

YOUTH EDUCATIONAL ADVENTURES

Your Lifeboat

YE4D · Teacher Edition

Intermediate · Year 1: Life of Christ

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

The Right Stuff

MEMORY VERSE

“Humble yourself in the sight of the Lord, and he shall lift you up.” - James 4:10

OBJECTIVES

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

1. Evaluate the pros and cons of having a lot of physical stuff.
2. Explain that when Jesus walked this earth, physical stuff wasn't important to Him. He gave everything He had for us – His life.
3. Discuss what humility can do for them and how it is the right stuff.
4. State that Jesus set us an example in humility that we should follow.

TOPICS & THEMES

Donkey
Fulfillment of Prophecy
Humility
Jesus, Messiah
Jesus, Return of
Jesus, Servant
Jesus Sets Example
King of kings
Peace
Repentance
Sin
Triumphal Entry
Wealth
Wisdom

MATERIALS NEEDED

Bible, YEA students' and teacher's books, attendance and memory verse charts, songbook, cassette tape or CD, music player, newsprint pad, marker, paper, pencils

HOW TO TEACH THIS LESSON

Begin the class by playing this game. Pass out a piece of paper and a pencil to every student. Ask them to write down everything they have on their person and in their possession, and put a price on it. This should include their contact lenses, braces, jewelry, clothing, wallet, purses and contents, money, things in their pockets, etc. Then they are to add up the prices. Join the students in doing the same thing. Now ask for the total amount of possessions they have on them. Mention that what each person has could be greater than the average income in many Third World countries.

Personal Possessions - Debrief by asking: Is all of the stuff you have with you necessary? Which of this stuff would have really been important had you been in the World Trade Center on 9-11? Which of the stuff that you listed on your paper makes you better able to serve other people? Let everyone read the stuff from his list that equips him to better serve others, and add those things to a list on the newsprint pad.

Expectations - What kinds of things do you feel a teenager should be allowed to own? Allow the students to debate this. What does having all of this stuff do to your attitude? How could having all of this stuff stand between you and serving God? How will this stuff help you in setting a Christian example? How will this stuff help you in bringing others to Christ?

That Rich Stuff - How did King Solomon, the richest king of earth, look at having a lot of physical stuff? Ask one of the students to read Ecclesiastes 5:11.

Our Example - We learned in our lesson that Jesus is our example and we are to follow in His steps. What kind of stuff did He own? What was the Right Stuff that He had? (Humility.) What can we do to follow in His steps? When Jesus comes back to this earth He will be in a very exalted position as King of kings. What do you have to do to be exalted? Ask one of the students to read James 4:10.

Now go over the activity in the students book with your class. Ask how many would like to change any of their answers.

TEACHER-DIRECTED ACTIVITY

Instead of just talking about humble service, have the students really do it. Use this time as a planning session for a secret service project. Let the kids brainstorm things they can do unnoticed to help other people. These could include such things as taking the trash out when no one is looking, putting an anonymous encouraging note on a student's locker, picking up cans and trash in an alley way or on a beach when no one is looking, etc. Tell them that everyone is to find as many secret service things as they can do this week and report on them in class two weeks from now. An award will be given to the person who does the most secret services because they love God enough to serve others.

SONG

“Here I Am, Lord” is on page 85 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hand. Ask for a volunteer to lead in prayer asking God to help us have the right attitude about physical stuff and to follow Jesus’ example and walk in His steps.

For the Love of Money

MEMORY VERSE

“All who are honest and fair, who reject making profit by fraud, who hold back their hands from taking bribes, who refuse to listen to those who plot murder, who shut their eyes to all enticement to do wrong. Such as these shall dwell on high.” - Isaiah 33:15b-16a (TLB)

OBJECTIVES

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

1. Tell that the moneychangers were not only stealing from the people, they were robbing the Gentiles of the only place in the Temple where they could pray.
2. Talk about ways they can give support to a friend who may be tempted to use or deal in drugs.
3. Discuss that getting involved in drugs is a very dangerous proposition that could kill them.
4. Explain that the Lord will not settle for being second place in their lives – be it drugs, sex, fame, pleasure or money.

TOPICS & THEMES

Anger, Jesus

Greed

Jesus, Savior

Obedience

Passover

Putting God First

Temple, Cleansing

Ten Commandments

MATERIALS NEEDED

Bible, YEA students' and teacher's books, attendance and memory verse charts, songbook, cassette tape or CD, music player, any props you can bring to make each skit more effective, awards, pencils and paper, timer

HOW TO TEACH THIS LESSON

As the students arrive greet them warmly and seat them in a semicircle. Start at one end and have the students count off one, two, one, two until everyone has one or two as their number.

Now give all of the ones a piece of paper with the words, “Mike’s Skit” on it, and all of the twos a piece of paper with the words, “Moneychanger’s Skit” on it. Send each group to a different corner of the classroom for about ten minutes to plan their skit. Bring them back together and have the number ones act out skit number one first, and the number twos do their skit last. Debrief by asking the following questions:

Mike’s Situation - How did you feel about Mike’s family situation? How do you feel it contributed to His drug use and becoming a dealer? What do you think he should have done to change the course of his life? How do you think it would have affected the outcome?

Real Letters - Have volunteers read the letter they wrote to Mike in their students’ book. If no one wants to read their letter, read the letter you wrote Mike before class.

Can You Help - How many of you have a friend or know someone on drugs? How many of you know someone who is dealing in drugs? (Do not condemn, just listen.) Are most of these kids from a broken home or do they have other family problems? Have any of you tried to help them resist or get off drugs? What have you done? What kinds of support do you think, as a Christian, that you can give these kids without becoming involved in drugs yourself?

Moneychangers - What two ways were the moneychangers guilty of stealing or robbing? They took advantage of the people needing a Passover sacrifice by overcharging them, and they set up their markets in the outer court in the Temple, robbing the Gentiles of the only place they could pray in the Temple. What was the lesson Jesus was trying to make to the moneychangers? What is the lesson for us today?

Background Information - Discuss relevant information under background with the students. Ask: What is wrong with making money too important in your life? Ask one of the students to read 1 Timothy 6:10 aloud. Now ask another students to read Matthew 6:19 aloud.

TEACHER-DIRECTED ACTIVITY

Have a contest between the two group divisions you made at the beginning of the class. Tell them that you’re giving the teams five minutes to write down the different ways that we can rob or steal from another person. The team that comes up with the most ways will get an award. Send them back to their corner of the room with a piece of paper and pencil. Start your timer. The things on their list should include such things as: finding a purse or money and not trying to find the owner, receiving too much change from a purchase and not giving it back, borrowing and not repaying it, taking money from their mother’s purse without permission, shop lifting, having sex with a person to whom you are not married, cheating on tests, etc. When the bell rings, bring them back to compare and discuss their lists and receive their awards.

SONG

“The Road to Zion” is on page 73 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Ask for a volunteer to lead in prayer asking God to help us to understand how to always put Him first in our lives and not love anything more than Him.

More Than Looks

MEMORY VERSE

“But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.” - Galatians 5:22 (The NIV Study Bible for Kids)

OBJECTIVES

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

1. Explain that Christ expects to find more than good looks when He returns. He expects to find the fruits of the Spirit.
2. Explain that if we do our good deeds secretly, God will reward us.
3. Tell what happens to Christians who don't bear fruit in their lives.
4. Recite the fruits of the Spirit.

TOPICS & THEMES

Bearing Fruit

Fig Tree

Fruit of the Spirit

Goodness

Helping Others

Obedience

MATERIALS NEEDED

Bible, YEA students' and teacher's books, attendance and memory verse charts, songbook, cassette tape or CD, music player, poster paper, construction paper or crayons, glue, Scotch tape, marker pen, awards

HOW TO TEACH THIS LESSON

Remind the class that two weeks ago they were asked to do as many Secret Service projects as they could for the next two weeks. Tell them that today, we all want to hear their stories. But first, look at the fruits of the Spirit on the wall. The class wants to hear about your exciting Secret Service projects. I will tell my story first, and then we want to hear each of you tell yours. As we tell about our projects, we'll stand in front of the particular fruit of the Spirit that best fits our

project. When you have two or more projects to tell us about, if your story depicts a different fruit, move in front of it as you talk.

Give the class a few minutes to think about which fruit of the Spirit their Secret Service projects best fits. After two or three minutes, tell the class that you want to begin first to show them how its done. Select your fruit and stand in front of it and relate your story by making it as interesting and humorous as possible. Tell why you feel your project reflects love, joy or whatever fruit you choose. Let them know how you kept others from seeing you when you did your service and any results you've seen from doing it. Move to the next fruit that your project best fits and do the same thing. Now ask for a volunteer to tell about their Secret Service project. Allow all of the students to tell their stories in front of the fruit posters.

Debrief - by asking the following questions: How did you feel about doing good to another person when that person didn't even know you did it? Have you had any response from the person for whom you did good? What was it? What did you learn from this project? Why do you think I asked you to keep your service project a secret? Ask one of the students to read Matthew 6:1-5. How does it feel to trust God completely for your reward when you help another person? Do you think He's more or less likely to reward you than the person you did good to? Why or why not?

More Than Looks - What comparison can you make to the importance teens place on clothes and getting the right look to the fig tree that Jesus searched for fruit?

Purpose of bearing fruit - What is the purpose of bearing fruit? What happened to the fig tree that had no fruit? What do you think will happen to Christians who don't bear fruit? Ask one of the students to read Matthew 7:19. Why do you think a Christian would not bear fruit? (They don't believe God, their priorities are mixed up, and they could even be cowards.) Ask another student to read Revelation 21:8. Who wants to experience a death like that? What can you do to prevent that from happening to you?

Survey the class - to see who did the most Secret Service projects and award that person for loving God so much that they served other people. Also, give a small award to everyone who can say their memory verse.

TEACHER-DIRECTED ACTIVITY

For your class to "bear much fruit" have them brainstorm the ideas they listed in the activity in their book and plan a class community project to do. It can be serve one day in a soup kitchen, adopt a granny in a nursing home and take her flowers, read the Bible to her, send cards to her, etc. Allow the students to decide what they want to do and when. Let them follow through by making all of the arrangements.

Answer to Students' Activity: "If anyone does not provide for his relatives, and especially for his immediate family, he has denied the faith and is worse than an unbeliever."

SONG

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

CLOSING PRAYER

Have the students form a circle and join hands. Lead them in prayer asking God to help your class individually and collectively to "bear much fruit" so they will not wither and be cast into the lake of fire.

Signs of the End

MEMORY VERSE

“For you know very well that the day of the Lord will come like a thief in the night. While people are saying, ‘Peace and safety,’ destruction will come on them suddenly, as labor pains on a pregnant woman, and they will not escape.” - 1 Thessalonians 5:2-3

OBJECTIVES

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

1. Explain the events leading up to the return of Christ.
2. Discuss how and why Christ’s return is a rescue mission.
3. Outline what they must do to be ready for His return.

TOPICS & THEMES

Baptism
Be Ready
Eternal Life
Jesus, Return of
Repentance
Sin
Staying Awake
Trumpet

MATERIALS NEEDED

Bible, YEA students’ and teacher’s books, attendance and memory verse charts, songbook, CD or cassette tape, music player

HOW TO TEACH THIS LESSON

The teacher needs to have done the activity in the student book prior to class.

Play the game “What if” with the students - Tell them to pretend they live in New York City, it’s September 10, 2001 and they work at the World Trade Center. Ask: What if you had been tipped off that a terrorist attack is planned for the next day. What would you do? What if you just knew someone who worked at the World Trade Center. Fifteen minutes before the plane crashed into the first tower, someone called you and told you a plane had taken off from the Logan Airport in

Boston with orders to crash into the World Trade Center. What would you do? What if you worked on the 35th floor in the World Trade Center and were handicapped and confined to a wheelchair. You felt the impact of the plane, the building swaying and saw the smoke, flames and fire. What would you do? What if you worked on the ground floor and felt the impact of the plane crashing into the tower you were in. What would you do? What lesson do you think the people in the Trade Center could have learned from the warning Jesus gave to the people who live in Judea when they see Jerusalem surrounded by armies? (Don't even go back for your coat. Get out of there.) What lessons have you learned from the WTC episode?

The importance of Christ's return - share with the class what you wrote in your students' activity. Then ask them to share why they feel the return of Christ is so important.

Teen questions - Allow the students to ask the questions they wrote in the activity in their book. Listen carefully to their questions and encourage help from other teens in answering them. Let your kids know that no one, including them can know exactly when Christ will return. And let them know that the return of Christ is the hope for everyone who trusts Him.

Explain common terms - Teenagers may be confused when they hear common biblical terms used in foretelling Christ's return. Understanding the following terms will give greater biblical literacy and prophetic understanding to the teens in your class. First give them the word and allow them to give its meaning if they can. Then discuss the following with them.

The Tribulation - It is sometimes called the "Great Tribulation" and should not be confused with the Day of the Lord. These are two separate periods of time that precede Christ's return. The Great Tribulation precedes the Day of the Lord. Mankind brings the Tribulation on the earth by an increase in wickedness and man's own wrath. This will be a time of distress unequalled from the beginning of the world until that time. It will be a time of persecution when many will leave the faith and betray other Christians.

The Day of the Lord - This event follows the "Great Tribulation." It is a time of God's wrath on the earth because of man's unprecedented wickedness. The heavenly signs are a part of this event.

The Millennium - Students in your class have lived in two different millenniums and most likely understand that a millennium is one thousand years. However, they may not understand the term millennium in a biblical context. This thousand year period begins when Christ returns to earth and sets up His Kingdom – a thousand years of unprecedented peace and happiness when "the earth will be filled with the knowledge of God as the waters that cover the sea."

Antichrist - A false leader will come to power during the Tribulation claiming to be God. He will fight Christ at His return. Christ will defeat the Antichrist.

TEACHER-DIRECTED ACTIVITY

Before class write the names of half of your students on strips of paper. Fold and put them in a basket for a drawing. Kids will start to seat themselves in such a way as to always be with their friends when they are broken up into groups. So a little creativity may be required to keep cliques from forming and the kids mixing. Now let the other half of the class draw (those whose names are not in the basket) for a partner. If you have an odd number, partner with one of the students. Explain that each pair of students is to explain what the following terms mean to their partner: The Tribulation, The Day of the Lord, The Millennium, The Antichrist. This means that everyone explains and everyone gets to listen. Being able to explain something to another person ensures that you understand it.

SONG

“On Eagles Wings” is on page 68 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Ask for a volunteer to lead in prayer asking God to help each one of us to always be ready for Christ’s return.

The Last Supper

MEMORY VERSE

“But he was wounded and bruised for our sins. He was chastised that we might have peace, he was lashed — and we were healed!” - Isaiah 53:5 (TLB)

OBJECTIVES

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

1. Explain that the bread we eat during the Passover service is symbolic of the beaten body of Jesus in order that we can be healed.
2. Discuss why Jesus had to die such a horrible death.
3. Talk about what the foot washing ceremony means.
4. Explain that sin can only be forgiven by the shedding of Jesus' blood.
5. Explain that Jesus gave His all for us, and we owe Him a believing, obedient life.

TOPICS & THEMES

Betray

Blood

Bread and Wine

Covenant

Disciples

Judas

Peter

Footwashing

Forgiveness

Fulfillment of Prophecy

Jesus, Suffering of

Judas

Obedience

Passover

Peter

Rooster

Sacrifice

Sin

MATERIALS NEEDED

Bible, students' and teacher's books, attendance and memory verse charts, songbook, cassette tape or CD, music player, construction paper, Scotch tape, pins, newsprint pad, marker pen, basin, water, towel and any other props for the drama

HOW TO TEACH THIS LESSON

Begin the class by having the students reach under their seats and get the taped piece of paper that has their letter in "healing." If your class is smaller than seven, allow them to draw for the remaining letters. If it is larger, two can have the same letter and work together. Tell them that you are going to want them to go to the newsprint pad and write a Scripture related to healing or forgiveness. The Scripture or phrase should begin with the letter that was under their seat. They can use the activity in the students' book that they did prior to class to assist them. Now call for the person or persons with "H" to come to the newsprint pad and write her Scripture. Next have the student with "E" write his Scripture or phrase on the pad. Continue until every letter in healing has a Scripture with its reference beside it. Give a small award to everyone who has not only completed this assignment, but has used a different Scripture for the "I." Then debrief.

The importance of Christ's suffering - Why didn't the Roman soldiers just take Jesus out and shoot Him since He had to die for our sins? Why do you think it was necessary for Jesus to suffer such a horrible beating and death? What did your lesson teach you that provides healing for us? Christ's body - "By His stripes we are healed." Explain that virtually all churches understand that it was necessary for Christ to shed His blood in order that we can have forgiveness of our sins. But few understand the importance of the "bread" in the Passover service or Lord's Supper. Ask: How is the unleavened bread that we eat in the Passover service important to us? Ask one of the students to read aloud 1 Corinthians 11:28-30. Why are many sick? Because they don't understand and believe that it is by Christ's stripes - His body that we are healed. What does it mean for some to sleep? It means that some have died because they did not properly "discern the Lord's body." What does that mean? It means they did not recognize and accept the body of Christ for their healing.

The shed blood of Christ - Was there a different way for people to have forgiveness of their sins in the Old Testament than for us today? No! Even though they sacrificed an animal, blood was shed looking forward to the death of Christ through His shed blood. What did Christ mean when He blessed the cup of wine and said this is my blood?

Jesus was deserted - How did you feel when all of Jesus' disciples deserted Him while He was undergoing the greatest trial in His life? Why do you think they deserted Him? Because of their concerns about what others would think if they found out they were with Jesus. Had you been there, would you have deserted Him? In what ways do you think we desert Him today? Jesus gave His all for us, what can we give to Him to show our love and appreciation?

TEACHER-DIRECTED ACTIVITY

This story has an awful lot of drama. Have the students act it out. Each student is to play the part of the disciple or Christ that they drew as they came into class. If there aren't enough students in your class for all of the parts, the kids can play more than one part. Read the story aloud from a modern translation and pause in the right places for the students to act out their parts. You will need to put the narration together before class from the four different Gospels.

SONG

"One Bread, One Body" is on page 48 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 His Son giving His body and blood that we might have healing and forgiveness of our sins.

Sleepy Friends

MEMORY VERSE

“Make every effort to enter through the narrow door, because many, I tell you, will try to enter and will not be able to.” - Luke 13:24 (NIV)

OBJECTIVES

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

1. Explain that we can't be a “sleepy friend” and make it into the Kingdom of God.
2. List things they can do to grow spiritually.
3. Discuss things their local church can do to grow spiritually.
4. Set goals for ways they can help their church to grow spiritually.
5. Discuss what was lacking in Judas' spiritual maturity to cause him to betray Jesus, his friend of three or more years.

TOPICS & THEMES

Angel
Betray
Death
Disciples
Judas
Gethsemane
God's Will
Holy Spirit
Jesus, Suffering of
Judas
Oil
Parables
Ten Virgins
Prayer
Staying Awake
Temptation

MATERIALS NEEDED

Bible, YEA students' and teacher's books, attendance and memory verse charts, songbook, cassette tape or CD, music player, paper, pencils, an assortment of toys for different age groups (see background), table

HOW TO TEACH THIS LESSON

Begin the class by asking the students to go to the table and separate the toys into three different age levels – babies, elementary school level and adults. Ask for a reason as to why they put each toy into its group. Explain that just as we grow physically and outgrow playing with certain toys, we also grow spiritually.

Discuss Katie and Diane - How would you rank their relationship compared with the three groups of toys? What kind of maturity do you think it takes to sit with a friend who is dying?

Disciples maturity - How would you rank the disciples maturity on the night Jesus was arrested compared with the toys on the table? Why do you think they couldn't stay awake? What impact do you think it had on the disciples when Jesus came back from prayer with His sweat being great drops of blood? What kind of impact did it have on you to read this?

Judas the betrayer - Judas along with the other disciples had been with Jesus for about three years. They had shared a lot together. What kind of spiritual maturity do you think Judas had? What do you think was lacking in Judas' spiritual maturity that caused him to betray a friend of three years? What steps in spiritual growth could he have taken to prevent him from coming to the point of betraying Jesus?

Sleepy friends - How would you describe being spiritually asleep? Ask one of the students to read Matthew 25:1-13 aloud from a modern translation. Ask: What is the message for us today in this Scripture?

Activity in the students' book - Ask for a show of hands on the first question. For the second question ask the students to see how many other things they can add to the reasons they want to grow as a Christian. What things will you commit to trying for a month, which things are listed under number three, to help you grow spiritually?

Activity Scriptures - Ask for a different student to read each of the scriptures from the activity in their books, and tell the class that they are to find a common theme in these verses. After the verses have been read, allow the students to give their opinion on the common theme. See if you can get an agreement from the class.

TEACHER-DIRECTED ACTIVITY

Divide the class into groups of three. Explain that spiritual growth is important to the individual. But we also grow in Christ through community. The church is the community in which we share

spiritual growth. Tell the students that they will have five minutes for each group to list on their paper as many ways as they can think of where their church can grow spiritually and how they can do it. Send them to different parts of the room to do their work. At the end of the five minutes, bring them back together and have them read their ideas. Now ask them to tell you the things their class can do to help their church grow spiritually. Write them on a piece of paper as they give them. After class, have them present the ideas to their pastor or church council, including the list of things they can do to help their church grow spiritually.

SONG

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

CLOSING PRAYER

Have the students form a circle and join hands. Ask for a volunteer to lead in prayer asking God to show them more ways to grow and become like Jesus Christ. Ask for the strength and determination to stick with a plan of spiritual growth.

Who Killed Jesus?

MEMORY VERSE

“Therefore, I urge you, brothers, in view of God’s mercy, to offer your bodies as living sacrifices, holy and pleasing to God – this is your spiritual act of worship.” - Romans 12:1
(The New Adventure Bible)

OBJECTIVES

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

1. Tell the story of Jesus’ trial.
2. Discuss Jesus’ attitude when He was accused falsely, spit on and slapped.
3. Relate it to how we should respond when we’re accused fairly or falsely.

TOPICS & THEMES

Angels

Betray

Blasphemy

Disciples

Judas

Fulfillment of Prophecy

God’s Love

Jesus, Crucifixion of

Jesus, Death of

Jesus, Savior

Jesus, Suffering of

Jesus, Without Sin

Pilate

Sword

MATERIALS NEEDED

Bible, YEA students’ and teacher’s books, attendance and memory verse charts, songbook, music player, cassette tape or CD, plastic sword, club, molding clay shaped like an ear, bowl of water and towel, and any props that will make the drama more real

HOW TO TEACH THIS LESSON

Tell the students that today's lesson will be a play put on by the class. Hand out the script, and give the students a few minutes to study the part they will read in the drama and brainstorm how to present it. To set the stage for this drama, go over the information under Background. Then explain that the play starts in the Garden of Gethsemane where Jesus and His disciples had gone after partaking of the Passover. Here Jesus prayed fervently that He would not have to go through with this horrible ordeal. But He always said "Not my will, but your will be done." The Disciples (if you have enough students), Peter and Jesus stand together as Judas and a crowd of Jewish leaders arrive with swords and clubs. Judas walks up to Jesus and gives Him a hug.

Judas: "Hello, Master!"

Jesus: "My friend, go ahead and do what you have come for." (The Jewish leaders grab Jesus. Peter pulls out his sword and cuts off the right ear of the a High Priest's servant. Jesus touches the place where the ear was and restores it.)

Jesus: "Put away your sword. Those using swords will get killed. Don't you realize that I could ask my Father for thousands of angels to protect us, and he would send them instantly? But if I did, how would the Scriptures be fulfilled that describes what is happening now?"

(All the disciples flee. The mob leads Jesus to Caiaphas the High Priest's house where the entire Supreme Court was gathered. They are busy trying to find people to testify falsely against Jesus.)

Two men: "This man said, 'I am able to destroy the Temple of God and rebuild it in three days.'"

High Priest: (Says to Jesus) "Well, what about it? Did you say that, or didn't you?" (Jesus remains silent.) "I demand in the name of the living God that you tell us whether you claim to be the Messiah, the Son of God."

Jesus: "Yes, I am. And in the future you will see me, the Messiah, sitting at the right hand of God and returning on the clouds of heaven."

High Priest: (Tears his clothing and shouts.) "Blasphemy! What need have we for other witnesses? You have all heard him say it! What is your verdict?"

Crowd: "Death! – Death! – Death!" (They pretend to spit on Him and slap Him) "Prophecy to us, you Messiah! Who struck you that time?"

Teacher explains: It's now morning and the trial has been moved to Pilate's court. It was the governor's custom to release one prisoner at Passover. A notorious prisoner named Barabbas was in jail. Crowds were gathered and emotions ran high. A guard hands Pilate a note from his wife that says: "Leave Jesus alone. I had a terrible nightmare about Him last night. Pilate knew Jesus had been arrested out of envy because He was popular with the people."

Pilate: “Which shall I release to you, Barabbas or Jesus your Messiah?”

Crowd: (Shouting) Barabbas!

Pilate: “Then what shall I do with Jesus, your Messiah?”

Crowd: “Crucify Him!”

Pilate: “Why? What has He done wrong?”

Crowd: “Crucify! Crucify!”

Pilate: “Get me a bowl of water.”(He washes his hands and says to the crowd) “I am innocent of the blood of this good man. The responsibility is yours!”

Crowd: “His blood be on us and our children!”

Debrief by asking 1) how they felt about Judas, 2) how they felt about the religious leaders, 3) how they felt about Pilate and 4) how they felt about how Jesus handled so much rejection and suffering. Ask: Why did Jesus do this? Who really is responsible for Jesus’ death?

SONG

“I Believe in Jesus” is on page 24 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 His Son who made the supreme sacrifice for our sins.

Who Will You Choose?

MEMORY VERSE

“For by grace are you saved through faith; and that not of yourselves: it is the gift of God.” -
Ephesians 2: 8

OBJECTIVES

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

1. State that the mob chose Barabbas to be set free rather than Jesus.
2. Detail the events of the crucifixion.
3. Explain that Jesus had to suffer in every way to pay the full penalty for our sins.
4. Tell that grace is unmerited love and favor with God.
5. Choose Jesus as their Savior.

TOPICS & THEMES

Baptism
Eternal Life
Forgiveness
God’s Love
Jerusalem
Jesus, Crucifixion of
Jesus, Savior
Jesus, Suffering of
Jesus, Without Sin
Passover
Pilate
Repentance

MATERIALS NEEDED

Bible, YEA students’ and teacher’s books, attendance and memory verse charts, songbook, CD or music tape, music player, washable ink marker, soap, water, basin, towel, 3 x 5 cards, paper, pencils, award

HOW TO TEACH THIS LESSON

Greet the students warmly as they come in and ask them to go to the table and draw one of the cards without looking at what is on the other side. If you have more than six students, have them partner. If you have fewer than six students, have them draw two cards. Tell the class that today they will get to teach the class. They are to tell everything they know about the person or persons on their card when you call on them. Give them a piece of paper and pencil. Let them know they will have a few minutes to review their lesson and make notes of what this person or persons did or said in today's lesson. Tell them that the one who tells the best, most accurate story will get a prize. Additional information not included in their books will increase their chances of winning.

You can be the judge as to how much time to give the students to look at their lesson and make notes. If your students are good about reading their lesson before class, they will probably need less time. This lesson, among other things, should help them see the importance of preparing for class.

Now ask for the person who has the card that says "Pilate" on it to tell everything he knows about Pilate – what he said and what he did. Then ask for the person who has "the crowd, or mob" on it to do the same thing. Then ask for the persons who have "the religious leaders," "the Roman soldiers, Barabbas, and Jesus to do the same thing. Last, but not least, ask the person who has "grace" to tell everything they know about it.

Debrief - Ask: How did you feel when the mob chose Barabbas instead of Jesus? How did you feel when they flogged Jesus? How did you feel when God turned His back on His own Son? Why did He do it? Will you be like the mob and choose Barabbas, or will you choose Jesus? Have the students say with you three times, "I choose Jesus!"

TEACHER-DIRECTED ACTIVITY

Give each student a washable ink marker. Tell them to turn their back so no one can see what they are writing. They are to write one sin on their hand that they want God to forgive. Then make a very tight fist. They are to form a line and go to the basin with water and wash off that sin with soap. As they wash their hand, pray a prayer silently asking God to "please take this sin that I've been hanging on to so tightly and wash it away." They should now dry their hands and pass the supplies to the next person. This activity is designed to help the students realize that they need to repent of specific sins, rather than just saying "forgive me of my sins."

SONG

"Holy and Anointed One" is on page 96 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and put the palm of their clean hands together. Read John 1:8-9 aloud. Ask for a volunteer to lead in prayer thanking God for the supreme sacrifice Jesus made by submitting to be crucified. Ask for forgiveness for all the sins they have committed. Ask God to keep drawing each student until they choose Jesus as their Savior and are baptized.

Missing Friend

MEMORY VERSE

“Jesus said to her, I am the resurrection and the life. He who believes in me will live, even though he dies; and whoever lives and believes in me will never die. Do you believe this?” - John 11:25-26 (NIV)

OBJECTIVES

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

1. State that over 500 people saw Jesus alive after His resurrection.
2. Tell the story of the Temple soldier guarding the tomb, the stone being rolled away, the women coming to the tomb and the lies the religious leaders spread about Jesus' body being stolen.
3. Explain that we are forgiven of our sins through the shed blood of Jesus Christ, and it is through Jesus' resurrection that we are given eternal life.

TOPICS & THEMES

Angel
Blood
Days of Unleavened Bread
Eternal Life
Forgiveness
Fulfillment of Prophecy
Holy Days, Unleavened Bread
Jesus, Death of
Jesus, Resurrection of
Joseph of Arimathea
Nicodemus
Sin
Three days/nights
Tomb
Witnesses

MATERIALS NEEDED

Bible, YEA students' and teacher's books, attendance and memory verse charts; songbook, CD or music tapes, music player, blue, red, and yellow ribbons, pins

HOW TO TEACH THIS LESSON

As the students arrive, pin a red ribbon on the first person, a blue on the second and a yellow on the third. Repeat pinning the ribbon colors in order as other students arrive.

Begin the class by telling all of the students with red ribbons to go to one corner of the room. All of the students with blue ribbons on to go to the other corner of the room. And all of the students with a yellow ribbon on to go to another corner of the room. Explain that each group will have five minutes to plan the disappearance of one of their friends in their group and construct a story to go with your missing friend. That friend can't leave the grounds. But they can hide anywhere outside or inside the building.

After five minutes, call the three groups back together. Have each group tell the story of how their missing friend disappeared. Then send all three groups out to look for the two missing friends who are not in the group they were in. The first group that finds another group's missing friend wins.

Debrief - Ask: How did you feel about planning a friend's disappearance? Which story was the most believable? Why? How would you compare the disappearance of your "missing friend" with Jesus' disappearance from the tomb? How was the disappearance of your "missing friend" similar to Jesus' disappearance from the tomb? What part of Jesus' resurrection was most difficult for you to believe? Why? Why would you be afraid to die? How did this lesson give you hope? How did this game strengthen your faith in Jesus' resurrection? What makes Jesus' resurrection so important to you?

Have the students recite their memory verse. Go over the activity in the students' book with your class, and make sure all of the people are filled in the blanks.

TEACHER-DIRECTED ACTIVITY

Count the students off in pairs. Move the chairs to face one another, but far enough so that another person talking won't bother them. Tell the students that they are to tell the story of Jesus' resurrection to their partner. They should include such things as Temple police guarding the tomb, the earthquake and why the women visiting the tomb and the lies the religious leaders spread to cover up the resurrection.

SONG

"I Am the Resurrection and the Life" is on page 23 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 raising His Son from the dead, thereby giving us hope of being resurrected from the dead as well.

He Changed the World

MEMORY VERSE

“I tell you the truth, anyone who has faith in me will do what I have been doing. He will do even greater things than these, because I am going to the Father.” - John 14:12 (NIV)

OBJECTIVES

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

1. List ways and devise a plan as to how they can change their families for the better.
2. List ways and devise a plan as to how they can change their community for the better.
3. List ways and devise a plan as to how they can change their church for the better.
4. Explain that when Jesus went to heaven, He sent His Spirit so they can do greater works than He did.
5. Recite their memory verse.

TOPICS & THEMES

Great Commission

Holy Spirit

Jesus, Ascension of

Jesus, in Heaven

Jesus, Intecessor

Jesus, Resurrection of

Work

MATERIALS NEEDED

Bible, YEA students' and teacher's books, attendance and memory verse charts, songbook, CD or cassette tape, music player, paper, pencils, posters, pictures, awards, certificates, clock

HOW TO TEACH THIS LESSON

After you greet students warmly, ask those whose first names begin with A through D to go to one corner of the room. Ask for all of the kids whose first names begin with E through H to go to another corner of the room. And for all the kids whose first names begin with I through L to go to another corner of the room. Now even up the groups by having the remaining students count

off one-two-three. If you always use the same way to group kids, they will tumble to it and begin to seat themselves so that they will be in a group with their friends – the same people every time. Pass out a piece of paper and pencil to each group. Explain that they are to appoint a captain for their team. They will be given ten minutes for each group to come up with 1) a way they will improve their family life so that it can change the world. 2) A way they can get involved in their community and change the world. 3) A way they can become more involved in their church and help change the world. Then they are to devise a plan with specifics whereby these three things can be accomplished.

Start the clock. When the bell rings, bring the groups back to sit in a semicircle. Now have the captain of each team tell what they are going to do in their families, community and church to change the world and give specific plans as to how they will implement it.

Debrief - Which of these plans do you think will be the hardest to implement? Why? Which one do you feel will do the most good? Why? Which one do you think is the most important? Why? If you were in Jesus' presence, how would that change the order of importance you gave to your plans? Why? Are you less in Jesus' presence with Him in heaven than you would be if He were on this earth?

Jesus' Work - Which of these plans that you devised do you think was most like the work Jesus did when He was on earth? What do you think was the most important work that Jesus ever did for you? What do you think He did that changed the world the most? Why?

Students' Activity - Ask for a volunteer to share his or her letter written in their students' book about how they plan to change the world.

Memory Verse - Have the students recite their memory verse. Ask: What kinds of works do you think you can do that Jesus did? As a flesh and blood human being, how do you think that you could ever do greater works than Jesus did? What did Jesus send to help you when He went to Heaven? Why does He want to give you His Spirit? Because you were born to win!

TEACHER-DIRECTED ACTIVITY

The lesson is the activity. At this time have the students repeat their longer memory work given to them ten lessons ago – at the beginning of this book. Give an award to every student who can recite John 15:1-15. Ask your minister if the students can recite it in the worship service. Give a certificate to all the students who have successfully complete the Life of Christ series.

SONG

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

CLOSING PRAYER

Have the students form a circle and join hands. Lead them in prayer thanking God for what the students have learned in the Life of Christ series and how they have grown in love and obedience toward Him.