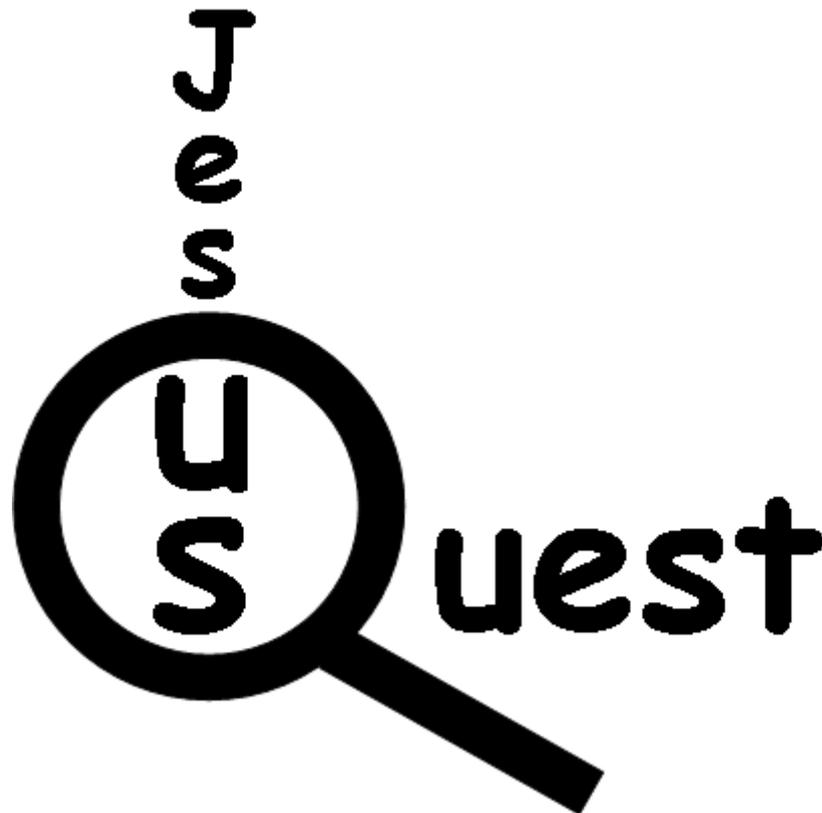
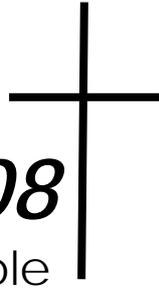




BACKPACKERS 2008

A Christian Adventure for Young People



TEACHING MATERIAL – DEEP BLUES SUPPLEMENT

Name:

*Scriptures quoted from the International Children's Bible,
New Century Version (Anglicised Edition)
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Deep Blues - Leaders brief

First an explanation of the rationale behind having a different afternoon for the Blue groups. Over the years it had been noticed that many of the older children did not want to participate in the 'All Together' times in the main marquee. Some don't enjoy the singing and actions, some find the quizzes and games rather young for them. Clearly no 'one size fits all' so this does not apply to all children. However, one of the Backpackers aims has always been that the children have fun - a positive Christian experience. After speaking to a couple of girls who really had not wanted to join in during the sessions in the marquee and were being rather 'awkward' in their group, it became clear they were a little tired of 'the same old thing'. They had wanted to come to Backpackers but, once there, found some of their earlier enjoyment missing. So the thinking started to develop of having something a little different for the oldest children. The mornings remain the same Backpacker experience but the afternoons are special for them. We are still working on this idea and developing it so any suggestions for improvement will be welcomed.

There will be two sessions when all the groups are together - Deep Blue Time. These will be times of games and competitions. This year the groups will compete against each other. Some competitions will be active, first past the post style, others will be code breaker/quiz, paper based style. Hopefully different tastes will then be catered for. (We haven't finalised a programme for this part yet mainly because our 'up front' person is not in the country. If you would like to devise your own material for your group times and want more details of the plans for Deep Blue Time please contact Margaret Gingell - 785981 or marg.gingell@btinternet.com).

During the first session there will be a short talk looking at the 'I am' passage for the day and during the second there will be a short sketch focusing on application of the day's teaching. Hopefully these will give you a starting point for your group sessions.

Following the timings below are some suggestions for each day to help you with the two afternoon sessions with your group. (Don't feel you have to use them all; just like the main Teaching Material they are there to help if you need them.) The groups will vary - some of our children will be from Year 5 so this will not be their last opportunity for Backpackers. So do still consider the suggestions in the main pack and use them if they suit you and your group better.

In the first group session please concentrate on the 'I am' bible passage as far as possible (this may be extended in the afternoon talk but that is indicated below). In the second group session please try to move onto application, what does this characteristic of Jesus mean to the children? How does it affect what they do?

The 'investigation' theme can be developed more in the Blue Groups than for the younger ones - e.g. looking for clues to who Jesus is from the Old Testament and from what Jesus has said elsewhere than today's passage.

There are some additional ideas for prayer each day. Please do try to incorporate a time for prayer into the afternoon, the second Group Time is probably the better time for this but do be spontaneous if a child's comment or the group discussion gives an opportunity.

Deep Blues afternoon timetable

(All based in Blues Tent except Craft session)

These timings are approximate - you will notice there is a (deliberate) spare 5 minutes.

TUESDAY, THURSDAY AND FRIDAY AFTERNOON:

| Activity Time | Duration | Start |
|--------------------------------------|-----------------|--------------|
| Deep Blue Time | 30 minutes | 13.05 |
| In groups - bible passage content | 20 minutes | 13.35 |
| Deep Blue Time | 30 minutes | 13.55 |
| In groups - Application from passage | 25 minutes | 14.25 |
| Deep Blue Time - Round up / prayer | 5 minutes | 14.50 |
| Together Time Main Arena | | 15.00 |

WEDNESDAY AFTERNOON:

Following feedback from last year we've fitted in a short craft session on Wednesday afternoon. So timings will be:

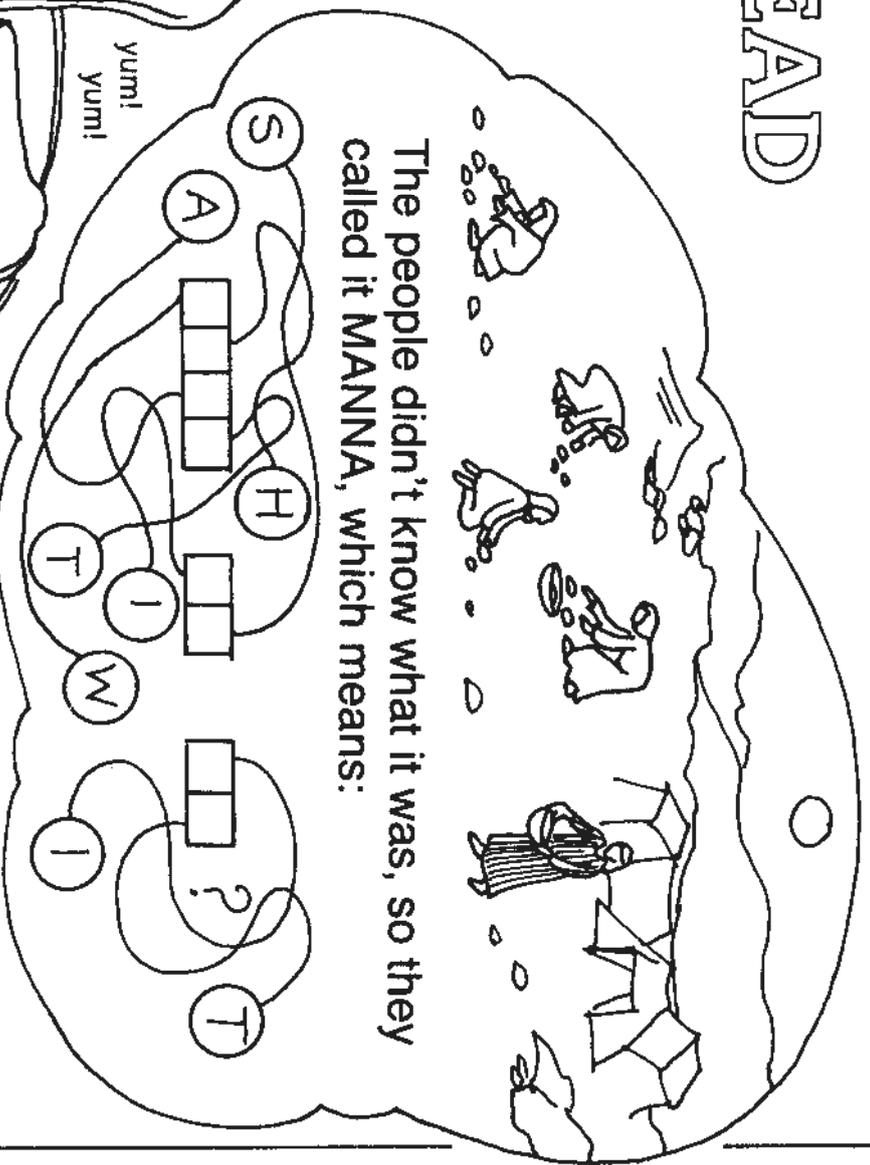
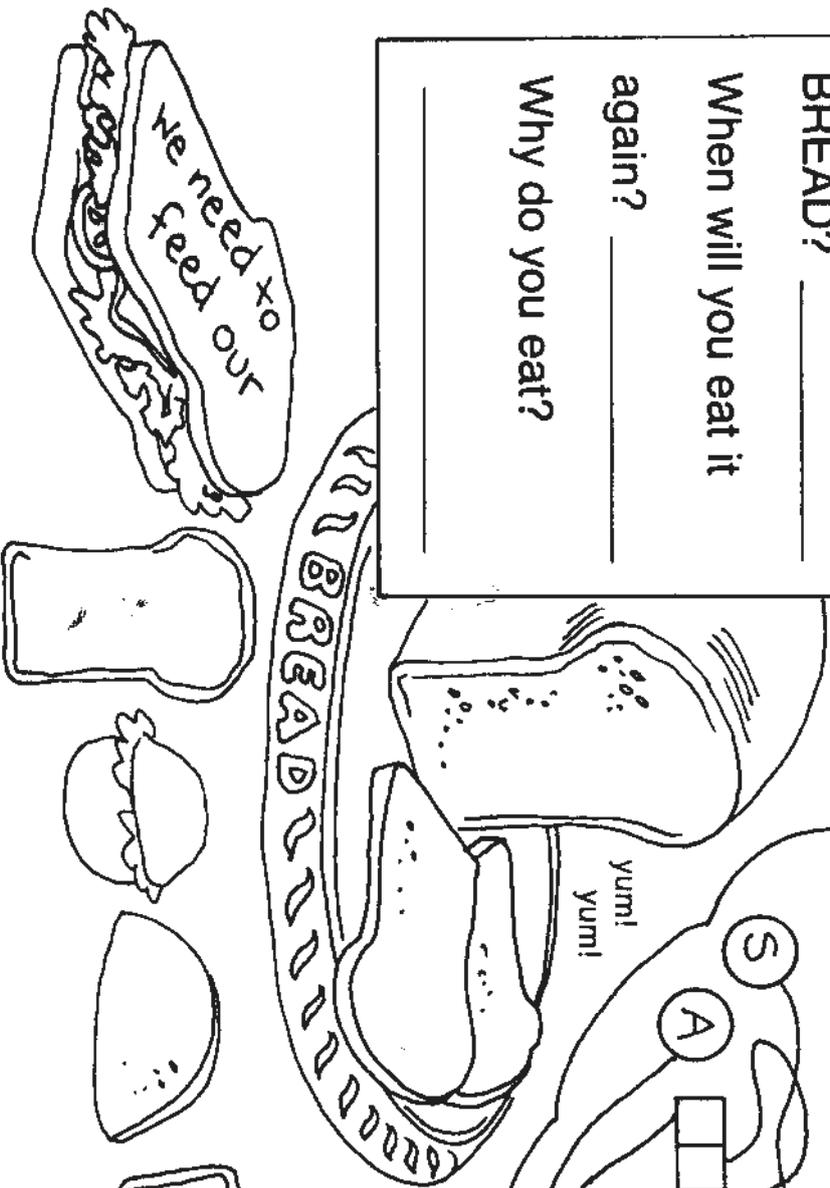
| Activity Time | Duration | Start |
|--------------------------------------|-----------------|--------------|
| Deep Blue Time | 25 minutes | 13.05 |
| In groups - bible passage content | 20 minutes | 13.30 |
| Deep Blue Time | 20 minutes | 13.50 |
| In groups - Application from passage | 25 minutes | 14.10 |
| Craft | 20 minutes | 14.35 |
| Together Time Main Arena | | 15.00 |

Timings are bound to vary a bit as it is not always easy to time a game or competition accurately in the Deep Blues Time but our priority will be to give you the length of time stated with your groups.

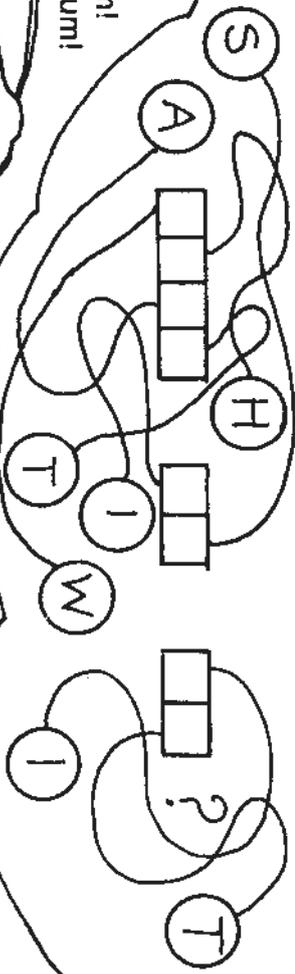
'I AM THE BREAD OF LIFE.'

John 6:32-40

When did you last eat
BREAD? _____
 When will you eat it
 again? _____
 Why do you eat?



The people didn't know what it was, so they called it **MANNA**, which means:

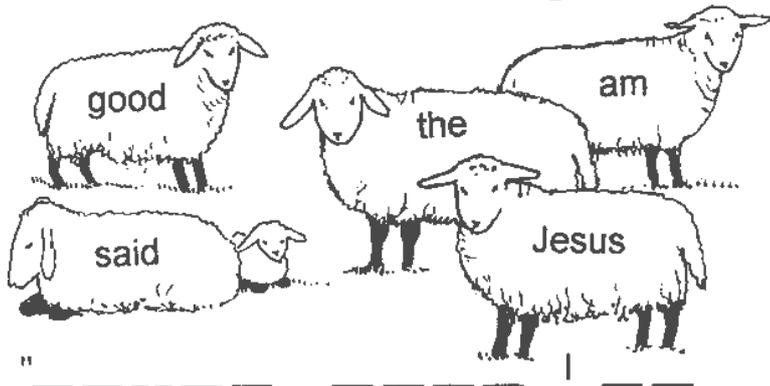


Exodus 16:2-15

as
 as our
 body!
 well!
 spirit

THE GOOD SHEPHERD John ch.10v1-18 & Ps.ch.23

Fill in the words below in the right order.



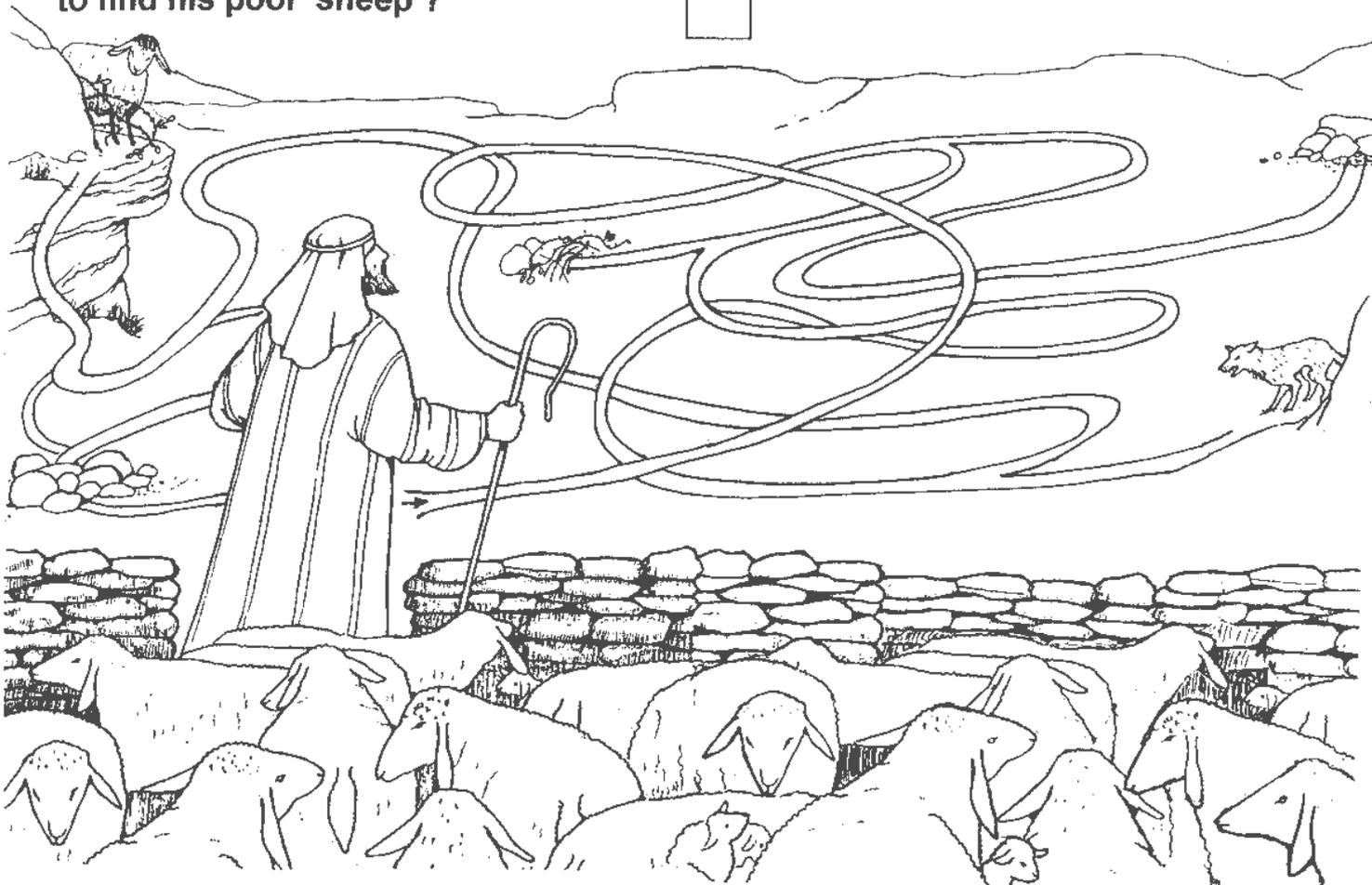
Cross out the words that are wrong.
 Jesus said that once a shepherd had...
 80/100 sheep, but one was... *lost/dead*.
 He left the... 98/99 and went to look for
 it. When he found the sheep he was...
happy/sad and told his... *friends/brothers*
 Jesus said he is the Good...
Sheep/Shepherd.

_____ shepherd."
John ch.10 v 14

Jesus does all these good things for His sheep.
 Can you fit them into the grid ?

- loves
- leads
- knows
- names
- carries
- helps
- guards
- talks to
- cares
- protects
- feeds

How many sheep are in the
 fold below ? _____
 Can you help the shepherd
 to find his poor sheep ?

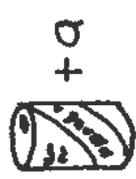


WATER INTO WINE!

John 2:1-11

Jesus showed his glory by the signs he did

Where?



+ a

C _ _ _

What?



W _ _ _

Why?



T _ _ _



A _ _

2nd

_ _



_ _ _

_ _



_ _



_ _ _

W _ _ _ _



W _ _ _



_ _ _

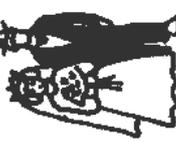
Moses asked God to show him his glory. How did God show him?

He put _____ in a cleft of the _____, and shielded him with his _____, while his glory _____

by. Then he _____ his hand _____ so that Moses

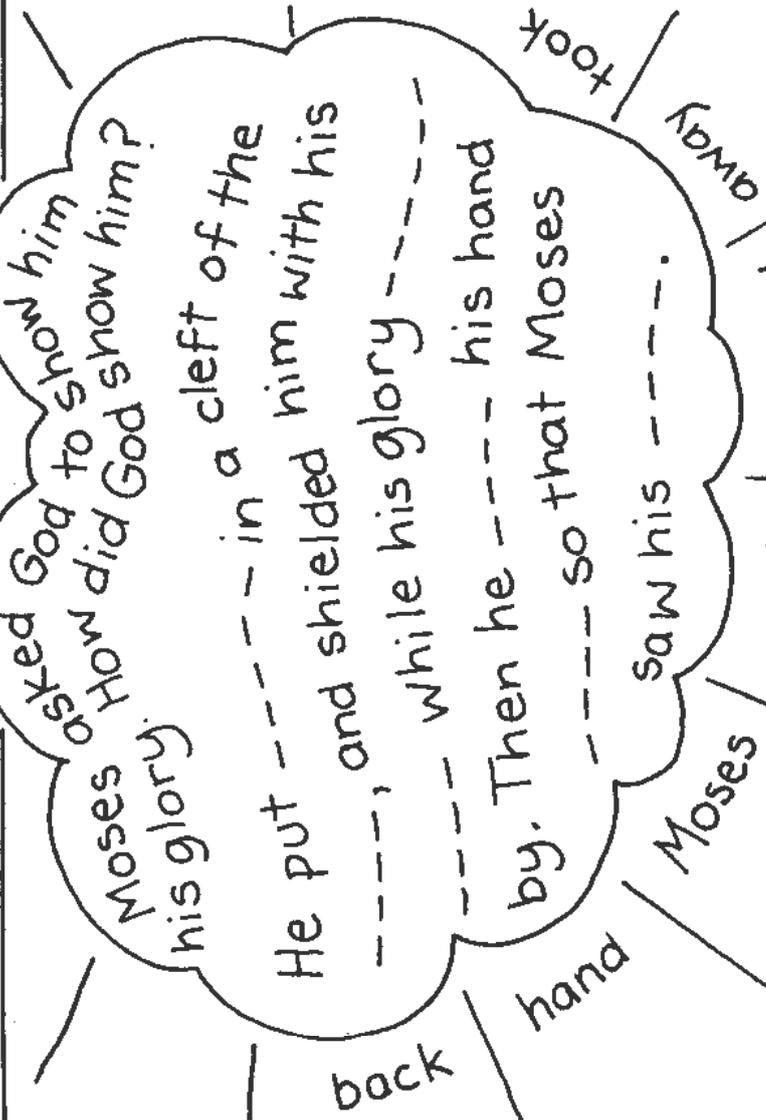
saw his _____

passed



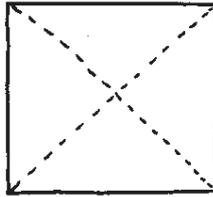
rock

Exodus 33:18-23

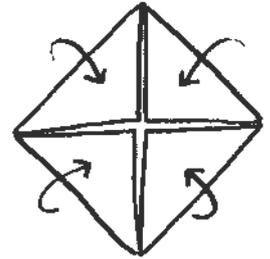


Make a Chooser

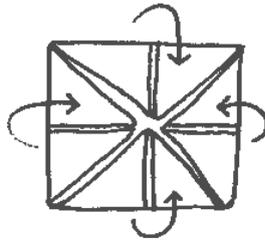
1. Take a square piece of paper and make folds to find the middle:



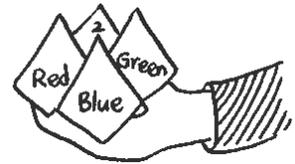
2. Fold corners into middle



3. Turn over, then fold corners into middle.



4. Pull out flaps



5. Write numbers (1 to 8) on the inside flaps and on the outside 4 points (instead of the usual colours) write:

- bread
- light
- shepherd
- vine

6. Inside the each flap write one of all Jesus 'I am' sayings:

- *"I am the Bread that gives life" John 6:35*
- *"I am the light of the world" John 8:12*
- *"I am the door" John 10:9*
- *"I am the Good Shepherd" John 10:11*
- *"I am the resurrection and the life" John 11:25*
- *"I am the way. And I am the truth and the life." John 14:6*
- *"I am the true vine" John 15:1*

7. On the eighth flap write 'Jesus asked "Who do you say I am?" Mark 8:29'

8. Now let your friends hear the "I am" sayings.

- first they choose a number and you work your chooser that number of times
- then they choose one of the words and you work your chooser the number of times there are letters in the word e.g. 'bread' means 5 times
- repeat both of the above if you want to
- open up the flap and read the message

Day 1 - Jesus said "I am the bread that gives life"

Miracle - Feeding of the five thousand - Mark 6:35-44

'I am' saying - John 6:25-35

Group Time 1

- ❖ **Search for clues** - I am - Exodus 3 v 14 - What is the significance of Jesus starting this saying with 'I am'?
- ❖ **Search for clues** - Look back at the Old Testament [*Exodus chapter 16, in particular verses 4, 13-16, 31-32*] to see why the people started talking about manna
- ❖ **Resource sheet DB1A** - Activity Sheet
- ❖ **Search for clues** - 'Son of Man' (see main notes) - Daniel 7 - perhaps just for oldest children
- ❖ The talk will go in chapter 6 probably to verse 40
 - What did the people want Jesus to do? (verses 30-31) What did Jesus say the Father had done? (verses 32-33)
 - Explore with your group what verse 27 and the second part of verse 35 means. Do they understand what 'spiritual hunger' means?

Group Time 2

- ❖ What is the work God wants us to do? (6:28-29)
- ❖ Compare our need for bread to our need for Jesus: Bread is necessary every day. Bread builds up the body. But we have to make the effort to eat it. It would not do us any good if we just sat and stared at the loaf. Just as we have to eat it for it to do any good, so we have to come to Jesus and believe that he loved us and died for us.
- ❖ Should we worry about our daily needs? (Remember the Lord's prayer) So does this mean I don't have to do anything to provide for myself? What is the difference between needs and desires? Does God give us whatever we want?
- ❖ God knows our needs and delights in providing good things for us. However, the world produces enough food for everyone, so why are some hungry? Show a picture of someone suffering from malnutrition. How does this make us feel - sad, angry, guilty, want to help? Talk to the children about the lack of basic food needs in some countries and how sometimes help is needed from outside to make sure the children get enough to eat. When God looks at us, he sees our spiritual malnourishment and we need him, Jesus, to feed us. Although our bodies might be well fed, our souls might look undernourished to God. He knows that we need Jesus, the bread that gives life. Jesus is there for everyone to take and share.
- ❖ **Prayer** - Use images of food/famine to prompt prayers.

Day 2 - I am the Light of the World

Miracle - Healing of blind Bartimaeus - Mark 10:46-52

'I am' saying - John 8:12

Group Time 1

- ❖ **Search for clues** - Do we know whether Bartimaeus had always been blind? (v51 - I want to *see again*.)
- ❖ **Search for clues** - **What** does the title 'Son of David' mean and where does it come from? [Jeremiah 23:5-6 (and Isaiah 11:1-3)] Explain that Israel (the Jewish people) is waiting for God's promised person (Messiah) to rescue them and make them once again His special people. Jesus is that man but the people don't realise it yet a blind man seems to! [Some of this may be covered by John on the morning but it would be good to look at the Old Testament reference with the children to help them realise that the Bible is all one and that it all tells of God's plan for the world.]
- ❖ God created light [Genesis 1:3] and Jesus says 'I am the light of the world' so God is both the creator and the light. Discuss how important light is and how man has invented things to extend light beyond the daylight hours (candles, electric light). Why did they do this?
- ❖ **Search for clues** - How were the Israelites guided through the wilderness? [Exodus 13:21-22 - the pillar of fire gave them light - see main notes]
- ❖ The darkness - this is not night-time type darkness but our spiritual darkness. Help the children understand that Jesus opens our spiritual eyes, our spiritual understanding and helps us see the truth about ourselves and about what God has done to satisfy our needs.

Group Time 2

- ❖ **Jesus said "I am the Light of the World"**. Never knowing Jesus is like being blind or walking in complete darkness. Imagine what it feels like to be blind. (Get them to try to describe a colour.) What couldn't we do if we were blind? Think of all the things they'd miss seeing/doing.
- ❖ Ask if the children ever have to get up when it is still dark. How does it feel? Have they ever experienced a power cut? Have they ever woken up in the night and felt frightened of the dark? Think about why light is so important, e.g. we can see more clearly, so it keeps us safe, guides us, etc.
- ❖ **Using examples from human relationships might help understanding**. For example, if your best friend is grumpy with you, your assumption might be they don't want to be friends anymore but it might be something happening in their life that has caused the mood. Maybe their Grandma is very ill and might die, or their pet dog has run off, or their parents had an argument, or they may be moving away. What they really need is your sympathy, understanding and possibly help but you are 'blind' to their needs. We can

also be 'blind' to our spiritual needs. Jesus came into the world to highlight them.

- ❖ Use tea lights, pray for our own needs and those of other people, particularly those who need healing.

Day 3 - 'I am the Good Shepherd'

(and 'I am the Resurrection and the Life')

Miracle - Jesus' Resurrection John 10:11-18 (I am the good shepherd)

'I am' saying - John 11:25 (I am the resurrection and the life)

Group Time 1

- ❖ **Search for clues** - Find out what a shepherd's life was like by looking at Genesis 31 vv 38-40.
- ❖ **Search for clues** - Jesus gave many clues to his future and what he had come to do but the disciples didn't recognise / understand them. Have a look at some: Mark 8:31; Lazarus - from last year, - John 11; Matthew 16:21; John 2:13-22
- ❖ The story of the good shepherd who lays down his life for his sheep is a clue to something else which happened in the bible - what is it?
- ❖ If your group are thinking carefully and asking questions you may want to discuss the proofs for the resurrection of Jesus being true.
- ❖ **Search for clues** - Do we have to earn the life Jesus is talking about? Romans 6:23 Talk about Jesus being the giver of eternal life. Do the children understand what this means?
- ❖ **Resource Sheet DB3A** - activity sheet

Group Time 2

- ❖ Forgiveness - discuss the need for this, a sketch is planned for the session prior to this that will help lead into this discussion.
- ❖ God sees people like sheep. Imagine what it is like to be a sheep. What problems might you face? (getting lost or injured, being hungry, being eaten by wolves). The Shepherd is there to protect the sheep from these problems. What problems do we face which Jesus can help us with?
- ❖ **Worry Stones.** Have enough small stones for each person to have 2 or 3. Remind the group that a huge stone was used to seal Jesus' body in the tomb and only when the stone was rolled away could they see what God had accomplished. Ask the group to feel their stones and let each one represent something which causes them anxiety or fear. Encourage them to think of something specific for each stone. Ask them to lay down their stones, one by one, into a cross shape, silently committing their worries to God. Leader then gives thanks for Jesus and the transforming power of the cross and asks for that power in our lives.

Day 4 - 'I am the true vine'

Main passage - Water into Wine - John 2:1-11

'I am' saying - John 15:1-8

Group Time 1

- ❖ **Search for clues** - Why did Jesus perform this miracle? (to bring glory to God) Why does Jesus want his followers to produce fruit? (This brings glory to my father) Talk about that aim. Would the children expect that to be the reason for Jesus performing miracles and Christians living 'properly'?
- ❖ Talk about where vines grow (they grow best in poor soil - we don't have to be special, good people to have Jesus in our lives) and how they are managed - there's some information in the main teaching material, Background Details.
- ❖ **Search for clues** - Look at references to the vine and Israel in the Old Testament. [Jeremiah 2:21-22; Isaiah 5:1-2]
- ❖ Jesus and the father have a close relationship. The vine and the branches have a close relationship - the branch cannot survive without the vine. Jesus is offering us a close relationship to him. Branches (us) that are dependent on the vine (Jesus) for everything.
- ❖ **Resource Sheet DB4A** - Activity sheet

Group Time 2

- ❖ **Known by the fruit.** Think of an apple tree. We know it is an apple tree because it has apples on it. Without its apples how many people could confidently say "it's an apple tree"? It is known by its fruit. In the same way Christians are known by their fruit - the way they behave.
- ❖ Give each group a pile of newspapers/magazines and 2 pieces of flip chart paper. Ask them to prepare 2 collages: one which supports Christian values and one which challenges them. Afterwards ask which cuttings were hardest to find? What does this tell us about our role as followers of Jesus?
- ❖ **Resource Sheet DB4B** - Make a Chooser - includes all the 'I am' sayings of Jesus plus 'Who do you say I am?' Use the time of making and using to discover if any of your group have chosen to follow Jesus.
- ❖ **Staying attached to the vine.** It's important to spend time with Jesus, but it also important to spend time with other friends of Jesus. Remind the children that today's take-home sheets will have details of church groups if they don't already go to a church.
- ❖ **Prayer** - today is a good day to get the children to think about saying sorry to Jesus for the things they do wrong and (especially if you have children in

your group who are responding for the first time) for not putting Him at the centre of their life.

- ❖ **Prayer** - Challenge the group to produce posters with the words "Prayer Changes Things" as the caption.