

YOUTH EDUCATIONAL ADVENTURES

Living to Win

YE4B · Teacher Edition

Intermediate · Year 1: Life of Christ

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

If Everyone Does It

MEMORY VERSE

“So then, the law is holy, the commandment holy, righteous and good.” - Romans 7:12

OBJECTIVES

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

1. Explain how chaotic the world would be if everyone broke the law.
2. Discuss how God’s law provides safety and happiness for those who keep it.
3. From the Activity in their books, spell out the consequences for infractions If Everyone Does It.

TOPICS & THEMES

Adultery

Anger

Consequences of Sin

God’s Laws

Murder

Obedience

Relationship with God

Sabbath

Sermon on the Mount

Ten Commandments

Adultery

Murder

Sabbath

HOW TO TEACH THIS LESSON

Begin by dividing the class into four groups and have a group at each end of the intersecting roads you constructed before class. Give every student a small car similar to a Matchbox car. Tell them there are no rules and when you say “go,” they are to give their car a hard push toward the intersection. This gives an excellent object lesson on which the remainder of the lesson is to be built.

Ask: How many of your cars had an accident?

Now make a four-way stop by putting up stop signs at the intersection. Tell the students they must obey the new law and stop at the intersection. One car is allowed to go in one direction and then another car in the other direction, etc. until everyone has safely made a trip through the intersection. After every car has safely made a trip through the intersection, debrief by asking the following questions:

1. What happened to the cars when there were no rules?
2. How did you feel about the orderly manner the traffic flowed when laws were followed?
3. How can you relate this activity to everyone following God's law?

Begin a discussion about kids getting their driver's licenses. Talk about what they will learn, how excited they will be when they pass the test and how they will feel when they have their own car.

Opportunity and Responsibility - Discuss the principle that with every opportunity comes equal responsibility. Ask: How do you feel about the responsibility that goes along with a driver's license? How will this affect how you drive?

Driving laws - Ask: Why do you think the Department of Motor Vehicles laid out a set of rules for drivers to follow on the roads? What would happen if there were no rules?

God's Law - Ask: What would happen if we had no laws or rules to follow in our daily lives?

What if we could kill anyone we got mad at and no one did anything about it? Ask one of the students to read I Corinthians 14:33, 40 aloud. Ask: How do you think traffic laws add order and peace on our streets? How do you think God's Law helps us to have order and peace in our city? In church?

Go over the consequences the students wrote in their books under If Everyone Does It. After the students give their answers, ask the following questions to coordinate with each number.

Number 1: How many people do you think would be killed each day in the USA if everyone ran stop signs?

Number 2: How many people do you think would be killed each day in the USA if everyone drove 20 miles per hour over the speed limit?

Number 3: If you cheat to pass your exams, what effect will this have on your college entrance exam grades? What effect will it have on your ability to get a really good job?

Number 4: Ask one of the teens to read I John 3:15 aloud.

Number 5: Just how many people would be alive if everyone killed just one person?

Number 6: How many families do you think would be broken up if everyone committed adultery or fornication? How long do you think it would take for the entire population to become infected with AIDS and die off if everyone committed adultery or fornication?

Number 7: If everyone lies, who can you trust? How would you feel if you couldn't believe your parents? Why?

Number 9: What happens when people start using four letter words? What happens when they use four letter words in an argument? (Arguments become more heated and maybe violent.) Ask one of the students to read aloud Proverbs 15:1. What difference would it make if everyone followed this principle?

Number 10: What would your school be like if everyone kept God's Law? What would your community be like if everyone kept God's Law?

Have students suggest changes that would make their school and community better if God's Law was kept. Help students visualize how much better their schools, homes and town would be if everyone kept God's Law. List on a chalkboard the changes for the better that students suggest. Then ask: What laws are you going to keep that will make your life better? What laws will you keep that will make your world better?

SONG

"I Have Decided to Follow Jesus" is on page 60 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Ask for a volunteer to lead in prayer thanking God for this lesson that helps them to see what a difference keeping God's Law can make in their lives, school, and community.

The Joy of Giving

MEMORY VERSE

“Remember this: Whoever sows sparingly will also reap sparingly, and whoever sows generously will also reap generously.” - 2 Corinthians 9:6

OBJECTIVES

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

1. Explain that a tithe is the first ten percent of what God gives you, and it is to be given back to Him.
2. Discuss the blessings God promises for obedience in giving.
3. Spell out the consequences of not tithing.
4. Explain that we can't expect to be financially secure if we don't do our part by applying all of the principles for success.

TOPICS & THEMES

Blessings
Generosity
Obedience
Offerings
Putting God First
Stewardship
Tithe
Widow's Mite

HOW TO TEACH THIS LESSON

Have one of the students hold a basket below the window as you pour the “blessings” through the window. Let the students pick up the “blessings” as they fall into the basket and overflow onto the floor. Now have the students read aloud the statement on the “blessing” they picked up. Then ask: What does God promise to those who bring all of the tithes into the storehouse? Are all blessings monetary? What do you have to do to receive these blessings?

Lottery - Ask: If you won the sweepstakes, what is the first thing you would do with the money? How do you see the lottery as a shortcut to becoming rich? Did you know that a high percentage

of people who win the lottery or the sweepstakes are broke within three years? Why do you think that is?

Mr. Howard E. Butt - Ask: What financial principles do you think he followed that caused him to be a very wealthy man owning a chain of supermarkets? Ignore the first financial principle for the time being. Write the second financial principle under Background on a chalkboard. Ask: What does it mean that “there is always a trade-off between time and effort and money and rewards”?

Write the third principle on the board and ask: If you blow your money for junk, how does it limit your financial future? What happens to so many sweepstakes winners within three years of winning the lottery? Why?

Write the fourth principle on the board and ask: What principle do you feel sweepstake winners overlook? (Delaying gratification in the short term to gain financial security.)

Discussion Tips - Invite students to tell what happened when they and their parents figured out how much more money they would have if they saved up for a car rather than getting a loan to buy it. (See Discussion Tips in the Students’ book.) Explain that waiting to get the car until they could pay cash for it is delaying gratification. It’s through this delayed gratification that they reap a greater reward of having more money.

First Principle - Write the first principle under Background on the chalkboard. Ask one of the students to read Psalm 50:10-11 aloud. Ask: What do you own? After the class answers, ask: Since God owns everything, can He take away what He lends you? Ask a student to read Job 1:21. Ask: Why do you think God would take away what He lends you? List the reasons on the chalkboard as the students give them.

Good Stewards - Lead the students to see that they are stewards of what God lends them. Stewardship carries the responsibility of taking good care of what God gives us. Ask: What is the first responsibility of a steward? (Putting God first – that means our tithe is given first to God before we spend any of our increase.) Ask one of the students to read Malachi 3:9-10 aloud. Ask: What are the consequences for not tithing? Do you think the sweepstake winners who are broke after three years applied these four principles? What does God promise if you bring all the tithes into the storehouse? What does He promise if you don’t?

TEACHER-DIRECTED ACTIVITY

Collect in a basket all of the “blessings” (green strips of paper) that were used at the beginning of this class. Pour them through the window one more time. Ask: What Scripture does this make you think of? In what way is this like what happens when you give God His tithes?

SONG

“It’s a Happy Day” is on page 47 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Ask a volunteer to lead in prayer asking God to teach each one to obey Him and give Him back His tenth.

Eternal Connections

MEMORY VERSE

“He will always give you all you need from day to day if you will make the Kingdom of God your primary concern.” - Luke 12:31 (TLB)

OBJECTIVES

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

1. Explain that many teenagers are trying to follow God, and that means they are not alone in this journey.
2. Explain that to make Eternal Connections, they must put God first in their lives.
3. Discuss three things they can do to make ultimate Eternal Connections.
4. Demonstrate what the rewards will be for making Eternal Connections.

TOPICS & THEMES

God's Provision

God's Will

Jesus, Our Friend

Obedience

Priorities

Putting God First

Relationship with God

Ten Commandments

HOW TO TEACH THIS LESSON

Divide the class into groups of threes. Give each group one of the papers. Explain to the students that they are to go to different parts of the room, discuss the questions and come back with the answers their group has given. Allow a few minutes to determine their answers and call them back together.

Debrief by asking - How many of you knew that six out of ten teenagers want a close relationship with God? Did it surprise you that there are probably a lot of other kids in your school who want a close relationship with God? Why is it important for you to know this? What difference will

knowing this make in your relationship with other students at school? What difference will knowing this make in your relationship with God?

Mall and grooming - Write “Mall” at the top of the newsprint pad or chalkboard. Then ask: How much time do you spend at the mall each week – just approximately? Poll every student, allowing each to estimate time spent at the mall each week. List these times on the board. Ask: How many hours each week do you spend making your body look good? Again, poll every student and write their answers on the board.

Beautiful rose - Bring out one beautiful rose for the students to see. Ask: How many of you would agree that this rose is beautiful? Who made it beautiful? What kind of effort did the rose make to be this beautiful? Why does God not want you to spend so much time fretting over designer clothes and how you look? (1. The heathens do this. 2. You can’t serve two masters.) What has God told us in the Bible that should give us confidence that He will feed and clothe us?

Godly relationship - Ask: Why does He want you to trust Him to provide for you? (He wants a relationship with you – to be your friend.) What is the first thing you have to do to establish a relationship with another person? (Spend time with them and get to know them.) What three things can you do to develop a close, personal relationship with God? Write these answers on the chalkboard as they give them. (1. Honor Him by keeping the Ten Commandments. 2. Spend time talking to Him in prayer. 3. Let Him talk to you through His Word.) What’s in it for you if you do these things? (You connect to something far greater than anything this world offers you. You connect to eternity!)

Eternal Connections - Have a student read Isaiah 53:2 from The Living Bible. Ask: Do you think that Jesus wore the latest fashions? Did He comb His hair in such a way to look really cool? Since “In our eyes there was not attractiveness at all, nothing to make us want him,” are those reasons for you not to want to make Eternal Connections with Him? Why or why not? What do you think Jesus will look like when He returns to this earth? Ask a student to read Revelation 1:12-16. Would you like to look like that? If you make Eternal Connections with Him, in the resurrection you will look like Him. What things have you learned today that show you how to make Eternal Connections?

TEACHER-DIRECTED ACTIVITY

Give each student a piece of paper and a pencil. Tell them to imagine that a doctor has told them that they only have two years to live. Ask them to look at the Action Plan in their YEA books and prioritize their lists. Ask: What is the first thing you would do if you knew you only had two years left to live? After they finish, discuss how they determined the first thing they would do. Ask: What things in your life would become less important? Would there be things that you would

completely omit from your life? Have one of the students read aloud Philippians 3:7-8 from The Living Bible.

SONG

“Seek Ye First” is on page 67 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands as a volunteer leads in prayer asking God to help them value their Eternal Connections.

My Neighbor

MEMORY VERSE

“Pure religion and undefiled before God and the Father is this, To visit the fatherless and widows in their affliction, and to keep himself unspotted from the world.” - James 1:27

OBJECTIVES

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

1. Explain the responsibility they have when they see someone who needs help.
2. Give three illustrations of things they can do to help a person who has been in an accident, mauled, knocked about, or raped.
3. Compare the actions of the three people who passed by the injured man.

TOPICS & THEMES

Eternal Life

God's Protection

Golden Rule

Helping Others

Jesus, His Ministry

Loving God

Loving Others

Parables

Good Samaritan

Prayer

Samaritans

HOW TO TEACH THIS LESSON

Begin the class with prayer. Assign four students parts for characters in the story of the Good Samaritan to act out. Give them a few minutes to read their parts and then have them act out the story.

Debrief - Ask: How did you feel about the Temple assistant seeing the bandit's victim lying there in agony and then crossing the street without offering any help? What would you have done?

How did you feel about a priest walking by and seeing the injured man, yet not doing anything to help? Do you think he had a greater obligation to help since he was a priest? Why or why not? Ask one of the students to read aloud Leviticus 22:4-7. Ask: Did this law prevent him from helping? Why or why not? Do you think that a minister would have a greater responsibility to stop and assist the man than you would? Why or why not? Ask one of the students to read aloud Deuteronomy 15:11. Ask: To whom does this apply?

Tell the students to close their eyes and pretend that they are walking down the road to Jericho. They come upon a man who has been beaten, bruised, and is bleeding. Give them a minute or so and then tell them they can open their eyes. Ask: What did you want to do for this man? Did you want to go to the other side of the street or did you want to help him?

How did you feel when you read the story about Tina having her clothes torn off and being raped while neighbors watched and did nothing? What things could Tina have done differently that might have prevented the rape from happening? Is it important to know people who live next to you? If Tina had known her neighbors, could things have been different if she had called one of them before she left her job and asked them to watch for her?

If you were attacked by someone who stripped you naked and mistreated you, what actions would you want those who saw you, or heard you screaming, to take? If you make a practice of opening your hand wide to the needy and showing mercy to others, what does God say will happen to you? Invite one of the students to read Matthew 5:7 aloud. Ask: How is this principle like buying an insurance policy against being left lying beside the road bruised and bleeding without any help?

TEACHER-DIRECTED ACTIVITY

Now it's time to put your good thoughts into action. Encourage creativity and invite the students to brainstorm ideas, select a service project, and devise a plan of action for the class to become involved in for the next week or two. As they give ideas, list them on the chalkboard or pad. They should first consider older or needy church members. They might also consider helping in a soup kitchen, helping with special Olympics, visiting the children's wing of a hospital, helping someone who is moving, or mowing the lawn and cleaning house for a sick person.

After all the ideas have been listed, take a vote to decide which project to do. Allow the students to devise a plan of action and write details on the board. It should include the specific project, date and time to do it, materials needed, transportation to and from the location, and how they will go about doing it.

SONG

"Here I Am Lord" is on page 85 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and hold hands. Ask for a volunteer to lead in prayer asking that God would help each student to be sensitive to others and give help when needed.

Winners Forgive

MEMORY VERSE

“ Instead, be kind one each other, tenderhearted, forgiving one another, just as God has forgiven you because you belong to Christ.” - Ephesians 4:32 (TLB)

OBJECTIVES

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

1. Define forgiveness.
2. Explain what it means not to hold a grudge.
3. Discuss the things Sally gained by having a beautiful attitude.
4. Expound upon the consequences of not forgiving and the benefits of forgiving without holding any grudges.
5. State four things they should do when someone wrongs them.

TOPICS & THEMES

Forgiveness

Holy Conduct

Jesus, His Ministry

Parables

Unforgiving Servant

HOW TO TEACH THIS LESSON

Open the class with prayer. Allow the students a few minutes to use their Bibles and YEA books to develop a skit about the unforgiving man and act it out as a play. Your assistance may be needed in helping them follow the Scripture and organize a skit with scripts. Encourage them to use their imaginations.

Debrief - Ask: How did you feel about the man and his entire family being sentenced to be sold into slavery because he couldn't pay the ten million dollars he owed? Were you happy when the king forgave him? Why or why not? How did you feel when this same man went straight to another man who owed him less and grabbed him by the throat demanding immediate payment? How did you feel when the king found out how the forgiven man treated the man who

owed him money? Ask one of the students to read aloud Luke 17:3. Ask: What does that say to you?

To the torture chamber - Ask: How do you feel about the king sending the unforgiving man to the torture chamber until he had paid every last penny due? Why? Do you remember what follows that statement in your Bible? ("So shall my heavenly Father do to you if you refuse to truly forgive your brother.") If you don't forgive someone today, what do you think might be a parallel to the torture chamber? When you're angry with someone and don't forgive her, what kinds of thought do you have? (Hateful, envious, or other wrong thoughts.) Do these thoughts torture you or make you happy?

Forgiveness - Ask: What does forgiveness mean to you? Why is it important that you forgive those who wrong you? Ask a student to read Matthew 6:14-15 aloud from The Living Bible. Ask: How important is it to you that God forgives you of your sins? Why? Can you truly forgive and still hold a grudge? Do you think God holds a grudge against you when He has forgiven you of a wrong you've done? Why or why not?

Effects of holding a grudge - Ask: What does it do to you when you hold a grudge against someone who has wronged you? How does it benefit you to let loose of that grudge and put the wrong behind you, not ever thinking about it again?

Sally's benefit - Ask: How did Sally benefit from forgiving and forgetting the wrong of those who rejected her? (She was respected and looked upon as being wise beyond her years. She enjoyed freedom from bitterness, anger, hatred, and self-pity that could have eaten her alive and devoured her time. This is time that could be spent on fun and productive things.)

Steps to take - Let's see if we can outline some steps to take that will help us when we've been wronged. Get the students to come up with several steps and list them on the chalkboard. They should include: forgive, forget about it, put a smile on your face, get on with your life, find fun things to do and ways to help others. Ask: If you do these things do you think you will have more or fewer friends? Why or why not? Do you think Jesus will become a better friend to you? How do you see forgiving those who've wronged you as a way to become a winner?

TEACHER-DIRECTED ACTIVITY

Ask the class how different they think the outcome would have been if the man who was forgiven ten million dollars had written the king a thank you note? Why are thank you notes important? Now have the kids write a thank you note to someone who has forgiven them of a wrong they have done. Remind them that this note gives them an opportunity to connect with the other person and express their warm gratitude. After they have written a thank you note, encourage them to send or take it to that person. Allow the students to discuss their notes if they want to.

SONG

“Change My Heart, O God” is on page 53 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and hold hands. Ask for a volunteer to lead in prayer asking God to help them to be forgiving without holding grudges.

From Here to Eternity

MEMORY VERSE

“For the wages of sin is death; but the gift of God is eternal life through Jesus Christ our Lord.” - Romans 6:23

OBJECTIVES

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

1. Explain what they must do to have eternal life.
2. Explain that salvation cannot be earned by keeping the commandments, it is a gift from God.

TOPICS & THEMES

Baptism

Eternal Life

Jesus, His Ministry

Obedience

Putting God First

Relationship with God

Repentance

Rich Young Ruler

Sin

Ten Commandments

HOW TO TEACH THIS LESSON

Open the class with prayer. Divide the class into breakout groups depending on the number of students you have. Usually shy students are less likely to participate if there are more than three or four in a group. Assign the questions you wrote on the board to different breakout groups. If the class has less than four students, you may want the entire class to brainstorm and find answers for all of the questions. Or you may assign just one question to each group if you have 15 or 16 students. Tell them they can use their Bibles and YEA Students' books to help them find the answers. Allow them a few minutes to find all of the answers and bring them back together.

Debrief - Ask: In what way were Princess Diana and the rich, young ruler alike? Who do you think might have been the richest? What was the rich, young ruler unwilling to do that Jesus asked of him? Why do you think that he wouldn't sell everything he had and give the money to

the poor? Why do you think it was so difficult for him to make that decision? (He didn't have his priorities in order. We will be even wealthier than this ruler when we become Christ's, because we will inherit all things.) How do you think you would react if Jesus asked you to sell everything and give it to the poor?

The wealth of a princess - Ask: Who would like to make a guess as to how many millions of dollars Princess Diana was worth before she died? How would you feel if you suddenly came into that much money? How would you girls feel about having her diamond-studded crown to wear to your senior prom?

Definition of sin - Ask: What is the Bible definition of sin? What does that statement say to you? Write on the chalkboard: "Sin is breaking God's law." What does the Bible say is the penalty for sin? Have a student read Romans 6:23 aloud if no one has quoted it. Write on the board: "The wages of sin is death."

Salvation - Ask: Can you earn salvation by keeping the Commandments? (No.) Why not? Ask one of the students to read aloud Ephesians 2:8-9. Did you notice that salvation is a gift from God? Gifts aren't something we earn, they are given because of someone's goodness. And salvation will be given to us because of God's goodness. We can't keep enough commandments to save us.

Steps to eternal life - Ask: What steps must you take to have eternal life? List these on the chalkboard as they give them. Can anyone give a Scripture reference for what you've said? Ask one of the students to read Acts 16:31 aloud and another one to read Matthew 10:22. Write on the board: "Believe on Jesus Christ" and "He that endures to the end shall be saved." Ask: Is it enough to take these steps toward eternal life? Why or why not?

The consequences and rewards - Ask: What are the consequences for those who do not believe in Jesus Christ and accept Him as their Savior? Ask one of the students to read Revelation 21:8 aloud. What are the rewards for those who do obtain salvation through Jesus Christ's gift? Ask one of the students to read aloud Revelation 21:1-7 and Isaiah 64:4. We discussed earlier what it would be like to wear Princess Di's diamond-studded crown to your prom. Ask: Did you know God has a crown laid up for you that will be much better than Princess Diana's crown? Have one of the students end the lesson by reading 2 Timothy 4:8.

TEACHER-DIRECTED ACTIVITY

Give each student a piece of paper and a pencil. Ask them to write a letter to God and explain to Him how soon they would like for Him to return to this earth, why this date, and what they plan to do to get ready to see Him. Invite anyone who would like, to share their letter with the class.

SONG

“I Exalt Thee” is on page 39 of The Group Songbook.

CLOSING PRAYER

Ask the students to form a circle and join hands. Invite a volunteer to lead in prayer asking God to help us to really understand repentance and salvation and give us the desire to be baptized.

Ask-Seek-Knock

MEMORY VERSE

“Ask, and you will be given what you ask for. Seek, and you will find. Knock, and the door will be opened.” - Matthew 7:7 (TLB)

OBJECTIVES

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

1. Explain the importance of persevering in prayer and the advantages it offers.
2. Elaborate on what it means to seek God’s will in prayer.
3. Discuss why they don’t always get an answer to a request they make in prayer.

TOPICS & THEMES

Ask

God’s Love

God’s Will

Parables

Persistent Widow

Perseverance

Prayer

Prayers, Answered

Seeking God

HOW TO TEACH THIS LESSON

After you lead in prayer, with everyone standing ask for all students with red strips of paper to go to first base, all the green to second, all the blue to third, and all the yellow to home.

Ask them to brainstorm and come up with how many hits Mark McGwire made before he got to third base 61 times. Give them three minutes to do this. Set the timer and say go. When the bell rings, have the students arrange their seats in a semicircle. In 1998, Mark McGwire had 509 at bats, 130 runs, 70 homers, and 155 strike outs. He hit a homerun every 8.2 at-bats. He hit his 61st homer in game 143.

Debrief by taking a vote - Tell the students to remember the number they decided on with the other students on their base. Now take a vote of the entire class to determine what they think

was the number of hits Mark McGwire made before he made it to first, second, third, and home. Ask: How would you compare this game with asking God for something in prayer? How often do we make it to first base with God, but don't keep on praying until we make it further? What can we learn from Mark McGwire that will help us in our prayer life?

The defenseless widow - Ask: In what ways was the widow's society different from our society today? Do you think the things you mentioned would have made it harder for her to keep going back to the unjust judge to ask for justice? How would you feel about going before a judge? How would it be harder if you had no family and no one to go with you? Would you do a lot of praying? Why or why not?

Immediate answers to prayer - Explain that we would all like for God to immediately answer every request we make. Ask: But what if He did? Would we begin to think of God as some sort of a magic slot machine? How would it affect your attitude toward God? What are some things you learn when God does not answer your prayers immediately? Why is it important to learn patience? Ask one of the students to read aloud 2 Peter 1:2-9 from The Living Bible.

Ask - Seek - Knock - Point out that the lesson title shows three things we should do when we pray – ask, seek, and knock. Write those three words on a chalkboard. Ask: How do you make a request of God? (Respectfully, with reverence, and in worship of God.) Ask a student to read Matthew 6:9 aloud. Write on the board: “God is supreme and we are mere humans.” Ask: Should this intimidate you and keep you from making your request to God?

What follows next in this model prayer? What follows after that? How does “seek” fit into your prayers? Ask the student to read verse 10 aloud again. Write on the board: “seek = Thy will be done.” Ask: Why is it better that God's will be done than your will? How does “knock” fit into your prayer life? Invite one of the students to read Matthew 7:7 aloud. Write on the board: “the door will be opened.” Ask: How many times in a season did Mark McGwire strike out before he got 70 home runs? (We don't know.) How often do you think the widow lady had to appeal her case to the unjust judge before she got justice from the man who harmed her? How often should you knock if you have a request to make before God? What effect do you think this will have in your getting answers to your prayers?

TEACHER-DIRECTED ACTIVITY

Bring an essential oils diffuser to class. Remind the students that our prayers go up before God like sweet incense. Read Exodus 30:1-9. Have them think of a prayer, then add each student can add one drop of oil to the diffuser. Be sure to use all the same oil or oils that blend well together.

SONG

“How Deep Is Your Compassion” is on page 88 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and hold hands. Ask them to close their eyes and pray silently about the request on their balloon. Then, lead them in a prayer asking that these teenagers will remember to ask for God's help, seek God's will about each request they make, and to knock until they find an answer.

Happy Ever Afterwards

MEMORY VERSE

“Happy are those who long to be just and good, for they shall be completely satisfied. Happy are the kind and merciful, for they shall be shown mercy. Happy are those whose hearts are pure, for they shall see God” - Matthew 5:6-8 (TLB)

OBJECTIVES

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

1. Explain that the Bible is the owner’s manual for our lives.
2. Discuss the reasons Jesus gave for what should make a person happy.
3. Discuss situations in their lives where they can apply Jesus’ words and find happiness.

TOPICS & THEMES

Beatitudes

Bible Study

Blessings

God’s Laws

Obedience

HOW TO TEACH THIS LESSON

Begin the class by opening with prayer. Start by saying: Mark studied the owner’s manual of the car he bought to find out how to operate it and keep it in good condition. God provides us with an owner’s manual that we can study to learn how to live happily ever after. But we must study the Bible if we’re to find the way to be happy.

Divide a class of 12 or more into groups of twos or threes giving each group one of the questions you wrote out before class, a Living Bible, and a 3 x 5 card. Explain that the Living Bible is a paraphrase, not a translation, but that it is sometimes helpful in gaining a better understanding of a passage. Send students to separate places in the room to read the question, look up the Scripture (in both the Living Bible and their own translation) and write the answers on a 3 x 5 card. For a smaller class, give more questions and cards to individual students and have them look up answers.

Explain: When you follow the answers to these questions, you will be happy. Allow a few minutes for students to read questions, look up and write out answers. Bring them back together.

Debrief - Ask: Have you ever looked at the owner's manual of a car? (Hold up one.) The manual goes into detail about the vehicle's electrical system, how the engine works, what to do when your tires are low, how to change the oil, what makes the air bags deploy, etc. You have just looked in the owner's manual for making your life happy.

Question 1 - Ask the person/group that has that question to share with the class the seven "potholes" that they found in Proverbs 6:16-19. (Haughtiness, lying, murdering, plotting evil, eagerness to do wrong, bearing false witness, sowing discord among brothers.) How would choosing not to be involved with these things bring greater happiness to your life?

Questions 2 - Ask: What does Proverbs 3:7-8 show you about how to keep your motor in top condition? ("Don't be conceited, sure of your own wisdom. Instead, trust and reverence the Lord, and turn your back on evil.")

Question 3: Ask: What was the best fuel you found in Luke 4:4? ("It is written in the Scripture, 'Other things in life are much more important than bread.'") What are those things?

Question 4: Ask: How does Proverbs 24:19-20 show how you can fix your engine when it's running too hot? ("Don't envy the wicked. Don't covet his riches.") How do envy and coveting heat up your engine?

Question 5: Ask: How does Proverbs 13:13 show you how to best avoid collisions? (Obey God's Word and succeed.)

Question 6: Ask: What does Proverbs 25:12 say you'll get if you handle it like the Bible says when someone runs into you or criticizes you? (A badge of honor.) Who will give it to you?

TEACHER-DIRECTED ACTIVITY

Read Matthew 5:1-12 aloud. Pin one or more Beatitudes to the back of each student. Have students ask each other questions to gain clues about their "Beatitude" without saying the exact word. After students guess all their words, write the passage on the board. Have them organize themselves in the order the words appear in the Scripture. Ask: Why do you find it hard to practice these qualities? How does God's Word, our owner's manual, help us practice these qualities? Why do you think God wants us to rejoice when we are reviled and persecuted for our religious beliefs? What are some of the other qualities that should lead to happiness? (Humility, meekness, justice, goodness, kindness, mercy, having a pure heart.)

SONG

“Bubblin” is on page 21 of The Group Songbook.

CLOSING PRAYER

Have the students join hands and form a circle. Lead in prayer thanking God for providing them with a manual so they can live happily ever after.

It's Not How You Start

MEMORY VERSE

“Therefore, since we are surrounded by such a great a cloud of witnesses, let us throw off everything that hinders and the sin that so easily entangles, and let us run with perseverance the race marked out for us.” - Hebrews 12:1

OBJECTIVES

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

1. Explain what Jesus meant when He gave the parables of seeds falling beside the path, on rocky soil, among thorns, and on good ground.
2. Discuss that to finish the race, their seed must fall on good ground that will bear good fruit in the form of bringing others to know Him.

TOPICS & THEMES

Bearing Fruit

God's Kingdom

Parables

Seeds

Perseverance

Relationship with God

HOW TO TEACH THIS LESSON

Open the class with prayer. Give each student a piece of graph paper and pencil. Explain it's not how we start that counts. This activity is to help the class understand how we are doing on our race to the Kingdom. To win, we have to analyze how we're doing from time to time. Ask students to draw a straight line across the center of the paper completing the diagram on the board. Tell them that the main line represents this past year's spiritual life, there are high points and low points in everyone's spiritual growth. Such things as the Feast of Tabernacles, summer camp, a particular sermon or YEA lesson, a Born to Win program, or an experience with a friend or family member can have a positive effect on your spiritual growth. Negative growth can be caused by such things as neglecting prayer, a relationship or family problem, or hanging around with negative friends. As you do this graph, think back over this past year and remember when

you were close to God, served others, prayed effectively, grew because of your Bible study, or did other things that brought spiritual growth.

Consider the line you drew to be the base line. The area above it shows spiritual growth. The area below the base line represents times when your spiritual life slipped or stagnated. Draw a happy face in the particular space above the line for the times your spiritual growth was good, and briefly say what caused it. Draw a sad face below the line when your spiritual life slipped or stagnated, and note what you feel caused it.

Tell the students not to put their names on their papers. Allow the students several minutes to complete their “Spiritual Growth Graph.” Pick up the papers, shuffle them so no one will know whose paper it is and hand one to every student. To tally the papers ask: How many spiritual lows are on the paper you have? List numbers on the board from each student and total them. Ask: How many spiritual highs are on the paper you have? List the numbers from each student and total them. What things brought about spiritual lows? Let each student read them from the paper they have.

Debrief - Ask: What are the similarities in our spiritual lows? What similarities do you see in the spiritual lows on the board and the parables in today’s lesson? How should these act as warning signs to us? How could these spiritual lows be avoided? What are the similarities in our spiritual highs? Can you break them down into categories according to parables? Add this to the board. What lessons can we learn by relating our spiritual highs and lows to these parables?

Seeds - Ask: How can you know if Jesus has planted a seed in your heart? (Every time the Gospel is preached or the Bible is taught at home, in Sabbath School, or in church, seeds are being broadcast.) How can you make sure that the seeds God has thrown in your direction do not land beside the path? What can you do to ensure these seeds grow to strong plants which bear fruit?

Students’ activity - Let each student give the Scripture from the activity in their book that was selected to motivate them, why biblical knowledge is necessary to finish the race, and what actions they plan to take to ensure they finish the race.

TEACHER-DIRECTED ACTIVITY

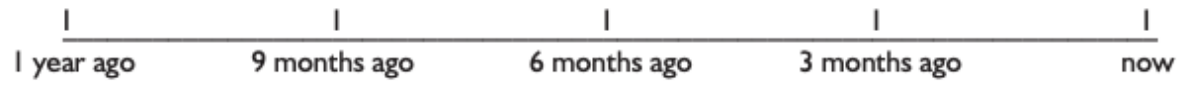
Explain that to cross the finish line, we must bear fruit. Remember the seed that fell on good ground represents the heart of a man who listens to the message and brings 30, 60, or even 100 others into the Kingdom. That means that we have to bring others to know Christ. Have the students brainstorm to determine what attendance goals the class should set for the next ten weeks. Have every student set a goal for inviting a certain number of kids to attend Sabbath School with them. Give each teen a pencil and piece of paper to make a list of kids they will invite. Tell them that you will throw a pizza party for them and all of the friends they invite, if they reach their goal.

SONG

“Pass It On” is on page 26 of The Group Songbook.

CLOSING PRAYER

Have the students join hands and form a circle. Invite a volunteer to lead in prayer asking God to help them take this lesson seriously so that they can finish the race into His Kingdom.



Test Day

MEMORY VERSE

“And he said unto them, The Sabbath was made for man, and not man for the Sabbath.” -
Mark 2:27

OBJECTIVES

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

1. Explain that others have faced similar problems in keeping the Sabbath and they passed the test.
2. Discuss that the miracle God performed to feed Israel in the wilderness shows that the Sabbath is not just any day out of seven, but a specific day of the week.
3. Think in terms of celebrating the Sabbath as laid out in Isaiah 58:13-14 rather than focusing on the physical things they can't do.

TOPICS & THEMES

Jesus, His Ministry

Jesus, His Miracles

Healing

Manna

Rest

Reward

Sabbath

HOW TO TEACH THIS LESSON

After you open the class with prayer, give each student a 3 x 5 card and ask them to write a situation they face or have faced in keeping the Sabbath. Ask them not to put their names on the cards. After they finish, pick up the cards. Now have the class vote on two or three students to form a panel. Give the cards to the panel. Have one person read the situation and let the panel make suggestions about how it could be handled.

Debrief - Ask: What have your peers and friends said about your keeping the Sabbath? (Allow students to express their thoughts and even frustrations about having to keep the Sabbath. Don't criticize them. Be very sensitive to the situation. Sometimes it may be best not to interfere, or even offer counsel unless it is asked for. In other situations, it may be wise for you to take the

initiative. But let your class know that you understand their difficult situation and that you're always there to support them with your prayers, counsel, and love.) Ask: How did you feel? What do you think is the best way to handle it when someone wants you to play ball or go to a movie on the Sabbath?

Student Activity - Let's look at the acrostic in your Students' books and see if we can find help and encouragement from our Christian friends faced with the same problem. Encourage students to read the acrostic they wrote. Give positive reinforcement to each one after they have read it.

Gold medal - How do you think Eric felt when one of his peers asked, "Why don't you go be a missionary rather than running in the Olympics?" How would you have felt if your friends had asked you a question like that? How did you feel about Eric's response? Who can tell us what the statement, "turn lemons into lemonade" means? Eric turned lemons into lemonade when he said, "I believe God. God made me fast, when I run I feel His pleasure." What was Eric's reward for not running on his Sabbath?

Skeptics broke the Sabbath - When God gave manna in the wilderness He instructed the Israelites that there wouldn't be any on the Sabbath. Ask: Who didn't obey Him? What were the consequences to those people who didn't obey God and gathered twice as much on Friday? (They probably had to go hungry.) Why do you think God instructed the Israelites to gather twice as much on Friday? (To prepare for the Sabbath so they wouldn't have to work on it.) Ask one of the students to read Exodus 16:23 aloud. How do we apply this in our lives today?

How did Jesus Keep the Sabbath? - Say: Rebels and skeptics are always around and Jesus had them as well. Ask: How did the people react when He healed the handicapped woman on the Sabbath? Why wasn't this wrong? Ask one of the students to read Matthew 12:12 aloud. How can we fill the Sabbath with doing so many good things that we don't have to feel sorry for ourselves because of the things we can't do? How would it change your attitude toward the Sabbath if you thought in terms of celebrating the Sabbath rather than what you can't do? How can you celebrate it?

Our reward - Ask: Is keeping the Sabbath worth it? Ask a student to read Isaiah 58:13-14 in The Living Bible.

TEACHER-DIRECTED ACTIVITY

The activity is the panel discussion that is part of the lesson.

SONG

"I Will Celebrate" is on page 49 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Ask for a volunteer to lead in prayer asking for God's help in pleasing Him with our Sabbath celebrations.