

DISCOVERERS

Fifth and sixth graders are seeking independence and discovering their own identities. They want to know the reasons why and will not accept pat answers. Because of this, it seemed appropriate to name them ***Discoverers***.

Theme Verse: Jeremiah 29:13, And ye shall seek Me, and find Me, when ye shall search for Me with all your heart.

Logo: The logo is a circle representing that God is eternal. The cross is the central figure, as Christ is to be the center of our lives. The heart comes from Jeremiah 29 where Discoverers are encouraged to seek God with all their hearts.



CHARACTERISTICS

Physical: Discoverers are growing rapidly, but unevenly, and they are physically awkward. They are self-conscious of their bodies due to sexual development.

Therefore, the activities, games, and songs should include adequate rest periods. Be sensitive to their possible low self-esteem. Compliment them sincerely. Keep an open communication with each one.

Intellectual: Discoverers are able to grasp more complex problems. They can memorize, but they need a reason! They want to know "Why?" They look at adults as authority figures. Discoverers can be very critical. They are natural doubters.

Therefore, they need your help to think through their problems using Scripture as the reference point. Explain the reason for required memorization: To "hide God's Word in your heart." Provide appropriate reasons for rules, requirements, etc. Do not take their criticism personally!!

Emotional/Social: Discoverers feel superior to younger children. They are independent and developing their own identity. They feel insecure with new surroundings. Their social contacts are important: Popularity is vital and peer pressure is strong. Their emotions can change rapidly.

Therefore, plan for independent activities. Respect each opinion and be prepared to explain the reasons for your opinions. Provide opportunities for them to talk about their emotions and feelings. Encourage them to ask questions. Be patient with their quick emotional changes.

Spiritual: Discoverers like to express their own opinions. They need freedom to choose. They are looking for a faith that works. They are developing moral reasoning.

Therefore, you as the leader must listen to them. Allow time for their questions and answer them biblically. Encourage them to read the Bible on their own. Accept each for who they are. Be willing to discuss God's Word as related to moral beliefs and salvation. Demonstrate a working faith in God. Be consistent!

DISCOVERERS' YEAR ONE OVERVIEW

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DISCOVERERS' YEAR TWO OVERVIEW

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| UNIT 6: Trusting God With My Life | | | 165 |
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TRAIN THE TEACHER

Discoverers First Year Objectives: Salvation is traced through the Hebrew (Old) Testament from the Garden of Eden to the Nation of Israel. Discoverers will be challenged to center their thinking on the truths of God's Word and live in obedience to it.

UNIT 5: Trusting God's Plan and Power

God's protection and guidance of Israel is seen in Moses' life from his birth through the crossing of the Red Sea. As we study Moses' life we learn that God can use our home life, education, and experiences in service to Him. We see that God never leaves us on our own, but is always there to show His power on our behalf for His glory.

The memory verse in this unit is John 15:16, "Ye have not chosen Me, but I have chosen you, and ordained you, that ye should go and bring forth fruit, and that your fruit should remain..." As God chose Moses from birth to lead His people Israel, so He has a plan for each of our lives in service for Him.

Hiking and Weaving are the activity choices for this unit. The Israelites hiked through the wilderness for 40 years with Moses as their leader and God as their guide. The Israelites also wove mats and materials for the Tabernacle during their journey.

Week 19: The Birth of Moses

Week 20: The Passover

Week 21: The Crossing of the Red Sea



DISCOVERERS – YEAR ONE

WEEK 19

AIM: To live my life with value and purpose for God.

Pre-Session Activity:

Make copies of the cryptogram found on page 143 (KJV) or page 144 (NIV.1984). Have pencils available. Encourage them to find the hidden message before club begins.

Songs:

Sing songs that talk about the life God provides and living our lives for Him. For example: "In My Life, Lord, Be Glorified."

Song web-sites:

www.kidzup.com/lyrics1.htm

www.kididdles.com

Or use the search engine to look up the title of the song.

Bible Lesson:

The Birth of Moses

Exodus 1-2:1-10; Acts 5:29;

Romans 8:31

Summary: The circumstances surrounding Moses' birth and God's protection and plan for his life.

Memory Verse:

John 15:16 Ye have not chosen Me, but I have chosen you, and ordained you, that ye should go and bring forth fruit, and that your fruit should remain... (KJV)

John 15:16 You did not choose Me, but I chose you and appointed you to go and bear fruit—fruit that will last. (NIV.1984)

Application: God chose Moses to be the leader of the people of Israel. God used the circumstances of his life to give Moses the skills he needed to lead the Israelites out of Egypt to the Promised Land. In the same way, God has chosen us to complete His purpose for our lives.

Memory Verse Visuals: KJV—207, NIV—208.

Activity:

Hiking

1. Go on a blind hike. Include obstacles, barriers, etc. Record the reactions of Discoverers by using a tape recorder or video camera. See page 142.

OR, Weaving

1. Create a woven mat. Directions are on page 142.

Notes:

**At Home Time With God reminder for Week 19:
KJV page 269 and 270
NIV page 271 and 272**

Bible Lesson:

Ask if anyone knows the circumstances surrounding their birth. Did something unusual happen that day? Were they born in a place other than the hospital? Who was there? Etc. Be sure to share your own story.

Review the story line of Genesis. God created Adam. Adam and Eve were the great-great-great-grandparents of Noah. Noah had three sons. From his son, Shem, Abraham was eventually born. To Abraham was born Isaac. From Isaac, came Jacob. Jacob had twelve sons. We looked at the life of Judah. In this lesson we will pick up the history of the Israelite people who live in Egypt.

Genesis ends with Joseph's family moving to Egypt, and the death of Jacob and Joseph. The next book of the Bible, Exodus, opens with a rehearsal of Joseph's family who came to live in Egypt (verses 1-5). Open your Bibles to Exodus chapter 1 and look at verse 5. How many people came to live in Egypt? (70) Look at verses 6 and 7. How many people were there when the book of Exodus begins? ("increased abundantly," "land now filled with them.")

Ask someone to read verse 8. What happened? (A new king ruled Egypt. A king who did not know Joseph.) Why do you think the Bible tells us this new king did not know Joseph? (Perhaps because the Israelites were going to be treated much differently. There is no remembrance of how a Jewish man saved Egypt from death by famine.)

Have someone read verses 9-11. What did the new king think about the Israelites? (He was afraid they would join their enemies and fight against them.) So what did he decide to do? (Made them slaves to build the Egyptians' treasure cities of Pithom and Raamses.)

How did this bad treatment affect the Israelites? (Verse 12 - "the more the Egyptians afflicted them, the more they multiplied and grew.")

According to verses 12b-14 what did the king of Egypt do? (He increased the Israelites' hard work.)

Not only did the king of Egypt increase their workload, he also did something else. Remember, he was concerned about how many people there were. Read verses 15, 16. What did he do? (Talked to the Hebrew midwives.) Leader note: Explain that a midwife is a woman who helps a woman have her baby. He told them that when they attended a Hebrew (Israelite) woman who was having her baby, if it is a son, she was to kill him; if it is a daughter, she was to live. Leader note: If appropriate, explain that women had their babies sitting on a specially-made stool.

Did the midwives do what the king told them to do? Look at verse 17. No, they saved the babies alive! Why? (Because they "feared God.") What does it mean to "fear God." Allow responses. It means to hold Him in awe and deep respect. These women knew that God was much greater and more powerful than the king of Egypt. They chose to obey God. (Acts 5:29; Romans 8:31)

Why did they fear God? What did they know about God that caused them to choose the life of the babies and risk the wrath of the king? Allow responses. God loves life and is life (John 1:4; 14:6). He created life (Genesis 3:7). God offers those who believe in His Son, Jesus Christ, everlasting life (John 3:16). God will someday destroy death once and for all (Revelation 20:14).

Let's see what happened to these midwives. Have someone read verses 18-21. The king (Pharaoh) asked the midwives why they saved the male babies alive. How did they answer him? (That the Hebrew women have their babies more quickly than the Egyptian women. Their babies were born before the midwives were with them.) Leader note: This very well may have been how "God dealt well with the midwives" keeping them from having to make that decision at all. We can be sure, however, that God knew they had already purposed in their heart not to take these babies lives!

Two blessings occur because the midwives chose to obey God. What are they? (1. Israelites multiplied and became very mighty. 2. Midwives had families of their own.)

This, however, did not stop Pharaoh. Look at verse 22. He ordered the Egyptians to throw every male baby into the river to be killed. Leader note: Egyptians worshiped the Nile. Babies would be

sacrifices to their gods.) Acts 7:19

In this setting God performed another miracle.

Ask Discoverers to silently read Exodus 2:1-10. Discuss. Why would it be hard to hide a newborn baby? (They often cry.) At three months the baby would be even harder to hide because they become more active and have a louder cry. Leader note: If someone in your group has a new baby in their home, have them describe why this little one would be difficult to hide (in both stages). This baby's mother made an ark of bulrushes and put him in the river—the same river in which the Egyptians had been commanded to throw the babies. This little one's sister guarded her little brother to see what would happen to him. Who came to bathe in the river? (The daughter of Pharaoh.) You can't be much safer than that. She could convince her father to save this baby. She found him and saved his life. The sister got her own mother to be his nurse, and she was even paid! When he was weaned, he went to live as Pharaoh's daughter's son. What would this mean? (Best education, learned the warfare of the Egyptians, learned courage, strategy. He knew how the Egyptians thought and lived and he understood their religious system.) What did Pharaoh's daughter name this baby? (Moses.) Leader note: This word in Egyptian is similar to the Hebrew word which means "to draw out of the water."

What an exciting birth story!! Can you see God at work in this little one's life? God protected him and his family from the certainty of death. God put him in the royal palace to be protected as he grew. God had a very special purpose for this life. Your devotions this week will help you see that purpose.

Think about your own life. Your birth story may not be as exciting as Moses', but you are here and God has protected your life to this point. He has given you your family, your home, food, education, etc. What do you think He wants you to do with that? (Allow responses.)

How should we show that we value life, both ours and others, as God does? (Allow responses. If a discussion of abortion is appropriate, have it.) Challenge Discoverers to look for God's unique purpose for their lives as well as how they can agree with God that life is valuable.

Pray, thanking God for His valuable purpose for every life.

Memory Verse visual:

Make the following on poster board or use the visual provided: KJV page 207, NIV page 208.



Ye have not chosen Me, but I have chosen you,



and ordained you, that ye should go and bring forth fruit, and that your fruit should remain...

John 15:16

Activity continued:

Hiking

Blind Hike: The blind hike can be set up inside a church or large area by going through unused classrooms, around tables, over turned chairs, or outside going over cement parking barriers, in and out of a student's swing set, etc. Be creative and have fun. Put students in pairs. Have one student blindfolded and the other as the guide. The blindfolded student can hang on to their guide, or have the guide walk beside them and give verbal commands. Have students change places halfway through.

You may see several different attitudes come out as students are placed in this uncomfortable situation. Be sure to address these at some point.

Alternate suggestion: Have students assume a physical handicap and experience the difficulties in getting around the church building. Handicaps could include: Slings on arms, crutches, wheelchairs, etc.

Discuss the reactions students had while on the hike or when they were handicapped. Play back the tape or read comments they made. Compare the reactions of the students to those of the Israelites as they "hiked" out of Egypt. How were their reactions similar or different? Did the Israelites demonstrate a satisfied and secure life during this journey? Give examples

Weaving

Woven Mat

You will need:

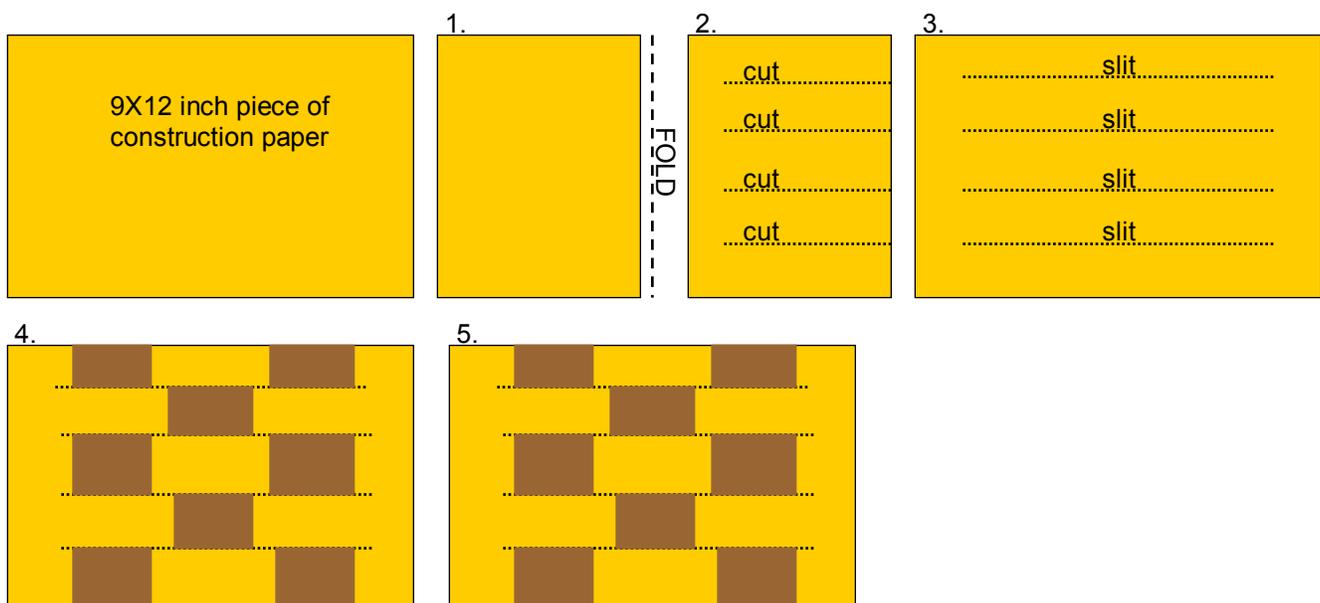
Two different color pieces of 9" x 12" construction paper

Glue sticks

Fold construction paper in half. Beginning at the fold, cut four inch slits into the paper. You should make four slits. (DO NOT CUT ALL THE WAY TO THE EDGE! You are making slits in which students will weave other paper.) Unfold cut paper. You will now have the base to make the woven mat. Take other piece of construction paper and make 4, 3" x 9" strips. Students will use 3 of the strips to weave. The fourth one is extra.

Give each student one prepared mat and three strips. Help them to weave the strips through the slits in the mat. The first strip will begin on top and then go under, over, under and end on top. The second will begin on the bottom and go over, under, over and end on the bottom. Strip three is like the first. Glue the ends to the mat. Glue the copy to the center of the mat.

(TEACHER NOTE: You may want to put a strip of tape down each 9" side to reinforce the edge.)



This puzzle is called a Cryptogram. The key lists all the letters from A to Z with a box below. Each of the letters has a corresponding number.

This page contains a secret phrase. Each of the blanks has a number underneath it. Fill in the letters that correspond to the numbers below the blanks to solve the puzzle.

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----|---|----|---|----|---|----|---|----|---|----|----|----|----|----|----|---|----|----|----|---|----|----|---|
| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| 5 | 21 | 19 | 9 | 11 | 4 | 16 | 3 | 18 | 6 | 22 | 1 | 12 | 24 | 26 | 23 | 10 | 20 | 8 | 17 | 13 | 25 | 2 | 14 | 15 | 7 |

15 11 3 5 25 11 24 26 17 19 3 26 8 11 24



12 11 , 21 13 17 18 3 5 25 11

19 3 26 8 11 24 15 26 13 , 5 24 9

26 20 9 5 18 24 11 9 15 26 13 , 17 3 5 17

15 11 8 3 26 13 1 9 16 26 5 24 9

21 20 18 24 16 4 26 20 17 3 4 20 13 18 17 ,

5 24 9 17 3 5 17 15 26 13 20 4 20 13 18 17

8 3 26 13 1 9 20 11 12 5 18 24 ,



6 26 3 24 15:16



This puzzle is called a Cryptogram. The key lists all the letters from A to Z with a box below. Each of the letters has a corresponding number.

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| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----|---|----|---|----|---|----|---|----|---|----|----|----|----|----|----|---|----|----|----|---|----|----|---|
| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| 5 | 21 | 19 | 9 | 11 | 4 | 16 | 3 | 18 | 6 | 22 | 1 | 12 | 24 | 26 | 23 | 10 | 20 | 8 | 17 | 13 | 25 | 2 | 14 | 15 | 7 |



15 26 13 9 18 9 24 26 17

19 3 26 26 8 11 12 11 ' 21 13 17

18 19 3 26 8 11 15 26 13 5 24 9

5 23 23 26 18 24 17 11 9 15 26 13 17 26 16 26

5 24 9 21 11 5 20

4 20 13 18 17 4 20 13 18 17 17 3 5 17

2 18 1 1 1 5 8 17



6 26 3 24 15:16





DISCOVERERS – YEAR ONE WEEK 20

AIM: To rejoice in God's plan of redemption.

Pre-Session Activity:

If you will experience a Passover meal, have Discoverers help set up the room and prepare the food for the event.

Or, have Passover games set up. *See page 146.*

Songs:

Sing songs that talk about God's provision of the lamb for sacrifice, and Jesus being the perfect sacrifice for sin.

Song websites:

www.kidzup.com/lyrics1.htm

www.kididdles.com

Or use the search engine to find the title of the song.

Bible Lesson:

The Passover
Exodus 12:1-29

Summary: The first Passover and its' significance for Christians today.

Memory Verse:

Review John 15:16

Review suggestion: Use the visual from last week to review for understanding and memory.

Memory Verse Visuals:

KJV page 207

NIV page 208

Activity:

Hiking

3. Learn about hiking equipment. Learn how to pack for an overnight hike, and be as efficient as possible. Have each Discoverer pack a backpack and walk with it (or they can share the same backpack and trade off). Make a trail mix to eat while walking.

2. Go on a different kind of hike than last week.
See suggestions on page 148.

OR,

Weaving

2. Purchase a potholder frame and loops. Create potholders as gifts for a special occasion.

Notes:

At Home Time With God reminder for Week 20:

KJV page 273 or 274

NIV page 273 or 274

Pre-session Continued:

Nuts and nut games are popular at Passover because nuts in the shell are easily found and are kosher for Passover. Also, “nut” in Hebrew has the same numerical value as the word “good” in Hebrew. Both are 17. *Leader note: If you have Discoverers who are allergic to nuts, play these games with a small nerf ball.)*

Nut Pitching

Divide into teams. Each team has a bowl of nuts and a target basket set up on the opposite side of the room. Each team attempts to throw nuts into the target basket within a specified time.

Nut Roll

Lean a board against a wall. Place a target nut on the floor in front of the board. Have Discoverers attempt to “win” a nut by tossing a nut against the board and having the tossed nut roll down and hit the target nut.

Guessing Game

You need several bowls and nuts. Have one Discoverer leave the room. Have another Discoverer place a nut under one of the bowls. The Discoverer who left the room returns and guesses which bowl the nut is under. Or, divide into teams. Place different numbers of nuts under various bowls. The team that finishes with the most number of nuts is declared the winner.

Relays:

Nut Ferry

Divide into teams. Each team has a dull table knife and a bowl of nuts. Each member of the team carries a nut on the blade of the knife to a bowl on the opposite side of the room. Set a time limit and see which team can get the most nuts in the bowl.

Nut Pick-up

Divide into teams. Each team has two unsharpened pencils and a bowl of nuts. Using the two pencils, each team member picks up a nut and carries it to a bowl on the opposite side of the room. Set a time limit and see which team can get the most nuts in the bowl.

Bible Lesson:

The Passover Seder is filled with much symbolism and participation. If you want to reenact the whole Celebration, purchase The Passover Haggadah from The Friends of Israel (www.foi.org, click on store, click on books, click on Encouragement and Teaching); or see The Passover Seder for Christians at <http://www.cresourcei.org/haggadah.html>. You could also contact a Jewish Christian to come and explain the Passover seder to your group.

For this lesson you will need the following:

- 1. Three matzohs, each wrapped in a separate linen cloth or placed in the compartments of a matzoh unity bag (afikomen bag).*
- 2. Roasted shankbone of a lamb, or chickenbone, in remembrance of the Passover lamb.*
- 3. Parsley, to symbolize the coming of Spring and new life.*
- 4. Salt water, to speak of the tears of the Jewish people under Egyptian bondage.*
- 5. Roasted egg (hard-boiled), as a memorial of the sacrifice of the Passover lamb.*
- 6. Bitter herbs (horseradish—not creamed), to symbolize the bitterness of Egyptian bondage.*
- 7. Haroset (mixture of chopped apples, chopped nuts, and cinnamon), to symbolize the mortar used by the Israelites to build for Pharaoh.*
- 8. Red crepe paper and tape symbolize the blood placed on the doorposts.*

Set up a table on which is placed the “Seder plate” with the parsley, shankbone of a lamb, bitter herbs, roasted (hard-boiled) egg, Haroset, and the afikomen bag or three matzohz individually wrapped in linen.

Because the actual Seder is lengthy, this lesson will deal only with the symbolism described in Exodus 12:1-14.

From their “At Home With God” reminders ask Discoverers to tell you the ten plagues that God sent among the Egyptians. (*Water turned to blood—Exodus 7:14-25; Frogs—Exodus 8:1-11; Gnats—Exodus 8:16-19; Flies—Exodus 8:20-24; Livestock killed—Exodus 9:1-7; Boils—Exodus 9:8-12; Hail and Fire—Exodus 9:13-26; Locusts—Exodus 10:1-20; Darkness—Exodus 10:21-23; Death of first born—Exodus 11:1-10, 12:29-30*) Why did God do this? (*Because Pharaoh would not let the Israelites, God’s people, leave the land of Egypt to worship Him.*)

The very night the firstborn was to die, God gave the Israelite people a special celebration to remember His protection. This is still celebrated today. Does anyone know what it is called? (*The Passover—name comes from Exodus 12:23, 27.*) Why is it called this? (*Because on that night of death throughout Egypt, the LORD “passed over” the houses of the Israelites who had obeyed God and their firstborn were not killed. Exodus 12:23*) The Passover is celebrated in the spring close to the time when we, as Christians, celebrate Resurrection Sunday (Easter).

In the Passover Seder (Seder means “order”), there are a lot of pictures of our coming Savior, Jesus Christ. We will look at a few found in Exodus 12:1-14. *Have one of the leaders/teachers read Exodus 12:1-6 to the group.*

What was the first thing the Israelites were to do? (*On the tenth day of the month they were to take a male lamb without blemish of the first year, and keep it until the fourteenth day of the month when they were to kill it in the evening.*) Show picture on page 149.

Have Exodus 12:7 read. What were the Israelites to do with the blood of the lamb? (*They were to put the blood on the two sideposts and on the upper doorpost of their house.*) At this point, have one or two of the Discoverers take the red crepe paper and put it on the door of your room in this same way. Show picture on page 151.

Ask for Exodus 12:8-11 to be read. How was the lamb to be cooked and eaten? (*It was to be roasted and eaten with unleavened bread.*) Does anyone know what unleavened means? (*Unleavened means “without yeast.” This means the bread would not raise like bread, but be flat like a cracker.*) At this point, draw attention to the “Seder Plate.” Point out the shankbone of the lamb, or chicken bone, which symbolizes the lamb that was slain. Either the firstborn males of man and beast died, or the lamb died in their place. The roasted (hard-boiled) egg also symbolizes the lamb that was roasted. The parsley, which is a reminder of new life, is dipped in salt water and eaten to remind the Israelites of the tears that were shed while they were slaves in Egypt. The bitter herbs (horseradish) symbolize the cruelty the Israelites lived under during the rule of the Egyptians. The Haroset is a reminder of the mortar and bricks the Israelites were forced to make under very cruel conditions. The Matzoh reminds the Israelites of the haste in leaving Egypt. They did not have time to let the dough raise because they were thrown out of Egypt that very night (Exodus 12:34). Three matzohs are placed in one bag. The middle piece is removed, broken, wrapped in white, and hidden. This piece is called the “afikomen” which means “He came.” The children search for this piece. The child who finds it receives a reward and all eat a piece of it.

Ask for Exodus 12:12, 13, 23 to be read. What did the blood on the doorposts represent? (*The blood on the doorposts was a visible symbol of the obedience of the Israelite people to the LORD. As the LORD passed through the land, the blood on the doorposts told Him that His people were inside and no firstborn was killed. The lamb had taken their place.*)

Who does the Passover lamb remind you of? (*The lamb is a picture of Jesus Christ Who was crucified in our place.*) What does the blood on the doorposts represent? *Trace a line between the two sideposts and then from the upper doorpost to the ground. (It makes a cross. Jesus’ hands were nailed to the cross and His head bled from the beating and crown of thorns placed on His head.) Show picture on page 150.*

Our God is so great that He continued to remind the people that He had a plan to redeem (buy back) them from sin. This plan was centered in Jesus Christ, God’s Son, taking our place on the cross to pay for our sin.

Present the plan of salvation. Be sure to have one or two of your leaders prepared to talk with any who want to accept God’s gift of salvation. Close in prayer thanking God for His great promise of salvation.

Activity continued:

Hiking

Hobo Hike

Ask students to wear old clothes. Supply long sticks and a bandanna for each student. Attach the bandannas to the end of the stick to look like hobo bags. Give each student a hobo stick and choose a leader. Give the leader a coin. Students will hike outside on your neighborhood blocks. At each corner, the leader flips a coin to determine the direction to travel: Heads go right and tails go left. The rest of the line has to follow the leader's steps: Hopping, running, walking, etc. Switch leaders throughout the hike.

Silent Hike

Divide your students into teams. One leader will go with each team. The leader should carry a small alarm clock set to go off at a specified time (between 15-20 minutes is good), a list of items to look for, a pen or pencil and some toothpicks (half broken in half, and the rest whole). All students should also have the list of items. Here are a list of rules for the hike:

1. The entire hike is done in silence, actions or sign language only. If someone speaks, the leader will make a note. At the end, five points will be taken from their score.
2. At the beginning of the hike, the leader will let one student pick a toothpick, a short one means the team goes right at the first corner, a long one means the team goes left. At the next corner someone else will pick a toothpick, and go the correct direction, and so on.
3. As the teams hike, they must look for the items you have listed. When one is spotted, using sign language, they must indicate the item to the leader who will mark it off the list. Points will be added and subtracted at the end of the hike.
4. When the alarm clock goes off, the team immediately turns around and heads back to the starting point using the most direct route. Tally scores and serve refreshments.

(Suggested list: Tree = 1 point, car = 2 points, flagpole = 10 points, squirrel = 5 points, etc.)

You can add to the fun by instructing the leader with each team to challenge them to walk two by two for a block, walk backwards between corners, skip, etc.









DISCOVERERS – YEAR ONE

WEEK 21

AIM: To trust God in difficult times.

Pre-Session Activity:

Do the “nut” hunt as suggested in the Memory Verse review.

Songs:

Sing songs that talk about God’s victory over sin and His enemies.

Song websites:

www.kidzup.com/lyrics1.htm

www.kididdles.com

Or use the search engine to find the title of the song.

Bible Lesson:

The Crossing of The Red Sea
Exodus 13:17-15:21

Summary: God’s miraculous deliverance of the people of Israel from the Egyptian army.

Memory Verse:

Review John 15:16

Review suggestion: Cut as many nuts out of construction paper as there are words in the verse, (include the reference). See pages 155-158. Place one word of the verse on each nut. Before club hide the nuts around the room. Discoverers hunt for the nuts and put them in the correct order.

Memory Verse Visuals:

KJV page 207

NIV page 208

Activity:

Hiking

4. Learn how to blaze a trail (using rocks, compass, clues, etc.). Have Discoverers work in small groups blazing trails, then following the trails set by other groups. *See pages 159 and 160.* If possible, roast marshmallows over a fire and make s’mores. (They can also be made in the oven.)

OR, Weaving

3. Using a straw loom, create a bookmark or headband. See page 161 for directions.

Notes:

At Home Time With God reminder for Week 21:

KJV page 275 or 276

NIV page 275 or 276

Bible Lesson:

You need a table with newspaper spread over it, a bowl for every two Discoverers, a pitcher of water, red food coloring, pepper and other dark-colored spices, and liquid soap (dish soap works well) and pictures on pages 162-166.

Ask, were you ever in a situation from which you saw no way out? Allow responses. Discuss situations and what happened. Share one from your own experience if time allows or no one shares.

Last week we experienced (or looked at depending on if you actually had a Passover seder or just looked at the symbolism) the Passover supper which God gave to the Israelites so they would remember how God rescued them from Egyptian slavery. Were the Israelites in a situation from which they saw no way out? How did God prepare Pharaoh to let them go? (The ten plagues. The final plague of the death of the firstborn son would happen during the Passover meal of the Israelites.)

Have someone read Exodus 12:31-36. Did Pharaoh let the Israelites go? (Yes.) When did he let them go? (The very night of the death of the firstborn son, and the same night as the Passover meal.) So the Israelites left Egypt the very same night.

Have someone read Exodus 12:37, 38 and 13:21, 22. How did the Israelites know where to go? (The LORD went before them in a pillar of cloud by day and a pillar of fire by night.)

Moses and the Israelites watched God get them out of a terrible situation. They were following God's presence. Let's see what happened next. Have someone read Exodus 14:1-4. What did God tell Moses? (He told him where to camp by the sea, and that Pharaoh would see they were cornered and he would come after them.) Why did God allow this to happen? (vs. 4b, "I will be honored over Pharaoh and over all his host, that the Egyptians may know that I am the LORD.") So God was going to show the Egyptians that He is God!

Have someone read verses 5-9. What happened in these verses? (Pharaoh followed the Israelites with 600 chariots, his horsemen, and his army and overtook them camped by the sea.)

How do you think you would react when you saw this great army? Would you remember what God had already done for you? Would you look at the pillar of cloud or fire and remind yourself that God was there with you? Let's see how the Israelites reacted. Have someone read verses 10-12. (Great fear. "It would have been better for us to serve the Egyptians, than that we should die in the wilderness.") Did they remember Who God is? Did they remember what He had already done for them? (Absolutely not. They would rather remain slaves in Egypt.)

Look at verses 13, 14. What did Moses tell the people to do? ("Fear not, stand still, and see the salvation of the LORD which He will show you today.") Moses told them to calm down and watch what God would do to save them once and for all from the Egyptians. Leader note: Moses told them they would see these Egyptians "no more forever!" God's salvation would be complete!

Who would fight for the Israelites? (The LORD. God.) God was on their side, not the Egyptians!

In verse 15 God told Moses to move forward. How could he do this? Have someone read verses 16-18. (Moses was to stretch his rod over the sea and divide it. The Israelites would walk over to the other side on dry ground. Pharaoh's army would follow them and God would get the honor.)

According to verses 19, 20, how did God protect the Israelites throughout the night? (The angel of God moved from in front of the people to behind them between the Israelites and Pharaoh's army. To the Israelites God was a pillar of fire. They could see and get ready to move. To the Egyptians God was a cloud and darkness so they could not see nor make a move.)

Have someone read verses 21, 22. What happened during the night? ("The LORD caused the sea to go back by a strong east wind, and made the sea a dry land, and the waters were divided. And the children of Israel went into the midst of the sea upon dry ground; and the waters were a wall unto them on their right hand, and on their left.")

Did the Egyptians follow? Have someone read verses 23-30. (Yes, they all followed.) What happened to them? (The LORD removed their chariot wheels so they drove heavily and slowly. The Egyptians

tried to escape, but the LORD told Moses to stretch his rod back over the sea, and the sea returned “to its strength” and covered the chariots and the horsemen, and all the host of Pharaoh that came into the sea.” There remained not one of them!)

How did the Israelites see the Egyptians? (verse 30, “dead upon the seashore”)

According to verse 31 how did the Israelites feel about God now? (They saw the great work the LORD did, and the people feared—respected with great awe—the LORD, and believed the LORD and His servant Moses.)

Have everyone gather around the table with newspapers and bowls. The Israelites needed a safe way to cross the Red Sea. They needed God’s help. Pour water into the bowls and add red food coloring to the water. Sprinkle pepper or other dark-colored spice on top of the water. Let Discoverers try to use their fingers or their breath to make a clear area in the bowl. After a few attempts, say, the Israelites needed God’s help, and it looks like you need some help, too. Put a small drop of liquid soap on each Discoverers’ finger, and tell them to touch the water again. What happened when you put your soapy finger in the water? (The pepper spread away.) How did you feel when that happened? (They probably will respond that they were surprised at the dramatic reaction of the pepper.) How do you think the Israelites felt when the Red Sea parted for them? (Let them respond.)

When God parted the Red Sea for the Israelites, they “feared the LORD, and believed the LORD” (Exodus 14:31). God was always there to help the Israelites. Do you think that God wants to help you? How can God help in the situations we discussed at the beginning of the Bible lesson?

The more you trust God to help you with difficult things the more you will see His power and love for you, and the more you will trust Him with everything in your life.

How can you trust God this week? (Allow responses.)

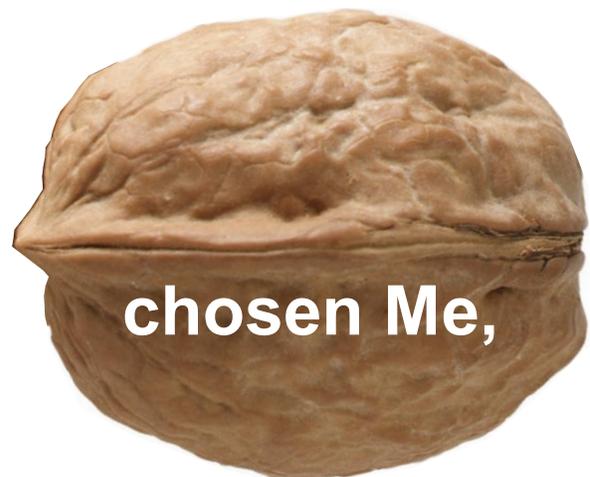
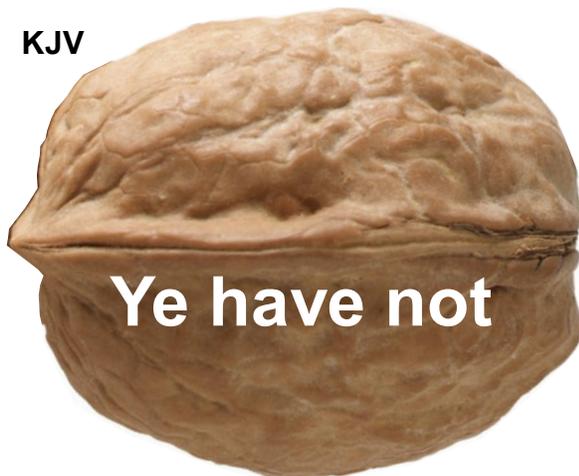
Close in prayer.

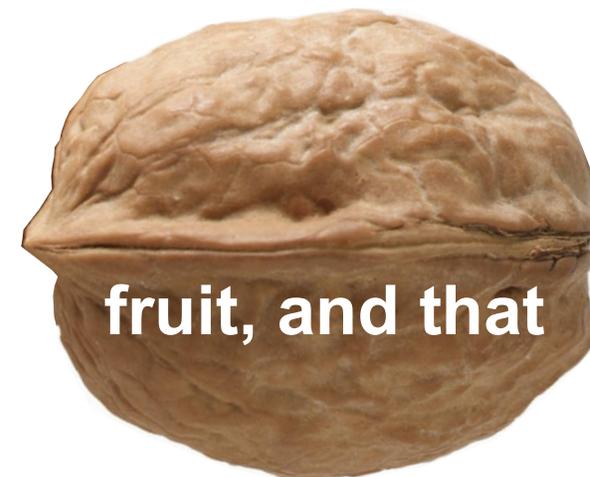
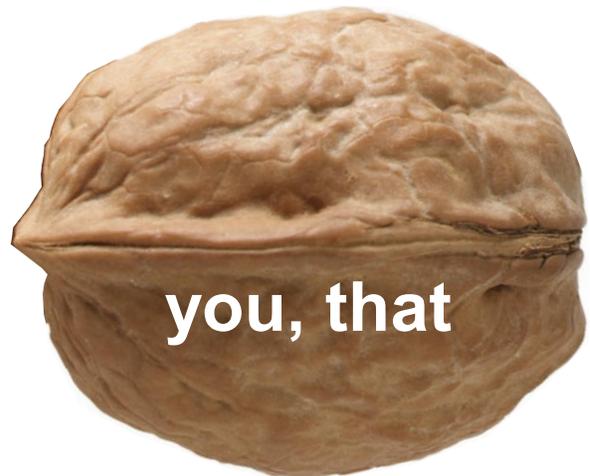
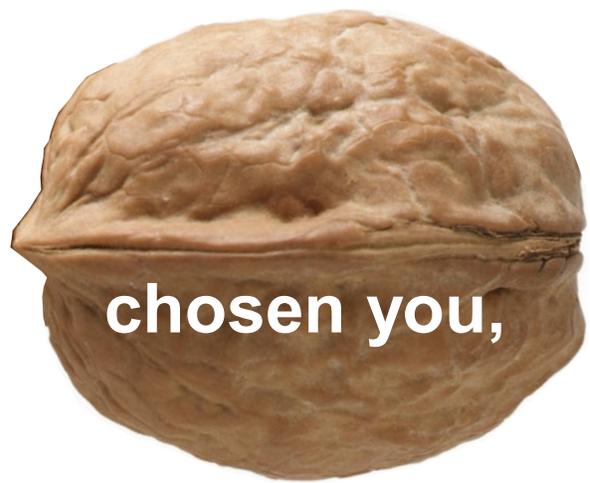
Leader note: Just as the LORD told the Israelites that they would see the Egyptians “no more forever,” so God tells us that because of Jesus Christ’s death on the cross for our sin we will never have to pay that penalty. Our sin is gone forever!

There are many skeptics about this miracle of the Red Sea crossing. However, archaeologists have found chariot parts in the Red Sea. For an archaeologist’s findings on the path of the Exodus and the location of the Red Sea crossing and chariot wheel findings visit: <http://www.wyattmuseum.com/red-sea-crossing.htm>

Memory Verse Template:

KJV







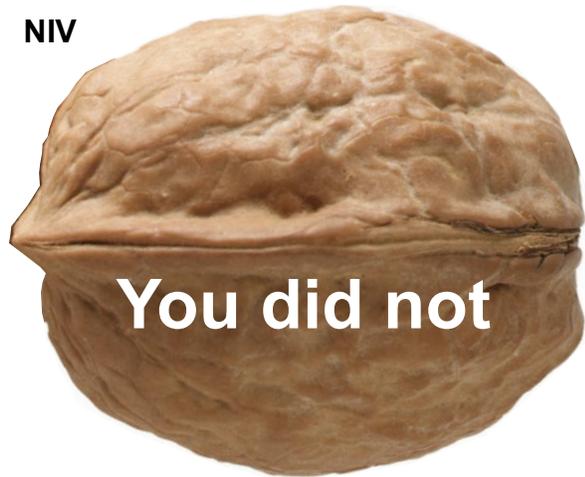
your fruit



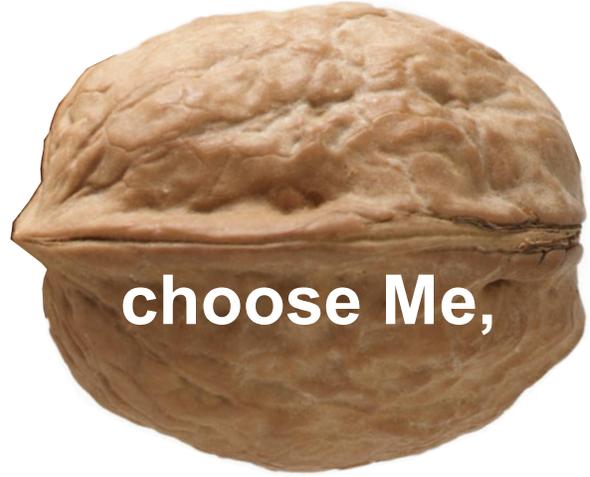
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Memory Verse Template:

NIV



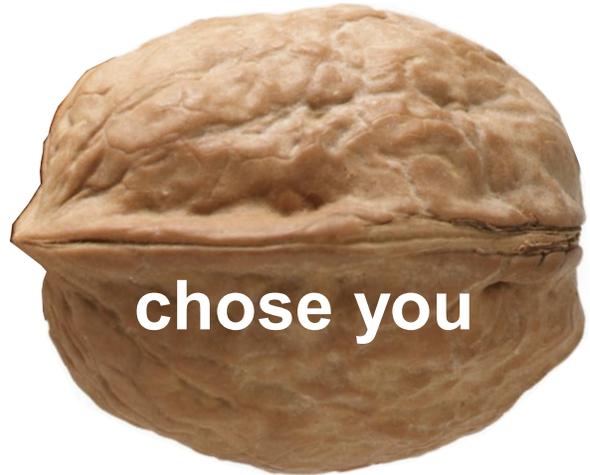
You did not



choose Me,



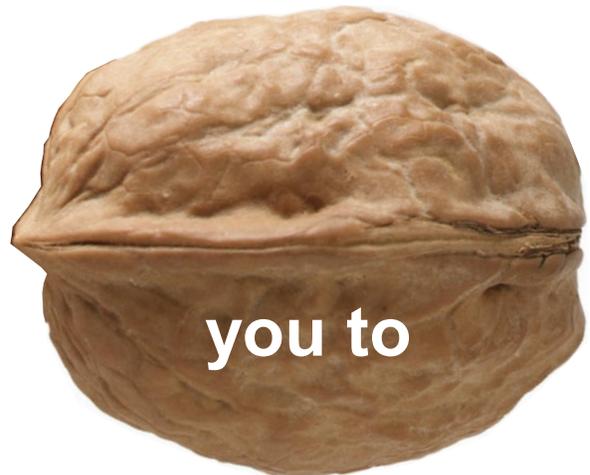
but I



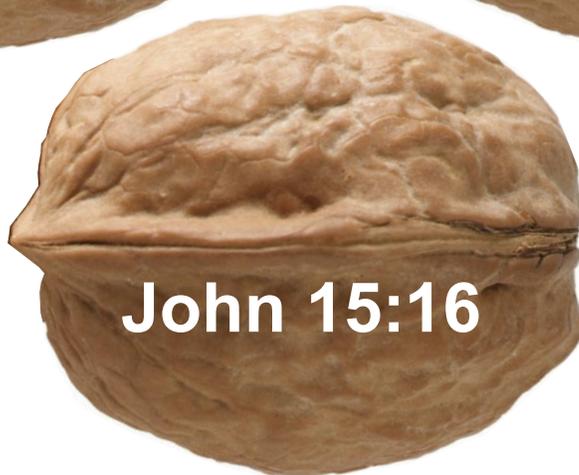
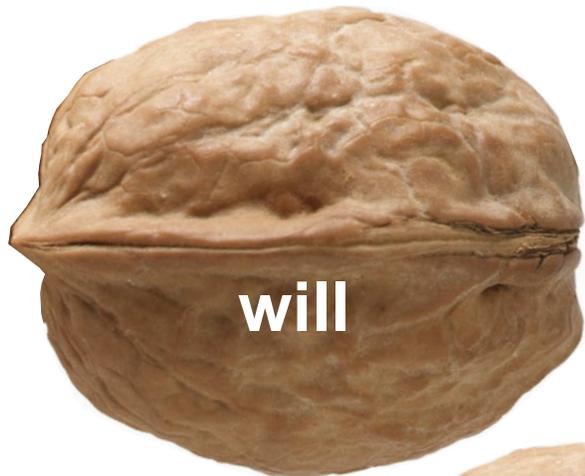
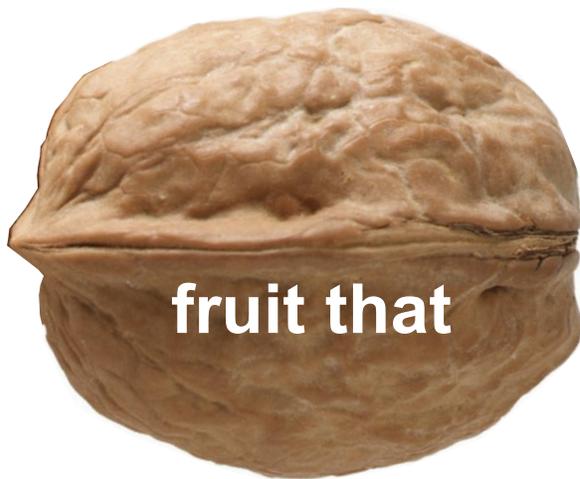
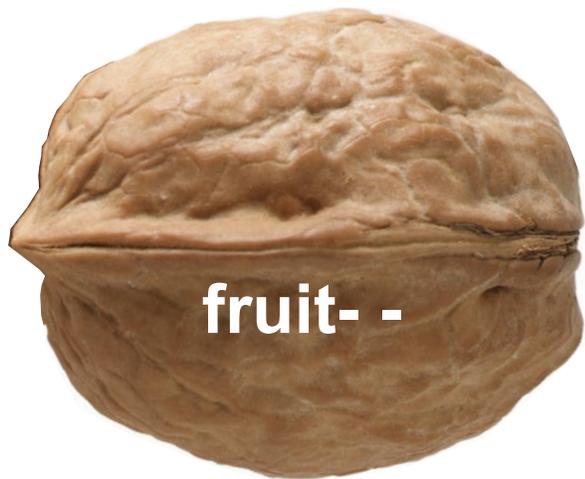
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you to



Activity continued:

Hiking

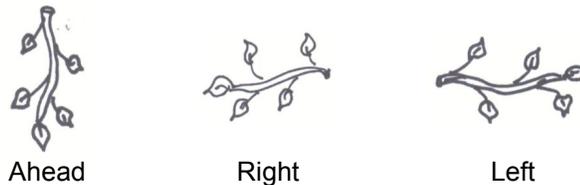
Laying Trails

You can have fun laying trails! Many different objects such as rocks, twigs and branches, and grass may be used.

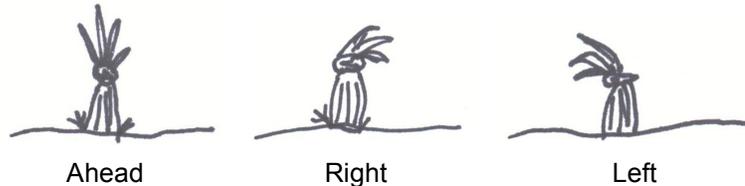
To lay a trail with stones, place one stone on top of another to show the trail. If the trail turns to the right, another stone is placed beside and to the right of the two stones that show the trail. A left turn in the trail should be marked by the direction stone being placed on the left side of the two stones.



When using small branches, you should break the top of the branch off and lay it on the trail in such a way that an arrow is formed pointing in the direction of the trail. The broken end will serve as the point of the arrow.

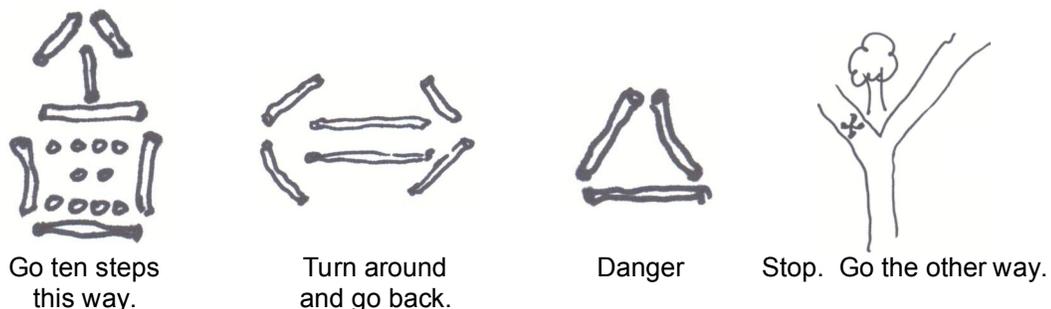


If you choose grass for your marker, a clump of growing grass - fairly long and stiff - is knotted with the ends above the knot pointing straight up. To indicate a turn, bend the ends above the knot to show right or left.



You may choose any of the above items to mark a trail, but each marker should be placed about every twenty paces and on the right-hand side of the trail.

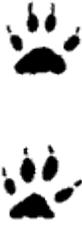
Here are some other markers that you can use.



Animal footprints:



Squirrel



Red Fox



Raccoon



Coyote



White Tailed Deer



Porcupine



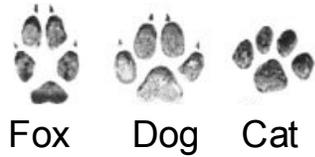
Rabbit



Black Bear



Opossum



Fox

Dog

Cat



Skunk

(Not to scale.)

Weaving

Straw Loom

You will need:

3 or 4 plastic soda straws (non-flexible)

Scissors

Scraps of yarn

Large needle

Masking tape

Bracelet: Cut straws to 4" - 5" long

Bookmark: Cut straws to 6" - 7" long

Measure the length of your straw. Add 5" - 6" to this measurement and cut one piece of yarn to that length for each straw that you are using. Thread one piece of yarn through each straw. Adult help may be needed for younger students.

Be sure the ends of the yarn are even and tie an overhand knot at one end of the straws. Push the straws up to the knot and tape them together at the top making sure they are laying flat and even.

Tie one end of a length of yarn onto one of the outside straws just below the tape. Begin the weaving process by going over the first straw and under the next until you reach the end. Continue in this pattern back and forth across the rows, until you reach the end.

If you choose to change colors, do so at the end of a row. Knot the next color around an outside straw and tuck the ends of the yarn into your work. For younger students variegated color yarn allows for color changes without the stress of additional knots and tucking ends.

When the weaving reaches the end of the straws, tie off the yarn and cut it leaving a couple of inches at the end. Remove the masking tape at the top. Holding the weaving in one hand, gently pull out one straw at a time. Gently push the weaving up toward the top knot and tie another overhand knot just below the weaving. Trim all the ends so that they are even.

Once students have mastered working with shorter lengths of straws, encourage them to create a longer or wider piece such as a belt, headband or wall hanging.

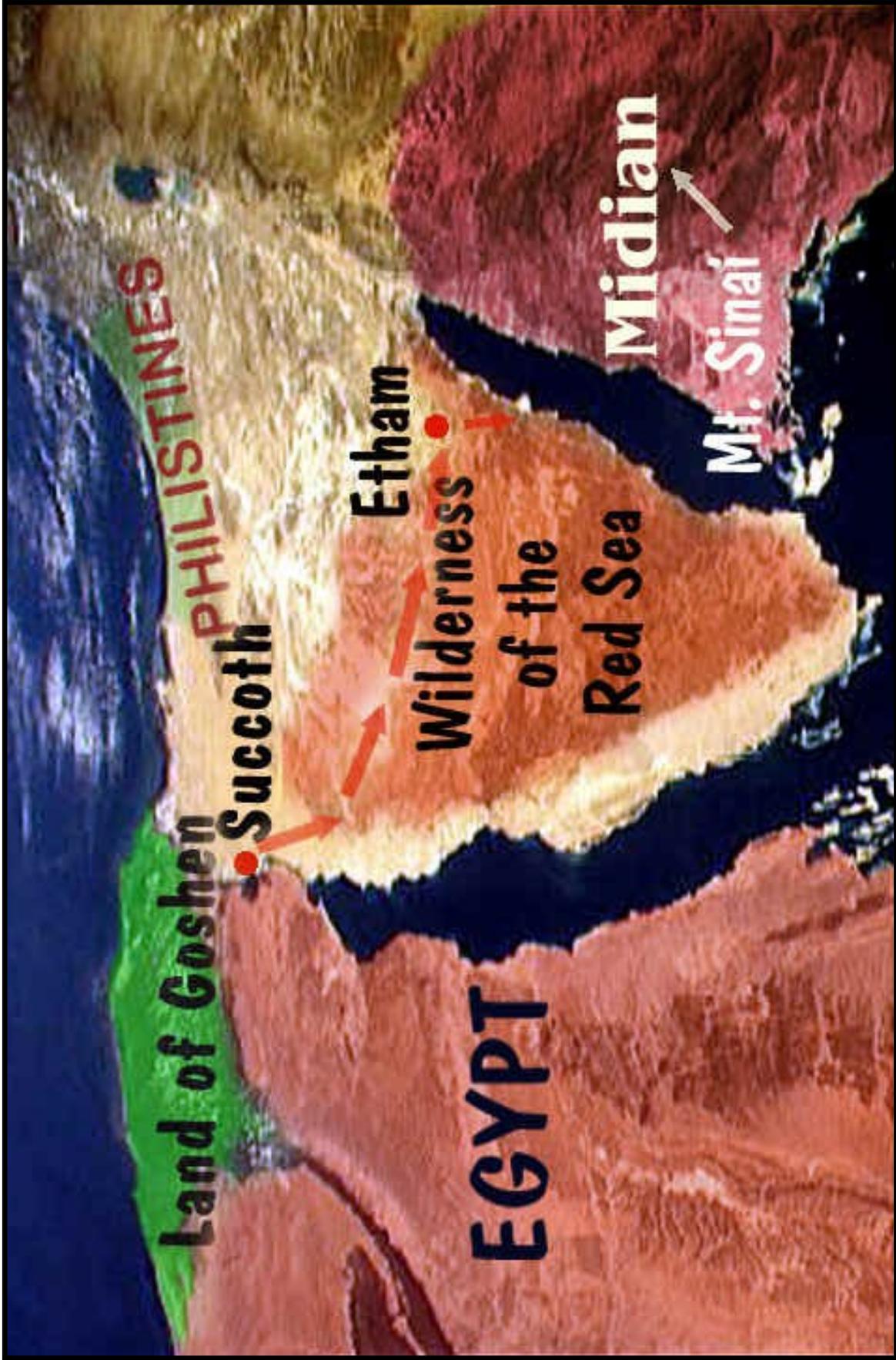
Headband or Belt: Straws need not be cut. You may want to add a couple of extra inches to the yarn for a belt and when finished add a few beads to decorate.

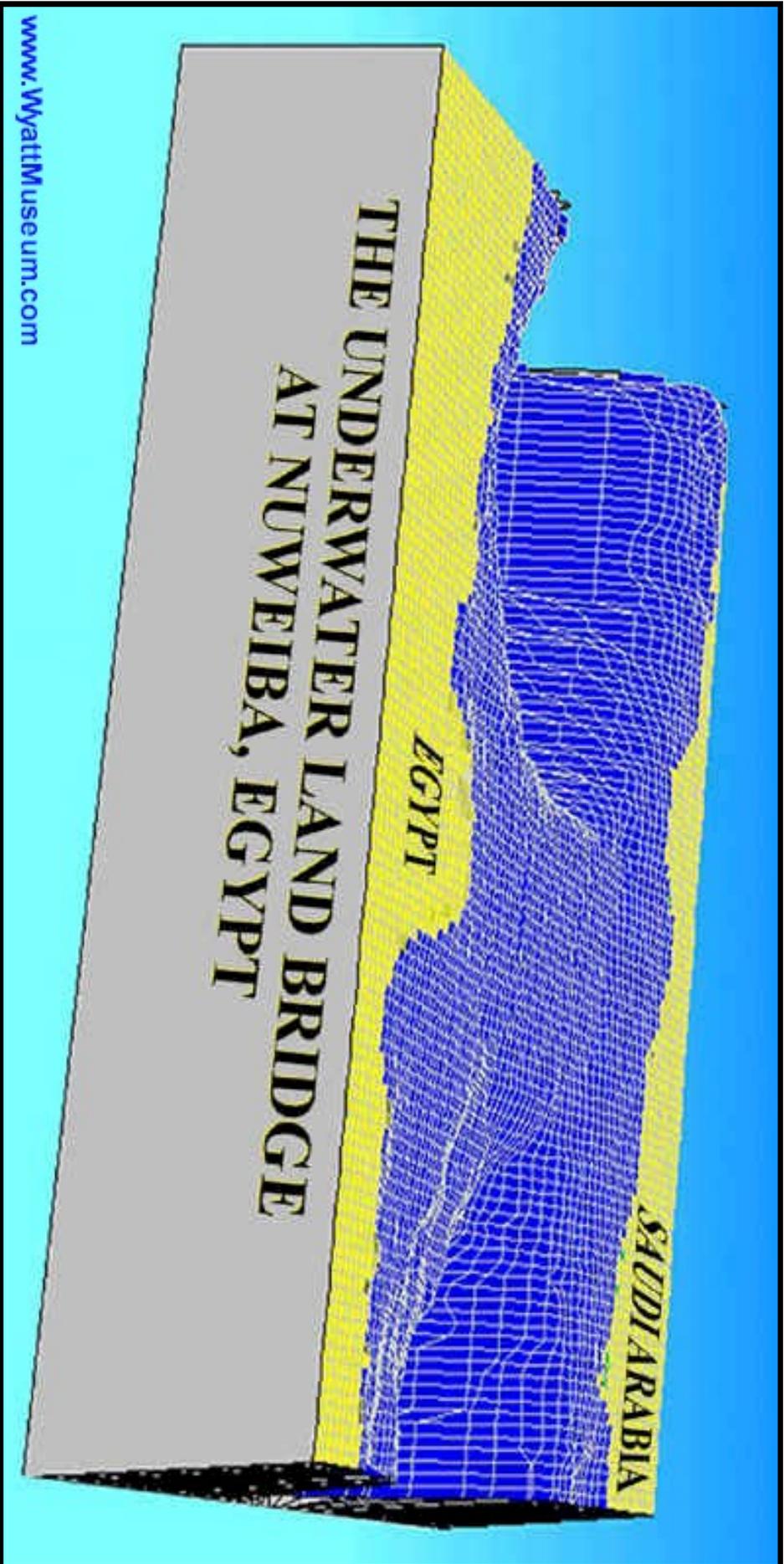
When creating a longer piece be sure that your warp threads (through the straws) are long enough to accommodate the finished piece. Measure your head for a headband or your waist for a belt and add 6 -8 inches. Work as in the bookmark until you come to the end of the straws. Remove the tape at the top and gently slide some of the weaving off the tops of the straws as you move the straws downward. Continue weaving in this fashion until you reach the length you need.



Chariot wheel covered in coral at the bottom of the Red Sea.

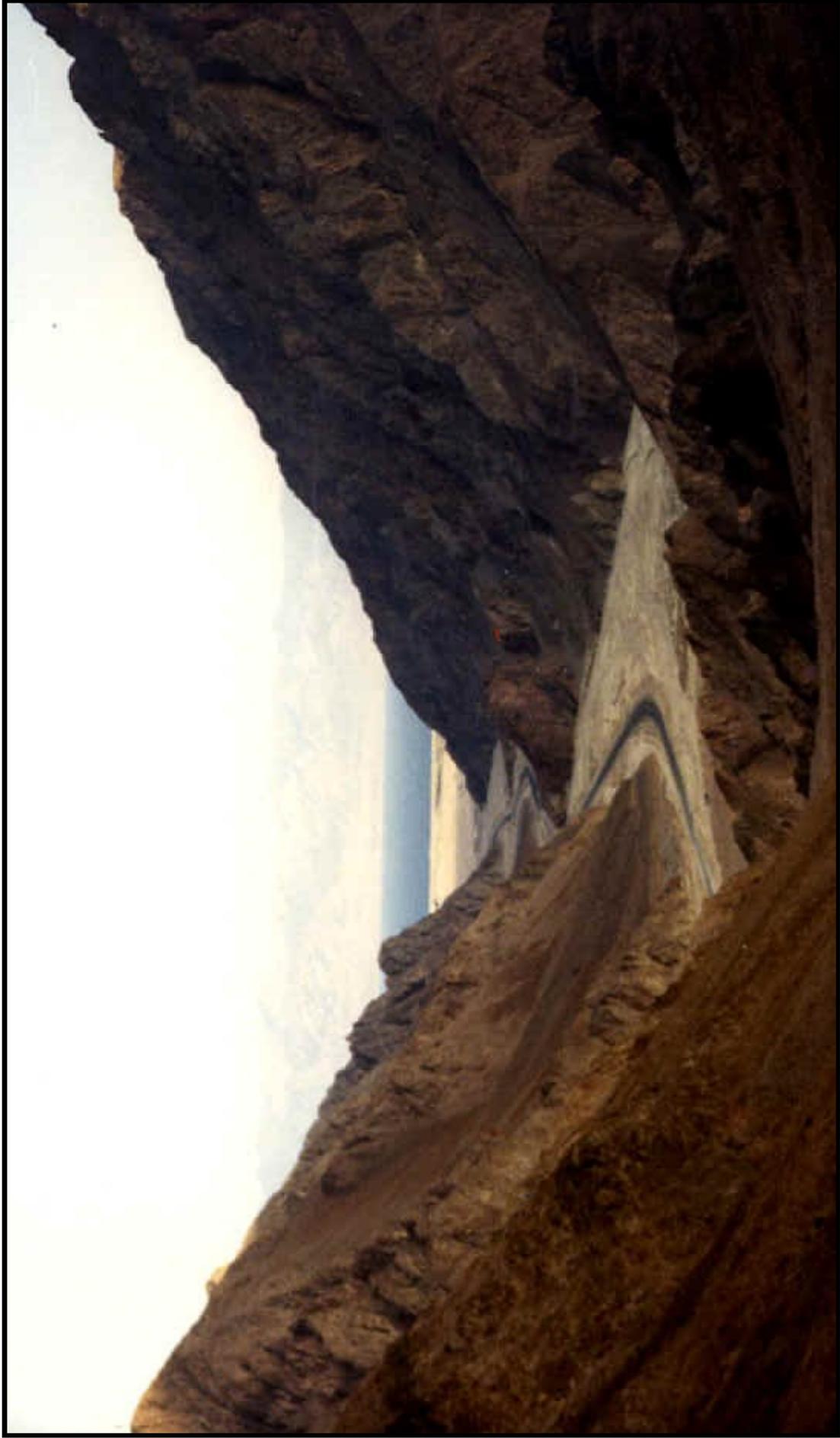
www.WyattMuseum.com





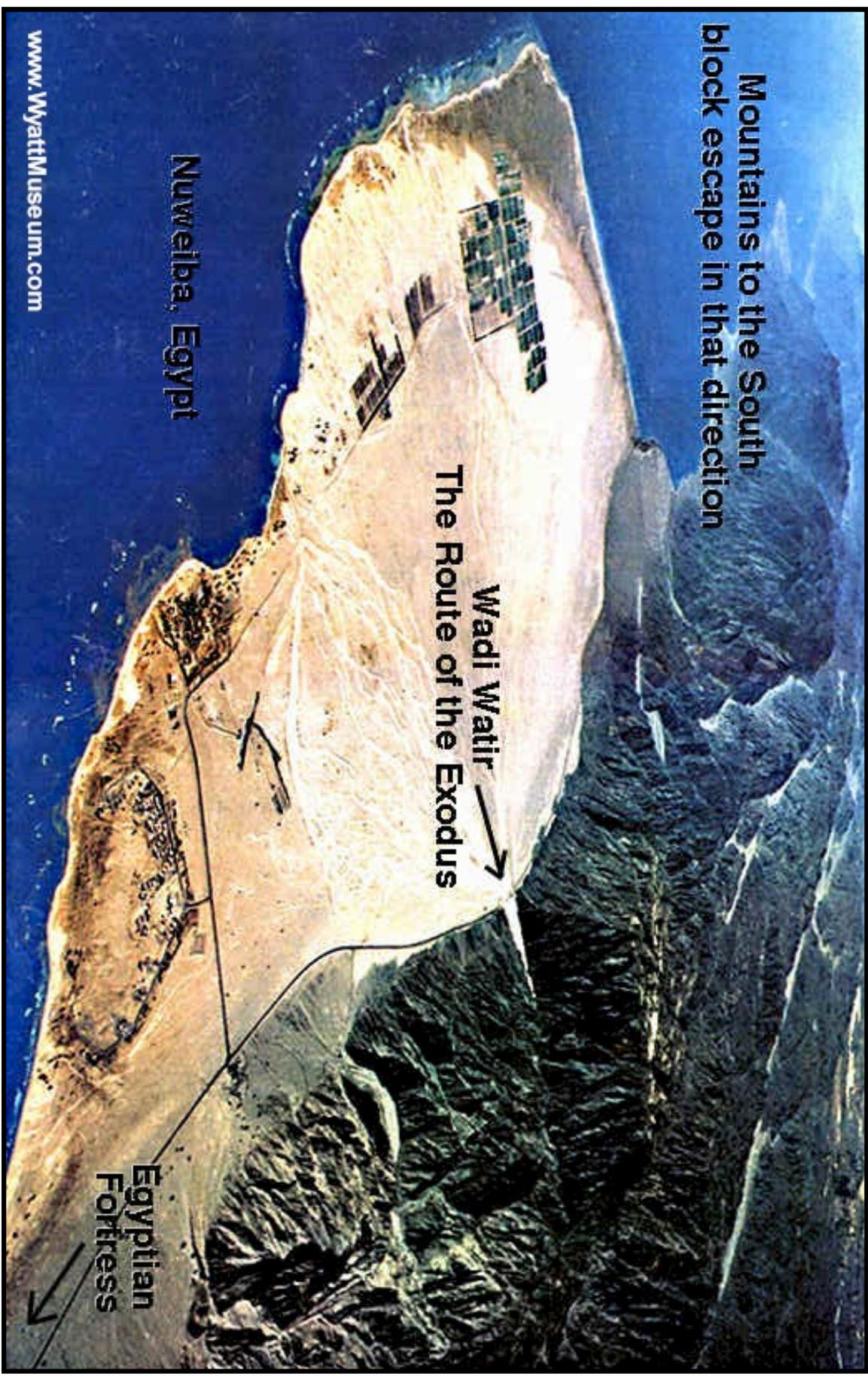
www.WyattMuseum.com

3D drawing of the site of the
Crossing of the Red Sea.



Wadi Israelites traveled through to get to the Red Sea.

**Mountains to the South
block escape in that direction**



Wadi Watir →
The Route of the Exodus

Nuweiba, Egypt

**Egyptian
Fortresses** →

www.WyattMuse.um.com