



*A Study of the Wanderings of
God's Children*

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Holy Ground

The idea behind this concept is that each Christian needs to spend time alone in God's Word, meditating on Scripture and praying. This is a habit that is developed over a lifetime of practice and the earlier the practice is begun, the better.

On the first day, the students should be given their first session sheet, an index card, and a thumbtack. Each student is to find a place that will be their "Holy Ground" for the week and tack up their name on the index card to a tree or bush (or any other item that they can find to label that as their spot). When the student has claimed his or her "Holy Ground", he/she should then complete the first "Holy Ground" Session Sheet. This sheet needs to be taken to class time the next day (or later that day, if the student does it during the day prior to class).

During class time, these sheets will be discussed and the students can ask questions or discuss the topics that the devotion time lead them to study.

We are in great hope, that this will become a habit that the students will carry throughout their lives. Teachers, please encourage your students to complete these sheets and to spend serious time in prayer with the Lord. Also, emphasize to the students that our Lord desires to spend time with them because He places such great value on them.

HOLY GROUND

Session Sheets

Holy Ground time is geared towards students of a fourth or fifth grade level and up. For children younger than that, we have a couple of suggestions. One, is to do the *Holy Ground* time in small groups of 5 or fewer in which you might want to utilize some older teens (17 and up) or college students to lead the children in this time. Another is to do it as a class at a separate time from the regular class time. You could simply not use them for the younger children. Feel free to utilize this resource in any way you see fit for your group.

The first session sheet should be given out very soon after the students arrive (with their thumbtack and index card and instructions on finding their “Holy Ground”, of course). This will allow them plenty of time to get this done before class time the next day. Please remind the students at various times during the week about completing their sheets and emphasize that it is important to develop a habit of spending time with the One that we are hoping will become their Best Friend!!

We would like to encourage all the adult leaders to participate in this activity, for a couple of reasons. First, we as adults sometimes have trouble developing that time with the Lord and this is a good opportunity to start that habit. Secondly, this will be a huge encouragement to the students to do theirs. Our students do what we do, not what we tell them to do (especially if we don't do it)!! So, we need to model for them the habits that we want to see in them.

Holy Ground: Session 1

You should have by now picked out a spot that you will use every day this week to meet with God. Go ahead and tack up your index card with your name to save this spot for your use. When you answer the questions in these sessions, give honest, real responses. If you don't want to share your answers, you don't have to. It's most important to be real with God!

Now, if it's not too gross, take off your shoes.

Read Exodus 3:1-5

Why do you think that God wanted Moses to take off his shoes?

What made the ground that Moses was standing on holy?

Do you feel that you are on holy ground where you are right now?

What if you're sitting on a softball field or by a swimming pool, is it still holy ground?

What about where Moses was standing? Was it always holy ground or did it become holy only at that time and why?

Use the space below and the back if needed, to jot down anything that you see that you've never seen in this story before or any questions that you might have.

End with a prayer relating to the Lord the respect that you have for Him and the love you have for Him.

Children's Lessons

Lesson 1:

The Bread from Heaven - "What Is It?"

Lesson 2:

Giving from the Heart - Building a Tabernacle in
the Wilderness

Lesson 3:

Leaving the Wilderness

Instructions for use of this material:

Any time you see quotation marks in bold print, this is what you will need to tell the students. All of this is subject to your own creativity. It is only a jumping-off place. If you feel better telling the story in your own words or adding helpful information to the story to make it more realistic, please, feel free to do so.

The activities are provided to hold the students' attention - keep them involved and they are more likely to remember the object of the lesson. Keep in mind that very few people, especially student-age people, are auditory learners, they don't absorb what they only hear, they need to see, touch and act out to really make this a part of their every day lives.

The lessons are designed to take up 45 minutes to 1 hour. If you have time left over, fill it with singing songs of the students choosing or with games such as Hang Man (using words that would be associated with the lesson) or Pictionary (pictures associated with the lesson).

If the activity calls for the students to write, have them use their seats for a table if there is none available.

The definition of "church answer" comes in the form of an old joke: The teacher of the Kindergarten Sunday School class asked her students a question, "What is small, brown and furry, has a bushy tail and jumps from tree to tree?" One little boy raised his hand and said, "I think it's a squirrel but I'm going to say 'Jesus.'" That is a church answer and, since we want to encourage our students to be real with themselves, the world and to the Lord, we need to discourage "church answers."

With the curriculum, a daily devotional guide for the week of camp is provided. We feel that our students should be encouraged and taught to have a daily time in which they can interact with the Lord. In this curriculum, the plan is to have each student select a location that will be their "holy ground" for the week; a place where they can go to spend time with God. There will also be a short assignment sheet that will be a guide for their quiet time and will be discussed in class.

Lesson 1

“What is It?": Bread from Heaven

Exodus 16, John 6:32-35

Discuss the previous day's "Holy Ground" Session Sheet

Objective: The students will learn that God provides for His children. To the Israelites, He gave bread from heaven to fill their hunger. To us, He gave Jesus to save us from our sins.

Opening Activity: Before the students arrive, place frosted flakes cereal in each student's seat on a napkin (they can eat it). After you go over their quiet time assignments, ask them:

“How hard did you have to work for this food that you are eating?”

“Where did it come from?”

“Have you ever heard of manna?”

“What was it?” Exodus 16:31

From the Word: Read Exodus 16:4, 6-7, 13-15

“God's people had gotten out into the desert and forgotten Who brought them there. Who did bring them there?”

“How would you have felt if you had been in the middle of the desert and had run out of food?” (NO CHURCH ANSWERS!!) - jot down the students' answers on a piece of poster board.

“So, there the children of Israel are, out in the middle of nowhere, they've eaten all the food that they brought with them, they have no idea where they're going and they start to gripe. What is it they say to Moses?”

Have a student (or in the case of the very young children, the teacher or an assistant will need to) read Exodus 16:3.

“See how many things you can find wrong with the statement the children of Israel made to Moses.”

Write them on a piece of poster board. Talk about what life was like for the Israelites in Egypt and in slavery (see Ex. 1:8-22, 5:4-14). If you have the capability, you might consider showing a small clip of the motion picture “The Prince of Egypt” to demonstrate the hardships that the Israelites had to suffer.

“God gave the manna – which means ‘what is it’ in Hebrew – to keep them alive, but He could have done that in other ways. Why do you think the ‘bread from heaven’ was so significant to God and what was He trying to teach the people?”

Give the students a chance to answer then read and have the students read along in their Bibles as you read John 6:32-35.

“God sent us Bread from Heaven, too. His name is Jesus and He came here to give us eternal life – not just keep us alive a little longer with some food.”

Read John 6:40.

“How do we accept the Bread that God gives to us?”

Let the students answer but emphasize: ***“Look to the Son and believe.”***

“God wants everyone to accept His gift of eternal life – to live as one of His children and then come to live with Him eternally. If you have not accepted this gift from Him yet, you can do it right now by trusting in Jesus to forgive your sins and give you eternal life. If you want to talk to someone about what it means to accept the God’s gift of eternal life, there are lots of people here that would love to help you.”

Closing Activity: Pass out paper and have students write a prayer thanking God for the Bread from heaven and the gift of eternal life that He wants to give each one of them. With the younger children, they may need to draw a picture that expresses how they feel about God sending Jesus to die on the cross for us. Let them know that this is just between them and God so they don’t need to worry about what other people are going to think.

♥♥♥ Pass out the next day’s “Holy Ground” Session Sheet ♥♥♥

Teen Lessons

Lesson 1: The Bread from Heaven ~
“What Is It?”

Lesson 2: Giving from the Heart ~
Building a Tabernacle in the
Wilderness

Lesson 3: Leaving the Wilderness ~
Twice

Lesson 1

“What is It?": Bread from Heaven

Exodus 16, John 6:32-35

Discuss the previous day's "Holy Ground" Session Sheet

Objective: The students will learn that God provides for His children. To the Israelites, He gave bread from heaven to fill their hunger. To us, He gave Jesus to save us from our sins.

Lesson Opening Activity: Before the students arrive, place frosted flakes cereal in each student's seat on a napkin (they can eat it). After you go over their quiet time assignments, ask them:

“How hard did you have to work for this food that you are eating?”

“Where did it come from?”

“Have you ever heard of manna?”

“What was it?”

From the Word: Read Exodus 16:4, 6-7, 13-15

“God's people had gotten out into the desert and forgotten Who brought them there. Who did bring them there?”

“How would you have felt if you had been in the middle of the desert and had run out of food?” (NO CHURCH ANSWERS!!) - Jot down the students' answers on a piece of poster board.

“So, there the children of Israel are, out in the middle of nowhere, they've eaten all the food that they brought with them, they have no idea where they're going and they start to gripe. What is it they say to Moses?”

Have a student (or in the case of the very young children, the teacher or an assistant will need to) read Exodus 16:3.

“See how many things you can find wrong with the statement the children of Israel made to Moses.”

Write them on a piece of poster board. Talk about what life was like for the Israelites in Egypt and in slavery (see Ex. 1:8-22, 5:4-14). If you have the capability, you might consider showing a small clip of the motion picture “The Prince of Egypt” to demonstrate the hardships that the Israelites had to suffer.

“God gave the manna – which means ‘what is it’ in Hebrew – to keep them alive, but He could have done that in other ways. Why do you think the

‘bread from heaven’ was so significant to God and what was He trying to teach the people?”

Give the students a chance to answer then read and have the students read along in their Bibles as you read John 6:32-35.

“God sent us Bread from Heaven, too. His name is Jesus and He came here to give us eternal life – not just keep us alive a little longer with some food.”

Read John 6:40.

“How do we accept the Bread that God gives to us?”

Let the students answer but emphasize: ***“Look to the Son and believe.”***

“God wants everyone to accept His gift of eternal life – to live as one of His children and then come to live with Him eternally. If you have not accepted this gift from Him yet, you can do it right now by trusting in Jesus to forgive your sins and give you eternal life. If you want to talk to someone about what it means to accept the God’s gift of eternal life, there are lots of people here that would love to help you.”

Closing Activity: Divide the class into small groups to pray, and ask that they all pray in turn (but don’t force them to do so). Have the groups thank the Lord for His gift of Jesus and eternal life and to pray for anyone they know who needs to receive the gift.

♥♥♥ Pass out the next day’s “Holy Ground” Session Sheet ♥♥♥

Adult Lessons

Lesson 1: The Bread from Heaven ~
“What Is It?”

Lesson 2: Giving from the Heart ~
Building a Tabernacle in the
Wilderness

Lesson 3: Leaving the Wilderness ~
Twice

Lesson 1

“What is It?”: Bread from Heaven

Exodus 16, John 6:32-35

Discuss the previous day’s “Holy Ground” Session Sheet

Objective: The students will learn that God provides for His children. To the Israelites, He gave bread from heaven to fill their hunger. To us, He gave Jesus to save us from our sins.

Opening Activity: Pass out napkins and then pass around a bowl of frosted flakes. Each class member may get as much or as little as they want. While everyone is munching, the class can discuss their quiet time assignment.

From the Word: Read Exodus 16:4, 6-7, 13-15

The teacher will tell or read this story (emphasize that this will require some imagination on the class’s part):

“There’s a family who lives across the street from you named the Taylors. The dad is named Dan, the mom is Gabrielle and they have three sons, Guy, Isaac and Luke. This family is comprised of the rudest, crudest people that you have ever met (think the Osborne’s) and you and your family have long been their first choice of who to take out their troubles on. The boys pick on your children and your cat. The parents are quick to call the cops if your teenager’s friends are hanging out in your driveway making a little bit of noise. Even their dog is mean!

“Last week you found out that Dan has been out of work for several weeks and now things are getting really tight for them financially. Word on the street even has it that they are having trouble paying their utilities and that going to the grocery store for essentials is almost impossible.

“What do you think is the right thing to do for this family?”

“Would you have the guts to do it?” (They can answer this one silently.)

“Why don’t we check out what God did for a group of people who abused and neglected Him even after He had done so much for them already?”

Read aloud Exodus 16.

“This is a very familiar passage to most of us. What can you see that you have never seen before, especially in light of the story earlier?”

“Okay, we get down on the Israelites a lot. So, what do we do to God that mimics how the Israelites treated Him? What is God’s response to us most of the time?”

“He’s so loving and kind, even when He’s disciplining us, isn’t He?”

“Now, let’s fast forward about 1500 years (give or take a couple hundred).”

Read and have them read with you John 6:32-35.

“Do the Taylors across the street only need food and shelter? What can you do about that?” - DON’T let the class get too far off into their little church world and forget that these people DO still need food and shelter (see James 2:16 and Matthew 25:36).

“The Taylor family aside, do we know anyone, especially among our students here this week, that needs to receive the Bread of Life?” Continue to Closing Activity.

Adult Closing Activity: Divide into small groups and briefly share needs of their students, especially salvation, and pray for those mentioned.

♥♥♥ Pass out the next day’s Quiet Time Worksheet ♥♥♥