

UNIT 1

# CBI

CHILDREN'S BIBLE INVESTIGATION



TEACHER BOOK  
FOR ALL AGES

# **CBI: CHILDREN'S BIBLE INVESTIGATION**

Sunday school

Unit 1

## **TEACHER'S BOOK**

For all ages (4-15 years)

By Children Are Important

**Thanks to the whole “Children are Important” team!**

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## WELCOME TO CBI... "CHILDREN'S BIBLE INVESTIGATION"!!!

We are pleased here at "Children are Important" to give you another whole year of Sunday school classes, or weekly Bible training that you can give children in your church, area or community. In this program, your students will imagine that they are special agents or detectives and are given a case to solve each week. Like the TV show "CSI" or "Crime scene investigation" your students will be both police detectives and science technicians who do experiments and photo shoots as they solve each case. Use your creativity to decorate your church classroom as a science lab, and dress your teachers as both science technicians and police detectives.



Over the years as I was teaching Sunday school, the children of the pastors or the children of the regular church attenders became very familiar with all the common Bible stories. If I started to tell the story of Noah's ark or Jonah and the whale, the children would all groan because they already knew this story. I would try to change the way I taught the class, but it would inevitably be very similar, and my students would get bored. Remembering this problem, the staff at "Children are Important" came up with this new idea where as teachers, we do not tell the students the story! Instead, your students must solve the case, and tell YOU what story they are learning each week! This means it is of utmost importance that you do not let your students see your teacher's book, or see the answers to the clues, until they have figured out the story. Each week you have 5 clues to give them as you encourage them to guess. As the children are looking at the clues, do not confirm or deny anything, so that everyone enjoys the fun of guessing the Bible story during those first minutes of class.

After the case is solved, you have the normal parts of a Sunday school class: The Bible story, memory verse, and application to life. To make this program deeper, we have given a homework assignment for the children to do during the week. For example, in the first week they learn that they can do big things for God even though they are small. As the homework assignment, they need to take on a special job that week at home, like washing dishes, or something that is not their normal work at home, and watch how God blesses them in doing something bigger than they normally do.

After the normal parts of Sunday school class, there are some extra fun activities available. Each week we have provided a game, discussion questions, student pages with puzzles and coloring, and a fun science experiment with the crazy scientist called "Dr. Lucas." You can do the experiment live in class, or you can use the videos we have created.

As always with our ministry, all the content for this year's program is available for free. Even if you are in a rural location, the teacher can download the books from the internet and choose if you will make copies of the student pages or not. There are plenty of activities in "Children's Bible Investigation" so that it works for your situation even if you choose not to use the student books. You do not need internet in your church to do this program! One person prepares ahead of time and brings what is needed to church, and watch as your ministry grows!

Let's dive into Sunday school together with a new and exciting program! Your students will still be learning about David and Goliath, Esther, Creation, Jesus's resurrection, the faith of the centurion, and many more in these 39 lessons included in all 3 units of CBI. I challenge you to make your class fun and exciting! Get creative with a lab coat, actual science experiments, and yellow tape pretending to be the actual "crime scene" which we will call the "Bible scene". You might actually have as much fun as your students this year!

May God richly bless you as you minister to children in a new and exciting way!

In Christ,

Kristina Krauss



# --[ HOW TO USE ]--



Teacher, welcome to this fun investigation Bible program! We hope you can train your students, and at the same time, have lots of fun together! This program can be used as a Sunday school, a children's church, or a weekly club ministry to children. The visual aids are provided for you on our website so that you can project each picture large, or show the students on your mobile phone. We hope you enjoy all 3 units of this curriculum, to give you 9 months of classes. This first unit has 13 lessons, and with the other 2 units, you will have a total of 39 lessons.

Teacher, welcome to this fun investigation Bible program! We hope you can train your students, and at the same time, have lots of fun together! This program can be used as a Sunday school, a children's church, or a weekly club ministry to children. The visual aids are provided for you on our website so that you can project each picture large, or show the students on your mobile phone. We hope you enjoy all 3 units of this curriculum, to give you 9 months of classes. This first unit has 13 lessons, and with the other 2 units, you will have a total of 39 lessons.

## RECOMMENDED SCHEDULE: (2- 2 ½ HOURS)

- Introduction with the 5 clues (25 minutes)
  - Title (3 minutes)
  - Drama (10 minutes)
  - Object (3 minutes)
  - Archaeology (2 minutes)
  - Bible scene (7 minutes)
- Main Lesson time (35 minutes)
  - Bible story / case solved! (13 minutes)
  - Application (2 minutes)
  - Memory Verse memorization (15 minutes)
  - Assignment (3 minutes)
  - God's DNA (2 minutes)
- Fun time! (1 hour)
  - Game (15 minutes)
  - Discussion (15 minutes)
  - Student books (15 minutes)
  - Lucas science experiment (15 minutes)
- Optional "Guess Who" game (30 minutes)







**CLUES!**

Start out your class with the clues for your “detectives” to solve the case. This could take them 5 -15 minutes, and the fun will all depend on you! There are 5 clues for each lesson. You can use the clues on your mobile phone, or create the clues in class for the students to explore.

**1**

**CLUE #1 TITLE**

The first clue is the actual title for the lesson. Read the students the title or print it out for them to see. For example, the lesson on David and Goliath is called “The case with the blunt force trauma”. The blunt force trauma refers to when David hit Goliath in the head with a stone from the river. The idea is to use terms from investigators and forensic analysts to give a fun flavour to your Bible class. Remember not to show your teachers book to your students so that they cannot cheat and see the Bible story.

**2**

**CLUE #2 DRAMA**

The second clue for each week is a drama. Have your teachers act it out, or have the students act it out. The idea is to give another clue to the Bible story without revealing it completely. In the lesson on David and Goliath, a soldier has come home and is talking to his wife. The soldier is a philistine and is talking about how they lost the battle. They refer to a man named “huge” and his brother who is also large. (without mentioning Goliath’s name). The Bible does not mention that Goliath had a brother named “Huge”, this is just a fun drama to help your students guess the Bible story.



**3**

**CLUE #3 OBJECT**

Each lesson has an object for you to bring to class. This is something physical that your students can touch and feel, and will help them guess the Bible story. In our example lesson, the object for you to bring to class is 5 stones or rocks. If the students guess at this point that the stones are the 5 stones that David picked up from the riverbed, try not to confirm or deny. You do not want to lie to your students, but you also want to keep the students questioning the story for as long a time as possible.

**4****CLUE #4 ARCHAEOLOGY**

The fourth clue for each lesson is a piece of actual archaeology. Pictured here is the actual modern photo of the ruins of the city of Gath. Today it is located inside Tel Zafit national park. (Secret: Goliath's home Philistine city.) You want to show the picture and mention it is the ancient city of Gath, without revealing the secret. Most people will not know that Gath was Goliath's home city, so your lesson will still be a secret!

**5****CLUE #5 BIBLE SCENE**

The last clue for each week is the Bible scene, something that you can make look like a crime scene for your detectives to investigate.



For example, this Bible scene drawing is from the lesson on Ananias and Saphira and their lie to God. You can use the drawing we have provided, or you can actually create the scene, making the body outlines for your students to investigate. As you can see, this church put police tape around the clues to create more fun to their student's investigation

and used tape on the floor to create the outlines of the bodies.

**CASE SOLVED****CASE SOLVED****CASE SOLVED!**

Once your students have investigated the clues, allow them to go ahead and solve the case or correctly tell you which Bible story you are looking at for the week. If you have students who have not attended church for years, they may struggle and not be able to guess the Bible story. It is not a problem to just go ahead and tell them the Bible story. Even if they do not guess correctly, the clues make a very fun introduction, and will create a very unique Sunday school for you!

## BIBLE STORY

After finishing all the clues and telling your students what Bible story is this week, it is time to tell the story as in a normal Sunday school class. You can look up the bible story from the reference provided, or tell the story with the help from the teacher's book. If you do choose to use our teachers book to tell the story, it is good to also have your bible with you and open to the story. Each week there is a drawing or cartoon of a person from the story, sometimes the hero of the story, and sometimes it is the villain. In the lesson on David and Goliath, the drawing to show your students is of Goliath. Use the Bible people cards provided to give a card to each student. These can be used as attendance cards, or they can also be used to play the "Guess Who" game. The instructions for the game are at the end of this "How to" section.



## APPLICATION

After the lesson, share the application to life. For the story on David and Goliath, the application is "Even if I am young I can do big things." Talk with your students how God used David to do something big, even though he was young, and how God can use them too.

## MEMORY VERSE

The memory verse for each week is chosen to go along with the application to life. Take some time to help your students memorize the Bible verse.

## ASSIGNMENT

Each week there is an assignment for your students to put into action during the week. This is the most important part of this curriculum! God wants us not to only be hearers of the Word, but also DOERS! It is important that what the students learn at church they are also living. Do not create more Pharisees by allowing the students to memorize doctrine and Bible verses, while during the week they are not living any of the lessons. We do not want to make the mistake of creating hypocrites! The only way to ensure that you are not encouraging your students to become hypocrites is to require them to live the lesson during the week.

## GOD'S DNA

God's DNA is a section of the class where we can learn something about who God is, based on the Bible lesson. For example, in the lesson on David and Goliath, we can learn about God that He uses people to accomplish His plans.



## FUN TIME!

## GAME

Games are a very important part of your class, as it will keep your students returning! Children love to play games, and if you can include a game in every class, you will see your class grow from week to week. The more students you have in your class, the more lives you are changing!

## DISCUSSION

Each week we have provided three discussion questions for you to engage your students in a challenging discussion. The best way to lead your discussion is to not provide the answers for your students, but allow them to really get talking about each question. The more they argue, the better you are doing! Therefore, try to get a great argument going, and you will really be able to see the real opinions of your students. We have provided in the teachers book the answers so that at the end of discussing a question, you can share your opinion as well.



## ANSWERS TO STUDENT PAGES

This program also has student pages that you can use as activities for your class. Children love to color and solve word finds, and we hope you can use our student books to make your class fun. In this section, you will find the answers to the puzzles found on the 4 ages of student books.

## LUCAS' EXPERIMENT

The final activity for your class is a science experiment with the crazy scientist Doctor Lucas! Each week he gives you a science experiment that you can do in class as an activity. You can watch his video together, or you can do the experiment yourself, as seen with this photo of a teacher who is doing an experiment in her laboratory coat.



## GUESS WHO GAME

The final optional activity for your class is a game that you can do with the Bible people cards called "Guess who" This is a traditional board game that is played in partners, or two children who play against each other.

Print all 13 cards for each student. The teacher will also need a complete set of cards. Your student will become more familiar with the Bible people as they play this game.

Fold a piece of cardstock or hard paper like an accordion to hold up the cards. The game is to guess which Bible person the teacher or your partner has. Start by each choosing a bible person card, and keeping it a secret from your partner.





Look at the different qualities of the Bible people, including the colour of their eyes, the colour of hair, if they have a beard, if they are wearing a hat, the size of their nose or ears, and if they are a man or a woman. The first player starts by asking a question, and the second player must answer only using a “yes” or a “no”. Only one question is allowed per turn. Once you receive an answer, you can lower the



cards that do not have it. For example, if you ask if it is a woman, and your partner says “no” then you can lower down all the women. Continue asking questions until you have figured out who the secret Bible person is!

This program has 3 units of material to cover 9 months of classes. There will be 3 sets of Bible people to play with by the end of the year, a total of 39 Bible people.

# --[ CASE 1 ]--



## CLUES! (LESSON 1)

**1**

### CLUE #1 TITLE (LESSON 1)

The case with the blunt force trauma

**2**

### CLUE #2 DRAMA (LESSON 1)

Narrator: This story is fiction but some names and places have been changed to protect the innocent.

Soldier: Honey, you would not believe the day I had, I just barely made it out alive!

Wife: I told you not to go out there, but you wouldn't listen.

Soldier: Yeah, well you were right, but my dear, you were not there you could not have known what was going to happen.

Wife: Where is my father's sword?

Soldier: [whispering] I left it in the camp at Ephes Dammim

Wife: Well, big time soldier, you just march right back down Shaaraim road and go get it back.

Soldier: I can't. They will kill me.

Wife: Well if you don't, your chances don't look too good here either.

Soldier: I know you are angry, but I am not going back for your father's sword.

Wife: [Sigh] Why don't you take Huge or better yet, his big brother with you if you are too scared.

Soldier: I can't. His brother is dead. We lost.

Wife: [drops mixing bowl and it shatters and bread flour goes all over the floor] Oh, honey, what happened?

Soldier: I told you it was weird. We were camping down at Ephes, you know by Socoh. We had them cornered for like a month and Beef's big brother would go out each day and challenge them to fight and was mocking them real hard. It got so funny that we weren't even wearing our armour out, we would just go out and watch him make fools of them. I left your father's sword in the tent so I wouldn't lose it.

Wife: In the tent? Speaking of the tent, did you bring the tent back?

Soldier: No.

Wife: Harrumph, what are we going to use for camping this year?

Soldier: Honey, nobody has a tent anymore, or a sword, I was lucky that I was as fast as I was. Just be glad that I made it home, not many did.

Wife: Well, welcome home. We will manage somehow. I missed you.

Soldier: I missed you too



**3****CLUE #3 OBJECT (LESSON 1)**

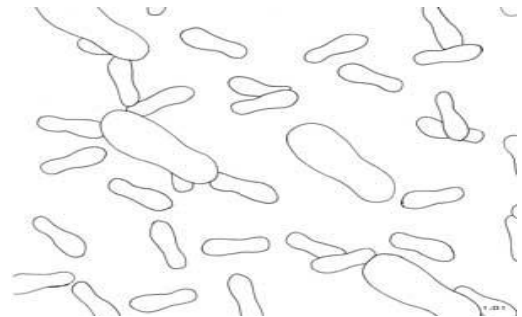
Bring to class this physical object as a clue: 5 stones.

**4****CLUE #4 ARCHAEOLOGY (LESSON 1)**

Actual modern photo of the ruins of the city of Gath. Today it is located inside Tel Zafit national park. (Secret: Goliath's home Philistine city.)

**5****CLUE #5 BIBLE SCENE (LESSON 1)**

Secret: Large footprints for Goliath, and smaller footprints for the army.

**CASE SOLVED****CASE SOLVED****CASE SOLVED! (LESSON 1)****BIBLE STORY (LESSON 1)****David and Goliath****From the Bible: 1 Samuel 17:1-53**

Standing on the battle field between the Israelites and the Philistines, David knew he could win this fight. With God on his side he would not lose, but he could feel the fear of all the other soldiers as he stood there looking at the 9-foot giant charging at him. Goliath was a huge man and he had been taunting the Israelites. No one was willing to fight this Philistine killer.

David was not old enough to be a soldier; he was a young small shepherd boy, but he was brave. At his young age, he had already killed a lion and a bear with nothing more than his staff. Yet David had God on his side for this battle. He knew that by coming in the name of the Lord he could not lose.

Having picked up 5 smooth stones, he slipped one in his sling. Goliath's hulking frame was getting closer and closer. Knowing he needed to wait for the perfect time, he started to swing his sling. Around and around it went. He let that stone fly and it met its target, the small space between Goliath's eyes. Goliath crashed to the ground, dead. The Philistine army ran as they saw their hero fall.



### APPLICATION (LESSON 1)

Even if I am young I can do big things.

### MEMORY VERSE (LESSON 1)

"For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29:11

### ASSIGNMENT (LESSON 1)

Take on a job this week that is not normally yours, like washing the dishes every day, or some other work for your parents that is not your regular responsibility. Watch God help you do big things.

### GOD'S DNA (LESSON 1)

What do we learn about God from this lesson? God uses people to accomplish His plans.



## FUN TIME! (LESSON 1)

### GAME (LESSON 1)

Shadow Tag

This game is played like other tag games where the teacher selects a few children to be "it" and they chase and tag other children. In this version, 'It' players tag shadows by stepping on them instead of touching players.

### DISCUSSION (LESSON 1)

(For older students)

1. If you knew what was going to happen next how would it change what you do? Spend a few minutes talking about buying winning lottery tickets, buying stylish clothes, or avoiding disasters. Then introduce the idea of how God works in predictable ways and how we can know what God wants to do next by seeing how He has worked in the past. One part of faith is knowing what God is going to do next and participating in it. "The Lord who delivered me from the paw of the lion and the paw of the bear will deliver me from the hand of this philistine." 1 Sam 17:37

2. David mocked Goliath before he killed him, why was it ok for David to mock Goliath? What would make it ok for you to mock someone else?

This is a bit of a trick question, David's mocking Goliath may not have been acceptable, but, it is part of the story. It demonstrated his faith.

3. David's opportunity for killing the giant happened because he was serving his brothers. How are leading and serving like each other?

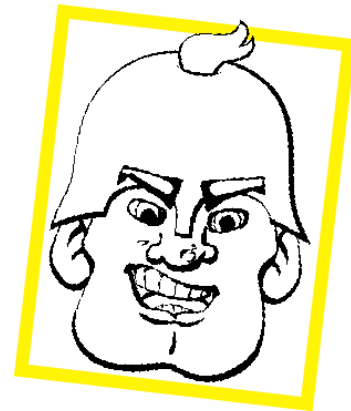
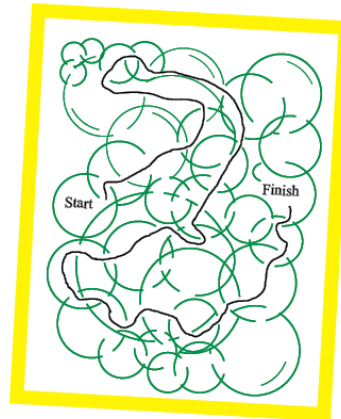
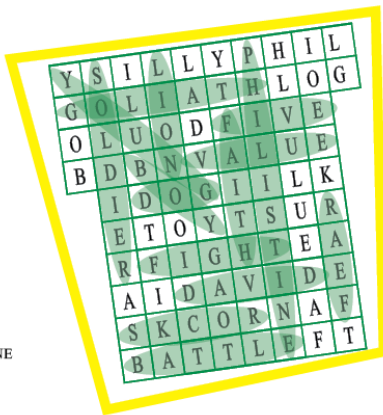
Although leading and serving may be very different from each other; there is a servant leadership that makes leadership and service look almost identical. When serving, you can see opportunities; when you act on those opportunities, it is a form of leadership.





## ANSWERS TO STUDENT PAGES (LESSON 1)

DAVID  
LION  
FIVE  
VALUE  
FEAR  
ROCKS  
BATTLE  
SOLDIER  
FAITH  
YOUNG  
FIGHT  
BOY  
GOD  
GOLIATH  
PHILISTINE



## LUCAS'S EXPERIMENT (LESSON 1)

Mix a fourth cup of water with a fourth cup of vinegar in a pitcher, and add a fourth cup of baking soda. The mixture will bubble, filling the pitcher with carbon dioxide, which is heavier than air. Pour the carbon dioxide, not the liquid, onto a lit candle and the candle will go out. (See details on YouTube)

<https://www.facebook.com/childrenareimportant/videos/1291835197519527/>

# --[ CASE 2 ]--



## CLUES! (LESSON 2)

**1**

### CLUE #1 TITLE (LESSON 2)

The case of the missing corpse

**2**

### CLUE #2 DRAMA (LESSON 2)

Narrator: This story is fiction but some names and places have been changed to protect the innocent.

Detective: Get a picture of those footprints, this looks like set number 5.

Tech: Ok, I have the 2 sets of men's prints over here. It looks like they were running.

Detective: Then we have boot prints over there, looks like they were standing guard, look at how much dust they worked up.

Tech: These look really small. They must have been 2 ladies, maybe 3, moderate build.

Detective: [looks over and notices another print] What about this one, the print looks really big it starts from [looking around] from [looking around] tech???

Tech: Yeah? [Looking up from camera]

Detective: What did I tell you about contaminating the crime scene?

Tech: [gulp] That if I did it again I would get fired?

Detective: Did you work over here yet?

Tech: No.

Detective: Think really hard, did you walk over here, look over here, or even think about the dirt over here?

Tech: No, I promise!

Detective: If you weren't over here and I wasn't over here then how did a great big set of footprints like that [pointing to big footprints] just touch down in one place and nowhere else?

Tech: the ladies look like they may have been carrying something.

Detective: Yes, but not something really big like that, they were carrying something small like these little bottles and rags.

Tech: Well the running men could not have carried anything that big.

Detective: I don't understand it. I have a pair of bare foot prints that walked out of the cave but not into it. Those running men prints, the pair of boot prints, then those huge prints that appear out of nowhere and walk over to that huge rock.

Tech: Must have been that earthquake last night. The garden really looks well maintained though.

Detective: What did you just say?

Tech: The garden looks well maintained?

Detective: No, before that...



**3****CLUE #3 OBJECT (LESSON 2)**

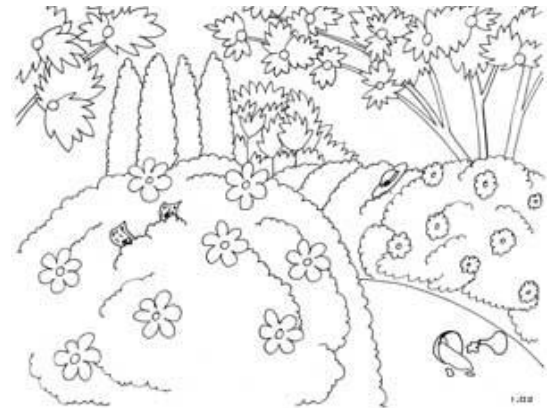
Bring to class this physical object as a clue: Alarm clock.

**4****CLUE #4 ARCHAEOLOGY (LESSON 2)**

The “Chi Rho with a wreath” was found in the catacombs where there were many secret symbols. (cerca 350) (Secret: It symbolizes the victory of the Resurrection, and is shown above Roman soldiers.)

**5****CLUE #5 BIBLE SCENE (LESSON 2)**

Secret: Spices poured by Mary Magdalene, money from the guards, garden and gardener's hat because Mary thought He was the gardener.

**CASE SOLVED****CASE SOLVED****CASE SOLVED! (LESSON 2)****BIBLE STORY (LESSON 2)****The Resurrection of Christ**

**From the Bible: Matthew 28; John 20:6-9**

To the disciple's surprise, everything that Jesus warned them about happened! Jesus was betrayed, tortured and hung on a cross. Three days later, very early in the morning the Chief priests walked into a secret meeting with the guards. The guards reported how there had been a violent earthquake. An angel of the Lord had come down and rolled the stone away and was now sitting on it. He seemed to look like lightning in his snow-white clothes. Also, they shared how they had panicked, trembled and then fallen down unconscious. The chief priests came up with a plan, they bribed the guards with a large amount of money, and told them to lie and say, "His disciples came during the night and stole him away while we were asleep." Then the priests offered them protection if the governor heard about it, and they were to get into trouble.



When Mary and Mary went to the tomb the angel said to the women, "Do not be afraid, for I know that you are looking for Jesus, who was crucified. He is not here; he has risen, just as he said. Come and see the place where he lay. Then go quickly and tell his disciples: 'He has risen from the dead and is going ahead of you into Galilee. There you will see him.'" The ladies hurried from the tomb to tell the others, then Jesus appeared to them and said "Greetings, do not be afraid. Go and tell my brothers to go to Galilee; there they will see me."

Peter and John had to see it for themselves and they ran down to the tomb. Looking in, they found the head cloth and the strips of linen folded up neatly. When they saw the evidence, they believed and knew that Jesus had really risen from the dead!

#### **APPLICATION (LESSON 2)**

God is still faithful when I feel like everything has gone wrong.

#### **MEMORY VERSE (LESSON 2)**

"God, who has called you into fellowship with his Son Jesus Christ our Lord, is faithful." I Corinthians 1:9

#### **ASSIGNMENT (LESSON 2)**

Tell someone about a time that looked like it was going badly for you, but it all turned out well. God taught you important things because of it.

#### **GOD'S DNA (LESSON 2)**

What do we learn about God from this lesson? God wants people to know Jesus and why He came to Earth.



### **FUN TIME! (LESSON 2)**

#### **GAME (LESSON 2)**

Balloon soccer in a classroom

Divide the group into two teams, seated in two rows of chairs or on the floor, about one meter apart, alternating players from each team. Mark goal posts for the teams at both ends. The leader puts the balloon in play by tossing it in the middle. The players must remain seated at all times. The object of the game is to bat the balloon down the field and score a goal. As in soccer, when the balloon is hit out of bounds, the leader awards the other team the balloon to put into play.

#### **DISCUSSION (LESSON 2)**

(For older students)

1. The disciples were hiding because they misunderstood the death of Christ. How do you think others misunderstand God's Word? How can you know if you understand the Bible?

Ask your authorities to help you understand the Bible. Verify that my understanding of this Bible passage does not conflict with the clear meaning of another passage in the Bible.

2. The soldiers gave in to the pressure to not tell people about what God had done. What are the pressures you feel when you think about telling people about God?



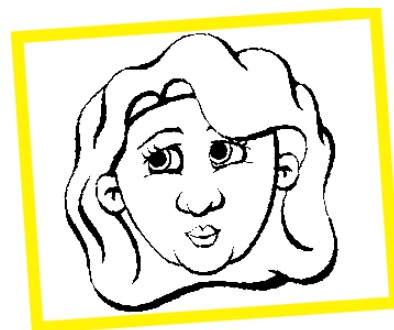
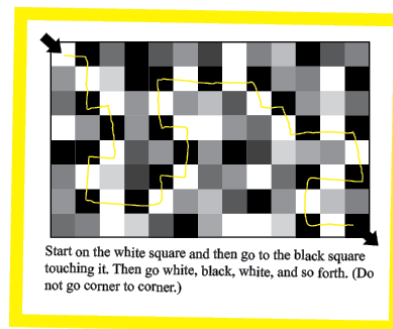
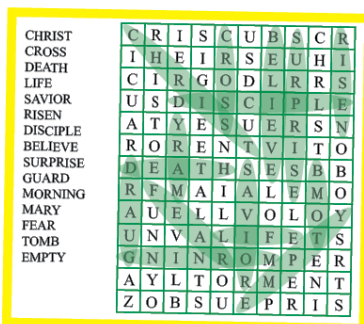
Let the children talk about the pressure friends put on us to not be too good or too religious, only let this go as long as the children are engaged and they are not repeating common answers. Talk about the internal pressures we feel to be selfish and to please ourselves. It is easy to choose useless activities which are good and healthy in moderation but in excess are a danger. Don't ignore family pressure. Relatives will ask you to not talk about Jesus, or pressure you to participate in their religious events. In each of these pressures there is a balance, loving the people around us may require us to defer and show them respect, but at the same time God asks us to remain faithful to Him.



3. God chose to communicate to the women to deliver a message to the disciples. What might have happened if the disciples had not listened to them? How can we make sure that we do not miss God's messages to us that he gives to other people?

Get the kids talking by using the topic of women in church to start a controversial conversation. Let them talk through a women's place in church for a while then refer to Ephesians 4 and I Corinthians 12 where God has clearly stated that He has given different gifts to different people and if we stop listening to anyone we will miss our opportunity to hear what God has for us through them.

## ANSWERS TO STUDENT PAGES (LESSON 2)



## LUCAS'S EXPERIMENT (LESSON 2)

Have the students consider three hidden items: an item that is hidden and can be found; an item that is hidden and cannot be found; and an item that is hidden and leaves by itself. As a fun activity, hide some things in your classroom for them to find. (See details on YouTube)

<https://www.facebook.com/childrenareimportant/videos/1291864664183247/>

# --[ CASE 3 ]--



## CLUES! (LESSON 3)

**1**

### CLUE #1 TITLE (LESSON 3)

The case of the man thrown overboard

**2**

### CLUE #2 DRAMA (LESSON 3)

Narrator: This story is fiction but some names and places have been changed to protect the innocent.

Captain: I need to file a report.

Coast Guard: Ok, here are the standard forms for reporting unusual occurrences. Which form do you need?

Captain: Man overboard.

Coast guard: ok, were you able to recover him?

Captain: No sir, we were not.

Coast Guard: How was the weather? Were you caught in that awful storm?

Captain: Yes sir, it just about took us all.

Coast Guard: Ok, did you lose your cargo too? If you lost cargo and personnel you can fill out this one form.

Captain: He was a passenger.

Coast Guard: Oh, ok, you will have to fill out this additional form so we can notify the deceased's family, did he have any personal effects?

Captain: Well sir, I am not exactly sure he's dead.

Coast Guard: Well, you lost him at sea in that awful storm didn't you?

Captain: Well, yes, but it was kind of at the very end of the storm.

Coast Guard: Did you try to go back for him?

Captain: Well, he kind of... disappeared before we got to him...



**3**

### CLUE #3 OBJECT (LESSON 3)

Bring to class this physical object as a clue: Fishhook.

**4**

#### CLUE #4 ARCHAEOLOGY (LESSON 3)

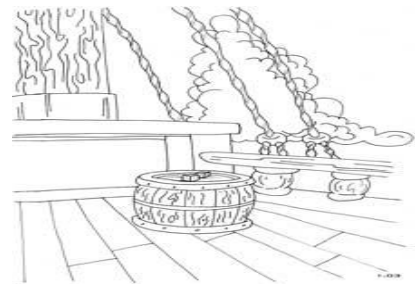
The imperial city of Nineveh was huge with a population of more than 150,000 with splendid palaces and temples and massive walls and towers. This modern picture shows the walls of old Nineveh, with some parts reconstructed. (Secret: Nineveh is where God sent Jonah.)



**5**

#### CLUE #5 BIBLE SCENE (LESSON 3)

Secret: On a boat, dice because the sailors "cast lots", storm cloud disappearing because the storm became calm.



**CASE SOLVED**

**CASE SOLVED**

### CASE SOLVED! (LESSON 3)

#### BIBLE STORY (LESSON 3)

##### Jonah

##### From the Bible: Jonah 1

The city of Nineveh was doing evil things in the sight of the Lord and God told Jonah to go and warn them. God wanted the sin to stop. Instead of obeying, Jonah decided to run away and found a ship that would take him far away. The crew could see a storm brewing as Jonah went to sleep for the night. A few hours later, the Captain found Jonah and demanded to know how he could sleep through such a terrible storm. The crew knew the ship was going to sink and wanted to know why God had sent such a storm. Casting lots was the best way to find who was at fault, and the lot cast to Jonah. They wanted to know what was going on, so Jonah confessed his sins and told them to throw him overboard. The crew did not want to do such a drastic thing, so they tried to row the ship to shore. But the storm raged on until they decided the only thing to do was throw Jonah over. As Jonah hit the water, the storm stopped... and the ship was saved! But as Jonah started to swim to shore a huge fish came along and swallowed him up. For three days and 3 nights Jonah was in the belly of the fish, doing the only thing he could do; praying. He prayed for God's forgiveness, repented of his sins and told God he would do whatever God asked of him. God answered Jonah's prayer by having the giant fish spit Jonah out on dry land.



### APPLICATION (LESSON 3)

When I see my sin I should repent and stop it.

### MEMORY VERSE (LESSON 3)

"Repent, then, and turn to God, so that your sins may be wiped out, that times of refreshing may come from the Lord," Acts 3:19

### ASSIGNMENT (LESSON 3)

This week be extra sensitive to something wrong that you say or do that you are ashamed of, and wouldn't want to see in a public video. Repent. Ask God to help you to think first and STOP before doing it again.

### GOD'S DNA (LESSON 3)

What do we learn about God from this lesson? God prefers obedience from His people rather than an easy life for His people.



## FUN TIME! (LESSON 3)

### GAME (LESSON 3)

Fish tails

Give each child an old sock (yarn, string, paper, or cloth would also work) to tuck into his/her back pocket or waistband. The object of the game is to grab other players' "tails" without losing your own. Any player who loses a tail must sit down, but if another player passes close enough, the tail-less player can grab himself a new tail and re-enter the game.

### DISCUSSION (LESSON 3)

(For older students)

1. Luke 11:30 calls for us to compare Jonah to Jesus, how many similarities can you find between the story of Jonah and Jesus?

This exercise works best if they come up with their own ideas. Try to get them reading Jonah and accept answers that have the slightest link. The following list has some acceptable similarities:

- 3 days in the grave/fish
  - Bringing the word of God
  - Long walk/journey
  - Sleeping in the bottom of a boat during a storm
  - Calming a storm
  - Preaching for repentance
  - The actual killers trying to wash their hands of the death of an innocent man
  - Being banished from God's sight
  - Withering vine/tree outside the city
2. What is the difference between ignoring instructions and disobeying them?

On one hand, they are identical because they cause the same output. Either way, I didn't do what was asked. But it is obvious from the bible that God cares about our hearts and motives. BUT, sometimes we



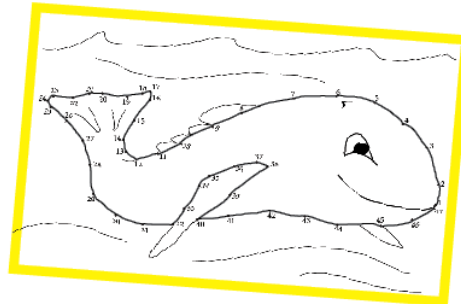
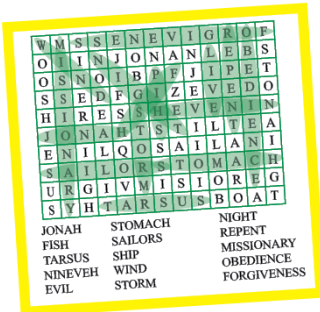


make excuses for our behavior, saying that we shouldn't be held responsible for our actions because that is what we intended to do. Encourage your students to discuss this topic more.

3. What things are so bad that they should not be forgivable?

Discuss different bad things with your students for example serial killers, bullies, and other sins where it is obvious where the person wasn't even trying to do better. What about people who sell drugs to kids? (Jonah didn't want God to forgive the people of Nineveh, but God is gracious to forgive us all.)

### ANSWERS TO STUDENT PAGES (LESSON 3)



### LUCAS' EXPERIMENT (LESSON 3)

Have the students make a marshmallow island by cutting a marshmallow and sticking a tree (toothpick) on it in a basin of water that represents the ocean. Submerge the marshmallow with a clear glass over it. For fun, then draw the fish and other things someone on the island might see. (See details on YouTube) <https://www.facebook.com/childrenareimportant/videos/1291904010845979/>

# --[ CASE 4 ]--



## CLUES! (LESSON 4)

**1**

### CLUE #1 TITLE (LESSON 4)

The case of the anonymous helper

**2**

### CLUE #2 DRAMA (LESSON 4)

Narrator: This story is fiction but some names and places have been changed to protect the innocent.

Police: Excuse me sir, my partner and I would like to ask you a few questions.

Pedestrian: Sure officer, what is this about?

Police: We have received a report about a hit and run on the highway last night.

Pedestrian: Oh dear. You know, that is why I try to never travel those highways alone. You officers are spread too thin, and the highway is just crawling with those bandits.

Police: [Looking at his partner] I didn't say anything about bandits, did you?

Police 2: No, I sure didn't.

Police: How did you know they were bandits? Can you give account for where you were last night?

Pedestrian: Sigh, I was visiting my family in the nearby city of refuge, and last night I walked home so I could be to work this morning.

Police: Ah, so you were on the highway last night?

Pedestrian: Yes sir.

Police: Did you see a man about 180cm tall, medium build, dirty rotten scoundrel looking guy beat up on the side of the road?

Pedestrian: No, well maybe, I may have seen something but I didn't really get a good look at him.

Police 2: [Pulls out notebook and makes a note]

Police: You didn't see him, or you didn't want to see him?

Pedestrian: Look, I have to be ready, I am on call for work and I can't afford to get involved. What if they called me up to serve? Who knows how long it would be before they called me again.

Police 2: Ha ha ha ha. He didn't want to help, because he might have been called to serve, ha ha, that's funny, so were you called?

Pedestrian: Nevermind that, That is not important.

Police: That's all I have for questions. If I need you can I call?

Pedestrian: Anytime, I would be happy to help.

Police 2: [Looks at Pedestrian in disbelief]



**3****CLUE #3 OBJECT (LESSON 4)**

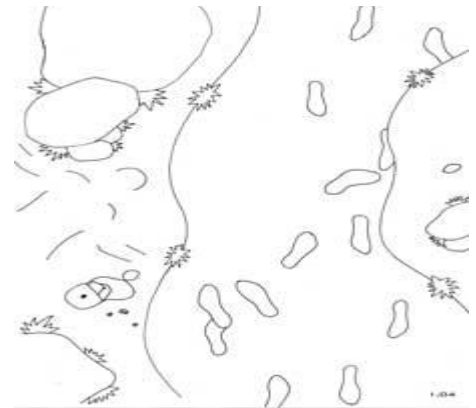
Bring to class this physical object as a clue: Band-aid.

**4****CLUE #4 ARCHAEOLOGY (LESSON 4)**

Arriving at emergency entrance to hospital, a typical hospital today. (Secret: Where the good Samaritan would have sent the attacked man for help.)

**5****CLUE #5 BIBLE SCENE (LESSON 4)**

Secret: Empty bag and coins tossed because he was robbed, 2 pairs of footprints on the other side of the road for the priest and Pharisee, impression of the body of the beaten man who is no longer there.

**CASE SOLVED****CASE SOLVED****CASE SOLVED! (LESSON 4)****BIBLE STORY (LESSON 4)****The Good Samaritan****From the Bible: Luke 10:25-37**

One expert in the law tried to test Jesus with this riddle "what must I do to inherit eternal life?" Jesus answered him with the greatest commandment: 'Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind'; and, 'Love your neighbor as yourself.' The expert tried to justify himself by asking "who is my neighbor?" Instead of giving him a list of people he had to be kind to, Jesus told him how to be a neighbor with the following story.

Walking down a dusty road from Jerusalem to Jericho, some robbers beat a man until he was half dead and took his clothes. Lying there in the dust, naked, bleeding and unable to walk, the man saw a priest coming. Instead of stopping to help, the priest walked by on the other side of the road. Not long after that, a man from a



good, God-fearing family (the Levites) came by. But when they made eye contact, he crossed the road so he would not be near him. Then a dirty foreigner who was unwelcome in church and worshipped God all wrong (a Samaritan) saw the man and took pity on him. This foreigner stopped, treated him, gave him a ride to a hotel and paid for everything: hotel, expenses, and for someone to take care of him.

"Which of these three do you think was a neighbor to the man who fell into the hands of robbers?" The expert in the law replied, "The one who had mercy on him." Jesus told him, "Go and do likewise."

#### **APPLICATION (LESSON 4)**

Like the Good Samaritan, I need to be kind to everyone.

#### **MEMORY VERSE (LESSON 4)**

"If you love those who love you, what reward will you get? Are not even the tax collectors doing that?" Matthew 5:46

#### **ASSIGNMENT (LESSON 4)**

Pick someone who isn't a friend and reach out to them in a friendly way. You could invite them to play with you after school, or call to them to come and sit by you at lunch time.

#### **GOD'S DNA (LESSON 4)**

What do we learn about God from this lesson? God wants us to help others.



### **FUN TIME! (LESSON 4)**

#### **GAME (LESSON 4)**

Buddy Tag

This outdoor party game requires at least 6 players (but more is better!) To begin, one person is "It" and one is the runner. Everyone else finds a buddy, links arms, and then scatters around the playing field.

"It" then tries to tag the runner. The runner must link arms with a pair of buddies before he gets tagged. When the runner finds a buddy, the buddy on the other side of the pair then becomes the runner. If the runner can't link to a buddy before he's tagged, he becomes "It" and "It" becomes the runner.

Option for preschool: Friendship web

Have the children sit in a tight circle on the floor. Using a large ball of yarn point to a child and ask "I am happiest when?" As the child answers, give them the ball of yarn, be sure they keep a good grip on the end, and then they ask another friend across the circle the same thing "I am happiest when?" And roll the ball of yarn to them; continue this until all the children have answered. If the children are interested in more of this game change the question to "It makes me sad when?" And pass the ball. When you are done have the children stand up holding their string tightly. Now you have a friendship web.

#### **DISCUSSION (LESSON 4)**

(For older students)

1. How can you be a neighbour to a new student at school? To a beggar? To a younger brother/sister who is annoying?



Have the students talk about ways to help others, even if they don't want to, or what they risk if they are caught publicly helping the new child. Talk about how hard it is to want to help our younger siblings.

2. Give an example of how a famous person has recently justified themselves. How would they behave in that situation if they were trying to love God and neighbours in that situation?

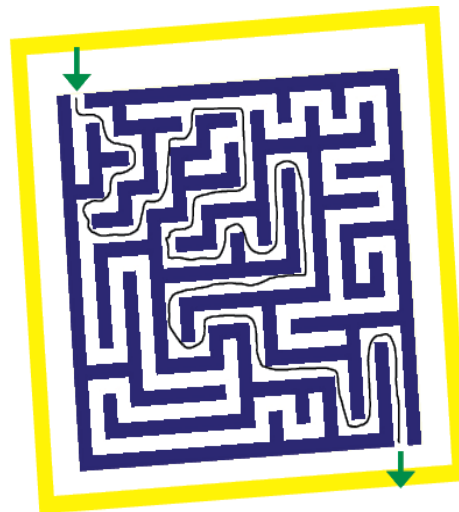


Politicians, musicians, athletes and actors are often in the news for bad behaviour. Try to pick one that is most familiar to the children, and talk about what they did. If the children engage and talk about both sides, then direct the conversation to what they should have done to show God's love, but don't just accept the first good answer, try to keep them engaged.

3. Describe a recent situation where someone was trying to follow a rule closely but wound up breaking a more fundamental law or rule to do it.

You can talk about rules at school, laws the police enforce, rules from the church or any number of places that have rules that don't make sense. Example: Ending up in trouble for running in the halls at school, when you were doing it so that you wouldn't be late for class. Or getting in trouble for talking, when you were just trying to borrow an eraser, or you ripped your sweater jumping the fence to make sure you made it to class on time, but got in trouble at home for the sweater.

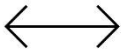
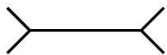
#### ANSWERS TO STUDENT PAGES (LESSON 4)



#### LUCAS' EXPERIMENT (LESSON 4)

This experiment helps with seeing perspective, and shows how our perspective changes how we see things. See these two lines, and how 1 looks longer. The second idea is how the two diagonal lines are parallel, but they do not seem to be. The third example is a child and a mouse, with a point in-between them. As you touch your nose to the point, you can make it seem as if the mouse is getting closer to the child. Have your students do all 3 examples shown in the video. (See details on YouTube)

<https://www.facebook.com/childrenareimportant/videos/1291919184177795/>



# --[ CASE 5 ]--



## CLUES! (LESSON 5)

**1**

### CLUE #1 TITLE (LESSON 5)

The case of the hangman's noose.

**2**

### CLUE #2 DRAMA (LESSON 5)

Narrator: This story is fiction but some names and places have been changed to protect the innocent.

Police: Excuse me. Madam?

Madam: Yes officer?

Police: I have a few questions I would like to ask you.

Madam: Anything for a nice handsome officer like you.

Police: Er, um, yes, well, I am wondering if you saw anything the night before the second announcement.

Madam: You mean across the street at the house of Zeresh and her poor husband?

Police: Exactly.

Madam: Well, it was kind of weird, you see, because all week long he has had workers building in his front yard.

Police: Go on. [pulls out notebook and jots a note]

Madam: Look, I know it looks like suicide, but if you ask me it is just weird. Something is not right about the whole thing.

Police: So, you don't think that this was a suicide?

Madam: Well, I just think it is gross. Such an evil man, well I guess that's not my problem anymore, but I was sure he was devising a plan for someone else, but then the other day I heard he was going all over town announcing what a great guy he was... and then BAM there my neighbour is hanging on those awful gallows!



**3**

### CLUE #3 OBJECT (LESSON 5)

Bring to class this physical object as a clue: Confetti.

## **4** CLUE #4 ARCHAEOLOGY (LESSON 5)

Picture of the tomb of king Ahasuerus, also called emperor Xerxes (486-465 BC). His grave is in Iran, at this historical site called Naqsh-e Rostam, along with the gravesites of other famous Persian kings. (picture by Amir Hussain Zolfaghary) (Secret: Xerxes is the king from the book of Esther.)



## **5** CLUE #5 BIBLE SCENE (LESSON 5)

Secret: Edict with seal of the king and ring for the seal on the side. - Esther 3:12 and 8:8



**CASE SOLVED**

**CASE SOLVED**

## **CASE SOLVED! (LESSON 5)**

### **BIBLE STORY (LESSON 5)**

**Esther**

**From the Bible: Esther 2-7**

Esther was the beautiful cousin of Mordecai, a faithful Jewish servant of King Xerxes, who was looking for a new beautiful wife. Mordecai had Esther go through 12 months of beauty treatments before meeting the King. She was so beautiful that the King fell in love with her immediately and married her. Haman was a high-ranking officer for King Xerxes; he hated Jewish people and loved to go brag at the palace gates so everyone there would bow to him. Everyone bowed except Mordecai; he only bowed to the one true God. The hatred Haman had towards Mordecai drove him to make a plan to kill all of the Jewish people. He told the King that there were a bunch of people who would not follow his laws. King Xerxes said Haman could do whatever he wanted with them. So, Haman made a decree to have all the Jews killed. Then he had some huge gallows built at his house so he could hang Mordecai from it.



Esther learned about Haman's plan and knew she had to do something. She invited the King and Haman to a dinner where the King said he would give her anything she wanted up to half his kingdom. Esther said all she wanted was for her people to be saved; and that Haman was trying to annihilate all of them. The King was so angry he left the room. When he came back in the room, he thought he saw Haman attacking his queen. Furious, the king had Haman hanged from the same gallows that were in his own front yard!

#### **APPLICATION (LESSON 5)**

God will sometimes ask me to be very bold and to risk important things for His sake.

#### **MEMORY VERSE (LESSON 5)**

"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

#### **ASSIGNMENT (LESSON 5)**

God may have chosen me to save others, and put me here for "such a time as this". Tell a neighbour that you are a Christian and ask if they would like to go to church with you next week.

#### **GOD'S DNA (LESSON 5)**

What do we learn about God from this lesson? When God wants to rescue His people, He often uses an unlikely follower to do it.



### **FUN TIME! (LESSON 5)**

#### **GAME (LESSON 5)**

Hamon, Mortecai, Ester

This game is similar to rock, paper, scissors. Ester beats Hamon, Hamon attacks Mortecai, and Mortecai covers Ester.

Divide the kids into two teams with a space of about 4 feet between them. Direct each team to retreat a few feet for a huddle to decide which they will be: Hamon, Mortecai, or Ester.

In their huddles, each team decides what they will be, plus a backup choice. Then they come back to their 4-feet-apart stance. On a count of three, each team yells what they are. If one team yells "Ester!" and the other yells "Hamon," the Ester team will chase the Hamons to their safe zone (you can mark these with cones or use a tree or other object). Anyone who is tagged becomes part of the opposing team. If both teams yell the same person, they do it again using their backup choice.

#### **DISCUSSION (LESSON 5)**

(For older students)

1. What can you do to serve God with the traits He has given you?

Let them talk about external features they would like to change like nose, chin, eyes, mouth etc. Do not let them mock each other about physical traits. After a while move the conversation to creativity or intelligence, or internal strength and diseases in the family. All of these things are a combination of God's design. We want to accept what God gave us even if we don't like it. God may have given you a skin colour or tone to enable you to accomplish His plan.





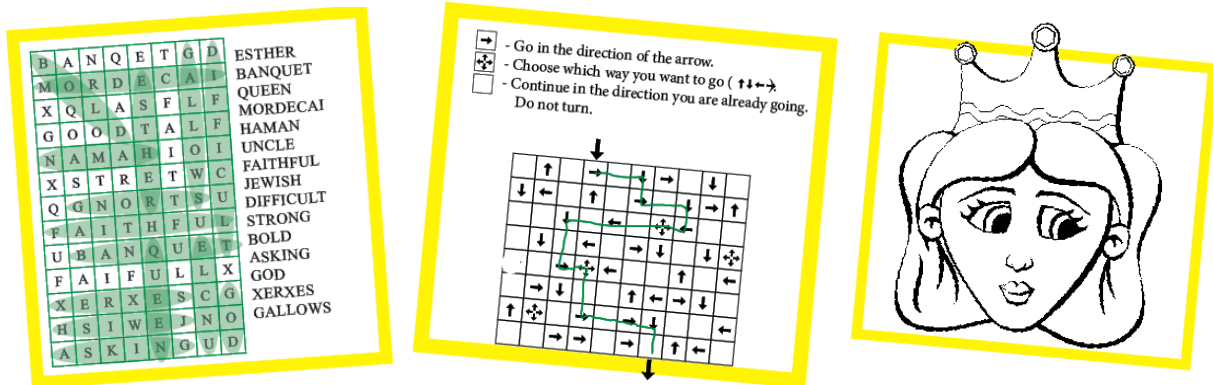
2. What is the most difficult instruction you have had to obey?

Try to get each person to talk about a personal success so they can understand that everyone is obeying in one way or another. Try to discourage bragging or gloating. Examples: going to the store in the dark, walking to school by a bully's house, or redoing homework that was bad.

3. What ways have family members like Aunts and Uncles shown interest in caring for you?

Let them talk about grandparents, aunts, uncles, cousins, etc. Try to discourage negative stories about family members. Answers will vary, but accept everything from "giving me a snack to helping me get a job with someone they know."

### ANSWERS TO STUDENT PAGES (LESSON 5)



### LUCAS'S EXPERIMENT (LESSON 5)

Have the students use two different diameter straws and a piece of tape to make a rocket that flies. It functions by blowing through one of the straws, and having the second go flying. Have a contest to see highest, farthest, or most accurate straw rockets. (See details on YouTube)

<https://www.facebook.com/childrenareimportant/videos/1291929934176720/>

# --[ CASE 6 ]--



## CLUES! (LESSON 6)

1

### CLUE #1 TITLE (LESSON 6)

The case of the altered health evidence.

2

### CLUE #2 DRAMA (LESSON 6)

Narrator: This story is fiction but some names and places have been changed to protect the innocent.

Garbage man: [Talking on cell phone] Hello, dispatch? I would like to make a complaint.

Dispatch: [Sounding very bored] Yes, what is it Garbage man?

Garbage man: Sorry to bother you again, but this is just gross. Something has to be done about this.

Dispatch: Something has to be done about what?

Garbage man: There are used band-aids and bandages all over the place.

Dispatch: Well, use some plastic gloves and pick it up.

Garbage man: No, you don't understand, they all over the place [gag], there had to be at least a dozen filthy diseased people stripping off their bandages here, it is just disgusting.

Dispatch: Ok, where are you?

Garbage man: Just west of the village on the southbound lanes of the Jerusalem highway.

Dispatch: Ok, officer Joe is on duty, I will have him stop by after he finishes up with his report of a crowd coming through town.

Garbage man: Oh, not officer Joe, he won't help me at all.

Dispatch: Well, he is the only officer available right now unless you want to wait 2 hours for the shift change.

Garbage man: Oh, all right, never mind I will just clean this up [gags] by myself [gags].



3

### CLUE #3 OBJECT (LESSON 6)

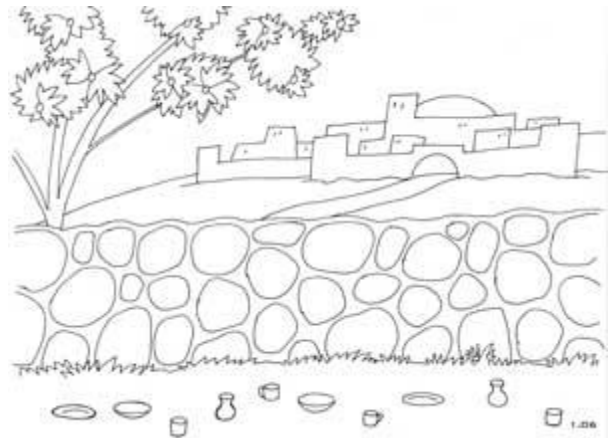
Bring to class this physical object as a clue: White cloth.

**4****CLUE #4 ARCHAEOLOGY (LESSON 6)**

The Jerusalem temple as seen today. (Secret: Where the lepers had to go present themselves after their healing, in obedience to Jesus.)

**5****CLUE #5 BIBLE SCENE (LESSON 6)**

Secret: Ten dishes for the 10 lepers, outside the wall because the lepers had to live outside the city.

**CASE SOLVED****CASE SOLVED****CASE SOLVED! (LESSON 6)****BIBLE STORY (LESSON 6)****The 10 lepers**

**From the Bible: Luke 17:11-19**

Not far from his home town, Jesus was walking down the border road between Samaria and Galilee to Jerusalem, which was 30 hours away. As he entered a village, 10 men with leprosy called out to him from a distance "Jesus, Master, have pity on us!" Leprosy is a cruel disease that would kill fingers, toes, noses and ears; and made you always must call out that you were unclean. When Jesus saw them he said, "Go, show yourselves to the priests." According to the Law of Moses, if they had been healed, this would let them re-join society and go to the temple and worship again. They had not been healed yet, so it must have sounded very strange.

They started heading towards Jerusalem and while they were walking, they were cleansed/ healed! One of them, a despised foreigner, saw that he was cleansed and immediately returned to Jesus. He praised God from a distance but then came all the way up to Jesus, falling at his feet and thanked him. Jesus was surprised, knowing that he had cleansed them all, and asked the man "Were not all ten cleansed?"



Where are the other nine? Was no one found to return and give praise to God except this foreigner?" Then Jesus encouraged the one who had been grateful to receive his healing saying to him, "Rise and go; your faith has made you well."

#### **APPLICATION (LESSON 6)**

Like the Lepers, I need to say, "Thank you" to God for what he has done for me.

#### **MEMORY VERSE (LESSON 6)**

"Give thanks in all circumstances, for this is God's will for you in Christ Jesus." 1 Thessalonians 5:18

#### **ASSIGNMENT (LESSON 6)**

Make a list of three things that you haven't thought to thank Him for yet. The things we are normally thankful for are food, clothing, and family. Have your students think of new ideas to be thankful for; things like: helping you find a lost item, holding the rain back until you are safely inside at school, riding your bike without falling down once today, having the ability to say only nice things to your brother or sister today, etc.

#### **GOD'S DNA (LESSON 6)**

What do we learn about God from this lesson? God wants obedience and thankfulness from His people.



#### **FUN TIME! (LESSON 6)**

#### **GAME (LESSON 6)**

Catch the broom

All players form a circle around one player in the centre. Each person on the circle is given a number. The centre player stands with a broom upright, holding it with one finger. Without warning, he lifts the finger from the broomstick and calls out a number at the same instant. The person who is assigned that number rushes forward and tries to grab the broomstick before it hits the floor. If he catches it, he becomes the centre player. If he fails to catch it, he returns to the circle.

#### **DISCUSSION (LESSON 6)**

(For older students)

1. Why don't we see more healings today?

Get the students talking about healings; what God has done in your church or city. Discuss what your denomination believes about healings. Talk about what might cause there to be less healings; less faith in people, fewer disciples with the gift of healing, more oppression in your area, fewer people asking, or a lack of revival.

2. What are the reasons that I might not receive the healing I'm looking for?

Lack of faith, or God has a different plan for you and can see your future, or your motives were not good. It could also be that your healing wouldn't be the best thing for you, or sin in our lives, or it's not the right timing or God is glorified in your sickness.

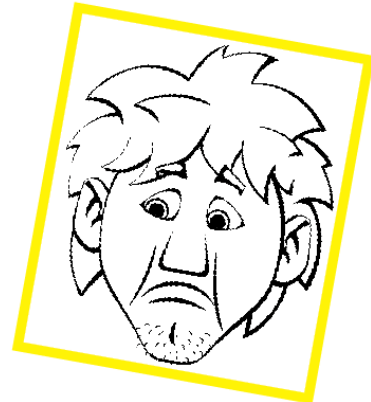
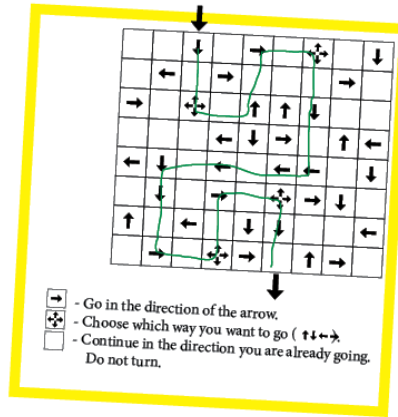
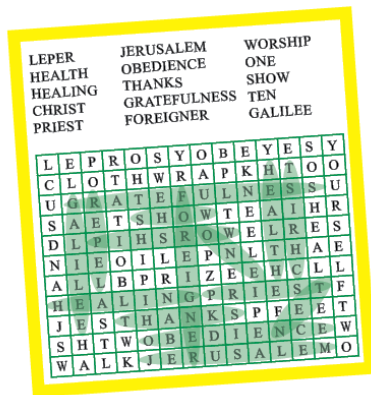
3. Were the 10 lepers entitled to their healing?

Entitlement is rampant everywhere today, where many feel they are owed something, and it causes them to not be grateful. What are we entitled to have? Your goal as the teacher is to help your students



realize that they are actually not entitled to anything at all. We should be grateful for who we are and what we have because those are the things God has given us to do our job here on earth.

### ANSWERS TO STUDENT PAGES (LESSON 6)



### LUCAS'S EXPERIMENT (LESSON 6)

Have the students bend a piece of cardstock into an arc, put it on a table and blow under it to see how air moving fast has less air pressure than air moving slowly. Fast air on top of an airplane wing is what lifts it into the air. (See details on YouTube)

<https://www.facebook.com/childrenareimportant/videos/1291958180840562/>



# --[ CASE 7 ]--



## CLUES! (LESSON 7)

**1**

### CLUE #1 TITLE (LESSON 7)

The case of the appearing kitties.

**2**

### CLUE #2 DRAMA (LESSON 7)

Narrator: This story is fiction but some names and places have been changed to protect the innocent.

Pod: great-great-great-great-great-great-grandfather?

GGGGGG-PA: Yes, young man?

Pod: Could you help me with my school investigative assignment?

GGGGGG-PA: Sure, maybe just walk beside me while I work, I have to get this row planted by the end of the day so I won't be so behind tomorrow. Wipes sweat off forehead.

Pod: Great! I am going to have the best investigation ever. I am investigating the earliest memories of the oldest person I know for a report.

GGGGGG-PA: You chose me for that, did you?

Pod: I sure did. So, can you tell me about these mountains how did they get here?

GGGGGG-PA: Sigh, I may be old, but I am not older than dirt.

Pod: Ok, how about the river?

GGGGGG-PA: I saw the springs that feed it once, but I was young then and I haven't been back.

Pod: So, what is the earliest thing you can remember?

GGGGGG-PA: Animals. My bride and I would go out in the mornings and have our breakfast while watching them play and I would say look over there at that one, that is so cool, and she would say which one the big brown one or the red one above it? After a while we figured it out and could enjoy our breakfast and just watch the animals and the crazy, silly things they would do.

Pod: Really? That must have been so cool.

GGGGGG-PA: Yeah, it was. Who knows maybe you or one of your own children will get to see them come together like that someday.

Pod: That would be awesome.



**3**

### CLUE #3 OBJECT (LESSON 7)

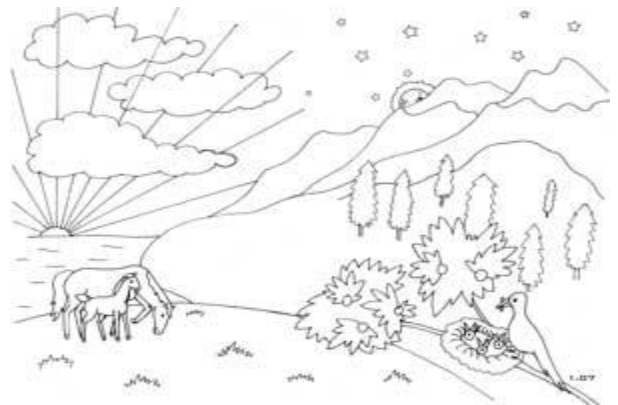
Bring to class this physical object as a clue: Flower.

## **4** CLUE #4 ARCHAEOLOGY (LESSON 7)

Photo of the Tigris river in Bagdad today. (Secret: This area is spoken of in Genesis chapter 2.)

## **5** CLUE #5 BIBLE SCENE (LESSON 7)

Secret: All of creation is evidence.



**CASE SOLVED**

**CASE SOLVED**

## **CASE SOLVED! (LESSON 7)**

### **BIBLE STORY (LESSON 7)**

#### **Creation**

#### **From the Bible: Genesis 1**

On the seventh day God rested from work, he saw that his creation was good and he took a break from all his work. But backing up to the beginning, day one God said "let there be light" and there was. Day two God said "let there be sky" and there was. On day three God was really busy and created land and all the plants on it. This included every flower, tree and blade of grass; and God said it was good. Then on fourth day God created the sun and moon to keep track of days, years and the seasons of time. He also created the millions of stars to shine brightly at night. Day five brought about all the animals of the ocean and birds in the air, and God told them to be fruitful and multiply. All creatures big and small were created on the sixth day, and then God created man. He breathed his breath of life on a bit of dirt and man was created! He was given authority over all the plants and animals.

God made a special garden and placed Adam there. When Adam went to sleep, God decided that it was



not good for him to be alone, so he took a rib from his side and created Eve. Then God gave the command to multiply and fill the earth, and he rested on the seventh day.

#### **APPLICATION (LESSON 7)**

Like Adam, I am responsible to take care of creation around me.

#### **MEMORY VERSE (LESSON 7)**

"God blessed them and said to them... Rule over the fish of the sea and the birds of the air and over every living creature that moves on the ground." Genesis 1:28b

#### **ASSIGNMENT (LESSON 7)**

Water a plant in your yard and remove bad weeds from around it, so it will grow better.

#### **GOD'S DNA (LESSON 7)**

What do we learn about God from this lesson? God created everything.



### **FUN TIME! (LESSON 7)**

#### **GAME (LESSON 7)**

Creation Game

Write the word sun and moon on a paper; include a drawing of them for children too young to read. Tape it to a wall or the floor. Also, make signs for other items listed in Genesis like birds, fish, trees, lakes, etc. To play the game, the teacher calls out an item and the children race to the sign with a drawing for that item. The last child to get there is "out" and sits down. Young children would enjoy pretending to be animals as they move to a picture of something God made during creation.

#### **DISCUSSION (LESSON 7)**

(For older students)

1. What do you think of cloning? Can we create a human being with science? Get your students talking about God's work at creation and how He created humans from nothing, and the fact that we have to use God's science to build anything. Talk about the morals of creating someone with the same DNA and how many countries allow cloning or do not permit it.

2. Why do I have to rest one day of the week if we are no longer under the Old Testament laws?

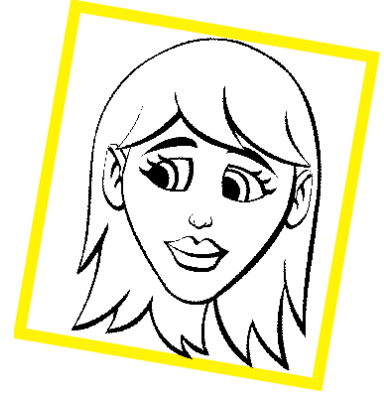
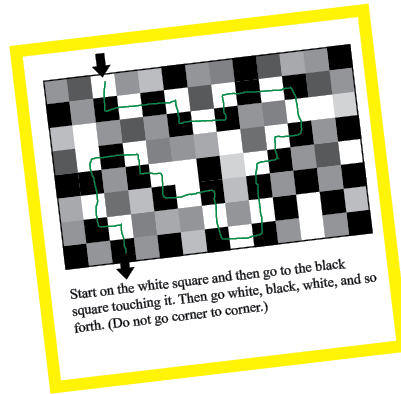
Make sure to check with your pastor before answering this question regarding when your denomination celebrates the Sabbath, and how you do it. Talk with your students, sharing with them that even if your denomination doesn't enforce resting on the Sabbath, our bodies will wear down quickly if they do not receive the rest they need. Even under grace, we need to rest every week, God knows what we need.

3. What about recycling, global warming and saving animals from extinction? Should Christians get involved?

One side of the argument is that God gave us dominion over His creation, and we should be taking care of it. Practically speaking, this means we should be careful of pollutants and take care of animals. The other side of the argument is that people are dying in wars, abuse, and there is much evil against



## ANSWERS TO STUDENT PAGES (LESSON 7)



<https://www.facebook.com/childrenareimportant/videos/1292083794161334/>

# --[ CASE 8 ]--



## CLUES! (LESSON 8)

1

### CLUE #1 TITLE (LESSON 8)

The case of the remote alteration of the victim's stats.

2

### CLUE #2 DRAMA (LESSON 8)

Narrator: This story is fiction but some names and places have been changed to protect the innocent.

Doctor: Hello guard, I am back to check on John.

Gate Captain: Oh, that won't be necessary.

Doctor: What do you mean? I gave him strict orders for bed rest, I was sure he was not going to make it through the night. So, I have come to check on him.

Guard: Well, your assignment has been changed from a "come" to a "go".

Doctor: That is really strange. Did John die or did he improve some?

Guard: I don't know. My hot sheet from yesterday doesn't have that kind of information, I just see that your assignment was changed from a "come" to a "go".

Doctor: That is weird, did the elders make it back yet? I would like to talk to them.

Guard: They made it back, but I doubt you will find them very helpful.

Doctor: Why is that? I thought they went to get some help.

Guard: They did, but then boss went over and told him not to come. I don't know what happened, but yesterday while the boss was gone he changed your orders.

Doctor: Well, can I talk to your boss then?

Guard: No, you really do not want to "come" when he says "go" do you?

Doctor: No I sure do not, thank you for your time.



3

### CLUE #3 OBJECT (LESSON 8)

Bring to class this physical object as a clue: Medicine.



**4**

#### CLUE #4 ARCHAEOLOGY (LESSON 8)

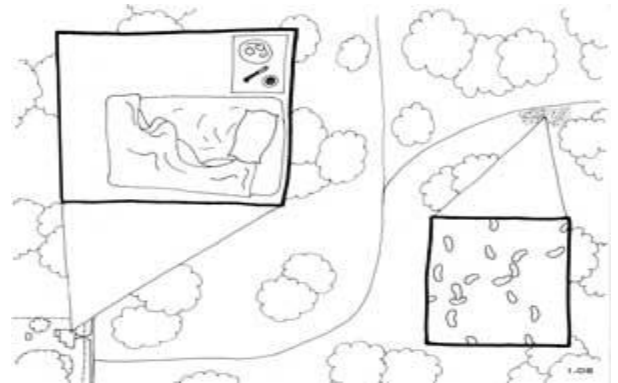
Photo of a drama presentation of roman soldiers. The soldier with the red feathers would be a "centurion," in charge of 100 foot soldiers. (Secret: The centurion who talked to Jesus would have been dressed like this.)



**5**

#### CLUE #5 BIBLE SCENE (LESSON 8)

Secret: Empty bed, plate, cup, and thermometer that indicate a sick person, distance between the house and the steps where the people were because Jesus Christ healed him from afar.



**CASE SOLVED**

**CASE SOLVED**

### CASE SOLVED! (LESSON 8)

#### BIBLE STORY (LESSON 8)

##### Faith of the centurion

##### From the Bible: Luke 7:1-10

A group of servants approached Jesus, swiftly telling Him of a servant that was sick in their master's house. Their boss was a roman centurion soldier. He was the head of 100 other soldiers and his favorite servant was sick and dying. As Jesus headed to the centurion's home there was another group of people that he encountered. The centurion soldier had sent this group of friends to relay a message, "I do not deserve that you would respond to my request, I am not worthy of you to be in my home. That is why I did not come get you myself. But if you just say the word, my servant will be healed. I am a man under authority and have authority over others. If I tell a soldier to come or go they do. Whatever I tell them they do." The centurion

understood the authority that Jesus had and knew whatever Jesus said would happen. When Jesus heard this, He was amazed and said "I tell you, I have not found such great faith in all Israel". That



evening when the centurion servants went home, they found that the sick and dying servant had been healed.

### APPLICATION (LESSON 8)

Like the Centurion, my faith can change things for those who are not near me.

### MEMORY VERSE (LESSON 8)

"When Jesus heard this, he was amazed at him, and turning to the crowd following him, he said, 'I tell you, I have not found such great faith even in Israel.'" Luke 7:9

### ASSIGNMENT (LESSON 8)

Write a note to a friend or relative and ask how they are doing and if you could pray about something for them.

### GOD'S DNA (LESSON 8)

What do we learn about God from this lesson? God is the Highest Authority.



## FUN TIME! (LESSON 8)

### GAME (LESSON 8)

Beanbag games

Teachers can make some temporary beanbags to use with games. To make them, double small plastic bags (put one bag inside another) and put about a cup of any kind of dry beans or rice in the bag and tie it in a knot to prevent the beans from falling out.

- Students toss a bean-bag gently into the air and then catch it again.
- Students toss a bean-bag to another student, who catches it and takes a step backwards to increase the difficulty of tossing and catching, then returns the bag with a gentle toss to the other student.

Additional ideas for older students:

- Students increase the challenge by doing a hand-clap while the bag is in the air, and catching it.
- Students increase the difficulty by placing one hand behind their backs and tossing and catching it with only one hand.

### DISCUSSION (LESSON 8)

(For older students)

1. What is the role of faith in healings?

Faith is believing something even when you cannot see it. These examples can show us faith's role in healings: a woman was healed when she thought that if she just touched Jesus, she could be healed. Jesus said to her, "Your faith has healed you." In Mark chapter 2 the friends of a man lowered him through the roof of a building, and the Bible says that Jesus healed the man when He saw the friend's faith. The centurion in Luke 7 was announced to have the best faith in the whole country for believing that Jesus could heal someone even from a distance. And in Mathew 15 a lady changed Jesus's mind by demonstrating faith, and received the healing she was looking for. Therefore faith obviously is very



important in receiving a healing, so if you do not receive the healing you are looking for, it could be a lack of faith. It may not be clear to us many times why we do not get healed, BUT we can know that faith is important.

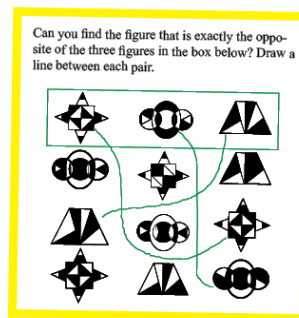
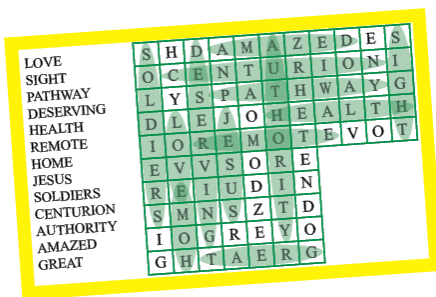
2. If you were to get a school grade for your level of faith, what would your grade be?

Discuss what the different grades mean; what is passing and what is failing. (Use the system for grading of your country. Some have 10 as a great score, and some have A) What would it look like to just barely pass in faith, and what would it look like to get a 10 or an A in faith? Examples: quitting would be a fail, while staying and obeying passes. If you obey but if you complain a lot, you might receive a B/ 8 because of your complaints.

3. What kind of faith do non-Christians have?

Faith is believing something that you cannot see, and therefore non-Christians also have faith. When we sit on a chair, we have faith that it will not break under us. It takes faith to believe in evolution, or to hope for a politician to win an election. People have faith in gods that are not real, and faith in people that sometimes fail them. Faith is everywhere in the world, and everyone has it in something.

## ANSWERS TO STUDENT PAGES (LESSON 8)



## LUCAS'S EXPERIMENT (LESSON 8)

Have your students blow up balloons and rub the balloon on their heads to create static electricity. Put the balloon on the wall, and see how it sticks to the wall without help, because of the static electricity! (See details on YouTube)

<https://www.facebook.com/childrenareimportant/videos/1293034897399557/>

# --[ CASE 9 ]--



## CLUES! (LESSON 9)

**1**

### CLUE #1 TITLE (LESSON 9)

The case of the mysterious attack of blindness

**2**

### CLUE #2 DRAMA (LESSON 9)

Narrator: This story is fiction but some names and places have been changed to protect the innocent.

Inspector: [Knocks on Door] Good morning, this is the department of health, I have some questions for you.

Judas: [Answers the door] Yes inspector?

Inspector: I have a report of some health care having happened here. Are you practicing medicine here?

Judas: No, sir.

Inspector: How would you describe your involvement with the traveller?

Judas: He came to me along with his group.

Inspector: Did you give them any special foods?

Judas: His group of companions ate plenty, but I am not sure I saw the traveller eat anything. He spent a lot of time just praying.

Inspector: Did you get a good look at him?

Judas: Actually no, I kept offering him assistance, I asked him to let me call the doctor but he wouldn't let me. He was waiting for someone.

Inspector: So, did he send one of his companions for them?

Judas: No, in fact they didn't talk to anyone. He showed up, prayed and waited.

Inspector: Then what happened?

Judas: Well, after a few days someone showed up, touched him, said a couple things to him, washed him and left.

Inspector: Was he a doctor? Did he prescribe any medicine? Use any tools?

Judas: No, no, and no.

Inspector: Were they friends?

Judas: Actually, I had thought that they were enemies, but they sure acted like friends. I was really confused by the whole thing.

Inspector: Ok, thank you for your assistance. If I have any more questions where can I find you?

Judas: I will be here in my house on Straight Street.



**3****CLUE #3 OBJECT (LESSON 9)**

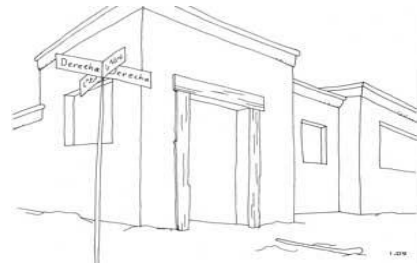
Bring to class this physical object as a clue: Sunglasses.

**4****CLUE #4 ARCHAEOLOGY (LESSON 9)**

Photo of the bustling city of Tarsus, with almost 200,000 inhabitants today, still located a few miles inland from the Mediterranean Sea. (Secret: Tarsus is the city that Paul the apostle is from.)

**5****CLUE #5 BIBLE SCENE (LESSON 9)**

Secret: The street called “Straight” because Jesus Christ sent Saul there, and a cane for Saul because he was blind as he obeyed the Lord.

**CASE SOLVED****CASE SOLVED****CASE SOLVED! (LESSON 9)****BIBLE STORY (LESSON 9)****Paul's Conversion****From the Bible: Acts 9:1-19**

Before Paul was a follower of Jesus he was an evil man, he hated anyone who followed Christ. He even said that he was one of the worst sinners! Paul had permission to send any Christian to prison, just for loving Jesus.

One day, he was walking to the city of Damascus, looking for Christians to put in prison. Suddenly there was a bright heavenly light and Paul fell to the ground. He heard a voice say “Paul, why do you persecute me?” He wanted to know who was talking to him and he soon heard the answer, “I am Jesus who you persecute, get up and go into the city”.

As Paul stood, he realized he could not see! Jesus had made him blind! Paul had some friends with him and they helped him into the city. While there, he did not eat or drink for three days and he spent his time in prayer.

God spoke to his disciple Ananias, as Paul prayed. God wanted Ananias to go pray for Paul to heal his blindness. Ananias was surprised; he knew how evil Paul had been in the past to Christians and told God all about it. God replied by telling Ananias that he had chosen Paul to tell the Gentiles and the people of Israel all about how much he loved them. In obedience, Ananias went to pray for Paul. As Ananias





placed his hands onto Paul in prayer, the Holy Spirit filled Paul, and the blindness fell from his eyes. Paul's heart was changed and he immediately went and got baptized.

#### **APPLICATION (LESSON 9)**

I will love my enemies.

#### **MEMORY VERSE (LESSON 9)**

"But I tell you: Love your enemies and pray for those who persecute you" Matthew 5:44

#### **ASSIGNMENT (LESSON 9)**

Buy a small gift for someone who has treated you badly and give it to them.

#### **GOD'S DNA (LESSON 9)**

What do we learn about God from this lesson? God wants to reveal His Existence to people.



### **FUN TIME! (LESSON 9)**

#### **GAME (LESSON 9)**

Blind like Saul

The teacher will blindfold a student who will move until he tags another student who must make a little noise when tagged. The blindfolded student tries to guess who the student is. The students who are avoiding being tagged must move slowly and quietly around the room.

Preschool- Have teams of 2, each team gets a blindfold. One student puts the blindfold on and the other helps lead the child through a simple obstacle course the teacher set up before class.

#### **DISCUSSION (LESSON 9)**

(For older students)

1. When people judge each other, what does it look like?

Sometimes judging looks like: whispers, giggles, walking away from someone, or refusing to talk to someone. Your goal as the teacher is to talk about how others must have wanted to judge Paul since he was recently killing Christians, and how sometimes God chooses someone that we would least expect to do His work.

2. As Christians, we shouldn't have enemies, so who is my enemy that I should love?

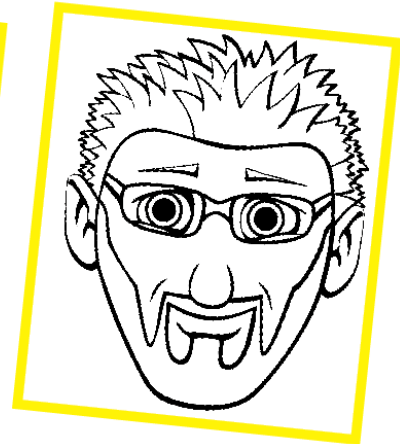
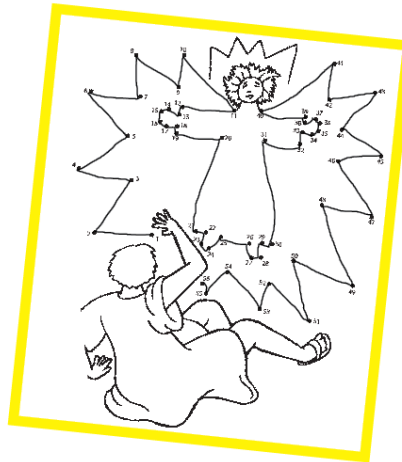
Try to discuss with your students the reality that Christians get into arguments the same amount as non-Christians, and sometimes we are even worse. No lying to ourselves, we all need to admit that we have enemies. They are the people that we are not getting along with, the ones who have hurt us, or ones who have stolen something or someone from us. Those are the people to whom we need to show love.

3. If God was trying to talk to you and you were not listening, what would He have to do to get your attention?

Sometimes God does drastic things to get our attention like losing a boyfriend, moving you to a different city or state, getting a bad grade on a test, moving a friend to another class, or catching someone crying in the alley. God can use anything to grab our attention because He cares more about our spiritual well-being than our physical well-being.



## ANSWERS TO STUDENT PAGES (LESSON 9)



## LUCAS'S EXPERIMENT (LESSON 9)

Have the students make toy “cell phones” by using two cups, two paper clips, and a piece of string. Connect the two cups with the long string in-between them, and talk across the room, using the cups. (See details on YouTube)

<https://www.facebook.com/childrenareimportant/videos/1292377594131954/>

# --[ CASE 10 ]--



## CLUES! (LESSON 10)

**1**

### CLUE #1 TITLE (LESSON 10)

The case of the unknown whisperer

**2**

### CLUE #2 DRAMA (LESSON 10)

Narrator: This story is fiction but some names and places have been changed to protect the innocent.

Operator: Emergency services, what is your emergency?

Fineas: I have received a credible death threat.

Operator: When did this happen?

Fineas: Last night. It was delivered to my father by my brother.

Operator: Ok, I understand, I think. Your brother has threatened to kill you?

Fineas: Well, not exactly.

Operator: He's not exactly your brother?

Fineas: Well, no, but I meant the other part. He is not exactly going to kill me.

Operator: Ok, so you say your non-brother is not going to kill you?

Fineas: Yes, that is correct.

Operator: I am not sure there is an emergency to report here sir.

Fineas: Well, he says God is going to have me and my brother die on the same day.

Operator: God is going to have you two die on the same day?

Fineas: That is correct.

Operator: Wait a second, I recognize your voice I think. Are you that fat priest who is always eating steak?

Fineas: No, you are thinking of my brother. I like ribs.

Operator: Look, I don't mean to be harsh, but I have never heard of him being wrong. Besides, if you sin against the Lord, who will help you?

Fineas: Ouch, that is harsh. So, are you going to send an officer by or something?

Operator: Sir, I'm sorry, there is nothing we can do to help you. Try talking to your dad to see if he knows of some way to help you.

Fineas: Well, thanks anyway. Good bye.



**3**

### CLUE #3 OBJECT (LESSON 10)

Bring to class this physical object as a clue: Ear buds.

**4**

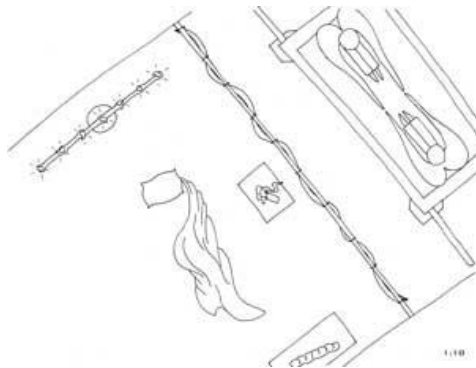
#### CLUE #4 ARCHAEOLOGY (LESSON 10)

Eli was of the line of Ithamar, the son of Aaron and served as the judge and high priest of Israel when The Ark of The Covenant, containing The Ten Commandments, was at Shiloh. (Secret: photo of how a high priest would dress in the time of Samuel, like Eli from the Bible story.)



**5**

#### CLUE #5 BIBLE SCENE (LESSON 10)



Secret: Within the tabernacle: a lampstand, a table with bread, an altar of incense, a curtain, and the ark. Also, a pillow and blanket because Samuel was sleeping on the floor- 1 Samuel 3:3

**CASE SOLVED**

**CASE SOLVED**

### CASE SOLVED! (LESSON 10)

#### BIBLE STORY (LESSON 10)

##### Samuel listens to God

##### From the Bible: 1 Samuel 3:1-18

Samuel was a special boy; God had set him apart for his work. He was being raised in the tabernacle by the priest Eli and Samuel was faithful to him. Samuel also did his best to obey the Lord. During these times, God did not talk very much to his people and Samuel had never heard God's voice. So, the night God called his name he thought it was Eli calling him. Thinking something was wrong with Eli, he ran to him. Eli commented that he had not called Samuel, and to go back to bed. As Samuel drifted off to sleep, he heard his name called again and he raced in to check on Eli. Eli responded that he had not called Samuel, and again to go back to bed. As Samuel climbed back into bed and fell asleep he heard his name again, and again he raced into Eli. But this time Eli's response was different. He told Samuel that it must be God calling him and if it happened again, he needed to tell God, "Speak Lord for your servant is listening." Once again Samuel went back to his bed and fell asleep, but again he awoke to his name being called. He sat up in bed and said, "Speak Lord for your servant is listening." God answered Samuel by sharing with him all



sorts of things. One of the things God shared with Samuel was how destruction would come on the two sons of Eli. God spoke with Samuel, and this time Samuel was listening.

#### **APPLICATION (LESSON 10)**

God will speak to me when I listen to Him.

#### **MEMORY VERSE (LESSON 10)**

"...the sheep listen to his voice. He calls his own sheep by name and leads them out." John 10:3b

#### **ASSIGNMENT (LESSON 10)**

During the week, interview some adults and find someone who, like Samuel, has heard from God. Ask, "Has God ever spoken to you?" How did God speak to you? How did you know it was God?"

#### **GOD'S DNA (LESSON 10)**

What do we learn about God from this lesson? God wants to communicate with His people.



### **FUN TIME! (LESSON 10)**

#### **GAME (LESSON 10)**

Listening Games

The teacher begins by asking the class if they think they are good listeners. Use the following items to try to catch students not listening:

- If you take 2 apples from 3 apples what do you have? (Not 1 apple, but 2... because you have them.)
- Repeat after me 5 times while jumping: Hop, hop, hop, hop, hop. What do you do at a green traffic light? ("Go" is the answer, not "stop")
- Use a CD of various sound effects like clapping, horns, rain, etc. (Or find the sounds online and put on your cell phone.) Ask the children to close their eyes and raise their hand when they recognize what the sound is. Play the sounds from your cell phone, one at a time and ask the children to guess what they are.
- Assign the children to groups of four, numbering each child 1,2,3,4. Place four common objects (like a coin, a pencil, a rock, a paper or empty wrapper) on a table or chair. The instructions should be written down in advance to read to the students. For example: "Number 2, pick up the paper." "Number 1 hand the coin to Number 4" "Number 3, don't pass the pencil to Number 1." The object is for students to follow the directions perfectly. At the end, see who has what item. The teacher can vary the instructions using different objects and words like: obtain, give, hand, pass, pick up, put down, take, trade.

#### **DISCUSSION (LESSON 10)**

(For older students)

1. How can you tell if it is God talking to you or something in your stomach that you had for lunch?

All Christians need to learn how to hear from God. First you can confirm what you hear with the Bible, making sure it doesn't contradict something that God has done or said in scripture. Second you can confirm by running things by your authorities; parents, pastors or teachers. And thirdly, you can check within your own spirit to see if it feels right.



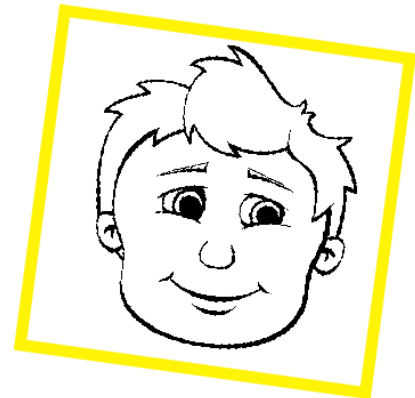
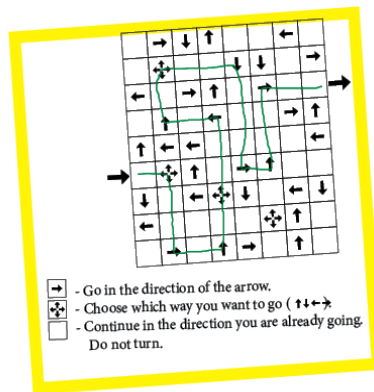
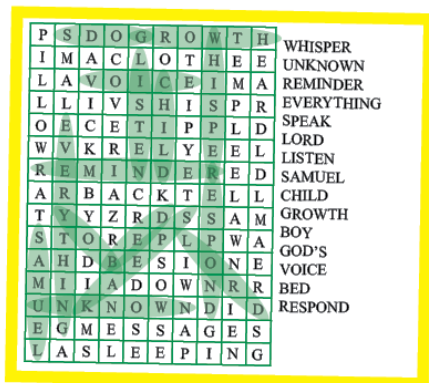
2. Are ghosts real?

It wasn't a ghost talking to Samuel but the Lord himself, but this story does bring up the thought of ghosts. The Bible makes it clear that there are angels and demons on earth right now, spiritual beings that we cannot see. There is nowhere in scripture where dead people would be hanging around in a home or area like 'ghosts'. Therefore, most times that people think there is a ghost, it is either their imagination or it is a demon. We have authority from God to rebuke demons, and we should take every fearful thought captive. So as Christians, there is no need to fear 'ghosts'. We can either tell our minds to stop playing around, or we can rebuke demons and tell them to quit playing around where they are not welcome.

3. Who should I listen to?

Do not follow the advice of someone unless you want to be like them or achieve what they have achieved. Do you want to do the right thing? Then don't follow someone's advice unless it matches what you know the Bible says. Listen to those who are ahead of you spiritually and you want to be like them.

## ANSWERS TO STUDENT PAGES (LESSON 10)



## LUCAS' EXPERIMENT (LESSON 10)

Have a blindfolded student sit in the middle of a room and try to identify the direction of whisperers in various parts of the classroom. Variations include covering one ear of the blindfolded child or having the others whistle rather than whisper. (See details on YouTube)

<https://www.facebook.com/childrenareimportant/videos/1292466710789709/>



# --[ CASE 1 1 ]--



## CLUES! (LESSON 1 1)

**1**

### CLUE #1 TITLE (LESSON 1 1)

The case of the walking mummy

**2**

### CLUE #2 DRAMA (LESSON 1 1)

Narrator: This story is fiction but some names and places have been changed to protect the innocent.

Messenger: I am back.

Mary: What did he say?

Messenger: Great news, he said this sickness will not end in death.

Mary: (starts crying and sobbing)

Messenger: What is wrong?

Mary: He is already dead!

Messenger: How can that be? He didn't even look like he was going to come for at least another day.

Mary: I don't understand, are you sure he said he was not going to die?

Messenger: Let me check [Pulls out a slip of paper and reads it], Yeah, that is what it looks like. "This sickness will not end in death."

Mary: give me that [Reads through it]

Messenger: I am so sorry for your loss.

Mary: He did say he was coming?

Messenger: Yes.

Mary: Well, I am going to have a talk with him when he gets here, because I just don't understand.

[Starts sobbing]

Messenger: Is there anything else?

Mary: I need to start making funeral arrangements. Could you run down to the florist and order some flowers, and I am going to need some more help around here.

Messenger: Sure thing.



**3**

### CLUE #3 OBJECT (LESSON 1 1)

Bring to class this physical object as a clue: White roll of bandage, or white cloth.

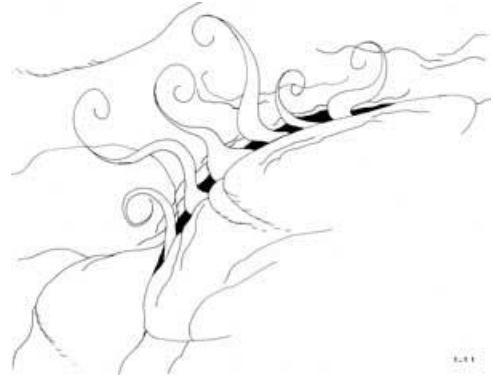
## **4** CLUE #4 ARCHAEOLOGY (LESSON 11)

A photo of Bethany like it is today. (Secret: the town Lazarus lived in.)



## **5** CLUE #5 BIBLE SCENE (LESSON 11)

Secret: Sealed tomb (though not very well), smell because Lazarus was there for 4 days and Mary and Martha said that if they opened the tomb, it would smell bad.



**CASE SOLVED**

**CASE SOLVED**

## **CASE SOLVED! (LESSON 11)**

### **BIBLE STORY (LESSON 11)**

#### **Lazarus**

#### **From the Bible: John 11:1-44**

Jesus was visiting a town, sharing his love with the people, when he found out that his good friend Lazarus was sick and dying. Lazarus' sister came to tell Jesus to hurry to their town so that He could save her brother. Jesus decided to stay another two days before he went to help Lazarus. He told his disciples that Lazarus was asleep but no one understood that Lazarus was actually dead. As Jesus and the disciples entered the town where Lazarus lived, Lazarus' sisters came to Jesus and said that if he had only come two days earlier, Lazarus would be alive. Jesus asked the sisters if they believed that He was the Christ, the Son of God and that whoever believes in Him would have eternal life. They agreed that they did believe, but they did not realize what Jesus was really saying. Jesus took everyone to the grave where Lazarus was buried. He ordered the stone to be rolled away and the sisters begged him not to do it. Lazarus had been dead 4 days and there would be an awful smell! Jesus said to them "Did I not tell you that if you believed, you would see the glory of God?" He had the stone rolled away and loudly said, "LAZARUS, COME OUT!" Then out walked Lazarus, ALIVE! Jesus raised his friend Lazarus from the dead!



### APPLICATION (LESSON 11)

God still loves me even when bad things happen.

### MEMORY VERSE (LESSON 11)

"Jesus said to her, 'I am the resurrection and the life. He who believes in me will live, even though he dies;'" John 11:25

### ASSIGNMENT (LESSON 11)

Do something nice for someone you know that had something bad happen to them.

### GOD'S DNA (LESSON 11)

What do we learn about God from this lesson? God wants people to know that there is a resurrection.



### FUN TIME! (LESSON 11)

### GAME (LESSON 11)

Alphabet backs

The teacher will split the class into pairs. One member from each group comes to the teacher to see the secretly written letter. The students are not allowed to speak, say the letter, or give any hints to their partners. When the students get back to their partners, the teacher says "go" and the student traces the letter on the back of their partner with their finger. If the partner figures out the letter, the partner must raise his/her hand and tell what he thinks the letter is. If the letter is correct, the pair receives a point. If the letter is incorrect, the game continues until one pair guesses the letter correctly. The group with the most points wins the game.

Variation for older children: write three letter words rather than single letters.

### DISCUSSION (LESSON 11)

(For older students)

1. In what ways has your life been unfair? How do you think God will fix it?

Accept what your students share, there are no wrong answers. Everyone should have stories of unfairness. Keep your students discussing the two sides, balancing between them. Matthew 19:29 shows how God will give back to those who have sacrificed for Him on this earth. Matthew 20 shows the opposite side where the workers get the same pay for different hours of labour. Obviously in this parable, life is not fair, and is not going to be. Keep your students talking about both sides.

2. What happens if I pray really hard?

God is not a vending machine. Sometimes He will say to us NO or "not now". God always wants what is best for us, even if it is hard right now. God wants us to pray, and sometimes He will change His mind when we pray. But we will not always get the answer we want.

3. What expectations do you have of Jesus?

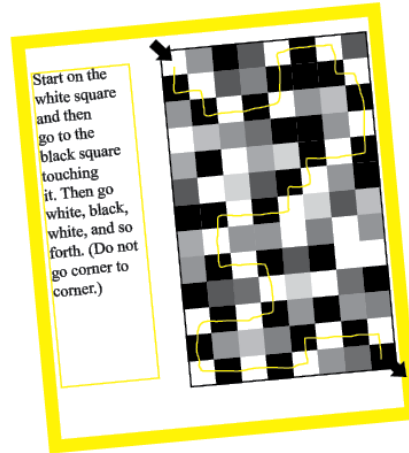
Many times, Christians expect a problem-free life, that Jesus will make life easy for them, and they will be healthy all the time. Sorry; Jesus said life would be harder for Christians, not easier. The devil is currently free and roaming the earth, trying to destroy us. Our expectations should be that Jesus helps



## ANSWERS TO STUDENT PAGES (LESSON 11)



JESUS  
TOWN  
LAZARUS  
DEAD  
MOURNING  
KNOW  
GOD  
BELIEVE  
PRAYER  
LOVE  
WALK  
MUMMY  
RAISE  
COME  
ALIVE



## LUCAS'S EXPERIMENT (LESSON 11)

Have each child hold a piece of paper to their forehead and write their name on it with a marker. It is difficult to write when it all feels backwards. (See details on YouTube)

<https://www.facebook.com/childrenareimportant/videos/1292550470781333/>

# --[ CASE 12 ]--



## CLUES! (LESSON 12)

**1**

### CLUE #1 TITLE (LESSON 12)

The case of the lying conspiracy

**2**

### CLUE #2 DRAMA (LESSON 12)

Narrator: This story is fiction but some names and places have been changed to protect the innocent.

Doorman: Hello officer, how can I help you today?

Detective: Good afternoon [flips out badge, and returns to pocket] May I ask you a few questions?

Doorman: Yes, absolutely.

Detective: I understand that there were two homicides here in this building today.

Doorman: Um, no sir, I would say they were suicides.

Detective: Why exactly would you characterize them as suicides? I see no evidence of leaving a note. This does not have the characteristics of a suicide.

Doorman: Well, they tried planning a deception that went horribly wrong and resulted in their own death.

Detective: Where were you?

Doorman: As always, my feet were right here by the door.

Detective: Did you have any role in the drama?

Doorman: Yes sir, I carried the bodies out of the room and brought them to the Coroner who delivered them to the morgue.

Detective: I see. So, you saw the bodies?

Doorman: Yes sir, there was a man and a woman.

Detective: When you carried them, did they have any signs of cuts or bruises?

Doorman: No sir, they looked completely healthy except they were dead.

Detective: I guess you can't tell what is going on inside by looking at the outside can you?

Doorman: It is funny you should say that, that is what they thought. But I tell you what, not many liars are found here in this room.

Detective: What did you say?

Doorman: No liars are found here.

Detective: No before that.

Doorman: Oh, that nobody could see what was going on inside.



**3****CLUE #3 OBJECT (LESSON 12)**

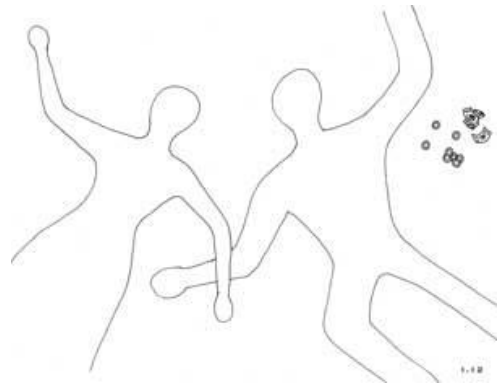
Bring to class this physical object as a clue: Coins.

**4****CLUE #4 ARCHAEOLOGY (LESSON 12)**

Pictured here how Solomon's colonnade looks today from the temple in Jerusalem. (Secret: Acts chapter 3 mentions Peter preaching in Solomon's Colonnade. The story of Peter's dealings with Ananias and Sapphira is in Acts chapter 5, and could have happened near or at this very location.)

**5****CLUE #5 BIBLE SCENE (LESSON 12)**

Secret: The money from the sale of the property (but not all the money) and the silhouettes of the body of the man and woman. (The man went first and then the woman.)

**CASE SOLVED****CASE SOLVED****CASE SOLVED! (LESSON 12)****BIBLE STORY (LESSON 12)****Ananias and Sapphira****From the Bible: Acts 5:1-11**

As Jesus' disciples shared about the goodness of Jesus, people were inspired to help one another. They would even sell their possessions to help the poor. Ananias and Sapphira were no different, they wanted to help. Fortunately, Ananias and Sapphira had a piece of land that they could sell and they wanted to donate all the money.

As soon as Ananias and Sapphira sold their land, they decided to only give part of the money they made to the disciples, but pretended that they had given all of it. Ananias was very pleased as he handed over the money to Peter but the Holy Spirit let Peter know that Ananias was lying. He asked Ananias if it was all the money from the land and Ananias lied saying that it was. Peter asked how Ananias could allow Satan to fill his heart when he was trying to do something good for the Lord. The land belonged to Ananias and Sapphira, they did not have to sell it nor did they have to give all the money. But they lied about it. After Peter rebuked him, Ananias fell down dead!





A few hours later Sapphira came looking for her husband. When Peter saw her, he asked if Ananias had donated all the money from the sale. She lied too, just like her husband. Peter was shocked that Sapphira would also lie to God, and he sadly asked her how she could test the Lord like that. Sapphira immediately learned her husband was dead, and as she looked over to see the men who had buried him, she too collapsed dead.

#### **APPLICATION (LESSON 12)**

God wants us to always tell the truth.

#### **MEMORY VERSE (LESSON 12)**

“Do not lie to each other, since you have taken off your old self with its practices.” Colossians 3:9

#### **ASSIGNMENT (LESSON 12)**

Think about a lie that you have said. Chose not to continue making that lie to others anymore. Take a small piece of paper, and write that lie down. Write down a prayer on the note, asking God to help you no longer make that lie. Take the paper outside of your house and bury it.

#### **GOD’S DNA (LESSON 12)**

What do we learn about God from this lesson? God knows the heart and motives of people.



#### **FUN TIME! (LESSON 12)**

#### **GAME (LESSON 12)**

Who didn't give their coins?

The teacher will direct the children to sit in a circle, and will select one child (Peter) to be in the centre of the circle. A small coin is given to a child (Ananias) which will be passed clockwise behind the backs of the children and another coin is given to another child (Sapphira) which will be passed counter clockwise behind the backs of the children. The children can all pretend to pass the coin, whether they have it or not. The teacher asks Peter to close his/her eyes and spins them around a few times while the students "pass" the coin. The teacher tells Peter to open his/her eyes and try to guess who has the coin. The game continues until Peter finds either Ananias or Sapphira (a child with a coin.) The found person with the coin goes to the centre and becomes the next "Peter."

#### **DISCUSSION (LESSON 12)**

(For older students)

1. Why doesn't everyone go to heaven?

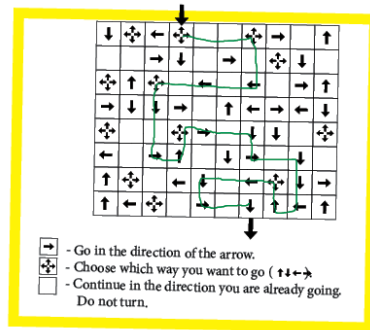
All people have sinned and deserve to go to hell as the Bible states. God doesn't want robots, and made us with a free choice. God wants everyone to be saved, but some humans have chosen to go their own way and not accept Jesus or heaven.

2. Why isn't there enough to go around? (sharing with others)

First, "enough" is a moving target, and changes in each country and each year. Second, Jesus said that the poor we will always have with us. And thirdly, it is good for us to give.

3. What constitutes a "white lie" or a small sin?

## ANSWERS TO STUDENT PAGES (LESSON 12)



<https://www.facebook.com/childrenareimportant/videos/1292637964105917/>

# --[ CASE 13 ]--



## CLUES! (LESSON 13)

**1**

### CLUE #1 TITLE (LESSON 13)

The case of the strange nightmares

**2**

### CLUE #2 DRAMA (LESSON 13)

Narrator: This story is fiction but some names and places have been changed to protect the innocent.

Wanderer: What are you looking for?

Private Investigator: I am investigating the disappearance of a young man about this tall. He may have been wearing a distinctive jacket.

Wanderer: Oh yeah, I saw him, he came by a few days ago.

Private Investigator: Do you know where he was going?

Wanderer: I think he may have been going to Dothan.

Private Investigator: Why Dothan?

Wanderer: Well, I had overheard his brothers talking about going there, so when he came by looking for them I told him that they were going over there.

Private Investigator: Did you overhear anything else?

Wanderer: Yeah, if I were their brother I would not go anywhere near them. They were really angry with him.

Private Investigator: Interesting, did you hear why?

Wanderer: Well apparently, he had reported their bad behaviour to the dad and then they were talking in quieter voices about something else I didn't catch.

Private Investigator: You didn't hear it or you didn't want to hear it?

Wanderer: I heard bits and pieces but they just didn't make sense to me, all the brothers were sure excited about it. Dan as awfully hot-headed about it, but Ben, I think that is his name, was much more level headed.

Private Investigator: And you told him where his brothers went?

Wanderer: Well, I figured by the time he got to Dothan they would have cooled off enough to be safe.

Private Investigator: I am not so sure about that.

Wanderer: Why, has something happened?

Private Investigator: Yeah, he is missing and presumed dead at this time. His father has hired me to fill in the timeframe before he went missing and to recover his remains if possible.

Wanderer: Oh, man, the poor kid, he seemed so lost. I really tried to help him, I didn't know!



**3****CLUE #3 OBJECT (LESSON 13)**

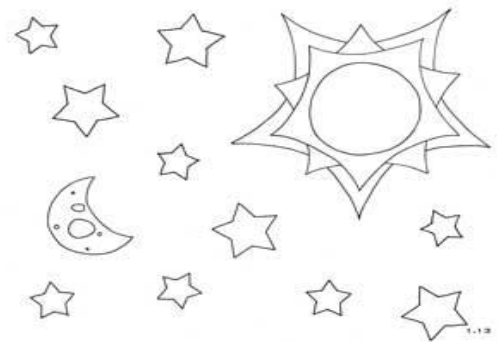
Bring to class this physical object as a clue: Pillow.

**4****CLUE #4 ARCHAEOLOGY (LESSON 13)**

There are places in the world where wheat is harvested by hand.  
(Secret: This is what the sheaves of wheat that bowed down to Joseph in his dream would have looked like.)

**5****CLUE #5 BIBLE SCENE (LESSON 13)**

Secret: Joseph's dream; The sun for his dad, the moon for his mom and 10 stars for his brothers.

**CASE SOLVED****CASE SOLVED****CASE SOLVED! (LESSON 13)****BIBLE STORY (LESSON 13)****Joseph and his dreams****From the Bible: Genesis 37:1-11**

Joseph was the youngest son of a shepherd named Jacob. His older brothers hated him because their father loved him more than the others. You see, the birth of Joseph happened when Jacob was an old man and he felt Joseph was a special blessing, so he had a great love for him. Joseph also was the son of Jacob's favorite wife. Jacob made Joseph an expensive coat of many colours and this made his brothers so upset they would not even say a kind word to him. Then God gave Joseph two different dreams. The first one took place in a field where he and his brothers were bundling grain. All of a sudden his bundle stood up straight and the brother's bundles bowed down to his bundles. The second dream was of the sun, moon and stars. His father was the sun, his mother was the moon and the brothers were the stars and they all bowed down before him. He told these dreams to his brothers and his father and they all got angry. The brothers refused to believe that one day they would bow to the brother they hated. Jacob rebuked his beloved son, also not wanting to believe that he and his wife would one day bow to their son. But Jacob always kept the memory hidden away in his mind. After many years, all the dreams come true, and God used Joseph as a leader in Egypt to save many people from a terrible famine.



### APPLICATION (LESSON 13)

I know that God gives different gifts to my friends and family.

### MEMORY VERSE (LESSON 13)

"But in fact God has arranged the parts in the body, every one of them, just as he wanted them to be. If they were all one part, where would the body be?" I Corinthians 12:18-19

### ASSIGNMENT (LESSON 13)

Make a list of three people you know and how God has gifted them with talents, abilities, or strengths that are different than yours. Pray and ask God to help you to not be jealous of their gifts.

### GOD'S DNA (LESSON 13)

What do we learn about God from this lesson? Sometimes God shows people His future plans for them.



## FUN TIME! (LESSON 13)

### GAME (LESSON 13)

Dreams game

The teacher starts this game by splitting the class into two teams: sheaves of grain and stars. The teacher will designate the safety line at the end of the classroom where the students can run to and not be tagged. The teacher will tell stories and when the team hears their word (example: grain or stars) they will run to safety. The other team will attempt to tag a student before they get to safety. A tagged student must join the team that tagged him/her. Whoever has the most players on one side at the end of 15 minutes wins the game. The losing team bows to the winning team, as a reminder of the Bible story.

### DISCUSSION (LESSON 13)

(For older students)

1. Do I have to tell others about God?

Christians do need to be prepared to tell others about God. I Peter 3:15 says, "Always be ready to give a defence to everyone who ask you for a reason for the hope that is in you." Mathew 28:19-20 says to go into all the world and tell about Him. We don't have to do it alone, God will help us. Acts 1:8 The Holy Spirit will give power for being His witness. Some people tell others because it's their special gift and calling (Eph. 4:11 lists the gift and calling of Evangelists.) Students should not feel responsible to be evangelists at their schools and neighbourhoods and tell every person they meet about God when they haven't been given the gift of evangelism. However, we should all be willing to share about God to others.



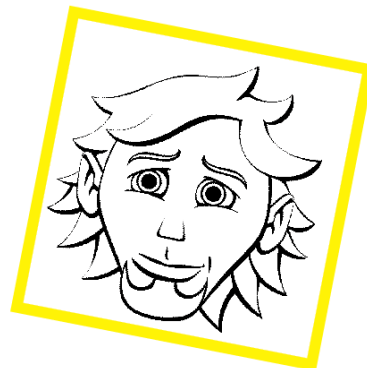
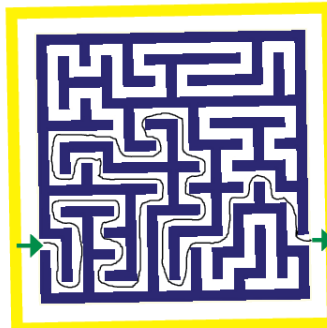
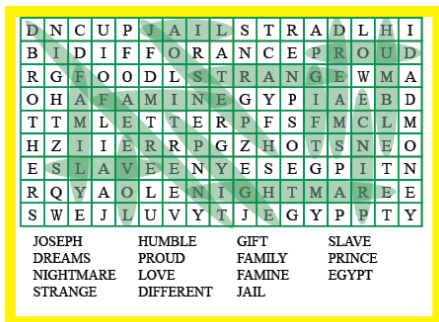
2. What are the ways that your friends talk to you? What would a "tweet" from God look like? With friends, we communicate with Facebook, chat, twitter tweets, cell phone calls, face to face, and more. Are God's messages to you for public or private viewing? God sometimes tells us to "GO" somewhere or to "STAY" and help. Sometimes He gives us direction with only 1 word. We can obey even if we don't understand the whole "tweet" from Him yet.

3. How trustworthy are dreams? Why do people pay money to fortune tellers to tell them what their future will be?

Kids enjoy talking about their dreams each morning. Given a little time to share, they will discover that their dreams don't make sense, are usually impossible, and can be partly suggested from a TV show or movie they saw the night before.

Although God used dreams occasionally, it is very rare. Sometimes God can talk to us in dreams, but they can mislead us. Also, fortune tellers are not to be trusted. Deut. 18:10-12 "For all who do these things are an abomination to the Lord..." God warns his people about fortune tellers because He knows people would rather not trust God for their future, but want to know in advance what will happen. He wants people to trust Him!

### ANSWERS TO STUDENT PAGES (LESSON 13)



### LUCAS'S EXPERIMENT (LESSON 13)

Have each student write his name on a piece of paper while lifting one leg and rotating it in a clockwise direction. (See details on YouTube)

<https://www.facebook.com/childrenareimportant/videos/1293723920663988/>