

# MISSION SPRINGS



## OUTDOOR EDUCATION

### **BIBLE DISCOVERY: “In His Image”**

#### **-Teacher Packet-**

Bible Discovery is intended to be a time for teachers and chaperones to spend time with their students exploring the Word of God. Leading a Bible Discovery group is a wonderful way to share your faith with your students. We urge you not to take this responsibility lightly. Please take the time to prepare for each lesson. The lessons are purposefully structured so that it is nearly impossible to complete all the activities. This gives you, the teacher, leeway in what activities you choose to do, depending on your group of students. This year we are focusing on Genesis 1:26-27 which says that we are created in the image of God. We hope that you enjoy this time with your students.

*Genesis 1: 26-27: Then God said, "Let us make man in our image, in our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground." So God created man in his own image, in the image of God he created him; male and female he created them.*

#### **Breakdown of the Curriculum:**

**Icebreaker Activity** - Use this activity as a fun way to introduce the day's lesson.

**Scripture Reading** - Scripture of the day to be read after the icebreaker activity.

**Reflection Questions** - These questions are designed to get the students thinking about the scripture. The questions (and space for students to record their answers) are in their journal.

**Solo/Group Activities** - These activities will make up the bulk of the Bible Discovery session. All class material for the activities will be provided. Please make sure to return all materials.

**Reflection** - Each day ends with an individual activity where students can reflect on the ideas they learned from the session.

**Prayer** – Make sure to end each session in prayer.

**Materials Checklist:** Students will need their student journals and a Bible for every session.

**Day 1:** ½ sheet scratch paper & crayons

**Day 2:** 1 copy of “The Wemmicks”, 1 copy “Who am I?” sheet, ½ sheet of scratch paper & beans

**Day 3:** Mix-up cards & butterfly lifecycle illustration

**Day 4:** Full sheet of Scratch paper (1 piece per student + 1 extra) & markers

# Day 1 – In His Image

## ICEBREAKER ACTIVITY

### Follow the leader

Meet your group at the line-up spot and tell them that you're going to walk them to their Bible Discovery spot where they will meet for the rest of the week. Tell them that they are going to play "follow the leader" on the way there, and that they have to repeat everything you do and say until they arrive at their meeting spot. Walk your group to the meeting place, being as silly as you want and asking the group to follow your actions.

## SCRIPTURE READING

Genesis 1

Bible Discovery will focus on Genesis 1:26-27, and the idea that we are all created in God's image.

## REFLECTION QUESTIONS

1. What does the word "image" or "likeness" mean?
2. How are humans different from everything else in creation?
3. Why do you think that God wanted us to know that we are created "in His image"?

## SOLO/GROUP ACTIVITIES

### Mirror, Mirror

Have students pair up and stand face-to-face. Designate one person as #1, and the other as #2. Tell everyone to pretend that they are standing in front of a mirror, and that any action partner #1 does should be "mirrored" back to them by partner #2. Allow the pairs to have fun at this for a few minutes, and then have the pairs switch roles and continue playing.

Discuss the following questions with your students:

How was this activity different than playing "follow the leader"? Was it easier to be the "mirror" or the person making the motions? Why? How was being the mirror different than being the actor? In our relationship with God, who is the mirror and who is the actor? How can we be good "mirrors" of God?

### Whose Creation?

*Materials:* ½ sheet scratch paper & crayons

Divide the students into two teams, have everyone draw their favorite part of creation. Collect everyone's papers, keeping them divided by teams. Show a drawing from the first team to the opposing team and give them 30 seconds to try and guess who drew that picture. If they guess correctly, they are awarded one point. Play continues until all the pictures have been shown. Ask your group the following questions: How could you tell whose drawing was whose? Does your drawing reflect anything about you? Does creation reflect anything about God? Why do you think so or not think so?

## REFLECTION ACTIVITY

### Me? An Image and Likeness of God?

*Materials:* Student journal

Ask the students to quietly think about some of the following questions: Is it hard to believe that you are made in the likeness of God? Have you ever felt like God? What would happen if you treated others like an image of God? What about lying, cheating, stealing, coveting, gossiping – how are these tied into how we see other people and how are these tied into how we see ourselves? After students have had a few minutes to think about these questions, have them complete the following sentences in their journals:

Because God made me in His likeness, that makes me...

Because God made other people in His likeness, that makes them...

Close in prayer, asking God to bless the week and to help us see that we are all created in the image of God.

## Day 2 - Who am I?

### ICEBREAKER ACTIVITY

#### Partner Interviews

*Materials:* ½ sheet scratch paper

Pair up students and have them interview their partners, writing down their partner's answers to the following questions. Pause after each question to give pairs time to write down each other's answers.

1. If you could be any animal in creation, what would you be and why?
2. My favorite flavor of ice cream is. . .
3. The thing I like the most about Outdoor Education so far is. . .

Collect all the interview papers, and read each person's answers out loud without revealing their name, and ask the group to guess whose answers you've read.

When all the interview sheets have been read, ask your group these questions:

Was it easy or difficult to figure out whose answers I was reading? Why? How did you know who it was?

How does it make you feel to realize that God not only knows our answers, but knew them *before* we even said them? (Psalm 139:4)

### SCRIPTURE READING

Psalm 139:1-18, Psalm 8

### REFLECTION QUESTIONS

1. How well does God know you?
2. Is there anywhere you can hide from God?
3. How do you see God's purposeful design in your own life? In other people?

### SOLO/GROUP ACTIVITIES

#### Unique beans

*Materials:* one bean per student

Hand everyone a bean from the "bean bag" and ask them study it closely for a minute. **DO NOT ALLOW THEM TO MARK THE BEAN IN ANY WAY.** Then collect everyone's beans, shake them in the "bean bag" and then make a pile in the center of the circle. Call on the students one by one to come up to the pile and look through it to find their bean, and when they do, take their bean back to their seat. When everyone has selected their original bean, re-collect the beans and discuss the following questions with the students:

Was it hard to find your bean in the pile? Why or Why not? What did you discover about your bean that helped you identify it? What if I gave you **6 billion beans** (equal to the number of people on Earth) to study and expected you to know something unique about each one? How difficult would that be? How is getting to know your bean and being able to pick it out of a pile similar to God's knowledge of us? How is it different?

#### The Wemmicks – a story by Max Lucado

*Materials:* a photo copy of the story

Read this story to your group, and discuss the following questions:

How did Punchinello feel before he met Eli, the woodcarver? Have you ever felt that way? Tell us the story – What happened? What does the Bible say about how God sees us?

#### Value Line-up

Give students the following instructions: arrange yourselves in order of your value. Do not give them any more directions than this, but do give them a time limit of 2-3 minutes. They **SHOULD** make a circle (everyone is equal), but they may not. At the end of the time you've told them, get the group's attention and discuss the following:

Why did you line up in the order you did? What are some things that make us think one person is more valuable than another? Does God think some of us are more valuable than others? If everyone is equally valuable, then how should we treat one another?

### **How God Sees Me**

Sometimes we do not treat each other as we should. It hurts us when people put us down or say mean things about us and it can make us feel like there is something wrong with us. But God tells us that we are valuable, important to Him, and He loves us. Have your students fill out the “How God Sees Me” paragraph in their journal. They will need to use their Bibles to fill in the blanks. After the students have completed the paragraph ask for a volunteer to read it aloud to the group. Discuss the following questions with the group:

Is there anyone that has the right to tell us whether we are valuable or not? How does knowing that God thinks you are valuable make you feel? Do we think some people are more valuable than others? Do the truths we just read in the Bible apply to all people or just some people? If everyone is equally valuable, then how should we treat one another?

### **REFLECTION ACTIVITY**

#### **Who am I?**

*Materials:* one “who am I?” sheet

Have students sit quietly and write as many truthful answers to the question “Who am I?” as they can in 5 minutes. Call the group together and have everyone sit in a circle. Ask for everyone to share one thing that they wrote. Tell them that God has answered the question “Who am I?” also. God gives us clues to our identity throughout the Bible. Pass around the “Who am I?” sheet and have each student read a statement and the corresponding Bible verse. (If you have a larger group you can have one student read the statement and the next the Bible verse.)

Close in prayer thanking God for making us each unique and for loving us just the way He created us.

## Day 3 - Re-created in God's image

### ICEBREAKER ACTIVITY

#### Impossible Human Tricks

Have a race to see who can be the first person to scratch their nose with their elbow. Give them all at least 30 seconds to attempt this, and then get everyone's attention and tell them that today's lesson is going to focus on an equally impossible task, getting rid of sin.

### SCRIPTURE READING

Galations 2:20; 2 Corinthians 5:16-18

### REFLECTION QUESTIONS

1. What do you think it means to be a new creation in Christ?
2. Have you been re-created in Christ's image? How do you know?

### SOLO/GROUP ACTIVITIES

#### Sin Relay

Find a soft, grassy place if you choose to do this activity. Allow everyone in the group to find a partner, and then have the pair decide who is going to be the "runner" for this game. All the runners must take their partner "piggy back" wherever they go, and if any of the partners touch the ground at any time, the pair is out. Have the entire group line up shoulder to shoulder facing you about 25' away, paired up as described above, and tell them that they must do each task as you read it off.

1. Do 5 jumping jacks
2. Run around me 3 times
3. Go find a redwood cone and bring it back to me
4. Skip to the sidewalk and back twice, singing "Jesus loves me"

When the groups have finished these tasks, have the pairs "un-piggy back" and gather back at your usual meeting place. Ask them the following questions:

Runners- what was this game like for you? What was difficult about this game? How is sin like having to always carry someone piggy back? Tell your group that we are stuck with the extra weight of our mistakes. We are born sinful, and that we have to carry this tendency to sin and its effects throughout our whole lives. Ask them to tell you the one thing they can do to get out from under the pressure of sin- GIVE YOUR HEART TO JESUS! He is the only one who can take away our sin.

#### Good Houseguest?

Read the following parable aloud to your students:

A long time ago, a skilled carpenter built a house. This carpenter was so good at building that in no time there stood a big, beautiful, white house where there was once nothing at all. Outside the house, the carpenter planted flower gardens that filled the air with scent, trees that were just the right height for climbing, and vegetable gardens that overflowed with good things to eat. Inside the house the carpenter put down thick, warm carpet, and painted the rooms with soft, peaceful colors. The carpenter built all the furniture for the house himself; he made every table, chair, and bed to exactly fit the room they were in. He painted pictures and hung them on the walls, stocked the kitchen with food from the garden, and even filled a crystal vase with flowers for the dining room table. Everything was now ready! He left his house, went out, and invited his friends to come and share his beautiful new house with him. His friends came and filled the house.

"Make yourselves at home" the carpenter said, "I want you to enjoy yourselves while you're here". The carpenter and all his friends played games, climbed the trees in the yard, and that evening they all gathered to eat dinner around the big, polished dining room table. Everyone was having a wonderful time. After a few days, though, the carpenter's friends began to get careless – they forgot how to be careful of the things the carpenter had made. They played football in the gardens, trampling the flowers and vegetables. They left their muddy sneakers on and got mud all over the nice, soft carpets. They jumped on the beds and broke them; they carved their initials

in the polished dining room table. They played baseball inside and broke some of the windows. In a very short time, the house was a wreck. It looked nothing like the stately mansion that the carpenter had originally built. Discuss the following questions with your students:

Who is the “carpenter” in this story? What do you think the house in this story stands for?

Who are the carpenter’s friends? If you were the carpenter, what would you do?

### Salvation Metaphor Mix-up

*Materials:* 1 set of mix-up cards

Give students a card with half of a salvation-related metaphor on it. Give them a few minutes to try to find and stand next to the person who is holding the card with the other half of their metaphor on it. Go over all the metaphors as a large group, and explain any that the students don’t understand.

<i>I once was lost</i>	<i>but now I’m found</i>
<i>I used to be a slave</i>	<i>but now I’m free</i>
<i>I once was blind</i>	<i>but now I can see</i>
<i>I used to be dead</i>	<i>but now I’m alive</i>
<i>I used to be an orphan</i>	<i>but now I’ve been adopted</i>

Collect the cards, divide the class into three or four groups, and have each group pick one of the salvation metaphors you’ve just talked about and create a skit or song that illustrates the metaphor’s message. Give the groups several minutes to work. Have each group present their skit or song to the rest of the class.

Remind students to be a good audience and applaud everyone’s work. Discuss the following questions: What do all of these metaphors have in common? What does each metaphor mean? Which one of these can you relate to the most? Why?

### Metamorphosis Means Change

*Materials:* butterfly life cycle illustration

Show your group the photo of a Monarch butterfly’s lifecycle, and explain all the stages.

1. Eggs. The monarch remains in the egg for 4 days.
2. Egg hatches into a caterpillar. As the caterpillar grows it molts 5 times before reaching its full size. It increases in size 3000 times from its original size. The growth of the caterpillar is like a human baby growing to the size of a school bus in two weeks!
3. After the caterpillar molts a final time, it is no longer a caterpillar but a chrysalis (pupa). It is like green soup where the cells of the caterpillar are rearranging into an adult butterfly.
4. After ten days the adult emerges.

Ask them to imagine for a moment that the butterfly decides not to build a chrysalis – what would happen?

Ask your students to list at least 5 stages that humans go through in their lives, and then ask them to imagine what would happen if a baby decided not to learn to walk – that they just want to be carried the rest of their lives. Our faith goes through similar stages; deciding to let our faith stop growing and changing can have similar disastrous consequences as a larva deciding not to become a butterfly or a baby deciding not to walk. Tell your group about your own faith journey and how your belief in God has grown and changed throughout your life. (Use the form below as a guide if you need help putting your story together.) Let your group know they can ask you any question they may have about their faith after class.

- The first time God really seemed real to me was. . .
- I realized that I needed to give my life to God when. . .
- This is how my life has changed now that Jesus lives in me. . .
- Today I’m grateful to God for . . .

## REFLECTION ACTIVITY

### My Faith Journey

*Materials:* Student Journal

Read Galatians 2:20 to the students again. Remind students that when we accept Christ into our lives we are a new creation. Have students find a quiet spot to sit and work on the Faith Journey questions in their journal. Call the group back together for the closing prayer.

Close in prayer thanking God for sending his Son to die for our sins so that we could be made new.

# Day 4 - We are called to reflect God's image

## ICEBREAKER ACTIVITY

### Creation Clean-up

Have the students break into partners and set off around the field, playground and surrounding areas to pick up any unnatural materials (trash, recycling, water cups) they can find. Ask the students to put trash in the trash can, bring the recycling to the OE office, and put the cups on the outdoor snack table. Have the students see how much they can find in 5-10 minutes and then return to your meeting area. Ask students how cleaning up around Mission Springs relates to what they have been learning this week in their classes and Bible Discovery? After the students have listed a few ideas, tell them that today they will be talking about how they can respond to what they have learned this week.

## SCRIPTURE READING

2 Corinthians 5:16-21

## REFLECTION QUESTIONS

1. What does it mean to be Christ's ambassadors?
2. How do you reflect God to the world around you?

## SOLO/GROUP ACTIVITIES

### Good Ruler/Bad Ruler

Divide the class into 2 groups and have each group appoint a "ruler" (king/queen). Tell both groups that they must do what their ruler tells them to do. When they have been appointed, take the rulers aside and tell one that they must be an unkind ruler and make lots of demands; tell the other one that they must treat people with respect and provide for their needs. Let them go and let each ruler "rule" your group for a couple minutes and then you bring the group back together as a whole. Ask the group what was it like to be ruled over? Did your ruler do a good job; why or why not? Do you think that God wants us to relate to other people and the rest of creation like the good ruler or the bad ruler?

Today we are going to be looking at our job as representatives (ambassadors) of the Lord. Ask your students: What does it mean when the Bible says we are made in the image of God? It means we are walking, talking images of God Almighty here on the Earth. We are God's representatives placed on the Earth to do the work of His kingdom!

### Take Action

*Materials:* Sheet of paper and a marker

As a group, think of at least 5 problems or issues that are happening right now in your school or community.

Vote and choose one of these situations to focus on. What can we do to be representatives of God in this situation? Think through a practical "game plan" of ways that your group can help, and decide together to take action on this issue.

### Who Helps to Save

*Materials:* Student journal

Have students spend a few minutes trying to get as many initials from people in the group to fill their "Who Helps to Save" sheet in their journal. Tell students that they can only use the same person for two squares. Have students share which activities they or their friends participate in. Why do they participate in these activities? How does it make you feel? Why is it important for us to participate in these activities?

### Lend A Hand

*Materials:* 1 Sheet of paper per student

On a sheet of scratch paper have each student make an outline of their hand. Next to each of their fingers and thumb have them write a "gift of helping" they are good at or would like to be good at (they should end up with 5 – one for each finger/thumb). Do not put names on the papers. Collect papers and redistribute them to the student

(make sure no one has their own). Have each student hold up the hands, one at a time, reading the attributes that person has while everyone in the group tries to guess whose hand it is. Have students affirm each others' "gifts of helping." If time allows, here's a list of things to share with the students.

What God has done with His hands?

1. 2 Chronicles 30:12. He put His hand on the people to give them unity of mind.
2. Psalm 104:28. God opens His hand and gives us food.
3. Exodus 31:18. He wrote the Ten Commandments on two stone tablets with His finger.
4. Daniel 5:23. He holds our lives and our ways in His hand.
5. John 10:28. No one can take us from His hand.
6. 1 Peter 5:6. His mighty hand will lift us up.
7. Psalm 98:1. His right hand has worked salvation for us.
8. Psalm 89:13. His hand is strong and His right hand is exalted.

**Blessings**

*This takes some preparation ahead of time, and some knowledge of your students, but can provide a very memorable and worthwhile close to the week.*

Go around your group and look each student in the eye as you say...

“\_\_\_\_\_,” God made you unique, in His own image, and I see Jesus in you when you  
\_\_\_\_\_” (something special about that student).

**REFLECTION ACTIVITY**

**Gods Ambassadors**

*Materials:* Student journal

Have your students find a quiet spot to sit and think about and answer the following question: What could you do to be a better ambassador for God? List three changes that you could make to better reflect God's image to the people around you.

Gather your group into a circle and read the following prayer aloud together.

“O Lord, our Creator, we praise you  
and thank you for creating each of us in your image.  
At times, we make mistakes, hurt one another, and mistreat your creation.  
Please forgive us, and re-create us in the image of your Son, Jesus.  
Help us to hear and understand your Word,  
and teach us how to be good representatives of your love,  
so that the world can see you in us and through our actions.  
We thank you for this week at Mission Springs,  
and all that you've given us to see and do.”

AMEN