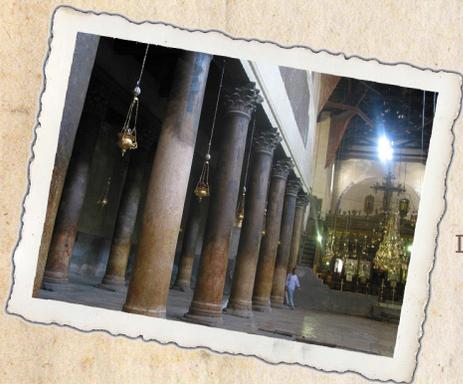


JEREMIAH STONES

and the
RACE FOR THE
HIDDEN TREASURES



Can you guess where the "digs" will be by looking at the images?
(See upside down answers printed on bottom of poster)



Come and learn what this is!

JOIN US FOR AN ARCHAEOLOGICAL EXPEDITION!
HEAD PROFESSOR, ASSISTANCE PROFESSOR, AND LAB ASSISTANT

(HEAD TEACHER, ASSISTANT TEACHER, TEEN HELPER)

CURRICULUM

LEARN ABOUT GOD'S PROMISE
REVEALED IN THE PAGES OF SCRIPTURE AND REFLECTED IN ARCHAEOLOGICAL HISTORY!

ANSWERS: A EDEN B EGYPT C QUMRAN D BETHLEHEM E MAGDALA

Jeremiah Stones

and the Race

for the

Hidden Treasures

Jeremiah Stones and the Race for the Hidden Treasures

By Mary Ann Eagleson and the “Archeologists,”
that is the countless professional and volunteer staff members at the
Evangelical Free Church of Hershey, PA

Tell It Publication Company
Hershey, Pennsylvania 17033

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Printed in the United States of America

Tell It Publishing Company
Hershey, PA

Tell It Publishing Company website: <<http://www.tellitpub.com>>
<<http://www.tellitpub.com/jeremiahstones>>
password for curriculum <1RCH928L3GY>
email: info@tellitpub.com

All Scripture quotations
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<http://ebible.org>

ISBN (TO BE SECURED IF EVER NEEDED)

Acknowledgements

Many thanks to:

My dear family and friends who proof read this and added their valuable suggestions: Lisa Bonfanti, Hannah Eagleson, Mary Lejcar, Nancy Miller, Brenda Oren, and Susan Seavers.

My graphic design daughter, Miriam Eagleson, who bailed me out a 1,000 times, assisted with the graphic design elements that are attractive and correct and Ann Wagoner who oversaw the mammoth job of printing.

The Monday Group who worked tirelessly to prepare all the craft kits and needed learning tools: Ruth Angert, Mary Bowen, Jo Davidson, Ann Ebersole, Amy Epps, Young-Joo Kim, Debbie Komarck, Chris Lane, Pam Leonard, Anne Marie McAlester, Brenda Oren, Susan Seavers, Lu Ann Selcher, Amy Stewart, Ginger Wayde, Debbie Hoffer who cut all many bags for the stones in our town of Bethlehem and other places, their children that assisted, and Mark Seavers for Sunday morning help with cutting stones, plus reporting it was more fun than Hershey Park!

The 11th Grade Pod Members and Mary Shenk for making the stones week after week.

The hundreds of “Professors of Archaeology” who helped bring this to life: Susan Seavers, who had the vision to have a Bible school in the summer of 2011; my family, Bruce, my husband, and our children: Hannah, Nate, Miriam, and Abigail, who helped technically and assisted with the writing; the staff, members and friends of the Hershey Free Church who engaged in the project in a thousand ways. Thanks for being real students of Scripture who share the good news of Jesus Christ with those who took part in any way.

A very special thanks to:

The Drama Team: Jeremiah Stones: Jeremry Good, Abigail Stones: Ginger Wade (Jeremy’s real life sister), Crispus Creme: Mickey Haist, Ahaz: Dain Arther, and the rest of the supporting drama crew, for giving the students a lively and wonderful way to learn about archaeology.

Faulkner Honda, Harrisburg, PA, for the free gift of the rings for our name tags

Erika Epler for her great photos and videos of the learning event.

Galen Frysinger for the generous use of his photos
<http://www.galenfrysinger.com/>

Bob and Anita Karwowski for the generous use of their photos as models of a Biblical house at Nazareth Village, Israel.

Rachel Kopenhaver, a professional actress and play director, who oversaw all of the drama in a magnificent way!

Dr. Major Martin Lesser for the generous use of his photos.
majormarty.blogspot.com

Pat McCarthy for the generous use of his photos.
<http://www.seetheholyland.net/>

Laurie Peterson, who is a professional stunt woman and staged much of the action in the dramas, took photos and created and edited videos, including the beloved “Finale!”

Turkey Hill for the sale price on the ice cream bars for the Jesus Boat Ice Cream Snack.

John Wheeler <http://www.rakkav.com/biblemusic> for all his help and use of Suzanne Haik-Vantoura’s *The Music of the Bible Revealed* information.

Laura-Jean Watson for her professional skills in many of the photos and videos focusing on the learning event.
<https://www.facebook.com/pages/Laura-Jean-Watson-Photography/152324554837524>

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Bible Memory Verses
Jeremiah Stones and the Race for the Hidden Treasures

Dig 1 Biblical Focus: Adam and Eve sin, and God promises them and us that a Savior will come through their family line.

Excavation Search: Garden of Eden

Bible Passage from Old Testament: the Law (Torah or Pentateuch): Genesis 3: 13-24

Bible Memory Verse: Genesis 3:15 - "I will put hostility between you and the woman, and between your offspring and her offspring. He will bruise your head, and you will bruise his heel."

Dig 2 Biblical Focus: God promises Abraham, Isaac, Jacob, and us that the Savior will come through their family line, the nation of Israel.

Excavation Search: Egypt, Pyramid at Giza

Bible Passage from Old Testament: Poetry and Wisdom: Psalm 105

Bible Memory Verse: Psalm 105:42 - "For he remembered his holy word, and Abraham, his servant."

Dig 3 Biblical Focus: God tells the prophets and us again, He will keep His promise and send a Savior.

Excavation Search: Qumran

Bible Passage from Old Testament: Major Prophet: Isaiah 9:1-7

Bible Memory Verse: Isaiah 9:6 - "For to us a child is born. To us a son is given; and the government will be on his shoulders. His name will be called Wonderful, Counselor, Mighty God, Everlasting Father, Prince of Peace."

Dig 4 Biblical Focus: God sends Jesus to fulfill His promise and be our Savior.

Excavation Search: Bethlehem

Bible Passage from New Testament: Gospels: Luke 2:1-20

Bible Memory Verse: Luke 2:7 - "She gave birth to her firstborn son. She wrapped him in bands of cloth, and laid him in a feeding trough, because there was no room for them in the inn."

Dig 5 Biblical Focus: God completes the promise in Jesus's life, death and resurrection, and we must believe in Him to have a new life with God.

Excavation Search: Magdala, Sea of Galilee

Bible Passage from New Testament: History: Acts 10: 34-43

Bible Memory Verse: Acts 10: 43 - "All the prophets testify about him, that through his name everyone who believes in him will receive remission of sins."

Overview

This is a learning curriculum that can be used for a five or six week period, one day a week event; Vacation Bible School for age segregated or inter generational five day in a row event; a homeschool co-op class for a semester, or any context you can imagine.

It is written for an age span of about 5-12, aiming high, as children are far smarter than educational theory tends to acknowledge. After homeschooling my own children for over 29 years, and teaching other children in many venues, I have learned to aim high and adjust as we need to. In this sense, the teachers of the younger children may have to adjust more than those of the older children. Just as it is simpler to over dress on a cold day and remove what we don't need instead of going out with too little, so it is to have more for the children and either work with them until they get it, or simplify it for them. There are suggestions woven into the curriculum for what you can do for younger children if you are looking for another way to approach a given activity with them.



The World English Bible is used in the curriculum and on the Scripture memory sheets as it in the public domain and can be used in any context royalty free. It is a modern English translation based on the American Standard Version of the Bible. Teachers are encouraged to use their own Bibles or a translation that they like.



In the end, all curriculums leave something to be desired. I have heard concerns that curriculums like this one are too hard. I have heard that the other approach, that is to keep it very simple, leaves children bored and unchallenged. Obviously, I have chosen the former path, but the most important component to such an adventure is relationship: God to us, us to God, us to one another. As we journey into Biblical archaeology, the over riding goal is to capture the love of God through Jesus Christ to us as revealed in His Word, and for those of us on the teaching end, to share this great news in our learning activities with those who are on the journey with us. It

is always a thrill to have such an intense learning time with other believers and seekers. The rough spots in the curriculum will be smoothed out or worked around if we keep our ultimate goals in mind. If time seems short, pick and choose what you would like to do, keeping the main focus in mind. Some suggested another 5 minute for each event would be very helpful. Please feel free to provide feedback on any aspect that you think would be helpful. Others may take part in this journey in the future. For many reasons, some suggestions may not be incorporated, but others may, so please share your thoughts.



The curriculum, as stated above, is an archeological themed event. Dr. Jeremiah Stones and his twin sister, Dr. Abigail Stones, who are archaeology Professors at the imaginary Petros Christian University in Jerusalem, Israel, are leading an archaeology team in an exciting expedition in the lands of the Bible. (There is a Christian college there, Jerusalem University College, which is a consortium of about 51 solidly Christian Colleges and Universities like Cedarville, Geneva, Lancaster Bible College, etc.; and 23 like-minded seminaries such as Fuller, Columbia Trinity Evangelical, etc. Petros could easily be a part of this in real life.) They are conducting 5 Digs, each at a Biblically significant place. The purpose of the Digs is to find hidden Christian treasures and Scriptures that trace the promise of a Messiah. These were hidden by other Christians in the recent past so the students would have some objects that help explain God's promise of a Savior to them, their family, friends and the generations to follow.

However, the Drs. Stones are being hunted down by a notorious archeologist, Dr. Ahaz Strife and his not so friendly team. Dr. Strife wants to keep items of faith from being used to teach anything that speaks of the truth of the gospel. He would certainly sell them on the black market for money, however, or selfishly hoard them. The Drs. Stones and their students are in a race to find these hidden items before Dr. Ahaz Strife finds them. In addition, Dr. Jeremiah Stones is searching for one specific item, an original King James Bible hidden somewhere in the lands of the Bible. While the students and Dr. Abigail Stones are searching for hidden items in certain cities, Dr. Jeremiah Stones is on the hunt for this Bible. The year 2011 marked the 400th anniversary of the King James Bible, so this particular treasure is much sought after and one that Ahaz Strife would love to capture. Will Dr. Stones, his team and their students find their hidden treasures and be successful to pass on this vital information to the next generation? Or will Dr. Ahaz Strife find them first? The Race is on....

Basic Organization

Teachers are called Professor (Insert last name), and teen helpers Lab Assistant (Insert first name).

It has been used for a VBS, with 5, 2.75 hour sessions, though longer time segments would be very helpful.

St. Peters Lecture Hall

We are on location in the Holy Land. Each day the first thing that the students will do is register in the registration area. They will receive a name tag, and wristband, a different color for each day which as a removable tag. The parent/guardian will get this tag and must turn this in to the classroom assistants at the close of the learning event each day. The students will be escorted to St. Peter's Lecture Hall at Petros University and directed to their classroom's seating area. Here we will sing some songs to our great God and also learn about archaeology Digs in a general way, five historical types of music that Christians have developed over the years that relate to the lesson in some way and the history of how we got the King James Bible. For Dig 2, we will have a Bible passage dramatized by the Drama Team.

The Classroom Lab

After the time in St. Peter's Lecture Hall, the students will go to their Classroom Lab, which will have an identifying room number. We imagine these are located in different rooms in the archaeology Department of Petros Christian University. Each classroom has a head Professor who is responsible for teaching the Bible Division Bookshelf sheet; the Bible passage; the Who, What, Where, When and Why puzzle activity; the Expedition Exercise; the Journal Review; Prayer Time; and any Additional Activities. (See Volunteer Job sheet for more details.) The students will be broken down in to small groups of roughly 10-12, and the other Professors and Lab Assistants will help them with their hands on learning projects as the head Professor or the Arts and Crafts team unfolds them. A traditional grade or an inter generational model may be used.

The Arts and Crafts Professors will come to the Classroom Lab as scheduled and all Professors and Lab Assistants will help as needed, keeping their smaller groups of 10-12 so individual help is available.

Field Experience

Each classroom takes 5 trips during their expedition to two learning centers outside of the classroom. The first is the Dig Site for the given time period. The students will attend the archeological Dig Site according to the Master Schedule. A Dig site Guide Professor will present about 5-6 minutes worth of information related to the site. He/She will share something about one major archaeological find that has been discovered in real life related to the site, explain what archaeological tool the students will use on their Dig experience, name what treasure the students will look for and explain its meaning as it relates to the gospel. The students will then look for their treasure.



The second field experience is the Oasis Cafe. The students will travel there for a theme related snack. The Oasis Cafe Coordinator and Assistants will help the children learn about the meaning of their snacks. See the last page of the curriculum for the Master Schedule for the time periods for this.

With the schedule we used, more than one group is at a site in one instance. The schedule can be adjusted so more time is added to avoid this, but in our case we had the older 5/6th grade students meet with the 3rd grade students at the Dig Sites. This was a little larger group than our hoped for 15-20 or so at a Dig Site at one time, but this seemed to be a good mix of age.

While on these expeditions, the students might see Ahaz Strife and his crew, as well as Drs. Jeremiah and Abigail Stones and their crew roaming around the archaeology sites and en route to some mysterious place.

Concluding Drama

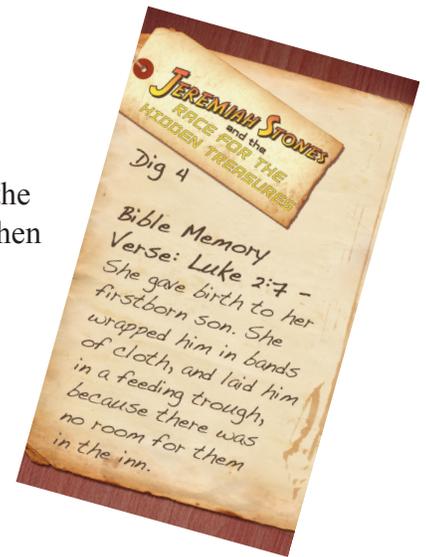
The students will return to St. Peter's Lecture Hall at the conclusion of their learning time for a short dramatic presentation. It, as well as the opening session, will be recorded and posted on the sponsor's website in case either session was missed, those individuals may watch these in preparation for the next learning time. If anyone wants to simply watch it again, it will be there. We are encouraging parents to join their children during this time and hopefully this will expedite the children being picked up at the end of the event.

Other Items

Bible Memory Verses

The students will receive 5 Bible verses on a sheet entitled **Bible Memory Verses** to be taken home and memorized if so desired. These are related to the Bible passages associated with the Digs. This will be given to the parents when they register their Students.

The Bible verses are designed to be memorized, but this is really a decision for each family to make as this work is done at home. If parents decide to skip memory verses all together, that is fine, though learning God's Word is invaluable, and it may enhance the learning experience of the curriculum. The verses can be posted on the sponsor's website, so students may start memorizing them before the formal learning time.



Students will pick up a Bible Memory Verse card each day when they are in the Oasis Cafe. There is a Verse Station in the cafe. The students do not have to memorize a verse to gain this card. They can earn a sticker that will be put on the back of the verse card if they do memorize it and recite it to the Verse Taker in the station. They can also drop off their Missionary Project offering at this station.

Bring your Bible!

We are encouraging the students to bring their Bibles with them, and if they do, they will receive an incentive "surprise" when they sign in each night.

If you are a Professor, you can encourage your students to follow along in their own Bibles as the Scripture passage is shared. Remind them to pay attention, for the words may be slightly different. You might remind them of the opening session that talks about how we got our Bible and share that one reason the words may be slightly different is because we are so blessed to have many translations and paraphrases of God's Word. Perhaps this will help them focus more on the text.

Mission Project



There will be a mission project that will be announced as the time grows closer for the learning event. The students will be encouraged to give an offering where they say their verses in the Oasis Cafe during their snack break. A special offering container reflecting the project will be there. We are using a tzedakah box, which is what Jewish people use for their offerings in their homes or synagogues. In our case, we sponsored a missionary family who is on the continent of Africa, and tied it in as it was close to Egypt, a place we went to “Dig.” As series of pictures of Jericho’s archaeological tell is shown each day which removes more of the top of the tell and reveals mites. We simply announced the amount of the offering in the opening and at the closing program on the last day. The pictures are symbolic of the growing offering and do not record the amount. An amount could be technically added if desired.

Parents

Whatever method is used for the Classroom Lab experience (multi-age or same-aged groups), we encourage parents to sit in and work along with their child/children. This means that during any given learning time, a parent might be there. Encourage them to help their children with any of the activities that take place. They may stay for part or all of any given lesson, and move between different classes if they have more than one child involved.

Resource Room

There is a resource room with additional teacher aids. See the list at the end of the curriculum.

The Daily Dig: A newspaper will be sent home each day. The parents will pick it up when they register their children, one per family. It is entitled *The Daily Dig*, and will have important announcements, little articles about the daily lesson and a *Jeremiah Stones and the Race for the Hidden Treasures* cartoon.



Generic Instructions and Items Needed That Apply for Each Dig

The Classroom Lab Time

Total time of 1 hour 20 minutes. Broken down, the time is allotted as follows:

10 minutes on the Dig

10 minutes at snack time

20 minutes at Arts & Crafts

20 minutes for the concluding meeting in St. Peters Lecture Hall

Note: A Master Schedule is located at the end of the curriculum.

The lesson content is quite straight forward. Each teacher can keep, add to, or eliminate what they feel is best to get the lesson across. Time will also be a factor, so pick and choose as you need to. Obviously, older children will move along faster and grasp the deeper issues. With younger children, if you need to drop some things, look for the basics in each section and focus on them. One educator told me with young children, a good guide is about 1 minute per year for attention span. My own experience with 5 year olds and up is they can do a lot more than this if there is enough to keep them interested.

As you work through the question portions, listen for the children's responses. Wait a second for them to share their thoughts. Guide them as they explore the meaning of the text.

Watch for the students' need to move. It might be helpful to give the students a stretching time between each major teaching event that happens in the classroom. You can sing a song, just shake and get the wiggles out, play "Adam" or "Abraham" Says (Simon Says, but with a Biblical character of the day), take a drink/bathroom walk, or create any other activity that might work if they need a break.

Stay alert to the Holy Spirit and His leading in the event a student is desirous to commit his/her life to Jesus. Though the whole gospel message is woven in some fashion throughout, a given student may well be stirred by the Lord and be ready to make a commitment to Him even if all the steps of a formal confession are absent. The formal steps to salvation will appear from time to time, but the Lord may be at work at any point.

Room Decorations

You can decorate your room in any way that reflects an archaeology lab. You might have some maps of the Lands of the Bible around, the old kind on a stand if you can find them. A chalk or white board, posters of Bible lands would be great. "Specimens" like rocks, old



looking pottery, brushes, coins, sieves, and other tools used in an archaeology lab would work well. If time allows, add a new thing or two each day to keep the room fresh and interesting for the students.

Parents

Remember, whatever method is used for the Classroom Lab experience (multi-age or age based groups), we encourage parents to sit in and work along with their child/children. This means that during any given learning time, a parent might be there. Encourage them to help their children with any of the activities that take place. They may stay for part or all of any given lesson, and move between different classes if they have more than one child involved.

Learning Site Open

The learning site is open for anyone to visit during the times our Jeremiah Stones is not being conducted. These time periods will be announced on the website and in the notes that will be sent home to parents as needed. Students must be accompanied by and stay with an adult. They can explore the library activities and the Dig sites that have already been visited. Those that have not been explored yet are closed.

Preparation

Please put tape or poster tack on the back of teaching items to be posted, remove all tape or poster tack and put all teaching items back into their storage bags and boxes at the conclusion of the learning event. This is so another group can use the curriculum. Please return all left over curriculum and crafts as well to the resource room when you are done using them.

Remind the students that some of these pictures are artwork, and that we don't know what the people or places really looked like. The photos show us how things look now, and maybe in the past.

Here is a helpful hint. If you press the tape to a piece of clothing you are wearing before you stick it on the object, it will not adhere as strongly and will be much easier to remove at the close of the learning event. This will protect the objects some and make them more reusable.

If you prefer, you can use string and clips for posting the teaching pictures. These items are in the resource room.

Leaving the Dig puzzles and their Answer Pictures up and any teaching pictures you wish can help create a "Classroom Lab" experience.

If you are a Professor or Lab Assistant, prepare by reading, praying about and thinking over the Bible passages in advance. If you have time, study a commentary on them. Matthew Henry is great. For good historical, but not always theologically sound help, William Barclay's Daily Study Bible (1975) is a good resource for understanding the times and meaning of words of New Testament passages.

As the teacher, you can add and remove any activities that you prefer. Make it work for you and your students. The main goals are to communicate five basic things:

1. God has given us a true story in the Bible, which is made of up of many books. It has a structure that we will explore.
2. The Bible tell us about a special promise that God gave us, a promise of a Savior: Someone who would saves us from our sins, the works of Satan and death.
3. God fulfilled that promise in Jesus' life, death and resurrection.
4. We need to say "yes" to a relationship with Jesus to experience this salvation. Try to watch for the leading of the Holy Spirit regarding any child that seems to be desiring to commit his/ her life to Jesus or who simply has questions and is looking for answers.
5. As it is a relationship we are in with God once we accept Jesus, we can communicate with God in prayer. This is our conversation mode with God, one we need to practice.

Learning Activities

There are seven learning activities:

1. The Bible Divisions Bookshelf sheet.
2. Telling the Bible passage in a fashion you chose.
3. Sharing some central truths of the Bible Passage by asking the Who, What., Where, When (the time line is used for this), and Why questions and using the puzzle activity and the Answer Pictures for this.
4. A game activity, Expedition Exercise, related to something that was learned in the session.
5. A summary activity that relates to the student's Jeremiah Stones and the Race for the Hidden Treasures Journal.
6. A Prayer Time where students, Professors and Lab Assistants bring their requests to God in the context of their classroom experience.
7. Additional Activities should you desire or need to use them.

Supplies Provided

- A Resource Room. (See the end of the curriculum for a list of some of the items.)
- A supply basket with glue, pencils, colored markers, scissors, stapler, masking tape, regular tape, poster tack, dry erase markers.
- Bibles, or at least the Biblical passage under study that is in the curriculum, or the students' own Bibles if they bring them.

- The Master Teacher for the Laboratory Rooms Training Packet includes:
 - 1 Jeremiah Stones and the Race for the Hidden Treasures curriculum manual (for Head Professors, Assistant Professors and Lab Assistants which describes the overall program in detail).
 - 1 large Expedition Map of Egypt, Israel and Jerusalem today.
 - 1 large The Bible Divisions Bookshelf¹ sheet.
 - 1 large Biblical Time Line.²
 - 1 large map of Palestine in the time of Christ.³
 - 1 set of Teaching Pictures for each Dig's Hearing the Bible Passage section.
 - 1 Puzzle and its Answer Pictures for each Dig that relates to the Who, What, Where, When and Why questions.
 - 1 Jeremiah Stones and the Race for the Lost Treasures Seek and Find Game.
 - Books of the Bible Memory Game (includes 66 color coded to the colors on the Bible Division Bookshelf books of the Bible cards).
 - Large sheets of paper to record class member prayer requests and answers.
 - Equipment for Expedition Exercise if needed.
 - Jeremiah Stones and the Race for the Hidden Treasures Seek and Find Archaeological Site Game.
 - Bible Memory Verses Student Take Home Sheets. one for each student, if the learning event has no Registration Person to pass this out.

- One Student Training Kit for each student which includes:
 - 1 Bible Memory Verses Student Take Home Sheet
 - 1 small The Bible Division Bookshelf sheet, folded
 - 1 large Biblical Time Line.
 - 1 small Expedition Map of Egypt, Israel and modern day Jerusalem.
 - 1 Jeremiah Stones and the Race for the Hidden Treasures Journal.
 - 1 yellow student pencil with eraser for each student.
 - 1 Play Jeremiah Stones and the Race for the Hidden Treasures Seek and Find Archaeological Site Game.

Dig 1: Eden - The Classroom Lab Time

Dig 1 Focus: God gives Adam, Eve and us a promise of a Savior through their family line. (The problem and the promise)

Excavation Search: Eden

The Treasure to search for is: a sheep skin - a symbol of our need for a sacrifice for sin.

Bible Passage from Old Testament: Law: Genesis 3: 13-24

Bible Memory Verse: Genesis 3:15 - "I will put hostility between you and the woman, and between your offspring and her offspring. He will bruise your head, and you will bruise his heel."

What to Send Home:

The splatter painted sheep with the description of the meaning of the student's name tag.
Bible Memory Verses Student Take Home Sheet if not given by Registration Person

Additional Needed or Helpful Supplies that Must be Provided by the Professor:

Globe to show geographical locations, larger atlas to show the Holy Land.

Training Time

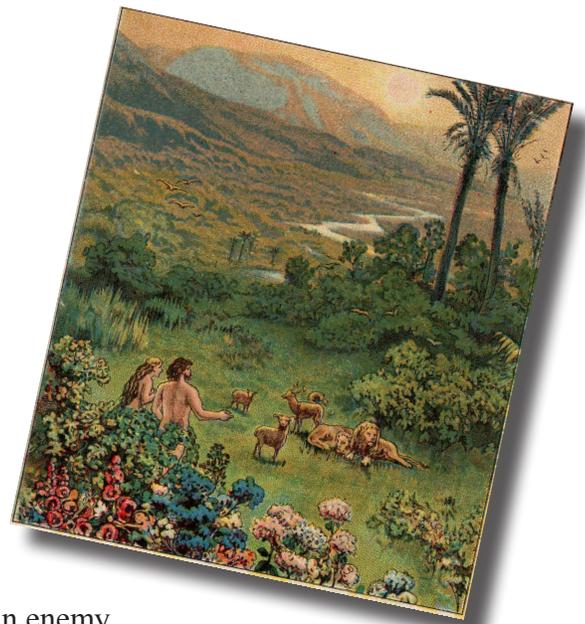
Welcome (1-2 minutes)

Instructions: Greet the students.

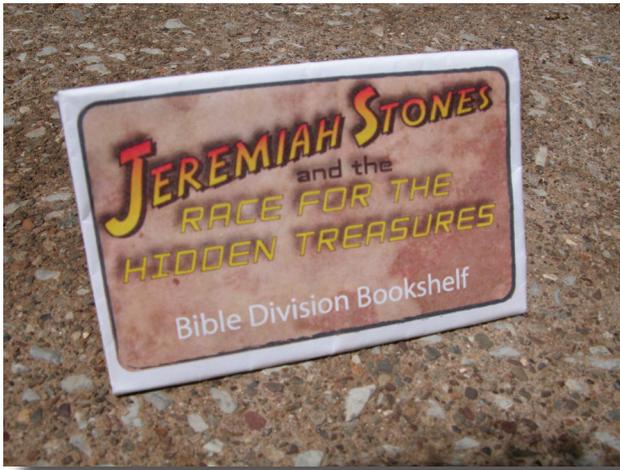
Say: Do you recall that you are "Students" and some of us are "Professors" and "Lab Assistants?" I am Professor (Last Name). This is "Professor (last name)" and this is "Lab Assistant (first name)."

We are on location in the Holy Land at Petros University and we are about to go on an expedition that will consist of 5 Digs. Our goal is to find hidden treasure that was placed in the cities and locations that we will visit. The treasures were hidden by Christians in the recent past for you. There is an enemy who is trying to destroy the objects that help tell the story of God's promise of a Savior. This enemy, an agent of Satan, is the evil Ahaz Strife. He and his team of archeologists are also looking for these objects. We hope to find the treasures before they get to them. Then we can study the treasures and learn how they relate to the Bible and God's promise.

We will make a visit to a place that will remind us of Eden (or we have been to Eden, and we will Dig for a treasure there that will help us understand something about God's love for us if the schedule you use has them go to the Dig first.)



1. Bible Divisions Bookshelf Activity (10 minutes)



Instructions: Post the large Bible Division Bookshelf sheet.

Say: The next activity we will do is learn a little about how God designed the Bible.

Archaeology is a science that studies places and objects from the past. There are many Bible land cities and places where archaeological studies have taken place. Archaeology has helped people see that God works in history.

It is in history, Bible history, that we see God's amazing love for us. Because this is so, we are going to learn something about this amazing book every time we meet.

The Bible is really a collection of 66 different books written over many, many years, by many different people, from many walks of life: Kings, shepherds, teachers, to name a few. It took the authors about 1,500 years to write it.¹

It is made up of different kinds of writings: Histories, wise sayings, letters, poetry, prophecies and more.

Archeologists have learned many things about the lands mentioned in the Bible. It is a very reliable history book, written by God himself, through chosen people who wrote the words down.

One thing we will work on each time we meet is learning the kinds of books that are in the Bible.

Instructions: Give the Students their Bible Divisions Bookshelf sheet.

Have them write their name on the back then let them explore the contents. Point out the Old and New Testament divisions, and the other divisions.

Once they have a grasp of the sheet, the team approach might be fun. Divide them into as many teams that makes sense. If you have a large group, you might want teams with 4-6 players on them. Have each team appoint a spokesperson. It might be easier to have the team spokesperson be an Assistant Professor (an adult assistant teacher) or a Lab Assistant (a teen teacher aid).

They can leave their Bible Divisions Bookshelf sheet fully open for this time. Ask them the following questions. Keep track of the points for each team to see which team wins by answering the questions first.

Appoint an Assistant Professor or Lab Assistant to help them find the answers if they are struggling.

They should work together. Once the team has an answer, the spokesperson can shout out the answer. Have an Assistant Professor or Lab Assistant keep track of how many points they earned when the Students get a right answer. The team that gets the right answer first gains the point.

You can announce a winner if you chose. Children of non-reading age can be told the answer by the team leader and shout the answer as a group. The leader can point to the book on the sheet to help the children get familiar with the names themselves. They will enjoy the shouting and will learn by hearing.

1. What are the names of the two Testaments? (Old and New)
2. In what division is the book of Genesis? (Old Testament, or Torah or Law or Pentateuch)
3. In what division is the book of Revelation? (New Testament, Prophecy)
4. In what division is the book of Colossians? (New Testament, Letters of Paul)
5. In what division is the book of Ecclesiastes? (Old Testament, Poetry & Wisdom)
6. In what division is the book of Nahum? (Old Testament, Minor Prophets)

Younger Children Alternative

Instead of using the sheet, simply hide a special Bible or several Bibles in the room and have the children find it. Show them the inside, and explain the different “Books” within a book. You can give them the Bible Divisions Bookshelf sheet if you so desire. Keep it on hand for them during the learning time and send it home when the learning event is completed. You can also show them the many books on the shelves and comment “The Bible has many books in it.” They may not understand everything, but this will expose them to the idea. They easily understand that the Golden Arches means Happy Meals. They should be able to understand that the Bible means many books, and the Bible Divisions Bookshelf helps them see this.

II. Hearing the Bible Passage (10 minutes)

Instructions: Have the Universe and Adam and Eve in Eden Teaching Pictures handy with tape on the back and post them once you have shown them to the students.

Say: The Bible records that in the very beginning God made the universe (**Show the universe Teaching Picture**), the world and all the animals in it. He also made a man, Adam, and a woman, Eve. He put them in the beautiful garden with all the animals. (**Show the Adam and Eve in Eden Teaching Picture.**)



It was a perfect place, with no evil or wrong doing. God loved Adam and Eve, and His whole creation, very much. Adam and Eve loved God, too, but not enough to obey Him.

God told them they could eat of any tree in the garden except the tree of the knowledge of good and evil. He warned them that if they ate of this tree, they would die.

Satan is an angel that God made, who served God at first. Then he decided to rebel against God and disobey God. God banished him to earth.

He came to Adam and Eve and spoke to Eve. He told her she would not die, but she would be like God, knowing good and evil if she ate the forbidden fruit. He lied to her.

She ate the fruit and gave it to Adam, who was standing right there with her. Then he ate it, too.

Our Bible passage for today tells what happened next. Listen to it, and then we will do some activities to help us recall the important events in the story.

It is from Genesis. Does anyone remember what Division it is in? We looked it up when we did our game a few minutes ago. (Let them try to guess. Once they have tried, point it out again on the large Bible Division Bookshelf sheet.) Here is where the book of Genesis is on the Bible Divisions Bookshelf sheet. It is in the Division of the Law, sometimes called the Torah or the Pentateuch.

God knew that one day we, you and I, would be born into Adam and Eve's family, the human family. The Bible makes it is very clear that God loved them very much, and He love us, too.

After this very sad event, God gave them a promise. We will explore this promise each time we meet. The promise is that God would send Someone to save them from their sin and ours. This Promised Person would save them from the power of sin in every day life and from death itself.

Let's hear the story.

Choose a way to share the passage:

1. Simply read it.
2. Use a pre-recorded Bible or dramatic word for word Bible if you have access to one that can be used in a public forum, or create one.
3. Have the students read every other verse, and the Professor in charge read the alternate verses.
4. Use the ancient synagogue method of bringing 7 people to the front to read the passage, each reading 3 verses at a time until it is completed.
5. Print it out on a large board and have the students stand and read it together.

6. Show teaching pictures as the Bible passage is read.
7. In advance, plan a type of drama for your students to act out. (The curriculum provides for a one-time drama for the entire group related to the Bible passage used in Dig 2. This dramatic experience will occur in the opening session in St. Peter's Hall.)
8. Use flannel graph items.
9. Use puppets: finger, hand, or any other kind.
10. Use finger plays related to the Bible passage. Make them up in advance and share them as you read. This is a more complex version of "This is the church, this is the steeple, open the doors and see all the people." This works well for younger children, but even older ones enjoy such hand motions.
11. Use a combination of these: use a dramatic reading and drama performed by you, or your Professors, or Lab Assistants and students.
12. Use an apron with a large pocket or several pockets with objects related to the Bible passage. Pull them out as the Biblical passage is read. (You may need two people unless the passage is memorized.) Sometimes Home Depot or other such stores will donate their work aprons to non-profit organizations.
13. Use origami to illustrate the passage. Fold an object related to the passage as it is being told, either by you or someone else. Use origami to tell the story. You can have someone fold and someone tell.
14. Give the children play dough, especially if the passage is longer, and suggest they makes something related to the passage as they listen.
15. Use any other method you can think of.

Genesis 3:13-24

1 Now the serpent was more subtle than any animal of the field which Yahweh God had made. He said to the woman, "Has God really said, 'You shall not eat of any tree of the garden?'"

2 The woman said to the serpent, "We may eat fruit from the trees of the garden, 3 but not the fruit of the tree which is in the middle of the garden. God has said, 'You shall not eat of it. You shall not touch it, lest you die.'"

4 The serpent said to the woman, "You won't really die, 5 for God knows that in the day you eat it, your eyes will be opened, and you will be like God, knowing good and evil."

6 When the woman saw that the tree was good for food, and that it was a delight to the eyes, and that the tree was to be desired to make one wise, she took some of its fruit, and ate; and she gave some to her husband with her, and he ate it, too. 7 Their eyes were opened, and they both knew that they were naked. They sewed fig leaves together, and made coverings for themselves. 8 They heard Yahweh God's voice walking in the garden in the cool of the day, and the man and his wife hid themselves from the presence of Yahweh God among the trees of the garden.

9 Yahweh God called to the man, and said to him, "Where are you?" 10 The man said, "I heard your voice in the garden, and I was afraid, because I was naked; and I hid myself." 11 God said, "Who told you that you were naked? Have you eaten from the tree that I commanded you not to eat from?" 12 The man said, "The woman whom you gave to be with me, she gave me fruit from the tree, and I ate it." 13 Yahweh God said to the woman, "What have you done?" The woman said, "The serpent deceived me, and I ate."

14 Yahweh God said to the serpent, "Because you have done this, you are cursed above all livestock, and above every animal of the field. You shall go on your belly and you shall eat dust all the days of your life. 15 I will put hostility between you and the woman, and between your offspring and her offspring. He will bruise your head, and you will bruise his heel." 16 To the woman he said, "I will greatly multiply your pain in childbirth. In pain you will bear children. Your desire will be for your husband, and he will rule over you."

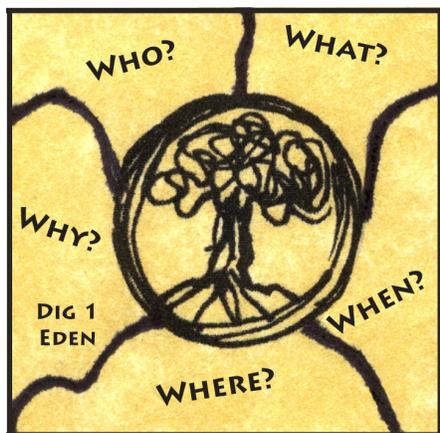
17 To Adam he said, "Because you have listened to your wife's voice, and ate from the tree, about which I commanded you, saying, 'You shall not eat of it,' the ground is cursed for your sake. You will eat from it with much labor all the days of your life. 18 It will yield thorns and thistles to you; and you will eat the herb of the field. 19 By the sweat of your face will you eat bread until you return to the ground, for out of it you were taken. For you are dust, and to dust you shall return."

20 The man called his wife Eve because she would be the mother of all the living. 21 Yahweh God made coats of animal skins for Adam and for his wife, and clothed them.

22 Yahweh God said, "Behold, the man has become like one of us, knowing good and evil. Now, lest he reach out his hand, and also take of the tree of life, and eat, and live forever—" 23 Therefore Yahweh God sent him out from the garden of Eden, to till the ground from which he was taken. 24 So he drove out the man; and he placed cherubim* at the east of the garden of Eden, and a flaming sword which turned every way, to guard the way to the tree of life.



III. Bible Passage Activity (20 minutes)



Instructions: Post the large Bible Division Bookshelf sheet, Large Biblical Time Line sheet, the large Expedition map and large Palestine in the time of Christ map in a visible place for the entire learning time.

To help the students further understand the Bible passage, they will go on a treasure hunt. Hide the Who, What, Where, When and Why pieces of the puzzle related to today's lesson.

The younger children will need more help from the Assistant Professors and Lab Assistants to identify the puzzle pieces if they cannot read.

Before you begin, have tape formed in a circle or poster tack ready to put on the back of each puzzle piece once the children give them to you so can easily build the puzzle. Have tape or poster tack already on the back of each answer piece picture for the same reason.

“Hide” these before the students arrive. Make them visible, but not too obvious. The younger the children, the more visible the pieces should be.

As there are only 5 puzzle pieces, not every child will find one. If someone has found a piece, encourage them to sit down and allow others to find the remaining pieces.

Once they have all the pieces, collect them, and encourage them to answer verbally as you work through the puzzle pieces. Put the puzzle together as you work through the questions. You can also encourage those who have found a piece on subsequent days to defer to their fellow classmates who have yet to find a piece. Another option is to allow those who haven't found a piece, to post the answers near the related puzzle piece question as you work your way through the questions.

Say: We will put together a puzzle that will reveal a picture about today's lesson and help us answer these questions about our Bible passage: Who, What, When, Where and Why.

Who has the **Who** puzzle piece? **(Post the Who puzzle piece.)** Who are the people or characters? (Adam, Eve, the Serpent, God) Remember that God is the most special person involved in this story, but since He is a Spirit, we cannot see Him, but the Crown represents Him. **(Post the Adam and Eve, serpent and the Crown representing God picture near the Who puzzle piece section.)**

Say: Who has the **What** piece? What happened in the story? **(Post the What puzzle piece.)**

They sinned, and fell away from God. What did Eve do? When she was reminded of her disobedience, what did she do? What did Adam do? Do you do this? Do you know what sin is? Sin is, thoughts, words or deeds

that are against God’s law as found in the Bible. Do you do such things? Do you always obey your parents? Do you ever fight with your brothers and sisters, or friends?

What did God do? (There may be several responses, but be sure to include that He covered them with animal skins.) **(Post the Adam and Eve being expelled and covered in animal skins picture near the What puzzle piece section.)** Before God sent them out of the garden, He covered them with animal skins. He may have used a sheep. It would mean He sacrificed a sheep. He was showing them that they would not be able to take care of the problem themselves. Their plant leaves would not work. God had to save them.

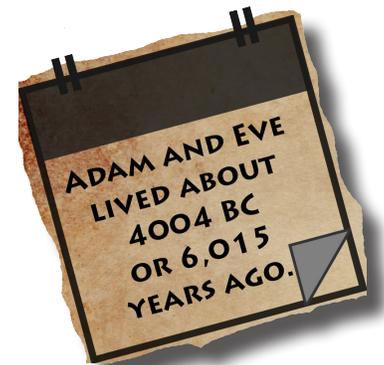
We all sin, every one of us. We need to be rescued from it. Jesus is the answer to our sins, and this week we will learn how God brought this about.



Instructions: When using the Biblical Time Line, share what you think the students can grasp. Simply say, “A long time ago”, for very young students, 3-5 years old. As you progress, you can say, “Many other people lived and died, then God called Abraham,” or whoever you will be talking about next. When teaching those who are older, feel free to share the actual date, but avoid dwelling on this. If you would rather round off the time, this will work as well. Have them keep the time line folded, and look at the Dig 1 section. The Digs are noted by bold red print.

Say: Who has the **When** puzzle piece? **(Post the When puzzle piece.)**

I am going to give you each a time line, but you should leave it folded so all you see is Dig 1. Each time we do a different Dig and learn about different people and events, we will unfold the time line a little more so you can see it grow. This



time line shows only a very tiny amount of important events in God’s Word. The red colored words relate to the our Dig sites. Some other events are placed on our time lines so we can understand that God works in history, and to help us know about when the events we are studying took place in this history. Let’s look at today’s Dig. Can you see Adam and Eve? **(Post the calendar picture near the When puzzle piece section and tell the students the date information.)** Adam and Eve lived about 4004 BC approximately 6,015 years ago.

What are some of the other important persons and events on this sheet that were part of God’s promise to send a Savior? Can you see Noah and the Ark? The Tower of Babel? We will not have time to learn about them but they are here to remind you that they are part of the story too.

Say: Who has the **Where** puzzle piece? (**Post the Where puzzle piece.**)

Do you remember where the Bible story takes place? (Eden) (**Post the Eden in Jerusalem map near the Where puzzle piece section.**)



We do not know where Eden was, and do you know why? God destroyed the earth by a world-wide flood during the time of Noah, and the whole face of the earth was changed. We will learn more about this when we visit Eden on our expedition (or we learned about this when we visited the Garden of Eden).

There are some scholars who think Eden may well have been on the spot of earth that holds the holy city of Jerusalem. This is because they believe that the cross where Jesus died sat on the spot where Adam and Eve ate from the tree of good and evil.² This is a wonderful idea, and other places have been suggested, but only God knows for sure. Wherever Eden is, God took care of the problem of sin in Jesus.

Instructions: Pass out the Expedition Maps to the students. Have the Students put their names on them, and collect them each day when you are done with the lesson. You can make this an individual race if you wish.

Say: Who can find Eden?” They should say, “We don’t know!” Show them the world, or use a globe to show them where in the world Israel is and where our “Petros University” is. (explain that the map of Israel is an enlargement of the area on the world map, as is Egypt.)

Look at the map of the Holy Land at the time of Jesus. Here is Jerusalem, where Jesus was crucified. (Refer to these on Palestine in the time of Christ map.) Here is Jerusalem on our modern day map. (Refer to these on the modern map.) It is the same place.

How about the Tigris and Euphrates Rivers? The river names survived the flood, even though the land today looks very different then when the Garden of Eden existed.

Instructions: The last section is the Why question. Ask the students why they think God put this story in the Bible. Listen to their thoughts. Guide them as needed. Share answers that the Holy Spirit or further study brings to your mind. You can also use the answers provided here if you wish.

Say: Who has the **Why** puzzle piece? (**Post the Why puzzle piece.**) Why did God put this in the Bible? (One answer is to tell us about Adam and Eve’s sin and how it affected all the world and us, too. We sin as well. But He also put this story here to show how much he loves us.) (**Post the Jesus with the children picture near the Why puzzle piece section.**)

Today's memory verse is: Genesis 3:15

"I will put hostility between you and the woman,
and between your offspring and her offspring.
He will bruise your head,
and you will bruise his heel."

This is the first time in the Bible we see God promising us that a Savior will come through Adam and Eve's family line, and it is right in the beginning.

Do you know what hostility is? It means to oppose them, stand against them.³ (If you are using a translation that substitutes another word for hostility, simply explore the connotations of the word with the children: the idea that God is opposed to Satan.)

Many years later God sent Jesus to oppose Satan. To crush a head is worse than a strike in a heel. God is going to win this battle as we will see.

See what our puzzle revealed? The tree, the same tree on your name tags. This tree helps us remember that Dig 1 is at Eden and what the Bible passage tells us about God and that place. The Who, What, When, Where, Why answers are all around it and remind us of the basics of God's Word in this passage.

Instructions: Here are some questions to explore if you have time and interest. What are some of the main truths in this passage? (God loves us and has a plan for us.) Is there anything you don't understand? Is there a sin or mistake to avoid? (We should seek to obey.) Is there a good example to follow that I can use in my life? (We can strive to obey like Adam and Eve before the fall.)

We can trust Jesus in the same way Adam and Eve accepted God's covering them in exchange for their own meager efforts to use leaves. This might be a picture of our need to trust God for salvation here in the very beginning.⁴

IV. Expedition Exercise (10 minutes)

For each Dig topic in the expedition, there will be a game related to the content to give everyone some wiggle and fun time. For Dig 1, the game is Forbidden Fruit Balloon Volley Ball.¹

Equipment needed

A string net and 4 balloons for every 10 students.

Equipment Provided

50 foot of string that can be cut into different lengths depending on how many or how long you want your string nets to be.

The Play

Divide the students into two teams, with about 5 students on a team. Throw two balloons over each side of the string. The object is to get rid of the Forbidden Fruit and hit it to the other team. If the team members miss the balloons and they hit the ground, they get a Forbidden Fruit charged against them. The winning team is the team with the least amount of Forbidden Fruit charges.

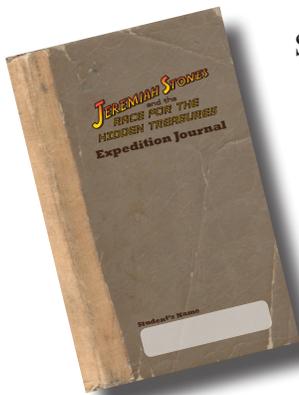


The Application

Say: Work on an expedition is hard and tedious, so we need a little recreation. We are going to play Forbidden Fruit Volley Ball. Just as Adam and Eve should have run from the Forbidden Fruit, we want to run from things that God forbids in our lives. We want to rid our lives of Forbidden Fruit and run to Jesus.

V. Journal Review (10 minutes)

Instructions: Pass out the journals and pencils, one for each student. Have them put their names on their journals.



Simply read through the journal and have the children put an X in the little box next to each of the main events that occurred during the Dig. You can put these into question format if you wish.

Say: Our journals show us what we explored during this Dig. Do you recall where this was? (Eden) That's right, Eden. Were we successful in doing this? (Yes.) Let's check that off in our journals so we know what we have accomplished. What about a treasure, did we each find one before Ahaz Strife got them? (Yes.) What was it for today? That's right, the sheep skin to remind us about God's sacrifice for Adam and Eve and us, etc.

Instructions: Continue in this manner with all the categories until all the boxes are checked.

VI. Prayer Time (5 minutes)

As the whole point of God's sending a Savior to us was to connect with us again, to restore fellowship with Him, having a few minutes of prayer with the students might help cement the idea of the importance of a dialogue with God.

Record the Students' prayer requests on the large sheet of paper provided, and label it Prayer. Take a few minutes to ask the students if they have any requests and then pray. Encourage the children to

pray out loud using a sentence or two regarding the requests that come forth. Have a Professor or Lab Assistant conclude with a short prayer consisting of a sentence or two.

Write Dig 1 Prayer Requests, Dig 2 Prayer requests, etc. and the word Answers to right of these titles on the large sheets of paper. Leave a little space next to the request to record the answers.

Recently we had Dave Stavers, president of Mission India, speak at our church. He reminded us of God's desire to hear us pray and how He loves children. Dave related several stories of the effective prayers of children and how God wants us to become like a child. He said our prayer life is one of many places where we can become like a child. A child asks, persistently sometimes, when he or she wants something. Dave reminded us of the widow with the unjust judge in Scripture (Luke 18:1-8).¹ The Lord will show Himself strong and we will all be delighted to see Him at work as we lay our requests before Him.



VII. Additional Activities

See the Additional Activities for *Jeremiah Stones and the Race for the Hidden Treasures* sheet at the back of the curriculum. It might be wise to have one or two of these ready should you need them.

The Dig Site (Out of the Classroom Lab and conducted by the Dig Site Guide Professor - Consult Master Schedule for Time)



For more details of what is taught here, see Dig Site Guide Professor's Talk for Those Teaching at the Digs sheet. This is essentially sharing with the Students again the Expedition Map that shows the sites related to this Dig. The Dig Site Guide Professor will show Jerusalem and Eden, and restate we don't know where Eden is. There is some commentary on the flood, and the students will Dig for a circular piece of sheep skin to attach to their name tags. The Dig Site Guide Professor will tell them the meaning of the sheep skin, and talk about the "archaeological" finds related to Eden, essentially the geography and names we have that were associated with Eden: The Tigris and Euphrates Rivers. They will also visit with a shepherdess who will speak to them about sacrifice and show them her sheep that they may pet.

Snacks (Out of the Classroom Lab and in the Oasis Cafe - Consult Master Schedule for time)

For more details of what is taught here, see the Oasis Cafe Snack Coordinator Information sheet. The children will have tree cookies and milk. The Snack Coordinators will talk to them about the cookies being reminders of the Tree of Good and Evil, the Tree of Life and the Tree, the Cross, that Jesus died on to save them from sin.



Arts and Crafts (20 minutes: in the Classroom Lab but conducted by the Arts and Crafts Team - Consult Master Schedule for time)

Instructions: The Arts and Crafts Team will come to your classroom and oversee the activity. All Classroom Lab Professors and Lab Assistants should be familiar with the activity, and willing to help as needed. The Arts and Crafts Professors will be explaining this in detail, so there is no need to read about this in advance unless you wish to. For details on this, see the Arts and Crafts Professor in the Classroom Lab Instructions.



Dig 1 Arts and Crafts activity is making the rest of the name tag. The students are given part of the name tag when they arrive. During Arts and Crafts, they will decorate a bottle cap with paint and glue a tree picture on it. They will have gathered their treasure, the piece of circular sheep skin. These latter two items will be added to their name tag as part of the Arts and Crafts activity.