

YOUTH EDUCATIONAL ADVENTURES

Light the Fire!

YE4C · Teacher Edition

Intermediate · Year 1: Life of Christ

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

Dim Bulbs, Bright Lights

MEMORY VERSE

“In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven.” - Matthew 5:16 (NIV Study Bible for Kids)

OBJECTIVES

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

1. Explain that Christians are to be a light to the world.
2. State that many leaders were born into poverty, were abused or had disabilities.
3. Compare attitude, and the choices they make with the way life treats them.
4. Discuss that Jesus Christ also learned from the things He suffered.

TOPICS & THEMES

Attitude

God's Omnipotence

God's Plan

Letting Your Light Shine

Obedience

Suffering

MATERIALS NEEDED

Bible, YEA students and teacher's books, attendance and memory verse charts, stickers, paper, pens or pencils, songbook, CD/cassette tape, music player

HOW TO TEACH THIS LESSON

Begin the class by asking for volunteers to tell about the last party they went to. As they tell their stories, make note of what seemed to make their party a blast or a bust. By sequentially following the questions laid out below, you should be able to complete each section of the lesson and ensure the objectives are met.

Why did you go to this party? To have a good time, to be with friends, etc. Would someone who has given a party tell us why you threw it? To have a good time, to celebrate a birthday or other events.

How many of you have had a pity party where you sat around and mopped about how bad things were? Did you have a good time? Was this a celebration? Were you sharing with friends? How would you describe the results of a pity party? It's sad, nonproductive, a real loser and a waste of time.

What are some of the things that bring on depression? Having to do chores, making a low grade on a test, not getting to do something they want to do, being grounded for a week, snubbed by a friend.

Who benefits from a pity party? No one. How do you go from being a dim bulb to becoming a bright light? Making the choice to have a positive attitude, becoming proactive and channeling energies into being a light by thinking of others and serving them. Then would you conclude that a pity party is nonproductive, a waste of time and a real loser?

In your lesson, what did Brent decided to do about being a dim bulb? He saw that he was responsible for changing his world. What would you call that? Becoming proactive and turning into a bright light.

Do you remember how many world leaders were born in poverty and maybe abused or disabled as shown in a recent survey? 300. Would you say they had a bad start in life? What made the difference in them and a lot of people who are on welfare? They chose to be proactive and be everything in this life that they could be. Then would you say it was the choices they made that made the difference in their wealth and position in life? What effect does your attitude have on your future? It can make the difference between wealth or poverty, the job they hold and whether they make it into the Kingdom of God.

Jesus Christ lived a perfect life. He is our soon coming King. Was He exempt from suffering? How did He learn obedience? From the things He suffered.

How can you season the world and make it a better place to live? By letting your good deeds shine for all to see, so that they will praise your heavenly Father. What specific things can you do to be a bright light rather than being a dim bulb? Have a positive attitude, be proactive in caring for and serving others, every day set a goal to be a bright light to at least one person.

TEACHER-DIRECTED ACTIVITY

Before class, write the following statements on three different pieces of paper: 1) Mom is always saying empty the dishwasher, fold the laundry, get the hair out of your eyes and whatever. She makes me feel hopeless. What should this teenager do to make his or her home life better? 2) People commonly describe happiness by looking at physical things or circumstances. How can you find happiness? 3) An alien has landed in the parking lot. He knows nothing about your religion or the Christian faith. How can you be a light to this alien? Divide the class into three

groups giving each group one of the above statements. Allow a few minutes for the groups to brainstorm their questions. Then have them give the answers. Read aloud Matthew 5:13-16.

SONG

“Give Me Oil in My Lamp” is on page 59 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and hold hands. Ask one of the students to lead in prayer asking that God will show them how to daily be a bright light and change the world they live in.

Which Road?

MEMORY VERSE

“What does the LORD your God ask of you but to fear the LORD your God, to walk in all his ways, to love him, to serve the LORD your God with all your heart and with all your soul.” - Deuteronomy 10:12 (NIV)

OBJECTIVES

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

1. Explain that the broad road is easy and attractive.
2. Explain that the narrow road requires discipline, obedience and commitment.
3. Discuss the consequences of following the broad road.
4. Discuss the benefits of following the narrow road.

TOPICS & THEMES

Belief

Blessings

Consequences of Sin

God's Kingdom

God's Law

God's Plan

Holy Conduct

Life

Loving God

Obedience

MATERIALS NEEDED

Bible, YEA students and teacher's books, attendance and memory verse charts, stickers, butcher's paper, marker pens, songbook, CD/cassette tape, music player

HOW TO TEACH THIS LESSON

Before class, attach a very large piece of butcher's paper on the wall and draw two parallel roads on it. Make one road very narrow and the other road very broad. Form groups of three or four. Tell the students that they are to create signs to help us travel safely. They are to draw their signs

on the butcher's paper beside the road where it best fits. Before they start drawing their signs, have each group brainstorm and decide which signs they want to draw. They can draw as many signs as time will permit. However, each group should draw at least one sign to go on each road. After each sign, they are to write a sentence or slogan that tells how this sign expresses a truth about living a Christian life, or how to avoid being led down the wrong road. The signs could be such things as U-Turn to Jesus, Stop sinning, One-Way to Christ, etc.

When the allotted time is up, debrief by asking:

How did you feel about the obedience and commitment that Alexander the Great's soldiers had for him? What impact did this have on the king's army? They surrendered because they knew they didn't stand a chance of winning when these soldiers were so dedicated and committed to their king.

Does Christ expect the same kind of obedience and commitment from you that Alexander's soldiers gave him?

What things can you do to show the same kind of obedience and commitment to Christ that Alexander's soldiers gave him?

Who would like to describe what the "broad road" looks like for a teen-ager today? This road would have many things on it that look exciting and fun to do. They would include such things as using drugs, smoking, drinking, sex outside of marriage – maybe even with many different partners, doing anything you would like on the Sabbath, listening to rap music, using bad language, etc. How many of these things have bad consequences that go with them? All of them.

Can we live our lives like those on the broad road do and expect to be in God's Kingdom? Why or why not? What are the consequences for traveling down the broad road? Ask one of the students, who reads well to read Deuteronomy 28:15-45 aloud. What are the bad things included in these verses that follow disobedience? They are disease, droughts, defeated by your enemies, boils, tumors, and incurable diseases, such as AIDS and cancer, unsuccessful in everything you do, (being a real loser) taken captive by your enemies and destroyed, etc. Would you like for these things to happen to you? Why or why not?

What does the Bible tell us about which of the two roads is easier or more difficult? What kind of life style is required to travel down the narrow road? An obedient, committed life style is required.

What are the rewards for walking down the narrow road and living a committed Christian life? God promises that He will be with us, bless us and give us eternal life with Him in His Kingdom. Keep in mind that being a Christian doesn't mean blessings with no suffering.

Have one of the students read Mark 12:28-31. What do you think these verses say about God's rules? How would you compare these rules with the road signs we just made? What are some ways that you can obey the rules laid out in the Scripture this week? (Let each student give one way that they can obey the rules.)

TEACHER-DIRECTED ACTIVITY

The activity is a part of How to Teach This Lesson.

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 one of the students to lead in prayer asking that each student will obediently walk down the narrow road and willingly commit their lives to Christ.

Chosen By God

MEMORY VERSE

“You did not choose me, but I chose you and appointed you to go and bear fruit – fruit that will last.” - John 15:16 (The Students NIV Bible)

OBJECTIVES

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

1. Explain that they are chosen of God to be apart of His family.
2. Discuss the effects of hanging labels on others.
3. Discuss how none of us deserves God’s mercy.
4. State that God expects us to show love and mercy to the handicapped and less fortune.

TOPICS & THEMES

Bearing Fruit
Chosen
Family
Jesus, His Ministry
Jesus, His Miracles
Healing
Jesus, Savior
Judging Others
Loving Others
Mercy

MATERIALS NEEDED

Bible, YEA students and teacher’s books, attendance and memory verse charts, copies of skit for next week’s lesson

HOW TO TEACH THIS LESSON

Begin the class discussion by giving this background. Leprosy was one of the worst diseases a person could have when Jesus walked this earth. To be a leper was assumed to be cursed by God. This was a label no one wanted. Then there was a polio epidemic in this country in the 1940s. The disease left a number of people crippled. None of us wants to be labeled as a cripple. One of

the most dreaded diseases today is AIDS. HIV positive is not a label anyone wants. Listen to this and see if you know who said it:

“Many people have called me a hero because I’ve chosen to dedicate the rest of my life to educating people, especially teenagers, about HIV and how to protect themselves from it. But let me be clear about one thing: I’m not a hero because I got HIV. And I didn’t get HIV because I was a ‘bad’ person or a ‘dirty’ one or someone who ‘deserved’ it for whatever reason. . .”

Ask: Who knows who said this? “Magic” Johnson. Did God choose “Magic” Johnson to be HIV positive? No. Why is “Magic” Johnson HIV positive? Because he chose to have sex with someone who was HIV. But should we hang labels on people like the Leper, Karen who had polio and left handicapped, or “Magic” Johnson? Why or why not?

Is it hanging a label on someone to say “they were chosen by God to be HIV positive, or it was a curse from God the reason a person was a leper?” Why or why not?

Give each student a 3 x 5 card. Tell them to write down as many labels as they can think of to describe themselves. Here is an example: African American, middle-class, teenage Christian, left-handed, non-smoker, born in Chicago to Catholic parents.

After the students have finished, shuffle the cards. Tell them that you will give them ten seconds to identify the person as you read the card. After each student has been identified, discuss these questions:

How did you feel about being reduced to a label? Have you been guilty of doing this to other people? How. Why do you think people hang labels on other people? Do you think it is right to label a church? Why or why not?

Do you think it is right to say some people are chosen by God and others are not? Why or why not?

Ask one of the students to read Psalm 103:1-10. Ask: Does God show His mercy to only the people who deserve it? Karen didn’t deserve to have polio. But how did you feel when Nate chose her to be his dance partner?

How do you feel about God choosing you to be in His Kingdom? Should you feel better than other people because God has chosen you?

Ask one of the students to read 1 Corinthians 1:26-29. Are you glad that God has chosen you? Why or why not? What are you going to do about it?

TEACHER-DIRECTED ACTIVITY

The activity for this lesson is included under “How to Teach This Lesson.”

SONG

“Love Round” is on page 15 of The Group Songbook.

CLOSING PRAYER

Ask the students to join hands and form a circle. Get a volunteer to lead in prayer. Ask that person to thank God for His mercy that we do not deserve and for choosing us to be a part of His family. Ask that He help us not to hang labels on others and show the same mercy and love to others that He has shown to us.

Unforgettable Stories

MEMORY VERSE

John 1:1 “Before anything else existed, there was Christ, with God. He has always been alive and is himself God.” (TLB Paraphrased).

OBJECTIVES

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

1. Explain that Jesus has power over the forces of nature.
2. Discuss that adults also fear the power of nature.
3. State that they can rely on God in times of need.
4. Explain that Jesus’ disciples had difficulty understanding that Jesus was both a human being and God in the flesh.
5. State that Jesus expects us to keep our eyes focused on Him and to trust Him all the way.

TOPICS & THEMES

Disciples

Peter

Faith

Fear

God’s Omnipotence

Jesus, God the Son

Jesus, His Miracles

Calming the Storm

Walking on Water

Obedience

Peter

Sea of Galilee

Storms

Trusting God

MATERIALS NEEDED

Bible, YEA students and teacher's books, attendance and memory verse charts, songbook, CD/cassette tape, music player, kiddie pool, water, masking tape, aluminum foil, paper, string, glue, cardboard, paper clips, plastic cups, craft sticks, yarn, toothpicks, rubber bands and other materials you want to have on the table from which the students are to make their boats or rafts

HOW TO TEACH THIS LESSON

Start the lesson by telling the students that you want each one of them to make a boat or a raft out of the materials on the table. Then they are to select something personal to put on their boat to transport it to the other side of the lake (kiddie pool). This should be something they don't mind getting wet such as a penny, shoe lace, etc. Give the class about 20 minutes to build their boats and put their personal item on it. Tell them that when they finish they will race their boats from one side of the lake to the other. But they will not be allowed to touch the boat with their hands. Because they can't touch their boat during the race, they will need to put a sail they can blow on or create some way to propel their boat.

When they finish making their boat, have all of the students put them in the kiddie pool filled about halfway up with water. After all of the boats are in the water, shout "go!" As the race begins, use your hand and go around and around in the water to create a whirlpool effect creating high waves. After the race is over, follow the questions laid out below in sequential order to complete the objectives above.

When you finished making your boat or raft did you trust it to transport your personal item across the lake? Why or why not? With the high waves, did you feel a certain hopelessness about getting your boat to the other side? How are the stories in our lesson like the project we've just done?

If you had been there, would you have done what Peter did? Why or why not? What happened to cause Peter to start sinking? He took His eyes off of Jesus and let the high waves zap him of his faith.

How do you think the disciples felt when the winds stopped, the waves calmed down and everything was silent? How do you think Peter felt?

Jesus is the One who created the universe and everything in it. How much power did that take? How difficult do you think it was for Him to calm a storm? How much do you trust Him to protect you when your life gets a little stormy? Are you willing to get out of the boat as Peter did and trust Jesus to see you through your storm? Are there times when we take our eyes off Jesus and begin to sink? How do we take our eyes off Jesus? Who can tell us about one situation this week where you will need to keep your eyes on Jesus and trust Him? What can you do to make sure you remember to trust Him?

TEACHER-DIRECTED ACTIVITY

The activity was done as a part of teaching the lesson.

SONG

“Great is The Lord” is on page 62 of The Group Songbook.

CLOSING PRAYER

Form a circle with the students and have everyone hold hands. Ask one of them to lead in prayer asking God to give them enough faith to trust Him when their life gets stormy.

No Rock too Big

MEMORY VERSE

“God is our refuge and strength and ever-present help in time of trouble.” - Psalm 46:1

OBJECTIVES

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

1. Identify problems or pressures in their lives that they would consider to be “rocks” which need to be moved out.
2. Discuss the harm “rocks” remaining in their life can do.
3. Explain that Jesus is willing and ready to help them move out these “rocks,” but they must ask Him to do it, and they must obey Him if they want His help.
4. State that Jesus is our Rock, who will help us move the “rocks” out of our life.

TOPICS & THEMES

Ask

Disciples

Jesus, His Ministry

Jesus, His Miracles

Feeding of 5000

Problems

Stewardship

Temptation

Trouble

MATERIALS NEEDED

Bible, YEA students and teacher’s books, attendance and memory verse charts, paper, pencils, songbook, CD/cassette tape, music player, chalk board or newsprint pad, marker pen, prize

HOW TO TEACH THIS LESSON

Before class write WHARWWHUMOR on the chalk board or newsprint pad. Give every student a piece of paper and a pencil. Tell them that you are going to give them a pop quiz. Point at the letters you’ve written on the chalk board and say “you have one minute to write down what this means. The first one to come up with the correct answer will get a prize. When the minute is up,

say, “stop.” Ask the students to share what they have written. Then tell them these are the first letters to the words in this sentence: “We have a Rock who will help us move our rocks.”

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

What were your first thoughts when I said that I was going to give you a pop quiz? Did anyone think this pop quiz was a rock that you would like to move out of the way? Has anyone tried to build a tunnel or road in the sand and run across a rock that had to be moved?

How did you feel about Keith’s dad watching him, yet not helping him? Why do you think his dad didn’t help him? Do you think Jesus is watching us? Why do you think He may seem slow to help us move rocks out of our lives? We are slow to ask Him.

What would you consider to be “rocks” in your life? Peer pressure, bad language, dishonesty, Sabbath breaking, drugs, smoking, sexual pressures, competition at school, making good grades. Write these on the newsprint pad or chalk board as the students give them to you. If these “rocks” remain in your life, what harm will they do to you?

Do you think that providing food for over 5000 people was a bigger rock for Jesus to move than to help you move one of your “rocks” out of your life? What did Jesus do to turn five loaves of bread and two fish into enough food for more than 5000 people to eat? He prayed to the Father. What do you have to do to have Jesus move a “rock” in your life? Pray and ask Him to do it. Is there anything else that you must do? Ask the students to turn to Matthew 16:24-25 and have one of them read those verses. What do these verses say we have to do? We must follow Jesus, lose our life for Him. How do you think we go about losing our life? We give up our desire and seek to have something that a Christian should do.

Ask one of the students to read Psalm 46:1. Ask: how often is God there to help us move the “rocks” out of our lives? He is ever present.

TEACHER-DIRECTED ACTIVITY

Give each student another piece of paper and pencil. Ask them to think of one “rock” they would like to be moved out of their lives. Tell them to draw a picture of the “rock” and how they will move it out of their lives. They can draw a real rock and label it with their problem and add a picture of themselves pushing on it. Or they can draw a picture which represents their problem, such as a person smoking, and another picture showing the solution, such as throwing away the cigarette and praying for God’s help. These can be cartoons if they would like. Encourage them to use their imagination. When they are finished, pass their pictures around the room and vote on the best one. Give a prize for the best picture.

SONG

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

CLOSING PRAYER

Have the students join hands in a circle and ask one of the students to lead in prayer asking God to help them move the “rocks” out of their lives and to follow Him.

Less Than Human

MEMORY VERSE

“You made all the delicate, inner parts of my body, and knit them together in my mother’s womb. Thank you for making me so wonderfully complex! It is amazing to think about. Your workmanship is marvelous – and how well I know it.” - Psalm 139:13-14 (TLB)

OBJECTIVES

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

1. State that all human life is precious in God’s sight.
2. Discuss how God gives life and takes it away.
3. Explain that life begins at conception and abortion is murder.
4. Discuss ways society turns a baby into something less than human to make abortion more palatable.
5. Make the comparison between the Columbine killings, John the Baptist being beheaded and abortion as murder.

TOPICS & THEMES

Abortion

Herod

John the Baptist

Life

Murder

MATERIALS NEEDED

Bible, YEA students and teacher’s books, attendance and memory verse charts, paper, pencils, songbook, CD/cassette tape, music player, chalk board or newsprint pad, marker pen, prize

HOW TO TEACH THIS LESSON

By sequentially following the questions below, the objectives of the lesson should be met and there should be time to complete each section of the lesson.

Have you ever felt kind of immortal like Josh did before the Columbine shooting? How do you think Josh felt when he heard the shot fired that killed Cassie Bernell? Who can tell us what

question the murders asked Cassie Bernell, and what her answer was that caused her to be killed? “Do you believe in God?” And she answered, “Yes.” They placed little or no value on life. They began to look upon other students as less than human.

Who remembers what John the Baptist said that got him murdered? That it was wrong for him to be married to his brother’s ex-wife. Do you feel that what John said was bad enough for the king to have him beheaded? Why or Why not?

Who has the right to kill and make alive? God. Why? He created us. Does anyone else have the right to kill another human being? Yes, the state has the right to administer the death penalty for those who have killed another person. Ask one of the students to read Romans 13:1-5. Discuss how God gave governments the right and responsibility to execute a murderer.

When does life begin? Why do you feel that way? Ask one of the students to read Luke 2:40-41. Explain that Mary had gone to visit her cousin, Elizabeth, who was pregnant with John the Baptist. At the sound of Mary’s greeting, the baby within Elizabeth leaped. Ask: Was this baby less than human?

Ask one of the students to recite their memory verse (Psalm 139:13-14). Ask: Do we have the right to cancel God’s creation with an abortion? Why or why not? Is abortion really any different from murder since it takes the life of another human being?

Who can tell us what happens with a partial birth abortion? Is ending this baby’s life any less than murder?

How do you think people come to the point of doing such horrible things? They begin to look upon a baby as less than human.

Where would you be if your mother had looked upon you as less than human – just a fetus or tissue and aborted you? You wouldn’t be here today. Are you less than human? Is an unborn baby then less than human? Is there a better solution to an unwanted pregnancy? Yes, adoption. What should a teenager do to prevent an unwanted pregnancy? Abstain from sex until you are married. Sex outside of marriage is a very risky business and it is sin!

TEACHER-DIRECTED ACTIVITY

Have the students plan a talk show and record it. Give the class a few minutes for everyone to use today’s lesson and prepare questions the host will ask a panel. Let the students decide who will be the host, who will be the panel to discuss the questions, who will control the recorder by starting the theme music and recording the program. Include everyone in this production.

SONG

“We Are His Hands” is on page 9 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands as one of the students leads the class in prayer. Ask God to help each one to value life as He does, and that each one will have the strength to abstain from sex until they are married.

Out of Trouble

MEMORY VERSE

“She leads you down to death and hell. . . Run from her! Don’t go near her house, lest you fall to her temptation and lose your honor, and give your life to the cruel and merciless; lest strangers obtain your wealth.” - Proverbs 5:7-10a (TLB)

OBJECTIVES

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

1. Discuss the greatness of God’s mercy.
2. Explain that the way out of trouble is going to God and confessing our sins.
3. List seven consequences for sexual sins.
4. State that if they don’t show mercy, they will receive no mercy.

TOPICS & THEMES

Adultery

Consequences of Sin

Mercy

Repentance

Sin

Wisdom

MATERIALS NEEDED

Bible, YEA students and teacher’s books, attendance and memory verse charts, large piece of brown paper, marker pen, strips of paper for drawing parts for the role play, songbook, CD/cassette tape and music player

HOW TO TEACH THIS LESSON

Begin the lesson by asking: How many of you are already taking driver’s ed? Why do you look forward to getting your drivers licenses? There were three statements from The Toronto Sun newspaper included in your lesson. Which one was your favorite and why? Go around the room and let each one give their favorite.

Now have the students draw for parts and have them role play the story in this lesson. Try to include all of the students. If your class is large, some of the students can be a part of the crowd of people gathered around Jesus in the Temple. Have each one come up with at least one statement to make as they act out this story. There can be several “teachers of the law” and Pharisees. Let the students use their lesson and allow each person to come up with their own script. If the class is very small, you may want to draw for one of the parts. Instead of Jesus writing on the ground, provide a large piece of brown paper and a marker pen. Allow the person playing this part to come up with what he thinks Jesus wrote on the ground.

After the students finish roleplaying, debrief with the following questions:

How would you describe the woman who was caught in the very act of adultery? Why do you think the teachers of the law and the Pharisees didn’t bring the man in as well? How do you feel about them only bringing in the woman? Was that fair? Why or why not?

What words do you think Jesus wrote on the ground? Why? There was no doubt that the woman had committed a sin deserving of being stoned. Why do you think Jesus did not condemn her? How do you feel about all of the men, who accused her, leaving after Jesus wrote on the ground? In what order did they leave?

What do you think is the most important lesson for us to learn from this story? Why? Even though Jesus did not condemn the woman for adultery, do you think there were no consequences for her? What do you think they were? What were the consequences for those men who accused her? Have one of the students read James 2:13. What does this say to you? If you don’t show mercy, when your time comes to need it, you won’t be shown mercy.

What is the best way for you to get out of trouble when you mess up? Ask one of the students to read 1 John 1:9. Ask: To receive this incredible promise, what do you have to do? “Confess” comes from a word that means, “to call it the same thing.” In other words you call a sin, sin. You say it’s wrong. You don’t try to whitewash it and make it sound better than it is. God doesn’t want any excuses. He doesn’t want you to blame someone else. We need to tell God that this is sin and ask Him to forgive us. This is the way out of trouble.

TEACHER-DIRECTED ACTIVITY

Doing the role play as a part of the lesson is the activity for today. It will take time for the students to prepare their parts, play them out and then analyze the lesson through debriefing.

SONG

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

CLOSING PRAYER

Have the students form a circle and hold hands as one of the students leads in prayer. Suggest that the person offering the prayer thank God for His mercy and for showing us the way to get out of trouble.

Open My Eyes

MEMORY VERSE

“Live no longer as the unsaved do, for they are blinded and confused. Their closed hearts are full of darkness; they are far away from the life of God because they have shut their minds against him, and they cannot understand his ways.” - Ephesians 4:17-18 (TLB)

OBJECTIVES

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

1. Explain that a person is blinded to God’s truth because of their own sin and disbelief.
2. Discuss that becoming blind to a person’s good points can break up a friendship.
3. State that the Pharisees allowed them- selves to disbelieve Jesus’ miracles and Messiahship.
4. Tell that God can open our eyes to believe He is our Messiah if we will ask Him.

TOPICS & THEMES

Blindness

God’s Omnipotence

Jesus, His Miracles

Healing

Jesus, Savior

Physical Infirmities -

Blindness

Pool of Siloam

Sabbath

Sin

MATERIALS NEEDED

Bible, YEA students and teacher’s books, copies of skit, tray, food on it, table, two chairs, attendance and memory verse charts, CD/cassette tape, music player and songbook

HOW TO TEACH THIS LESSON

Skit: Taking Friendship For granted

The Scene: A fault line is discovered in a relationship at lunch when one friend gets fed up with always paying the bill.

Characters: Linda and Karen (if you use girls) or Daren and Eric (if you use two boys. Daren plays Linda's part and Eric plays Karen's part)

Props: Two trays of food, a table and two chairs (The two students enter the room with a tray of food.)

Linda: Thanks, Karen, for buying my lunch.

Karen: I sure hope you enjoy it. This is the last time that I'm paying for it.

Linda: I don't know what you mean.

Karen: I hope you get it this time. I don't know how to say it any plainer. I'm tired of always paying for your lunch.

Linda: Wait a minute! You're talking like you always pick up the tab.

Karen: You got it! You never have any money. No matter where we go or what we do, you're always broke. You borrow money when we go to the movie together, when we get a pizza, when we go skating . . . I'm fed up with it.

Linda: You act like I'm stealing money from you and you know that's not true.

Karen: I'm not your Mom or your banker. I work hard every day after school for my money. You could do the same thing.

Linda: You know I work hard too.

Karen: Then why are you always broke?

Linda: Well, I just have so many things to buy and you know, the money just goes.

Karen: That's fine for you, but I don't need friends who are always mooching off of me. (The two characters leave the room.)

After this skit, debrief by asking the questions:

How did you feel about Karen's attitude toward Linda? Was it justified? Why or why not? How did you feel about Linda's attitude? Was it justified? Why or why not? What do you feel was at the core of both attitudes? They were blinded to their own attitudes. How does allowing yourself to be blinded to another person's needs or reasons prevent you from doing what is right? You begin to think that you are completely right and they are all wrong.

How were the Pharisees blinded to a miracle that Jesus performed on the blind man? They let the fact that Jesus healed this man on the Sabbath day blind them. What did this cause them to

do? They jumped to the conclusion that Jesus was not from God and that He was evil. How were they wrong?

Did Jesus make a comparison of physical blindness to spiritual blindness? How? Spiritual blindness caused them to be guilty of the sin of unbelief. Are your eyes open to see that Jesus is your Messiah. How will that change your life? Can He heal you of sins? Will you let Him open your eyes to wondrous things?

TEACHER-DIRECTED ACTIVITY

The skit serves as the lesson and today's activity.

SONG

"Do Lord" is on page 74 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and hold hands. Lead in prayer asking God to always keep our eyes open so that we can truly see the truth in His Word and in every situation in life. Mention that relationships with friends and with Him can be destroyed by allowing ourselves to become blinded by sin and unbelief to the truth.

Enemy to be Conquered

MEMORY VERSE

“The last enemy to be destroyed is death.” - 1 Corinthians 15:26 (NIV Study Bible For Kids)

OBJECTIVES

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

1. State that death is an enemy to be conquered.
2. Tell that death is the last enemy to be conquered.
3. Explain that the reason Jesus delayed getting to Jairus' daughter and Lazarus was to provide the people with another opportunity to believe in Him.
4. Discuss what life is, and why God gives us life.

TOPICS & THEMES

Belief

Death

Eternal Life

Galilee

God's Plan

Jairus

Jesus, His Miracles

Healing

Resurrection

Lazarus

Life

Mary and Martha

Resurrection

Suffering

Women

Mary and Martha

MATERIALS NEEDED

Bible, YEA students and teacher's books, attendance and memory verse charts, CD/cassette tape, music player, songbook, CD/cassette tape by a popular Christian artist, a balloon for each

student

HOW TO TEACH THIS LESSON

By sequentially following the questions below, the objectives of the lesson should be met and there should be time to complete each section of the lesson.

Ask: How many of you have lost a pet? Allow them to tell their stories about how much they missed the pet and how difficult it was to lose it.

How many of you don't like to talk about death? Why? Death seems so final, it's morbid, it's scary, it's such a long way off for me and I don't like to think about it, are possible answers.

How do you think Jesus felt about death? It provided Him with an opportunity to help someone. It provided Him with an opportunity to glorify His Father. It provided Him with an opportunity to conquer the enemy.

Did you lose hope for Jairus' daughter when she died before Jesus got to her? Why?

How did you feel when people made fun of Jesus for telling them that the girl was only asleep, and to stop their mourning?

Do you think she was just asleep or dead? Why?

Jesus actually delayed getting to His friend, Lazarus. Lazarus died and was buried for four days before Jesus arrived. Did you think Jesus was negligent? Why or why not? What reason does the Bible give for His delay? This miracle was to give them another opportunity to believe in Him.

What does the Bible call death? An enemy. When will death be completely conquered. It's the last enemy to be destroyed. How long will death be gone? Forever.

What is life? It is a gift from God. Do you always treat it like it is a gift? How can you show God that you value life? By being a loving, dedicated and obedient Christian.

What do you have to do for God to make your life better? Believe in Jesus Christ and obey Him each step of the way.

TEACHER-DIRECTED ACTIVITY

Start playing the music by a popular Christian artist. Give each student a balloon and have them blow it up. Allow them to play with the balloons and bat them back and forth to other students as the music plays.

Give them a few minutes to enjoy this game and then stop them. Tell them that God is the one who gave them their life to live and enjoy. Playing with the balloons can be a real joy and a lot of fun. Things like this help us to feel good about ourselves. Learning to love God more can make

life even better. All we have to do is to believe Him and obediently follow Him each step of the way.

Have each student choose a partner. Give them a minute to think of one good thing they can say about their partner. After they say it, they are to puncture their balloon as an exclamation mark for their appreciation.

SONG

“Kumbaya” is on page 4 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and close the class by having every student give a one-word prayer.

Stop the Noise!

MEMORY VERSE

“Just as a man can prevent trouble from thieves by keeping watch for them, so you can avoid trouble by always being ready for my unannounced return.” - Matthew 24:43 (TLB)

OBJECTIVES

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

1. Discuss how “noise” in this world prevents them from staying focused on Jesus’ return and what these “noises” are.
2. Explain the results of saying “My Lord delays His return.”
3. State ways that they can use the “noise stopper.”
4. Explain that God rewards those who stop the noise and make it into His Kingdom.

TOPICS & THEMES

Be Ready

Consequences of Sin

Eternal Life

God’s Kingdom

God’s Love

Holy Conduct

Jesus, Return of

Obedience

MATERIALS NEEDED

Bible, (extra Bibles for students who may not have one with them), YEA students and teacher’s books, attendance and memory verse charts, butcher’s paper, marker pens, two notes for the lesson, blindfolds, three bowls of cereal, CD/cassette tape, music player, songbook, awards for the students for perfect attendance and memory verse recitation and for reciting Psalm 100, the memory work for this book

HOW TO TEACH THIS LESSON

Attach a piece of butcher’s paper to the wall. Have the students turn to Matthew 24 in their Bibles. Give each one of them a marker pen and say that each one of them is to make a “sign of

the end times” on the butcher’s paper. Tell them their signs can be such things as “wars and rumors of war,” “famines,” “earthquakes,” etc. They are to find as many as they can in the 24th chapter of Matthew and make a sign for each one.

Now blindfold all of the students and have them line up in a single file. Tell them that you are putting three bowls of cereal on a table in front of them. Fill each bowl with a different cereal. Quietly pull two students out of the line, take their blindfolds off and give them each a note. One note tells the student to pretend they are eating the cereal, and they are to make disapproving noises, such as spitting it out, whining, etc. The other note tells the student to make approving noises as he pretends to eat the cereal. That student may even ask for more cereal. Both notes should tell them to really ham it up.

Next, tell the blindfolded students that they can change places in line, if they would like. After they rearrange themselves, tell them to take off their blindfolds.

Ask: When you heard the responses from the first two students, how did you feel?

How did the responses of the first two students affect your decision to change places in line?

How do your feelings about waiting in line differ from your feelings about the end time?

We learned about noises blocking out the message of Jesus’ return. Can you give some noises in your life that block out that message?

Have one of the students read Matthew 24:48-51 aloud. Ask: What do people who think that Christ will delay His coming start doing? They oppress their servants, party and get drunk. What are the consequences for doing this? They will be severely whipped and sent off to judgment.

Would you be pleased if you knew Jesus was returning to this earth tomorrow? Why or why not? Would you be ready?

What can you do this week to be ready for Christ’s return?

TEACHER-DIRECTED ACTIVITY

The lesson is an active form of learning and is the activity for this lesson. Have the students recite Psalm 100 – their longer memory work for this book. Give each student who can recite it an award.

SONG

“Shine Down” is on page 22 of The Group Songbook.

CLOSING PRAYER

Have the student make a circle and join hands. Ask for a volunteer to lead in prayer asking that God’s Kingdom will soon come to this earth and that they will be ready.

