

YOUTH EDUCATIONAL ADVENTURES

Celebrate!

YE4A · Teacher Edition

Intermediate · Year 1: Life of Christ

Christian Educational Ministries — a faithful digital edition of the printed program

The Promised King

MEMORY VERSE

“Let us hold fast the confession of our hope without wavering, for He who promised is faithful.” - Hebrews 10:23

OBJECTIVES

At the end of this lesson, students will be able to:

1. Explain that the sorrow, suffering and captivity that the Israelites experienced was because they did not obey God.
2. Explain that God allowed Israel to suffer so that they could learn the lessons of obedience.
3. State that if they want God’s blessings and protection, they too must obey Him.
4. Tell that Israel longed for the King that God promised.

TOPICS & THEMES

Blessings/Cursings

Captivity

Consequences of Sin

Fulfillment of Prophecy

Israelites

Jesus, Birth of

King of kings

Obedience

Romans

Sin (aka disobedience)

Temple

MATERIALS NEEDED

Bible, YEA students and teacher’s books, chalk, construction paper, marker pen, chalkboard and/or newsprint paper, songbook, CD/cassette tape and player

HOW TO TEACH THIS LESSON

Memory work for this 10 week period will be learning the books of the New Testament. Plan ahead to give each student who recites these books an appropriate award on the tenth week.

You may have a combination of early and mid teens in your class. As children enter their early teen years they often become embarrassed with their families. They may not want to be seen in public with their parents or siblings. Young intermediates haven't yet developed the maturity to accept small foibles of friends and families. These teens can even be mortified by their own behavior. Developing bodies add to their embarrassment. It's not uncommon for intermediates to be withdrawn and refuse to communicate.

Getting this age group to participate in a meaningful discussion can be a real challenge. It is almost certain to be a nonstarter to begin a discussion by asking early teens to explain a scripture. Begin the discussion with the familiar – in their world, and work your way gently into a Bible discussion. Listen and watch body languages, even when they don't talk. Allow each teen space and don't call attention to their awkward moments. Give a lot of positive reinforcement such as, "good point", "well put", "that's helpful to all of us", etc. Rather than assuming the roll as a director of teens, be a consultant. Listening is important, but so is sound biblical teaching.

By sequentially following the questions laid out below, you will be well equipped to stay on track, complete every section and meet the objectives of this lesson. Start the discussion by relating a personal incident when you were influenced by another person to sin. Suddenly nothing was working for you, and it seemed as though you were under a curse. When you realized that God was no longer first place in your life, you confessed your sin and repented. Your life began to work, and God began to bless you.

How many of you think that you have more influence on your friends than they have on you? Just for fun, let's take a survey and see what we find out. If your answer is yes, please raise your hand after each of these questions. As you ask the questions count the raised hands and write the number on a newsprint pad or a chalkboard beside each number.

1. Are you usually the first to decide if your gang will go get pizza or a hamburger?
2. Are you the first to wear a new color, style or something different to school?
3. Are you the one who chooses the movie you and your friends go to see?
4. Are you the one who decides which activity you and your friends will do for fun?
5. Do you usually stick with your decision not to do something you feel is wrong?

As a class, do the numbers show that we have more influence on others or do our peers have more influence on us? (Tally the numbers and see what it shows the class.)

How great are the consequences if you have pizza rather than a hamburger? Not very great. How great are the consequences if one of your friends lead you to sin and destroy your relationship with God? This could be much more serious.

The Israelites were God's chosen people. Even though they were very special to God, we learned in our lesson that they suffered trials, tribulation and were ever captured by the Romans.

Why were they captured by foreigners? Because they disobey God and didn't follow Him. Was their suffering necessary or could they have avoided it?

Ask one of the better readers to read Deuteronomy 28:15 aloud. Allow the students to use their Bibles and ask them to name some of the curses that God said would happen to Israel if they didn't obey Him. Write "curses" on one side of the chalkboard. Write these words under it as the student reads: crop failures, famine, unable to have children, cattle wouldn't reproduce, diseases, plagues, war, no rain, defeated by their enemies, captivity. Ask one of the students to read Deuteronomy 28:1-10 aloud. Add "blessings" on the chalkboard, and list each one as the students read – blessed in the city, blessed in the field, many children, ample crops, large flocks and herds, blessed with fruit and bread, blessed when you come home, blessed when you leave.

What should the Israelites have done to prevent captivity? Obey God and keep His commandments.

What should the Israelites have done to receive God's blessings? Obey God and keep His commandments.

What should you do to receive God's blessings? Obey God and keep His commandments.

TEACHER-DIRECTED ACTIVITY

Have the kids create road signs that will lead them into a relationship with God from red, yellow, white and orange construction paper. Encourage them to brainstorm sign ideas. Give them newsprint to reach from floor to ceiling, and have them paint a road in the middle of the newsprint paper, with a dividing line. On one side they will attach positive signs to keep them on the right path and on the other side, caution or warning signs. The following are suggested signs: "Keep right with God," "One Way to God," "Stop Sinning," "Yield to Christ," "Do Not Enter into Sin."

SONG

"Hear O Israel" is on page 100 of The Group Songbook.

CLOSING PRAYER

The prayer in their book is for the students to think about and perhaps learn how to pray or improve their time with God. Ask one of the students to lead in prayer.

An Angel Visits

MEMORY VERSE

“God has surely listened and heard my voice in prayer. Praise to God, who has not rejected my prayer or withheld His love from me!” Psalm 66:19-20

OBJECTIVES

At the end of this lesson, students will be able to:

1. Explain that Zacharias and Elizabeth were past childbearing years when God miraculously gave them a son.
2. Explain that when Gabriel appeared to Zacharias, it was his day to offer the daily sacrifices, the highlight of his entire priestly experience.
3. Explain that Zacharias couldn't talk for over nine months, because he didn't believe the message God gave him through Gabriel.
4. State that when we pray, we should expect an answer.

TOPICS & THEMES

Belief

Elizabeth

Fulfillment of Prophecy

Gabriel

John the Baptist

Prayer

Prayers, Answered

Temple

Zacharias (and Elizabeth)

MATERIALS NEEDED

Bible, YEA students and teacher's books, paper, pencils, chalkboard and chalk, tape player, songbook and CD/cassette tape of song

HOW TO TEACH THIS LESSON

By sequentially following the questions laid out below, you will be well equipped to stay on track, complete every section and meet the objectives of this lesson. Start the class by saying: We all

like pleasant surprises. From time to time our parents or one of our friends surprises us. It may be a gift, on our birthday or at other times. Pleasant surprises add something special to our lives.

Who would like to tell us about the biggest or best surprise that you have ever had? (Piggyback on the students' answers and encourage others to relate their experiences.) How did you feel when someone gave you a pleasant surprise?

You read in your lesson that the angel Gabriel appeared to Zacharias while he was performing his duties in the Temple. How would you feel if an angel appeared to you? How would you know if it was truly an angel from God? (1 John 4: 1 Try the spirits.) How do you think Zacharias felt when an angel appeared to him? (Startled and terrified.)

Why do you think Zacharias didn't believe the angel? (Because he and his wife were old and were beyond the childbearing years.) Zacharias and his wife Elizabeth had prayed for a child. Have you ever prayed for something, yet never really expected it to happen?

What was significant about the birth of John? (It fulfilled the prophecy of one coming to prepare the way before the Messiah.) Do you think Zacharias thought that he would have anything to do with prophecy being fulfilled?

After the angel appeared to Zacharias, he couldn't speak for more than nine months. Why was that? (He didn't believe the message God sent through the angel.) What lessons can we learn from Zacharias being dumb for more than nine months? (It is important to believe God.) Since having children was very important to a married couple in the days of Zacharias and Elizabeth, they must have prayed that God would give them a child. How long do you think it might have taken for Zacharias and Elizabeth to get an answer to their prayer to have a child? (They could have prayed as much as forty years before an answer came.) What would that tell us about God's timetable for answering prayers? (Sometimes He answers our prayers a long time after we've given up.)

Have you heard the story about people praying for rain during a drought, but they never carried an umbrella with them? What are some things that you may have prayed for, but showed no outward signs of faith? (Provide the right kind of friends, give them favor in the eyes of their teacher when they ask to be out of school for the Feast, etc.)

Ask one of the students to read James 5:15- 18 aloud. What does God require of you before your prayers will be answered? (Faith, confession of your faults, effectual fervent prayer, must be righteous, earnestness)

Who would like to share an incident when you had an answer to prayer? If you will set aside a time each day to kneel and pray, what difference can it make in your life? (God can go before you and make good things happen.) What difference can it make in the lives of your friends and

loved ones? (God can heal them, protect them, give them courage to resist sin, help them in time of need, etc.)

What effect will prayer have on your relationship with God? (Talking with God daily keeps the doors of communication open. You will get to know Him better and He will get to know you better. It establishes a true friendship.)

TEACHER-DIRECTED ACTIVITY

Form groups of two to four and give each group member a piece of paper and pencil. Tell them: You have been chosen to translate the Bible into “Today’s Teen-agers’ Version.” Your first assignment for the TTV translation is Matthew 6:9-13. Each group should read these verses in your Bible and “translate” it in a way that teenagers would find meaningful and can understand it. You can work as a team and be creative. Make sure each one of you writes down your translation of this prayer. I’ll give you five minutes. Now start.

When five minutes are up, have them form new groups. Have the kids read their translations from the previous group as though it is their prayer.

Ask: How did you feel when you prayed a personalized version of the Lord’s Prayer? Was it different from when you pray in real life? How? What can you learn from your TTV translation to help you in your prayer life? How important is prayer in your life? How important is it to God to hear your prayers?

SONG

“Father, I Adore You” is on page 60 of The Group Songbook.

CLOSING PRAYER

Ask one of the students to thank God for answering our prayers.

Two Great Women

MEMORY VERSE

“My soul magnifies the Lord, and my spirit rejoices in God my Savior.” Luke 1:46

OBJECTIVES

At the end of this lesson, students will be able to:

1. Explain the events surrounding the conception of Christ.
2. Tell that John the Baptist had God’s Spirit before he was ever born.
3. State that Mary was favored by God and selected to be the mother of Jesus because she was a morally pure woman.

TOPICS & THEMES

Elizabeth

Fulfillment of Prophecy

Gabriel

Holy Spirit

Jesus, birth of

Jesus, God the Son

Jesus, Messiah

John the Baptist

Mary and Joseph

Miracles

Purity

Virgin

MATERIALS NEEDED

Bible, YEA students and teacher’s books, 3 x 5 cards, pencils, newsprint pad, color marker pens, music player and CD/tape of song and songbooks

HOW TO TEACH THIS LESSON

By sequentially following the questions laid out below, you will be well equipped to stay on track, complete every section and meet the objectives of this lesson.

How did you feel when you read about Mary getting pregnant before her marriage to Joseph was consummated? Listen carefully without showing any disapproval or surprise. You may learn a lot about how your class looks upon sex before marriage.

How do you think Mary felt about it? Why?

How do you think Joseph felt about the girl he was betrothed to being pregnant with a child that was not his? What three choices did Joseph have? He could have had her stoned, put her away privately or marry her.

Do you think that sexually transmitted diseases were as widespread when Mary and Joseph lived as they are today? Go over the statistics you found .(See Background section.)

How do these statistics make you feel? All of you have heard a lot about AIDS in school and on TV. Did you learn that it is possible to become infected with AIDS from only one sexual experience with an infected partner? There's no cure for AIDS.

Is it worth it to become HIV positive, which has no cure, for a short moment of weakness or pleasure? What steps should you take to keep this from happening? Have one of the students read Exodus 20:7 aloud. Tell the class that adultery means any wrongful sex act.

Girls, do you think your husband will love and respect you more if you're a virgin when you marry? Ask one of the girls to read Proverbs 12:4 aloud. Have one of the boys to read Proverbs 5:3-11 aloud.

Does verse eleven sound a little like a sexually transmitted disease?

How do you think God would feel if you committed fornication? He would be very disappointed in you. However, you hurt yourself far more than you hurt God.

How important do you think it was that Mary was a virgin when she married Joseph? God chose Mary to be the mother of His Son because she was a God-fearing virgin.

How important was it to Joseph that Mary be a virgin? How important was it to Mary that Joseph be a virgin?

How important do you think it is to God that you say no to sex until you are married?

What steps can you take to ensure that you will be a virgin when you are married? Never be alone with a person of the opposite sex. Date in groups. If anyone should try to entice you to have sex before marriage, leave that place and person immediately.

TEACHER-DIRECTED ACTIVITY

Tape large sheets from a newsprint pad to a wall. At the top center, write: "Wall of Wisdom." Have the teenagers turn the papered wall into graffiti by putting up reasons why they should

abstain from sex until they are married and ways they can protect themselves from being tempted.

After they have finished, discuss their reasons and ways by asking such questions as:

Is this a good idea? Why or why not?

How do you feel this suggestion will help you to abstain from sex?

Give ways that you can apply this to your life.

Give each student a 3 x 5 card and a pencil. If the students are willing to make a commitment to abstinence, ask them to write on their cards, "I choose to say no to sex until I am married." Then ask them to sign their name and keep it in a private place and look at it often as a reminder of their commitment.

Then tell them: To help you remember your commitment, hold your left hand in front of you with your palm facing you. Look at the lines on your index finger. Think of them as a connected set of points of your emotions. Imagine the line at the base to be where a romantic relationship begins. The line before the tip of your finger is where you are out of control. Now the line you've drawn where you're still in control and going to stop is the middle line. Should you ever get yourself into a heavily intimate situation, look at your finger and think about where you are in relation to the line you have drawn. Quickly ask God for help and stop. God will be there to help you, but you must do your part.

SONG

"When the Spirit Says Move" on page 92 of The Group Songbook.

CLOSING PRAYER

Form a circle with all of the kids holding hands. Lead the class in prayer, asking for God's help in keeping this class sexually pure. Ask for forgiveness when student's fail to do His will.

Celebrating a King

MEMORY VERSE

“For unto you is born this day in the city of David, a Saviour, which is Christ the Lord.” -
Luke 2:11

OBJECTIVES

At the end of this lesson, students will be able to:

1. Explain that Jesus’ birth was an enormous celebration by the angels and the hosts of heaven, the shepherds and everyone who heard about it.
2. Explain the events surrounding the nativity.
3. State that we too can celebrate that Jesus was born to be our Savior everyday of our lives.

TOPICS & THEMES

Angels
Bethlehem
Caesar Augustus
Census
Christmas
Donkey
God’s Glory
Holidays, Christmas
Jesus, Birth of
Jesus, Messiah
Jesus, Savior
Mary and Joseph
Nazareth
Rome, Roman
Shepherd(s)
Stable

MATERIALS NEEDED

Bible, YEA students and teacher’s books, paper, construction paper, basket, pencils, CD/cassette tape and player and songbook

HOW TO TEACH THIS LESSON

By sequentially following the questions laid out below, you will be well equipped to stay on track, complete every section, and meet the objectives of this lesson.

Christmas decorations and paraphernalia show up in stores earlier and earlier every year – even before Halloween. Do you think this is because the world loves Jesus Christ so much that they want to celebrate His birth as their King and their Savior? What makes you think that way?

What do Santa Claus, reindeer and decorated trees have to do with the birth of Jesus? Nothing, they come from customs and traditions with pagan origins.

Why do store managers decorate their store, make them smell like rich spices and put all of those pretty things on their shelves? Because these things create a nostalgia in people which will make them want to buy, and in turn adds to their profits.

What does this have to do with celebrating the birth of Christ? Nothing – it's all for profit.

Does it have everything to do with how much money the store makes during this holiday season? Have people fallen prey to a commercialization ploy? Yes!

How do we know that Jesus wasn't born on December 25th? It would have been too late in the year for shepherds to still be watching their flocks at night on the hills around Bethlehem. "The traditional date for the Nativity was set, long after the event, to coincide with a pagan festival, thus demonstrating that the 'Sol Invictus', the 'unconquerable Sun,' had indeed been conquered" (The Expositor's Bible Commentary).

Do you know of anyone or any religion who celebrates the birth of Christ on another day? The Eastern Orthodox Church celebrates it on January sixth. What does that tell us? Not everyone celebrates the birth of Christ on December 25th. Some authorities, such as Dr. Bullinger, say that Jesus was born in the autumn.

Do you know of any scriptures that might indicate He could have been born during the Feast of Tabernacles? Ask one of the students to read John 1:14 aloud. Explain that "dwelt among us," means "lived or "to pitch a tent," "to dwell temporarily", according to The Expositor's Bible Commentary.

What time of the year does the Bible tell us to pitch a tent or to live in temporary dwellings? At the Feast of Tabernacles. Explain that this is not conclusive.

Was the birth of Christ so ordinary that there was no celebrating? Describe the events that took place on the night Christ was born, as found in Luke 2:7-15.

What made Jesus' birth worthy of such a fantastic celebration? He is our long awaited Messiah, our Savior and our King.

What impact does that have on your life? Do you believe He is your Savior? How does it change what you do each day?

TEACHER-DIRECTED ACTIVITY

Before class, make copies of the crown above on construction paper and cut them out. Write one of the questions below on each crown. Put the crowns in a basket. Divide the students into groups of two or three. Let each group draw one or more crowns from the basket depending on the size of the class. Tell the students that we all need to polish our crowns and that includes the leaders of the church. Ask them to brainstorm each question as a group and write their answers down. Then go around the room and let each group read one question and give their answer. Allow time for input and discussion. Repeat this until all of the questions have been answered. Collect the student's papers to help your church evaluate your youth programs.

1. If you were guaranteed that church leaders would listen, what would you tell them?
2. What keeps you committed to coming to Sabbath School?
3. What one thing would you like most to change about Sabbath School?
4. Why do you think teenagers drop out of church and stop coming?
5. How do your parents and friends impact your commitment to Sabbath School and church?
6. How would you rate your church, on a scale of one to ten (ten being the best) for doing a good job teaching the basics of faith to teenagers?
7. Is your church a good place to invite friends? Why or why not?

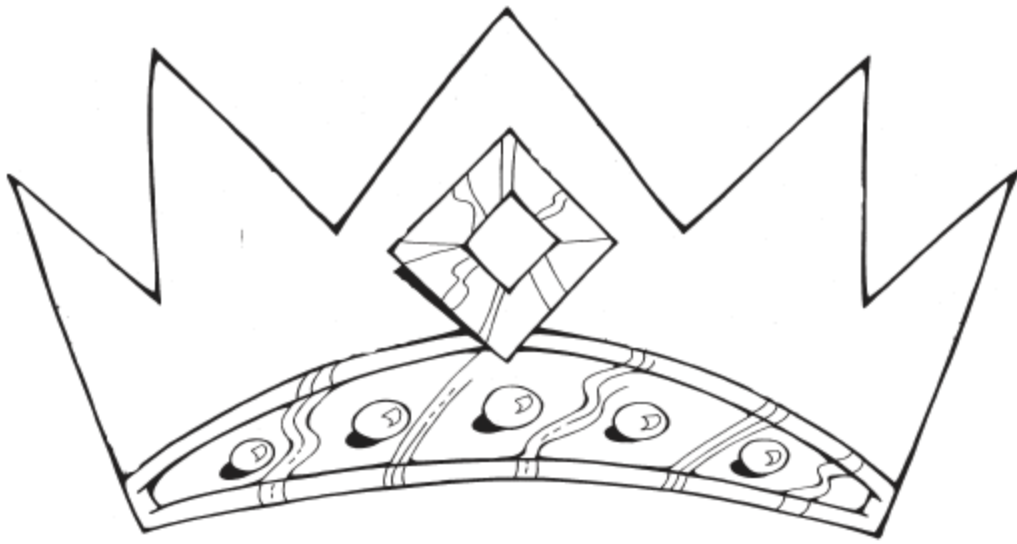
Now ask the students to share their ideas that they wrote under "Plan-It" in their YEA books.

SONG

"Emmanuel" is on page 63 of The Group Songbook.

CLOSING PRAYER

Ask one of the students to lead in prayer.



Wise Decisions

MEMORY VERSE

“And Jesus increased in wisdom and stature, and in favour with God and man.” - Luke 2:52

OBJECTIVES

At the end of this lesson, students will be able to:

1. Explain that at least one of their parents should always know where they are, who they are with, and what they are doing.
2. Tell that at twelve years old, Jesus sat with the law teachers in the Temple and discussed the Scriptures.
3. State that God sees their every action whether their parents can see or not.
4. State that Jesus Christ is number one in their lives.

TOPICS & THEMES

Bible Study

Honor God

Honor Your Father/Mother

Jesus, Childhood of

Mary and Joseph

Passover

Temple

Ten Commandments

Honor Your Father/Mother

Wisdom

MATERIALS NEEDED

Bible, YEA students and teacher's books, chalkboard or newspaper pad, chalk or marker pen, pencils, strips of paper numbered to five for each student, CD/cassette tape and player and songbook

HOW TO TEACH THIS LESSON

By sequentially following the questions laid out below, you will be well equipped to stay on track, complete every section and meet the objectives of this lesson.

On the average, how many of you spend at least an hour at the mall each week? 12 How many of you spend two hours at the mall each week? How many of you spend three hours or more at the mall each week? (Get a show of hands for each of the above questions.)

Do you go with friends or with your mom? Would you prefer that your mom shop by herself and let you and your friends do your own thing? Why do you feel that way? Would you be happier if you could be dropped off at the mall to hangout with your friends, without your mom? Why do you think your mom wants to go to the mall with you? Allow as many students as possible to become involved in this discussion.

When Jesus was twelve years old, He went with His parents to Jerusalem for the Passover. A lot of people made this trip at the same time. How do you think Jesus felt about being with His parents on this journey? Have one of the students read Luke 2:46-47 aloud.

Was Jesus being disobedient to His parents when He remained behind? Which one of His parents knew where He was, who He was with and what He was doing? His Heavenly Father.

How did the world differ in Jesus' day from what it is like today? It was a much safer place to live. There were no gangs, drug dealers weren't on the streets or in the schools, the crime rate was almost nonexistent. People could be stoned for having sex outside of marriage. Mary and Joseph didn't have to worry about Jesus getting involved with a gang or with drugs or smoking. How would this affect Jesus not telling Mary and Joseph where He was, what He was doing and who He was with?

Why did Jesus stay behind? He stayed behind to be about His Father's business.

What was He doing when He remained behind? How important was it that He was in His Father's house?

How did the teachers of the law feel about what He was doing? How do you think it felt to have the kind of respect that Jesus had from the law teachers? Ask another student to read Proverbs 3:1-6 aloud. Write these things on the chalkboard as the student reads them: favor with God, favor with people, a reputation for good judgment, a reputation for common sense, God will direct you and crown your efforts with success.

How will you benefit if you remember the things you are taught from the Bible? By having all the things just written on the chalkboard.

What kind of advantage do you feel this will give you with your peers? Write their answers on the chalkboard. These things should include respect, trust, they will come to you for advice and will admire your success.

What kind of favor will this give you with God? What kind of pay is this for obeying God and honoring your parents by letting them know where you are, who you're with and what you're

doing?

TEACHER-DIRECTED ACTIVITY

Ask each student to list their five top priorities in life on the strips of paper you give them. Ask them to put their top priority on the paper with a number one next to it, their next priority with number two, etc. Let the kids know their priorities will be discussed in an anonymous way, so they can be completely honest. Collect all of their top priorities and list them on the chalkboard. Then collect all of their priorities with a two on it, and so forth, and write them on the chalkboard. Now have one of the students read Matthew 6:31-32 aloud and have another one read I John 2:15. Allow the students to assess their priorities in light of what those Bible verses say. Ask: What are the majority of our top priorities? What do these Bible verses say our top priority should be? How can we make Christ our number one priority? Have the students read Matthew 6:33 aloud together. Then have all of the students to hold up their pointer finger and say, “Christ is number one in my life.”

SONG

“Seek Ye First” is on page 63 of The Group Songbook.

CLOSING PRAYER

Ask one of the students to lead in prayer.

Jesus is Baptized

MEMORY VERSE

“John did baptize in the wilderness, and preach the baptism of repentance for the remission of sins.” - Mark 1:4

OBJECTIVES

At the end of this lesson, students will be able to:

1. Explain that sin erodes character and keeps God from hearing their prayers.
2. State that Jesus was baptized to obey God, not because He had sinned.
3. Explain that the power to resist sin comes from God.

TOPICS & THEMES

Baptism

Dove

God's Voice

Holy Spirit

Jesus, God the Son

Jesus, Savior

Jesus, Without Sin

John the Baptist

Obedience

Repentance

Sin

MATERIALS NEEDED

Bible, YEA students and teacher's books, newsprint pad, three marker pens, sheets of paper, pencils, music player, CD/cassette tape and songbook

HOW TO TEACH THIS LESSON

Arrive early enough to arrange the chairs in a semicircle and put three long strips of blank newsprint paper on the wall. At the top of one, write “sin”, on the second, write “repentance”, and on the third write “benefits.” When the students arrive and are seated, go around the room and start with the first person. Have each one give a letter as they spell out S-I-N. Ask all of the

“S’s” to stand by the piece of paper that says “sin.” Ask all of the “I’s” to stand in front of the paper that says “repentance.” Have all of the “N’s” stand in front of the paper that says “benefits.”

Ask the first group to give a definition of sin. 14 The second group is to define repentance. And the third group is to list the benefits that come from repenting. Have each group first brainstorm their assignment and then write what they agree upon on the paper to which they are assigned. When they are finished, have them return to their seats.

By sequentially following the questions laid out below, you will be well equipped to stay on track, complete every section and meet the objectives of this lesson.

How does sin affect your life? What specific things can it do to you? Sin can cause you to be HIV positive or contract other STDs, get pregnant out of wedlock, become a drug addict, become an alcoholic, become addicted to nicotine, get hurt and/or hurt others, be put in prison, and be in an automobile accident and even an early death. Write the things the students say under the definition of sin. Add the above if they’re over- looked.

Do you feel better or worse after you have sinned? Why? What can you do to resist sin? Stay away from the wrong crowd, get out of a bad environment, have a plan, and ask God daily for His help.

Have your efforts to resist sin worked? How can you be more effective in resisting sin? Study God’s word and pray daily for help.

How many of you agree with the definition of repentance that has been written on the board? Does anyone have anything to add to this definition or any changes they wish to make?

Is repentance just a feeling or is there more to it than that? Then what is it?

How do you know when you have repented? When you are truly sorry for what you have done and not that you have just been found out. You should also have a firm resolve never to do that wrong again.

What other benefits can you receive for being repentant? Add these under “benefits.” Remind the class that repentance is a very deep sorrow for past sins and a determination not to do them again.

What is the better course of action, sin or repentance? Why?

Jesus didn’t have to repent before He was baptized because He had not sinned. What message did John preach to the crowd before they could be baptized? “Turn from your sins. . .turn to God. . .for the Kingdom of Heaven is coming soon.”

Were there some people there who didn’t repent? Yes. Who were these people? The Pharisees and Sadducees. Why didn’t they repent? They thought they were safe because they were

descendants of Abraham.

At what age do you think a person is capable of repenting and being baptized? What steps must a person take before they can be baptized? Accept Jesus Christ as their Savior and repent of their sins.

How do you feel about being baptized? Go around the room and ask each student to read one of the paraphrased scriptures they wrote in their YEA book from their Bible study on repentance.

TEACHER-DIRECTED ACTIVITY

Give each teenager a sheet of paper and have them draw a bold arrow going up. Underneath the arrow ask them to write one way that Christ can help them in their daily lives. Ask for volunteers to read what they wrote. Here is the type of example they could write: Christ has helped me to resist peer pressure to smoke, or Christ has helped me to get closer to Him through prayer.

SONG

“Awesome God” is on page 55 of The Group Songbook.

CLOSING PRAYER

Ask one of the students to lead in prayer asking God to help each one to come to true repentance.

Triumph Over Temptation

MEMORY VERSE

“The Lord knows how to deliver the godly out of temptations, and to reserve the unjust unto the day of judgement to be punished. . .” - 2 Peter 2:9

OBJECTIVES

At the end of this lesson, students will be able to:

1. Explain what deferred gratification means.
2. Cite three things they can do to defeat temptation when it arises.
3. Explain that sex outside of marriage has consequences for boys and girls.

TOPICS & THEMES

Bible Study

Consequences

Fasting

Jesus, Without Sin

Obedience

Prayer

Reward

Sin

Temptation

Temptation by Satan

Ten Commandments

Murder

Wisdom

MATERIALS NEEDED

Bible, YEA students and teacher's books, 3 x 5 cards, candy, Scotch tape, pencils, chalkboard or newspaper pad, marker or chalk, music player, CD/cassette tape and songbooks

HOW TO TEACH THIS LESSON

By sequentially following the questions laid out below, you will be well equipped to stay on track, complete every section and meet the objectives of this lesson.

In your lesson a story was told about a high school girl giving birth to her baby in the restroom at the prom and returning to the dance floor requesting a song be played for her boyfriend. Who would like to tell us how you felt when you read that story?

How do you feel about a poor helpless baby being dumped in a trash can and left to die? Why do you feel that way? Was that baby less of a human than the girl who gave birth to it? Was its life just as important to God? Why do you think she chose this course of action?

How did she get herself into this mess? What are the things she did that were wrong? List them on the chalkboard as the students give them. These answers should include sex before marriage, not marrying the father so that she could provide a family for the baby, going to the prom when the baby's birth was imminent, not calling for help to deliver and take care of the baby, returning to the dance floor when she and her baby should have been taken to the hospital, throwing the baby in the trash can.

How many people were affected by the irresponsible actions of the father of this baby and this girl? List these on the board as the students give them to you. The list should include the girl, the father, her boyfriend, the baby, her parents, his parents, the parents of her date and everyone at the prom and in her school.

How long do you think this boy's and girl's actions will affect other people? Do you think it was worth it to give in to temptation?

How do you think Jesus would have handled this temptation?

Can you think of a Scripture that promises you that God will always provide a way for you to escape temptation? Ask one of the students to read 1 Corinthians 10:13 aloud.

What must you do when you are tempted? Look for a way out and remove yourself from the scene immediately.

Jesus quoted a Scripture to Satan every time he tempted Him. What other things are noteworthy in those encounters? Jesus was decisive, He didn't argue with Satan, He acted immediately. Write these on the board.

What does this tell you about what you should do that can prevent you from sinning? It gives you a plan that worked for Jesus and it will work for you.

Can you think of a sin that carries no consequences? No! All sins that are not repented of require the death penalty. What part does impatience play in yielding to a temptation? We're inclined to want everything now rather than waiting for God's time.

What difference would it have made if this teenage couple had deferred their gratification until it was legal and right in God's sight? Their baby could have lived and been brought up in a family.

She would not have gone to jail. So many people would not have been hurt because of what this couple did.

What temptation have you ever had that compares with Jesus being offered bread when He was extremely hungry? Have you been offered power over every nation in the world? Jesus was. Have you been tempted to jump off the Temple, as Jesus was, to prove that He was the Son of God? These are very big tests and Jesus passed with flying colors.

What steps can you take to ensure that you will stand each test when you are tempted? Follow the three steps that Jesus followed.

TEACHER-DIRECTED ACTIVITY

Give each student a pencil, 3 x 5 card and a piece of candy. Tell them that they are not to eat the candy you gave them. Ask four students to read aloud, each of the following Scriptures: Matthew 22:37; Matthew 26:41; I Corinthians 10:13; James 1:2-4.

After each student reads the scripture assigned to him, discuss what you can learn about temptation from the Scripture. On the card given to them, have the kids draw a picture of something that really tempts them. Discuss these temptations. Now ask the students to write on their card, the Scripture references for the verses which were read to them, and tape the piece of candy to it.

The students can keep their cards as a reminder, when they are tempted. Reward your class for not yielding to the temptation to eat their candy by giving them another piece of candy they can eat.

SONG

“More Precious Than Silver” is on page 25 of The Group Songbook.

CLOSING PRAYER

Ask one of the students to lead in prayer.

Come, Follow Me

MEMORY VERSE

“And Jesus went about all Galilee, teaching in their synagogues, and preaching the gospel of the kingdom, and healing all manner of sickness and all manner of disease among the people.” - Matthew 4:23

OBJECTIVES

At the end of this lesson, students will be able to:

1. Explain that Jesus called twelve disciples to help Him with getting the good news out, and they can be a disciple as well.
2. Describe the difficulties of the disciples job.
3. Illustrate ways they can make a difference in their community.
4. Explain that being a disciple is an awesome opportunity and responsibility.

TOPICS & THEMES

Bible Study

Disciples

Disciples, Calling of

God's Kingdom

Helping Others

Jesus, His Ministry

Prayer

Reward

Sharing the Gospel

Witnesses

MATERIALS NEEDED

Bible, YEA students and teacher's books, music player, chalkboard or newsprint pad, markers or chalk, CD/cassette tape and songbook

HOW TO TEACH THIS LESSON

Begin the class by getting a report from each student on what they found out when they telephoned the highway department, the hospital, soup kitchens, the crisis center, homeless

shelters, etc. Write each one on the chalkboard, and list under them the day they can use help, the time, what the students can do and where they are located. After each student has finished giving their report, discuss each one and get a consensus on which service they want to start performing first in their community.

By sequentially following the questions laid out below, you will be well equipped to stay on track, complete every section and meet the objectives of this lesson.

How do you think the disciples felt when Jesus asked them to follow Him? Why did He want them to follow Him? He wanted to show them how to fish for men. What did He want them to do? Bring people to follow Him.

How do you think the disciples felt when Jesus told them they could not take any money or even a change of clothes or an extra pair of shoes? Had that been you, how would you have felt? Would you have said, “No thank you, this is not for me”? Why would you say that?

Would you have changed your mind when Jesus said God’s Spirit will tell you what to say when you go before governors and kings? Being a disciple of Jesus Christ carries an awesome opportunity and responsibility.

What opportunities do you think following Christ will give you? To be a light and help in their community and at church. What kind of responsibilities go with it? “To whom much is given, much is required.”

What kind of benefits do you receive from being a member of your community? Police protection, water, electricity, schools to attend, gas service, streets to drive your car on, parks, etc.

Is being a responsible person a higher priority for you than pleasing the friends you hang out with?

How do you think you would feel after going to a hospital and helping a child, who has leukemia, have a better, fun-filled day?

Have you ever been to a nursing home and sung for the elderly? What were their reactions? How did you feel about bringing joy to their lives?

TEACHER-DIRECTED ACTIVITY

Peter, Matthew, James, John and all of the other disciples were friends of Jesus. He had a relationship with them and shared His vision of getting the good news of His kingdom to the world.

Sabbath School is a special place. It’s where you develop new friendships, build positive relationships, search out the meaning of faith in Christ, and draw closer to God. It also provides

you with a place to do personal evangelism - where you can share your faith with a friend. You can reach out with God's love to your friends you bring to Sabbath School.

Divide the class into trios and have a different person in each trio read Proverbs 17:17, Proverbs 18:24 and John 15:13-15. After they have read all three Scriptures, have each group discuss these points:

What kinds of qualities will true friends show?

What's the best thing you can do for your friends?

Would you really die for a friend? When and why?

Say in conclusion: Friends bring friends to Sabbath School so they can learn about Christ.

Friendship is an opportunity to share your faith in Jesus Christ with others. Now, go around the room and let each teenager give ways they might share their faith in Jesus with others.

SONG

"Shine on My Life with Your Love" is on page 5 of The Group Songbook.

CLOSING PRAYER

Ask one of the students to lead in prayer.

The Right Choice

MEMORY VERSE

“How can a young man keep his way pure? By living according to your word. I seek you with all my heart; do not let me stray from your commands.” Psalm 119:9-10

OBJECTIVES

At the end of this lesson, students will be able to:

1. Explain that they must set priorities and make the right choice.
2. Illustrate how Mary made a better choice than Martha.
3. Describe what the better choice would have been for Martha and for them.

TOPICS & THEMES

Bible Study

Jesus, His Ministry

Mary and Martha

Prayer

Priorities

Putting God First

Relationship With God

Reward

Treasure

MATERIALS NEEDED

Bible, YEA students and teacher's books, music player and CD/cassette tape of the song and songbook

HOW TO TEACH THIS LESSON

By sequentially following the questions laid out below, you will be well equipped to stay on track, complete every section and meet the objectives of this lesson.

What would be your plan of action if Jesus was scheduled to visit your home. Do you think Jesus would enjoy a good meal? Why?

Why do you think Jesus preferred that Mary spend time listening to Him rather than Martha spending her time preparing a delicious meal? Do you think what Martha was doing was wrong? Why do you feel that way?

What lessons did you learn from Martha? She was more concerned about the physical than learning at Jesus' feet. What lessons did you learn from Mary? Mary loved to be with Jesus and learn everything she could.

Are you more like Mary or Martha? Allow each student to say who they are more like and why. Ask one of the students to read John 6:35 aloud.

What does that tell you about Mary's priorities? She had discovered what was really important.

How do your priorities determine the choices you make? You do the things that are important to you. What about your thoughts? What does that say about them? You are what you think.

Would you say that your thoughts determine your priorities? Yes. Are your choices determined by the things that are important to you?

Ask one of the students to read Matthew 6:33 aloud. What two things does this show that your priorities should be? Give Christ first place in your life and live as He wants you to live.

What are the benefits you will receive if you seek God's kingdom and His righteousness first? God will take care of you.

What did Mary gain from sitting at Jesus' feet and learning from Him? Jesus loved her for it. He even had her deed, with her name, included in the Bible.

How can you sit at Jesus' feet and learn from Him? You do this when you study your Bible, when you hear a sermon from God's ministers and in Sabbath School.

Why is prayer without Bible study not enough? You're talking with God, but you're missing the other side of the relationship when He talks with you.

Who can benefit most from listening to God? We all can.

Can you really give God your undivided attention when you're driving down the street and trying to pray at the same time? No! Do you think it is wrong to pray and drive at the same time? No! But praying while you drive is no substitute for kneeling before God in a private place each day and giving Him your full attention.

How often should a Christian pray? Have one of the students read 1 Thessalonians 5:17.

Ask one of the students to read Psalm 55:17 aloud. Many times in the Psalms David mentioned praying in the morning. What advantage do you think there is to praying in the morning? You begin your day acknowledging that God is Supreme and that you need and want His help. You can live that day with confidence that God will be with you.

What lessons have you learned from Mary and Martha? What kinds of changes will this lesson make in your life?

Remind the students that next week they are expected to be able to recite the books of the New Testament. Have an award for those students who successfully recite the names of the books.

TEACHER-DIRECTED ACTIVITY

Even though YEA materials are copyrighted, we give you permission to make copies of the activity for new students, visitors and for the teenagers who forgot their YEA books. Make a few extra copies of “Choices” in the student’s book. Ask the students to turn to page 31 in their books. Have the students stand in a semicircle and you stand where everyone can see you. Explain that this is a responsive reading. You will read the teacher’s part and they should read aloud in unison the student’s part.

SONG

“I Saw the Light,” is on page 93 of The Group Songbook.

CLOSING PRAYER

Ask one of the students to lead in prayer.

Let's Live It!

MEMORY VERSE

“Remember the Sabbath day, to keep it holy. Six days shalt thou labour, and do all thy work: But the seventh day is the Sabbath of the Lord thy God: in it thou shalt not do any work. . .” - Exodus 20: 8-10a

OBJECTIVES

At the end of this lesson, students will be able to:

1. Explain that the Sabbath is a day of rest and a day to do good.
2. Describe how they should search the Bible to find out what Jesus did on the Sabbath and do what He did.
3. Explain that God has a wonderful inheritance and reward for those who keep His Sabbath and call it a delight.

TOPICS & THEMES

Creation

Holy Conduct

Jesus, His Ministry

Rest

Reward

Sabbath

Sabbath Conduct

Work

MATERIALS NEEDED

Bible and The Living Bible, YEA students and teacher's books, chalkboard or newspaper pad, chalk or marker pen, pencils, 2 candles, matches, tweezers, something to protect the floor, and awards for the students who can recite the books of the New Testament, CD/cassette tape and player and songbook

HOW TO TEACH THIS LESSON

By sequentially following the questions laid out below, you will be well equipped to stay on track, complete every section and meet the objectives of this lesson.

How many of you were very tired last night after a hard week of school and/or work? Did you get to sleep in this morning? How did it feel? After God created the earth and all that is in it, what do you think He did on that first Sabbath? (He rested and enjoyed His creation.) Do you think He felt like He was missing out on something?

What do you feel are the pros and cons for keeping the Sabbath? Write “Pros” on one side of the chalkboard and “Cons” on the other side. List the points students give under the appropriate side.

What do you think it would do to your health if you never stopped and rested a day? Why do you think God made the Sabbath day? Ask one of the students to read Mark 2:27 aloud from The Living Bible. He made the Sabbath as a gift for man.

Since man is the one who is to benefit from the Sabbath, do you think God made it to hurt you, or was it for your good?

In Deuteronomy 5:32 we find, “So Moses told the people, ‘You must obey all the commandments of the Lord your God, following His directions in every detail, going the whole way He has laid out for you, only then will you live long and prosperous lives in the land you are to enter and possess.’” What did Moses tell the people they had to do? Write these three lines on the board: Obey all the commandments, follow God’s direction in every detail, go the whole way God has laid out for you. Under that write “benefits.”

What are the benefits for doing those things? You’ll live a long and prosper life. How do you feel about these benefits?

Do you consider the Sabbath to be the best day of the week, or does it seem to go on forever? The teacher should describe a typical Sabbath in her home giving many details. Ask each student to give a synopsis of a typical Sabbath in their home. What types of things would you like to see changed about the way you and your family keep the Sabbath?

Do your friends know that you keep the Sabbath? What things can you do to make them want to keep the Sabbath? Ask a student to read Isaiah 58:13-14 aloud. What are God’s promises to you if you call the Sabbath a delight and the Lord’s holy day honorable? You’ll ride on high places and get your full share of blessings.

Is having a “pity party” about having to keep the Sabbath really calling the Sabbath a delight?

What do you remember about the principle of deferred gratification? You defer a pleasure now to have something greater at a later time.

What good deeds did you write in your book under “Let’s Live It!” What good deeds can we do on the Sabbath as a class? Allow the class time to put forth their proposals and to agree on a plan of action.

How do you think Jesus felt when He did the good deed of healing the man's deformed hand?
How will you feel when you do good deeds?

TEACHER-DIRECTED ACTIVITY

Ask a student to hold one of the candles. Remove some of the wax from the bottom of the other candle to expose the wick. Have one of the students hold this candle in the middle with tweezers to prevent being burned. Put something on the floor to protect it from dripping wax. Light both ends of the candle where the wax has been removed, and then light the other candle. Tell the students that we want to see which candle will last the longest. Think of the candle burning at both ends as people who don't take a day of rest each week. The other candle represents the Christian who keeps the Sabbath. Ask: What does this tell us about the benefits we gain from taking a day of rest each week? (You'll live longer and not burn out as quickly.)

This is the day for the students to repeat the books of the New Testament. Be sure and give each student who can say the books of the New Testament a reward and commend them on a job well done.

SONG

"Morning Has Broken" is on page 7 of The Group Songbook.

CLOSING PRAYER

Ask one of the students to lead in prayer.