisdom, he should ask God." James 1:5a
<b>Do Right:</b>	I will ask God for wisdom.
<b>Feel Right:</b>	I can feel victorious when I have and share God's wisdom.

### Discover Time: Got wisdom?

**Goal:** To discover the importance of seeking **wisdom**.

#### Kindergarten – 5th Grade: Outdoor Space

**Note:** divide students into two groups (K-2nd and 3rd-5th)

#### Supplies:

- Baby pools or large tubs (to hold bubble solution; one per grade)
- Giant bubble recipe (recommended) and supplies:

1.5 gallons HOT water (that is important for mixing)

1/2 teaspoon J-lube

1 tube (4.25 oz) surgilube

1/4 cup glycerine (99.5%)



Mix the above ingredients together using a paint impeller for a smoother mixture.

Then add the following without making foam:

2 cups (16 oz) Dawn original dish detergent (non-ultra)

1/2 cup (4 oz) Dawn professional manual pot and pan detergent

- Large bubble wands (approximately one per every eight students; wands should be identical or similar to the one that the expert is using; do not have smaller wands available for students to "play" with while waiting; expect them to watch, like an experiment)
- A "Bubble Expert" (recruit one or more fun people who will experiment with the bubble solution in advance and be confident with the ability to create huge bubbles; it is critical they know what they are doing; they need to be the expert and full of wisdom; for larger churches, provide "Bubble Expert Assistants" who can assist classes as needed)
- It is recommended that the Bubble Expert watch an online video so they can speak intelligently about bubble making. Here are some videos:
  - Option 1: This video uses the recommended recipe listed above and produces amazing results! <https://www.youtube.com/watch?v=gQmpVlgDvgQ>
  - Option 2: This video has a recipe with fewer ingredients, but we have not tested this recipe and therefore don't know the results: <https://www.youtube.com/watch?v=VXsPqUFsArM>
- Lab coat for the expert to wear so they appear like a scientist or an expert in the field

### **Instructions for the DT Leader:**

1. As students walk outside to the DT activity, the Bubble Expert should be creating giant bubbles.
2. Have students sit on the grass and watch the giant bubbles form. This should be divided (K-2nd and 3rd-5th grade) OR as one large group if your group is small. The key is to have the Bubble Expert(s) stand out and be **wise**.
3. **Bubble Expert:** Ask students if they would like to learn how to make bubbles. As students yell, "Yes!", point out that they are **wise** to get advice from an expert.
4. Have students listen carefully to the Bubble Expert, so they can share the knowledge they have learned through many days/weeks/months of practicing.
5. After the information is explained, highlight how **wise** this person is on the subject of bubbles. They are able to make the solution, understand the importance of the humidity of the air, wind issues, how to use the bubble wands, etc.
6. **Bubble Expert:** Acknowledge that God gave you the ability to study bubbles, and He provided the supplies and the gentle wind for the bubbles.
7. Have students break into small groups or classes, so they can try to apply what they learned from the Bubble Expert.
8. Line students up and rotate through, helping as needed. Students who are waiting should watch those who are creating the large bubbles.
9. Remind students to ask the Bubble Expert for **wisdom** if they have problems or questions.
10. Challenge grades to see how big their bubble can get!

### **Alternate Indoor DT:**

Bring in a "Percussion Expert", such as a current or former music teacher, or someone who plays the drums really well. Have the expert demonstrate their skills and give some background on how long they have been playing the instrument and the practice required to become an expert. The percussion expert should acknowledge that God gave them the ability to read music and learn how to play the instrument. Then give each student a percussion "instrument" such as an empty bucket turned upside down or a shaker made from an empty water bottle filled with rice. Have the percussion expert be the **wise** conductor. The students need to follow them to produce a song that sounds great.

# Lesson 8

## Daniel 3

<b>Know Right:</b>	Shadrach, Meshach, and Abednego are thrown into the fiery furnace.
<b>Think Right:</b>	“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)
<b>Do Right:</b>	I will trust in God’s power.
<b>Feel Right:</b>	I can feel courageous and peaceful when I trust in God’s power.

### Discover Time: Trust Factor

**Goal:** To help students understand that God is all-powerful, He is always with them, and even though they cannot physically see Him, they can totally **trust** Him.

#### Kindergarten – 5th Grade: Outdoor Space

**Note:** Activity should be done as individual classes.

#### Supplies:

- 15-yard starting line (all partners should be able to stand on the line)
- 15-yard finish line (there should be a good distance, approximately 25 yards, between the two lines)
- Blindfolds (one for every two students)
- Many water balloons, water buckets, and small baby pools to create water hazards (if inside, use paper plates or objects)
- Hose or water supply
- Two large cones with a flag stuck in each (one placed on each line)

#### Instructions for the DT Leader:

1. Divide students into partners.
2. Have partners stand on the starting line.
3. Blindfold one partner in each team (make sure they cannot peek).
4. Challenge the seeing partner to guide their blindfolded partner through the “field of water”, without getting wet, to be the first to retrieve the flag.
5. The blindfolded partner must **trust** their friend to not allow them to touch the traps. If a partner steps on a balloon or gets wet, that team is disqualified from getting the flag.
6. If a partner cheats, that team is disqualified. It should be obvious - all leaders will need to watch for broken balloons, tipped buckets, etc.
7. The team that remains completely dry and is the first to grab the flag at the opposite end wins five Tracker Tickets each.
8. After all groups have finished, repeat activity by switching the partners’ positions and reversing directions. The finish line becomes the starting line for the second group and the starting line becomes the finish line.
9. Continue to emphasize the word **trust** as students allow their partners to guide them through the race.

#### Special Tips:

1. Make sure the students are blindfolded well.
2. The guiding partner should physically and verbally guide their partner. For older students, you may want to say they can only verbally guide their partner. This will emphasize the importance of listening to God and **trusting** His words. It will also help if you make it challenging enough, which is crucial to this Discover Time.
3. It may be a good day for students to take their shoes off.
4. Make sure the guiding partners understand their role. They need to be a **trustworthy** and responsible guide.
5. Warn students not to cheat! It will be obvious if they do.
6. Speed will be a factor because there is only one flag.
7. The more pools, balloons, and water buckets to walk around, the better!
8. At the end of your outdoor fun, make sure the students do not grab water balloons or tip buckets as they may be used for additional classes or multiple services.
9. This is a good day to get extra help setting up the activities.

# Lesson 9

## Daniel 6

<b>Know Right:</b>	Daniel is thrown into the lions' den.
<b>Think Right:</b>	"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)
<b>Do Right:</b>	I will remain committed to God.
<b>Feel Right:</b>	I can feel faithful when I remain committed to God.

### Discover Time: Together forever!

**Goal:** To teach the importance of remaining **committed**.

#### Kindergarten – 5th Grade: Outdoor Space

**Note:** Activity should be done as individual classes.

#### Supplies:

- Cones or spray chalk paint
- "Tagged Out" signs (see appendix)
- Super soakers
- Tracker Tickets for the winning set of partners

**Setup instructions:** In advance, each class will need boundaries created with cones or spray chalk paint large enough to play tag and a designated area for students who are tagged out. Post "Tagged Out" signs in the designated "Tagged Out" area.

#### Instructions for the DT Leader:

1. Challenge students to a game of partner "Commitment Tag."
2. Select either a leader or a student to be "it." You can rotate the "it" person as needed.
3. Select leaders to spray the students with the super soakers (weather permitting).
4. Show students the designated area to play tag.
5. Show students the designated "Tagged Out" area.
6. Have students find a partner. Help them if needed.
7. Instruct partners to connect by hooking their elbows.
8. Emphasize and remind partners they must remain **committed** (key word of the game) to each other and stay connected, even if they get wet!
9. Any partners that disconnect will automatically be out.
10. Any partners that go outside the boundaries will be out.
11. Any partners that are tagged by the person who is "it" will be out.
12. The last partners still in the game are the winners and will receive two Tracker Tickets each.
13. Explain again what **commitment** means - they need to stick together until the end of the game.
14. Repeat as time allows.
15. Have fun and keep repeating the word **commitment** as you play this game!



# Lesson 10

## Esther 1-10

<b>Know Right:</b>	Esther courageously risks her life and is used by God to save His people.
<b>Think Right:</b>	“Do not merely listen to the Word, and so deceive yourselves. Do what it says.” James 1:22
<b>Do Right:</b>	I will be willing to take risks to do what is right.
<b>Feel Right:</b>	I can feel supported by God when I take risks to do what is right.

### Discover Time: Who comes first?

**Goal:** To challenge students to put others first and **help** them even when it might be costly.

#### Option 1

**Kindergarten – 5th Grade:** Large indoor or outdoor space

*Note: Activity could be done as two groups (K-2nd and 3rd-5th) or as individual classes, depending on your church size.*

#### **Supplies:**

- Designated space divided into two equal courts with a centerline
- Dodgeballs (place the balls on the centerline)

#### **Instructions:**

1. Divide the group into two teams. All students will be in the game to start.
2. The goal is to throw a ball at a member of the other team and hit them in the shoulders or below. If a student is hit in the shoulders or below, they are out, and they need to stand around the outside of their team’s court. If a student is hit in the head, they stay in, but the student who threw the ball is out.
3. Teammates will have an opportunity to **help** a player get back into the game by catching a ball as it is thrown at them. If they do catch the ball, one player can return to the game. By attempting this they are taking a risk, because they are out if they touch the ball but don’t actually catch it.
4. Students who take the risk to **help** save teammates and bring them back into the game will receive three Tracker Tickets for each successful attempt.
5. The team with the last player remaining in the game is the winner. Each member of the winning team will receive two Tracker Tickets.
6. Repeat as time permits.

#### Option 2

**Kindergarten – 5th Grade:** Large indoor or outdoor space

#### **Supplies:**

- Blindfolds (enough for half of the students)
- Tracker Tickets (in denominations of two and five)
- A long starting line and finish line, about 30 feet apart
- A variety of obstacles set up between the two lines (make sure the obstacle course is challenging enough for the age of the students participating)

**Instructions for the DT Leader:**

1. Split the students quickly into pairs and have them stand behind the starting line.
2. Distribute blindfolds to half of the students (one from each pair). The other half of the students (without blindfolds) should each receive two Tracker Tickets.
3. Inform students that they have the opportunity to earn Tracker Tickets by completing an obstacle course. The partner with the blindfold must compete, but the partner without the blindfold may choose whether or not to participate once they understand the rules of the activity.
4. Explain the rules of the game: One partner will be blindfolded, and they will need to cross the obstacle area without bumping into any obstacles. If they successfully complete the obstacle course without bumping into an obstacle, and if they keep their blindfold in place the whole time, they will earn five Tracker Tickets. If their partner chooses to participate, the partner can assist the blindfolded student by walking alongside them and providing verbal instructions, but they must not touch them.
5. Explain the twist: If any student wants to **help** their blindfolded partner, they must give up their two Tracker Tickets in order to participate.
6. Allow students to decide how to proceed, and collect the two Tracker Tickets from partners who choose to participate. Partners who chose not to participate must silently watch the challenge.
7. Instruct students to put on the blindfolds and begin the challenge.
8. ALL LEADERS: Observe students' reactions! Will anyone give up their two Tracker Tickets to **help** their partner? Who is willing to make a sacrifice to do the right thing and put their partner first?
9. At the end of the challenge, announce that both partners will receive five Tracker Tickets if they worked together to successfully complete the obstacle course (without bumping into an obstacle and if they kept their blindfold in place the whole time).

# Lesson 11

## Review Day

**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.

### Discover Time: The race to review!

**Goal:** To challenge students to recall everything they've learned this quarter while having fun!

#### Kindergarten – 5th Grade: Outdoor Space

**Note:** *Larger churches could split this activity into two groups: K-2nd and 3rd-5th.*

#### Supplies:

- Emcee of the game
- Large timer
- Large tarp with holes (smaller churches will need just one tarp for all grades; larger churches will need two tarps if splitting into two groups - K-2nd and 3rd-5th)
  - Alternate idea instead of using a tarp: Use stanchions, wooden stakes, or garden stakes with pool noodles covering them. Write point values on the stanchions, wooden stakes, or the pool noodles. Students will toss hoops to receive points.
- Balls of all types: Footballs, volleyballs, dodge balls, etc.
- Paper and clipboard for each DT Leader to use as a class score sheet
- Cones or team canopies for classes to sit by or under
- Airhorn
- Music to create a competitive atmosphere
- Lines or cones to mark where each grade will throw from (older students should be farther back)
- Snacks for all students and an "ultimate snack" for the winning team
- List of questions (prepared by the children's ministry leader using the Lesson Review questions and On Track Map questions from the appendix); questions should be true/false, multiple choice, or fill-in-the-blank, and should focus on:
  - The ability to recognize key people we studied this quarter and what they did (Know Right).
  - The ability to apply the Bible Lesson to real life situations (Do Right).
  - On Track Map topics



#### Instructions for the DT Leader:

1. Say: Today we will be competing against other classes. You have limited time to score as many points as possible. Everyone will receive a snack at the end, but only the winning team will receive an ultimate snack (show the ultimate snack so students will want to work hard to win it).

2. All Teachers will ask their class a question. To prevent one teacher asking easy questions and one teacher asking hard questions, all teachers should use the list of questions created by the children's ministry leader. If the answer is right, a student can run to the tarp and attempt to earn points by throwing two balls. The DT Leader for each class will be stationed by the tarp to assist students and keep score.
3. Have your reset team or parent volunteers stationed by the tarp to continually bring the balls back to the throwing line, or have students collect the two balls they threw and return them to the throwing line.
4. While they are gone, the Teacher can continue to ask questions so there is no wasted time and students are continually running to the tarp area. This should be a fast-paced game with kids constantly running to the tarp area to try to score points.
5. The emcee of the game should be updating teams on scores every thirty seconds and highlighting how much time is left to score.
6. At the end of the review activity, the team with the most points will win the ultimate snack.

**Alternate idea:** Instead of classes competing against each other, challenge teams to score a certain number of points to receive the ultimate snack. If they don't score enough points, then they will just get the regular snack/prize. In this scenario, you would need to make sure you have enough of both snacks - the regular snack and the ultimate snack - since you won't know in advance how many will earn the ultimate snack and how many will only get the regular snack. Also, with this activity, you will want the "regular snack/prize" to be super small (like a tootsie roll or an eraser), so teams will try hard to earn the ultimate snack.

# On Track Map

## Topical Lesson: Getting to know the book of Psalms

<b>Know Right:</b>	Psalms is a collection of songs responding to God.
<b>Think Right:</b>	"May the words of my mouth and the meditation of my heart be pleasing in your sight, O Lord, my Rock and my Redeemer." Psalm 19:14
<b>Do Right:</b>	I will worship God in all situations.
<b>Feel Right:</b>	I can feel good about worshipping God in all situations.

### Option 1: Discover Time: Is it in the Psalms?

**Goal:** To get students thinking about the variety of topics that are covered in the book of Psalms.

**Location:** Large open area (large enough for all grades to run around in)

**Supplies:**

- One large sign with "YES" and one large sign with "NO" displayed on opposite ends of your large open area
- Loud bell or horn (that can be heard throughout the room)
- List of questions (see below)

**Instructions for the DT Leader:**

1. Gather all students in a huddle to explain the rules of the game:
  - a. Say: Remember that the Bible is one big book made up of many little books. What is the longest book in the Bible? (Psalms) Psalms is a book that expresses many feelings of the writers - good, bad, sad, joyful, and more! We're going to play a game where you'll decide what you think is written in the book of Psalms.
  - b. You (the DT Leader) will quiz students on the book of Psalms. You will ask Yes/No questions, and students will answer by running to the correct sign.
  - c. If students choose the wrong answer, they are eliminated from the round.
  - d. There will be two rounds, each with 10 questions. After each round, the remaining students will earn two Tracker Tickets each. Students who were eliminated from the first round will rejoin the group for the second round.
2. Instruct students to spread out in the open area, and then begin to read each statement below, followed by the question: "Is it in the book of Psalms?"
3. Students will have 10 seconds to make a decision and pick a side of the room. When you sound the horn/ring the bell, students must freeze.
4. Give the answer (yes or no).
5. If students chose the wrong answer, they must sit out for the rest of the round.
6. *Optional: To keep your kids who are "out" engaged, have kids sit in teams based on gender and answer as a team with hands up or hands down and give points to the boys or the girls team. Assign a Shepherd or the Lead Teacher to manage this group of kids.*
7. Continue until 10 questions have been asked, then award Tracker Tickets. Repeat the activity with the remaining 10 questions.

**Questions:**

*Note: Psalm references included for as the leader prepares.*

**ROUND 1:**

1. Worshiping God with all that we have. Is it in the book of Psalms? (Yes; Psalm 86:12)
2. The type of food that God enjoys. Is it in the book of Psalms? (No)
3. The prophet Jonah. Is he mentioned in the book of Psalms? (No)
4. The importance of asking for forgiveness. Is it in the book of Psalms? (Yes; Psalm 25:11)
5. Thanking God. Is it in the book of Psalms? (Yes; Psalm 136:26)
6. Jesus was born in Bethlehem, and His mom's name was Mary. Is it in the book of Psalms? (No)
7. The importance of being patient. Is it in the book of Psalms? (Yes; Psalm 37:7)
8. The sun and the ocean. Is it in the book of Psalms? (Yes; Psalm 93:3, 4)
9. How to deal with being very sad. Is it in the book of Psalms? (Yes; Psalm 34:18)
10. We should encourage others. Is it in the book of Psalms? (Yes; Psalm 10:17)

**ROUND 2:**

11. The topic of sickness. Is it in the book of Psalms? (Yes; Psalm 41:3-4)
12. The importance of baptism. Is it in the book of Psalms? (No)
13. Joy. Is it in the book of Psalms? (Yes; Psalm 95:1-2)
14. Strength. Is it in the book of Psalms? (Yes; Psalm 118:14)
15. Admiring God because He is the Creator. Is it in the book of Psalms? (Yes; Psalm 146:6)
16. Warnings about too much screen time being bad for your heart and mind. Is it in the book of Psalms? (No)
17. Patience. Is it in the book of Psalms? (Yes; Psalm 27:14)
18. The importance of getting enough rest each night? Is it in the book of Psalms? (No)
19. The history of Abraham and his sons? Is it in the book of Psalms? (No)
20. Obedience. Is it in the book of Psalms? (Yes; Psalm 119:35-36)

## **Option 2: Discover Time: Worship Art!**

**Goal:** To give students the opportunity to creatively worship God through art.

**Location:** Open Area or Art Station (large enough for all grades)

**Supplies:**

- Large roll paper or large sheets of paper
- Art supplies (markers, crayons, paint, etc.)
- Worship music to play in the background as students work

**Instructions for the DT Leader:**

1. While playing worship music, encourage students to use what they know about God to create a beautiful piece of art that tells or shows others who God is. They can paint or draw a beautiful picture of worship or write words that help them worship.
2. Ideas: Paint something beautiful that God created, draw a place where you love to worship God, write words that remind you of God, or write out a Bible verse that you know.
3. Optional: At the end of the Discover Time activity, invite students to share what they created and why.

# On Track Map

## Topical Lesson: When Tragedy Happens

<b>Know Right:</b>	God is our refuge and help in times of trouble.
<b>Think Right:</b>	“The LORD Almighty is with us; the God of Jacob is our fortress.” Psalm 46:11
<b>Do Right:</b>	I will go to God in times of trouble.
<b>Feel Right:</b>	I can feel comforted when I go to God.

### Discover Time: Our Refuge

**Goal:** To introduce students to the concept of God being our **refuge**.

*Note: These Discover Time activities can take place before or after the lesson.*

#### Option 1: Art Station

##### Supplies:

- Cardstock posters with the Know Right point written in bubble letters (see appendix)
- Crayons
- Watercolor paints
- Paint brushes
- Water cups
- Music

##### Instructions for the DT Leader:

1. Before handing out posters, ask students, “Have you ever heard of the word **refuge**?” Invite students to explain what it means.
2. Explain: The purpose of a place of **refuge** is to keep people safe and protected from dangerous things. Today, we’ll be learning about how God is our **refuge**.
3. Hand out posters and supplies. Explain that students should outline the bubble letters with their crayons, then paint watercolor inside the crayon outlines. The crayons will protect the paint from going outside of the letters and onto the rest of the paper. The crayon is like a refuge for the paint. It is protecting it.
4. Have music playing in the background as students work on their posters.
5. As students work, ask the following questions:
  - a. What kinds of things make you feel afraid?
  - b. What kinds of things make you feel sad?
  - c. When do you think it’d be helpful to see this poster?
  - d. Where will you put your poster?
  - e. What do you want to remember about God when you are afraid or sad?
6. At the end of Discover Time, leave students’ posters laying flat so they can dry. Students should pick up their posters after class and take them home.

#### Option 2: Large open area

##### Supplies:

- Supplies for making forts (sheets, pillows, chairs, boxes, etc.)
- Painter’s tape (divide the area into 2-3 regions so teams can have their own space to build)
- Tracker Tickets
- For older students:



- Dividing line
- Dodgeballs

**Instructions for the DT Leader:**

1. Quickly divide students into 2-3 teams, having them stand in their assigned team space.
2. Before explaining the activity, ask students, “Have you ever heard of the word **refuge**?” Invite students to explain what it means.
3. Explain: The purpose of a place of **refuge** is to keep people safe and protected from dangerous things. Today, we’ll be learning about how God is our **refuge**. To help us start thinking about the idea of “refuge”, we’ll be having a fort-building competition! The team with the strongest fort will earn two Tracker Tickets each. (For older students, these forts will be put to the test at the end of our time with a quick game of dodgeball! The team with the strongest fort will earn two Tracker Tickets each.)
4. Give teams approximately 10 minutes to build their fort. After time is up, the classroom leaders should judge the forts based on the fort’s durability and strength and give the winning team members two Tracker Tickets each. (Older students can have a three-minute dodgeball game. The goal for this game is to test the forts’ strength. The winning team members will earn two Tracker Tickets each.)

# On Track Map

## Topical Lesson: The Church

<b>Know Right:</b>	The church is made up of people who follow Jesus and glorify God together.
<b>Think Right:</b>	“You are the body of Christ. Each one of you is a part of it.” 1 Corinthians 12:27
<b>Do Right:</b>	I will glorify God as a part of His church.
<b>Feel Right:</b>	I can feel joyful when I glorify God in the church.

### Discover Time: The church isn't a building!

**Goal:** To give students a visual of how the church works together to accomplish one purpose.

#### Kindergarten – 2nd Grade: Open Area

##### Supplies:

- Cardboard boxes (from your Box Station) and extra boxes as needed - the more the better!
- Painter's tape
- Tracker Tickets

**Set-up Instructions:** With painter's tape, mark a square for each team on the floor at least 6'x 6'.

##### Instructions for the DT Leader:

1. Divide into teams of eight to ten students.
2. Place a stack of boxes (the more boxes, the more fun!) twenty feet away from the taped square.
3. Create a line of students from the boxes to their team square.
4. Challenge the teams to build the best church building as a team.
5. Teams must pass the boxes down the line to the builder at the end of the line (who places boxes on the lines). Once a layer of the boxes is built, rotate the builder to the end of the line. Repeat every layer.
6. The team with the best church building (straight and tall walls) wins three Tracker Tickets per person.

**Alternate idea:** For churches with less space, bring in the following supplies and have students create a “fort” that could represent a church building: bed sheets, tarps, poles, etc. Allow students to work as a team to build the church.

#### 3rd – 5th Grade: Open Area

##### Supplies:

- Large exercise balls (one per team)
- Wall
- Tracker Tickets

##### Instructions for the DT Leader:

1. Divide students into teams of ten (or the number of students that would work for the length of your wall).
2. Each team of students will lay on their backs in a straight line and with their feet on the wall. Have

them scoot up to the wall so their legs are bent. There should be about two feet between each student, they should not be touching.

3. Place the ball at the beginning of the line between the first person's feet and the wall. The ball cannot touch the floor.
4. The large ball must travel between the wall and each student's feet down the full length of the students and back to win.
5. If the ball falls and touches the floor, they must start over.
6. First class to complete this challenge wins three Tracker Tickets each.
7. Repeat several times.

Note: If girls are wearing dresses without shorts underneath, be sensitive; they can assist with timing, cheering, or scorekeeping. Or adapt this activity by passing the ball overhead without wall support.



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