

YOUTH EDUCATIONAL ADVENTURES

What is God Doing

YE4E · Teacher Edition

Intermediate · Year 2: Creation

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

How Did It All Begin?

MEMORY VERSE

"God saw all that He had made, and behold, it was very good. And there was evening and there was morning, the sixth day." - Genesis 1: 31

OBJECTIVES

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

1. Explain that creation requires a plan, design, and an Intelligent Creator.
2. Discuss that life on this universe is interdependent upon many other things for survival. Therefore, life forms would die off before certain needs were met through the evolutionary process.
3. Explain that God chooses companionship.

TOPICS & THEMES

Creation

Creator

Evolution

God's Plan

Intelligent Design

Jesus Christ, Birth of

Jesus, God the Son

Jesus Christ, the Word

Light

MATERIALS NEEDED

Bible, YEA students' and teacher's books, attendance and memory verse charts, paper, pencils, 20 coins, songbook, CD or cassette tape, music player

HOW TO TEACH THIS LESSON

After opening the class with prayer, divide the group into two teams. Give each team ten coins. If your class is small, do the experiment without dividing the class in teams. If necessary, you can be a part of the game. Evenly divide the coins among the students. Explain that when you say "go," each team or person is to begin flipping their coins together (some students may have two

or more coins to flip) until all ten coins come up heads at the same time. The first team to accomplish this wins. If neither team wins, stop the game after a while. Ask: What are the odds of having ten coins come up heads the first time? (One in 4,132,800.)

The Computer Comparison

Ask: What are the chances that a computer just evolved? How do new computer programs get written and installed? (The computer programmer writes the program and the computer user installs it.) How many of you have seen a computer that created itself from nothing or evolved from something else? How many of you have seen a computer that programmed itself? Is a computer less complex than this universe? How would you compare programming a computer to a human mind?

Darwinism

Explain that Darwin's evolutionary theory claims there were no programmers for genetic programs: the process was blind, self-driven. In other words, it all happened without a programmer. According to Darwin's theory, how does the genetic programming for a plant or animal evolve so that it can be written and installed? How can it be that a computer can't create itself or program itself, yet we're expected to believe that a very complex universe with vegetable and animal life did? If this could happen, shouldn't it be possible for scientist to artificially create a computer "environment" in which the computer could program itself?

Creation requires a Creator

Ask: How many of you would agree that it took an intelligent mind to create a computer? What are some of the complexities of our universe? Lead the students in a discussion of its complexity and how one thing is dependent upon another for survival. Ask: What are the possibilities of man or animal surviving a week, let alone millions of years without such things as light, food, water, oxygen? What did God create first? Who was the Creator? What did God create on the second day? What did He create on the third day? How many days were there before God hung the sun, moon, and stars? Why was this important?

Second Activity

Divide the class into groups of threes. Give them a piece of paper and pencil. Tell each group to first plan and design a simple, pesky fly. They are to list all of its components, tell what materials each component will be made of, explain how they will make it fly, and how they will give it life. Give them a few minutes to do this and call the class back together.

Debrief

Ask: How did you feel trying to create a fly, make it aerodynamic, and give it life? What does this mean to you? How did your experience agree or disagree with what you're being taught in school about how the universe and everything on it came about without a Creator? How will this

experiment affect the way you think about the universe coming into being without a plan, a designer, and an intelligent Creator?

God's Creation

Say: All of creation is interdependent. "Before there could be a man, there had to be a place for man, and that place had to be carefully designed. Man would be physical, so his environment had to be physical. He would need food, air, water, a survivable temperature range. He would need companionship (animal and human), and the opportunity to grow and develop. All this took thought and planning." (I'll Make Me A World . . . by Ronald L. Dart).

TEACHER-DIRECTED ACTIVITY

Go over the students' Activity and encourage the sharing of the symbols they used to mark different Scripture passages and why they selected each one. One purpose for this activity is to help students to begin marking their Bibles for better recall and study.

SONG

"Morning Has Broken" is on page 7 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 revealing that He is the Creator of this awesome universe.

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Why Creation?

MEMORY VERSE

“What is man that you are mindful of him, the son of man that you care for him? You made him a little lower than the angels; you crowned him with glory and honor and put everything under his feet” (NIV). - Hebrews 2:6b-7

OBJECTIVES

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

1. Discuss the planning that went into this world to make a suitable environment for man.
2. Explain how important mankind, including them, is to God.
3. Explain that man was unique; only into man did God breathe the breath of life.
4. Explain that man is the point of creation and why.

TOPICS & THEMES

Creation

Dominion Mandate

Garden of Eden

God's Family

God's Plan

MATERIALS NEEDED

Bible, YEA students' and teacher's books, The Living Bible, attendance and memory verse charts, songbook, CD or cassette tape, music player, prize, table large enough to seat all of the students around it, construction paper, 3 x 5 cards

HOW TO TEACH THIS LESSON

Greet the students warmly as they arrive and have them sit around the table. Open the class with prayer. Explain that we're starting today's lesson with a game of cards. Lay the cards, that have one of the seven days of the week, successively on the table. Deal the other 3 x 5 cards to the students that you made before class with the things God made or did on them. The student to your left lays down one card in front of the day of the week that it was created or done. If another student thinks it's in the wrong place she can challenge. If she is able to put that card under the correct day, she gets five bonus points. The player who put it in the wrong place gets minus five

points and misses his next turn. Continue left around the table playing until all of the cards are played correctly. The person who goes out first gets five points. Every player with cards in their hand is penalized by five points for each card.

The "Joker" in the deck is "Man the crown of creation." The person who plays it correctly gets ten bonus points. If he's challenged, the student who places it correctly gets the bonus points, and the wrong player gets minus ten points. The teacher should keep score. Let every student who is still holding cards at the end put them in front of the correct days.

Debrief

Ask: How did you feel about playing this game? How did it help you remember which day God did or created something? Why do you think that God breathed into man the "breath of life," but didn't do this to any other animal or creature? How do you feel about man or mankind being the crown of God's creation? What implication does that have for you? Why is this important to you?

Adam's rib

Ask: Why do you think God selected a rib to create the first woman, Eve, rather than using a bone out of Adam's foot? What lesson might men learn from this? Why was Eve, a woman, created?

The Atheist

Ask a student to read Romans 1:20 from The Living Bible, "Since the earliest times men have seen the earth and sky and all God made, and have known of his existence and great eternal power. So they will have no excuse (when they stand before God at Judgment Day." What does this say to you?

All of this is done for man

Start with day one and have a student read aloud all of the things that are under it. Ask: Can anyone add anything to that? Ask another student to read everything God did or created under day two. Then have another student read day three, day four, and day five. Ask: How do you feel about God going to so much work, taking care of every detail to make a suitable place for you? Why do you think He did it? What kind of a God do you think we have who made all of those things to prepare a perfect environment for man? Were Adam and Eve the only two people He did it for? How will knowing how important you are to God change your relationship with Him?

SONG

"As the Deer" is on page 34 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 all the beautiful and fun things He put on planet earth, but most of all, for putting us

here.

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God Rested

MEMORY VERSE

"But the Sabbath was made to benefit man, and not man to benefit the Sabbath" (TLB). -
Mark 2:27

OBJECTIVES

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

1. Discuss what the first Sabbath was like.
2. Make a commitment to keeping the Sabbath more like Christ would have them do.
3. Explain that the Sabbath was made for man; it's not an arbitrary law, but purposefully designed for their long-term and short-term benefits.

TOPICS & THEMES

Adam and Eve
Creation
Garden of Eden
God's Family
God's Law
God's Love
God's Plan
Obedience
Rest
Sabbath

MATERIALS NEEDED

Bible, YEA students and teacher's books, attendance and memory verse charts, songbook, CD or cassette tape, music player, markers, crayons, foil, light blue or aqua tissue paper, construction paper, scissors, glue, glitter or any other materials the students might use to create their mural

HOW TO TEACH THIS LESSON

After opening the class with prayer, tell the students that as a group, they are to brainstorm and create a mural portraying the first week on the paper you have secured to the wall. They can read

Genesis I and 2 and use markers, crayons, tissue or foil paper, and any of the supplies that you have brought to do this. Allow the students about 15 to 20 minutes to complete their mural.

Debrief

Ask: What power did you use to create your mural? Where did you get this power? Ask the students to stand back and look at what they have created. Then ask: Can you say as God did when He finished creating the heavens and the earth that "this is very good?" Was your creation arbitrary or was it done with design and purpose? What things, feelings, and emotions were you trying to portray in your mural? What particular setting from creation were you trying to create? How was creating this mural similar to God creating the Garden of Eden?

The First Sabbath

Ask: What portion of God's creation do you think He focused on most on that first Sabbath? Why? (Probably the Garden of Eden because he had placed man, the crown of His creation there.) What do you think Adam and Eve did on that first Sabbath? How do you think the way Adam and Eve celebrated their first Sabbath was similar to the way you keep it? Do you think Adam and Eve looked upon the Sabbath day as being restrictive or a gift from God? Why do you think God gave man the Sabbath? Do you look upon the Sabbath as a love gift from God or a burden? Why? How does having nothing to do but rest, doing things that are pleasing to God, enjoying your friends and family make you feel? What are some long-term and short-term benefits from keeping the Sabbath? Ask one of the students to read Isaiah 58:13-14 aloud.

Change the mural?

Now look at your mural again. Do you see anything that you would like to change? If so, what would you like to change and why? What are some things that you would like to change about the way you celebrate the Sabbath? Based on what we've discussed in this lesson, will you change the way you keep the Sabbath? If so, how?

TEACHER-DIRECTED ACTIVITY

Have the students turn in their book to the thank-you note they wrote to God for giving them the Sabbath. Volunteer to read your thank-you note to God. As you read it, list the points on a newsprint pad that the Activity asked you to cover. Then ask for volunteers to read their thank-you note. If they are reluctant to do this, ask for things they would say for each point you have written on the pad. Ask: How do you feel this has helped you in writing a thank-you note when you receive a gift? How will this help you in thanking God for the many gifts He gives you, including the Sabbath?

SONG

"The Lord of the Dance" is on page 12 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Start with yourself and go around the circle making one brief statement of how the Sabbath is a gift of love to you. Ask for a volunteer to lead in prayer thanking God for this wonderful blessing and asking for His help in keeping it as He wants them to.

Notes

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The Choice

MEMORY VERSE

"For the wages of sin is death, but the free gift of God is eternal life through Jesus Christ our Lord" (TLB). - Romans 6:23

OBJECTIVES

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

1. Tell the story of the first sin.
2. Explain the enormity of sin.
3. Discuss how the consequences of sin linger and how mankind today is feeling the effects of Adam's and Eve's sin.
4. Explain who our tempter is and where we find his tacks.

TOPICS & THEMES

Adam and Eve

Consequence of Sin

Forgiveness

Garden of Eden

Repentance

Satan

Tree of the Knowledge of Good/Evil

Tree of Life

MATERIALS NEEDED

Bible, YEA students' and teacher's books, songbook, CD or cassette tape and music player, attendance and memory verse charts, chalk board, chalk, large needle, thread, and leaves to make garments in the play

HOW TO TEACH THIS LESSON

Open the class with prayer, Explain to the class that four students will act out today's lesson. Allow the students to draw one of the straws you have prepared. Those who draw a character are to take their students' book and their Bible and go to a corner and brainstorm how they are going to act out the story of mankind's very first sin. Give them the needle, leaves and thread as

props. Allow a few minutes for the cast to prepare their parts. While they are doing this have the remaining students complete the activity in their book for today's lesson if they have not done that. If they have finished it, they are to study it and be prepared for the debriefing session after the play is acted out. When the cast has their parts planned, bring the students before the class to perform their drama.

Debrief

How did you feel about sin entering this beautiful perfect world? What did Adam and Eve sinning mean to you? How would you describe the enormity of their sin? How long has their sin lingered in this world? What impact does the first sin have on your life? (Call on a girl - intense pain in child- bearing.) What impact does the first sin have on your life? (Call on a boy.)

TEACHER-DIRECTED ACTIVITY

List the steps you see in this story where Adam and Eve made the wrong turn toward sin. Write the students answers to the following questions on the chalk board as they give them. What were the immediate consequences imposed on Adam and Eve for the first sin? What are the lingering consequences for the first sin? How long have these consequences lingered? How do you feel about having to live with the consequences of another person's sins? Are there sins you commit today that the consequences will be passed on to someone else? What are they? What does this mean to you in the way you live your life? Who would suffer the consequences of a pregnancy out of wedlock? How long would that consequence linger? Who could suffer the consequences if you take drugs? How long could they linger? Who all might suffer if you got drunk or high on drugs and had a car accident? What if you killed someone, what could the consequences be? How long do you think the consequences could linger? How are you going to change your life because of this lesson? What are you going to do about it?

SONG

"Thy Word" is on page 30 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and hold hands. Ask the students to make eye contact with every student in the circle and think of how they might suffer as a result of a sin you might commit. Now go around the circle and begin with yourself. Ask the students to mention one sin that the consequences could be passed to someone else and resolve not to ever do it and tell why. They could say something like, "I resolve never to get drunk and drive, because I might kill someone." Or, "I resolve never to have sex outside of marriage because I might father (if it's a boy) a baby and he would have to live with the consequences the rest of his life." Lead in prayer thanking God for students who are willing to learn God's way and are willing to resolve not to commit

certain sins. Ask for God's strength and help each step of the way on each student. If time permits, you might call each one by name as you take them before God's throne of grace.

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Sin is Stalking

MEMORY VERSE

"Above all else, guard your affections. For they influence everything else in your life" - Proverbs 4:23 (TLB).

OBJECTIVES

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

1. Tell the story of Cain killing Abel.
2. Explain the progression of sin from having the desire to committing murder.
3. Tell that they are far better off nipping any wrong desire in the bud before it begins to progress.

TOPICS & THEMES

Cain/Abel

Murder

Sin

Temptation

MATERIALS NEEDED

Bible, YEA students' and teacher's books, gavel, table, choir robe if available, songbook, CD or cassette tape of music, attendance and memory verse charts

HOW TO TEACH THIS LESSON

After opening with prayer, conducted this lesson as a court trial of witnesses bringing evidence of Cain's crime, rendering a verdict, and sentencing him. As students arrive let them draw a part. Have Cain sit next to the Defense Attorney. Ask the Prosecuting Attorney to sit on the front row with the witnesses during the court proceedings. Explain to them that they are to read their parts during the trial as they are called on. Take the "Bailiff" and the Jury with you and step outside the room. Put on your robe. Tell the Jury they are to come in and take their seats after you enter the courtroom. Tell the Bailiff to go back into the room, call the court to order, and ask everyone to rise. Enter the courtroom and stand behind the table until the jury comes in. Strike your gavel on the table and say: "The court will come to order. Everyone may be seated. I would like to call the Prosecuting Attorney for his evidence.

Judge: Mr. Prosecuting Attorney, call your first witness.

Prosecuting Attorney: Would Witness Number One come to the stand and give your evidence that Cain had evil desires.

Witness Number One: Cain became angry when God looked upon his brother, Abel's offering with favor, and not on Cain's. Frankly, Cain's attitude wasn't right. God knew that.

Prosecuting Attorney: Would Witness Number Two come to the stand and give your evidence.

Witness Number Two: Your honor, God told Cain that "sin was crouching at his door."

Prosecuting attorney: Would Witness Number Three come to the stand and give your evidence that Cain allowed his jealous attitude to lead him to kill Abel?

Witness Number Three: He enticed his brother to go out into the field where no one could see what he was doing and he attacked Abel and killed him. God made him angry when he didn't accept his offering. I think he blamed God. You know, we always want to blame someone.

Judge: James 1:13-15 tells us, "When tempted, no one should say, 'God is tempting me.' For God cannot be tempted by evil, nor does he tempt anyone; but each one is tempted when, by his own evil desire, he is dragged away and enticed. Then, after desire has conceived, it gives birth to sin; and sin, when it is full-grown, gives birth to death." Now I would like to call the Defense Attorney to the stand to give your defense of Cain.

Defense Attorney: Your honor, I have no defense of this crime. Cain committed murder!

Judge: The court rests its case. This court is dismissed for the Jury to deliberate and arrive at a verdict. (Give the Jury a few minutes to deliberate and arrive at a verdict. Once they are called back into the "courtroom," continue.) Has the Jury arrived at a verdict? (Once they deliver the verdict, the Judge delivers the sentence.)

Debrief

Ask: What is the Jury's verdict and sentence? How do you think your verdict and sentence agree with what God gave Cain? Did Cain have a choice? When should he have gotten his wrong desires or attitude under control? What could Cain have done to prevent the death of Abel?

Ask a student to read Genesis 4:9-16. How do you feel about Cain not being honest with God and not telling Him that he had killed his brother? How would you like to receive the sentence God gave Cain? Who were these people Cain was afraid would kill him? (They had to be his siblings.) How do you think your siblings would feel about you if you killed one of your brothers or sisters? What similarities do you see in Sophie's attitude and Cain's attitude? What did you learn from this lesson? How will it change what you do when you're tempted?

SONG

"Change My Heart, Oh God" is on page 53 of The Group Songbook.

CLOSING PRAYER

Ask the students to form a circle and join hands. Go around the circle and let the students give one of the progressive steps toward sin and murder. They are: evil desire, dragged away and enticed, your evil desire is conceived, it gives birth to sin, sin becomes full-grown, it gives birth to death. Ask for a volunteer to lead in prayer asking God to help them to nip temptation in the bud with the very first evil desire.

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Rotten to the Core

MEMORY VERSE

“Meanwhile, the crime rate was rising rapidly across the earth, and, as seen by God, the world was rotten to the core” (TLB). - Genesis 6:11

OBJECTIVES

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

1. Explain that God blesses a nation that obeys His commandments and He chastises those who don't.
2. List changes in our society that need to take place to prevent our nation from being Rotten to the Core.
3. Discuss why God saved or rescued Noah and his family from drowning in the Great Flood.
4. Give specific changes students should make in their lives to prevent them from being part and parcel in a Rotten to the Core nation.

TOPICS & THEMES

Ark (Noah's)
Consequence of Sin
Flood
God's Judgment
Noah
Trusting God

MATERIALS NEEDED

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

HOW TO TEACH THIS LESSON

Open your class with prayer. Divide the class in groups of no more than three and send them to different parts of the classroom. Tell them that each person is to think of a way that they have been rescued from something. It may be from drowning, from a fire in their house, turning over in a boat, a car accident with the "jaws of life," etc. Each person in their group is to have one minute to tell their story to the other people in their group. Then they are to decide which rescue

was the best or most dramatic. Call the groups back together and have the person selected as having told the most dramatic or best rescue effort tell their story to the class.

Debrief

Ask: In what ways were these stories similar to God rescuing Noah and his family from their evil world? In what ways were these stories dissimilar? Why did each of these people need to be rescued? Why did Noah and his family need to be rescued? What do you think were the evils in Noah's day? How did these evils corrupt the nation of Israel? How is our world similar to the world Noah lived in?

Chastisement and Punishment

Ask: Why does God chastise people or a nation? (For not keeping His commandments. Keeping the commandments is for our good.) Ask a student to read Deuteronomy 28:1-14. Why would you want to live in a nation that keeps God's commandments? What will happen to the nation you live in if it becomes crime ridden, corrupt, depraved and Rotten to the Core? Have a student read Deuteronomy 28:15-25. Ask: Which kind of nation had you rather live in, one that obeys God, or one that forsakes God? Why? How corrupt do you think a nation can become before God will chastise it in some way?

TEACHER-DIRECTED ACTIVITY

Who can tell me one change that our nation needs to make to keep it from being Rotten to the Core? Ask at least three students the same question. What two steps should Chante Mallard have immediately taken when she hit the homeless man? Say, "Anyone can have an accident. But what happens when you run from the accident?" (You're a hit-and-run driver and the penalties are considerably worse.) What would you do if you hit a person, or even killed a person in an automobile accident and you felt it was your fault? What made Noah a pleasure to God? If God gives you a job to do, like build an ark or study and pray, and your peers make fun of you, what have you learned from today's lesson that will help you? What specific changes are you going to make in life because of today's lesson?

SONG

"A Perfect Heart" is on page 3 of The Group Songbook.

CLOSING PRAYER

Ask the students to form a circle, join hands, and give one evil in our society that can make our nation become Rotten to the Core. Ask for a volunteer to lead in prayer asking for God's forgiveness on our personal and national evils and for the strength to make the needed changes in our lives.

Rich and Famous Relative?

MEMORY VERSE

Genesis 16:12 "He (Ishmael) will be a wild donkey of a man; his hand will be against everyone and everyone's hand against him, and he will live in hostility toward all his brothers" (NIV).

OBJECTIVES

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

1. Explain that just a one time sexual offense can have repercussions for thousands of years.
2. Discuss that God is good and merciful and His blessings can also extend for eternity.
3. Talk about how Ishmael's descendants make up most of the Arab world today, and why the friction exists between them and the Jews and other Israelite nations.
4. Give the order of events discussed in this lesson.

TOPICS & THEMES

Abraham

Blessings

Consequence of Sin

Faith

Ishmael

Obedience

Trusting God

MATERIALS NEEDED

YEA students' and teacher's books, attendance and memory verse charts, newsprint pad, Scotch tape, songbook, CD or cassette tape, music player, marker, construction paper, timer, table, prize

HOW TO TEACH THIS LESSON

Open the class with prayer. This lesson is to start with a game "Sketch the Story" that is a little similar to Pictionary. Put the cards you made before class face down on the table. Explain that students will teach the class today by playing a game of "Sketch the Story." They are to draw one of the cards, go to the newsprint pad and sketch what is on their card. They have one minute to

sketch it. The remaining students can begin guessing what is being drawn as soon as they see the first clue. If they guess it in one minute, the person who guesses correctly gets a point. If no one can guess what it is, the one sketching gets a minus one point. At the end of the game, the person with the most points wins. Use the timer to determine when the minute is up. Have the students tear off the preceding sketch. Don't keep them in order.

Debrief

Ask: How did you feel about learning the Bible with a game of "Sketch the Story?" Do you feel that you'll remember this lesson longer because it was a game? How did you feel about God requiring Abram and Sarai to leave their home and go where God led them? Would you have the faith to leave your nice room and comforts of home if God required it of you?

Sarai is childless

How did you feel about God not fulfilling His promise to give Abram and Sarai a child, then not giving them a child until they were past 90 years old? How did you feel about Sarai taking matters into her own hands and giving Hagar, her handmaid, to Abram to have her child? How did that change Sarai's relationship with Hagar? Why was it wrong for Abram to father a child with another woman? (Students in your class see and hear of so much adultery. They may be from a single parent home as Ishmael was.) Who all suffered from this sin? What impact does this decision have on you and our world today? (Hagar's son, Ishmael's descendants make up much of the Arab world today. Down through history there has been friction between the Arabs and Jews and other tribes of Israel.)

Gods plan

Say: God had a plan that surpassed Abram's and Sarai's mistake. Ask: How did God fulfill His promises to Abraham? (He gave him a son by Sarah after he was 99 years old.) What does this show you about God? What does God fulfilling his plan mean to you today?

TEACHER-DIRECTED ACTIVITY

Ask: How would you explain your responsibility towards sex compared with adults, such as Abraham and Hagar? When God makes a promise to you, how long should you wait for it? Ask one of the students to read Hebrews 11:8-13. Which promises has Abraham already received? Which ones is he still waiting to receive? What benefits do you think you receive if you are a descendant of Abraham? Ask one of the students to read Romans 2:29. Who are the Jews? (They are Abraham descendants.) What does this scripture say to you? What are you going to do to ensure you are a descendant of Abraham?

Time-Line

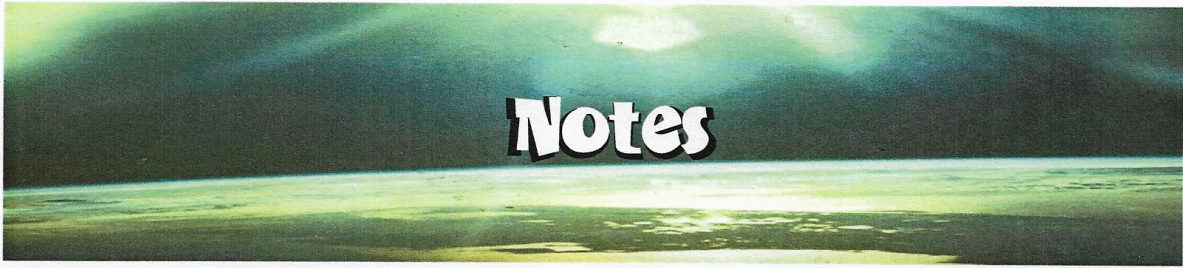
Have the students go back and put the pictures they sketched in time order.

SONG

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

CLOSING PRAYER

Have students form a circle and hold hands. Ask each student to give a reason why teenagers don't obey God. Ask for a volunteer to lead in prayer asking God to help the students to understand that even they are experiencing the consequences of Abraham's sin with terrorism in the world today, and they also share in Abraham's blessings that God promised to Israel.



Not So Cool

MEMORY VERSE

"Good understanding giveth favour: but the way of the transgressor is hard." - Proverbs 13:15

OBJECTIVES

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

1. Explain that God ordained sex to be in marriage between one man and one woman for life.
2. Define the moral evils found in their lesson and find a Bible solution to them.
3. Give a definition to natural evil.
4. Describe how "the way of the transgressor is hard."

TOPICS & THEMES

Consequence of Sin

Evil

Homosexuality

Lot

Obedience

Salt

Sin

Sodom/Gomorrah

MATERIALS NEEDED

Bible, YEA students' and teacher's books, attendance and memory verse charts, songbook, CD or cassette tape, music player, newsprint, markers, at least ten sheets of paper, Scotch tape

HOW TO TEACH THIS LESSON

After opening the class with prayer, begin by asking the students to give every form of evil that was mentioned in their lesson. They may use their books to do this. As they give them write them randomly across the newsprint. These should include such things as: gangs, kidnaping, sodomy, stealing, defiant behavior, prostitution, rape, violence, breaking down the door, gay marriage, etc.

Moral vs natural evil

Explain that our world is plagued by both moral evil and natural evil. Natural evil means adversity. Earthquakes, tornadoes, environmental disasters, and death are natural evils or adversities. Moral evils are what we've put on the newsprint. These are things that we have a choice as to whether they happen or don't. Use the Bible as your primary source of discussing these things. Ask: What are people today doing to overcome these evils? What are you doing? How would you say that the battle against evil is going?

Activity

Divide the class into groups of threes and give every student one or more pieces of paper and a marker. Assign each group to 1) read Romans 12:17-21; 2) Brainstorm what they find in these scriptures that reveal God's plan for overcoming evil and how they think it works; 3) Come up with specific ways that a Christian can work toward defeating this evil; and 4) Write a specific way of defeating every evil listed on the newsprint on the pieces of paper you were given. Take it to the newsprint pad, read, and cover (tape over) one of the evils with a Bible way of overcoming it.

Debrief

How did you feel about the evils you discovered in your lesson? How do you feel about the crime the young Hispanic committed? How do you feel about his sentence? What do you think his days will be like in prison? Ask one of the students to read aloud Proverbs 13:15. How do you feel about the victim? What kinds of things do you think he has suffered? How do you feel about God destroying Sodom and Gomorrah for its evils? What does it mean to you to know these kinds of evil are in your world? Why did God allow our world to become so evil? Ask a student to read aloud Romans 1:21-32 from The Living Bible. What do you see happening to our world for the evils that it is doing? How do these evils impact your daily life? What do you think 1) our nation can do about evil? 2) What can our church do about evil? 3) What should the cities of Sodom and Gomorrah have done to prevent God's wrath from descending from heaven? 4) What are you going to do about it?

TEACHER-DIRECTED ACTIVITY

Ask for a volunteer to read their letter to the prisoner. If they hesitate, read your letter and ask: What things did you tell the prisoner that I didn't mention? In what ways will the Hispanic gang member have to change his attitude and actions if he hopes to get early parole?

SONG

"It's a Happy Day" is on page 47 of The Group Songbook. Rationale for song choice: The last line of the song is "Livin' each day by the promises in God's Word." If we do that, it will indeed be a happy day - in contrast to the suffering we will face if we don't follow God.

CLOSING PRAYER

Have the students form a circle and join hands. Ask each student to pick one of the evils that was written on the board and tell what covers that evil. Ask for a volunteer to lead in prayer thanking God for showing us why sex was created and to help us to never misuse it or disrespect the gift God designed.

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

The Mystery Man

MEMORY VERSE

John 5:37 - “And the Father who sent me has himself testified concerning me. You have never heard his voice nor seen his form” (NIV).

OBJECTIVES

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

1. Explain that Jesus Christ existed before there was anything and created all things.
2. Solve the mystery of who Melchizedek was.
3. Explain that Melchizedek was the one who appeared to man in the Old Testament and became Christ in the New Testament.

TOPICS & THEMES

Creator

Jesus, High Priest

Jesus, The Word

Melchizedek

Tithes

MATERIALS NEEDED

Bible, YEA students' and teacher's books, attendance and memory verse charts, modern translation of the Bible, songbook, CD or cassette tape, awards, two blank jigsaw puzzles purchased at a craft store, one or two tables, small prizes such as bookmarks, pencils, etc.

HOW TO TEACH THIS LESSON

Open the class with prayer. Have the students count off one, two, one, two. Put the two puzzles on the table(s) and have all of the ones go to the first puzzle and all of the twos go to the second puzzle. Explain that they have two puzzles to work today that will disclose who The Mystery Man in today's lesson is. Tell them that puzzle number one gives the evidence and puzzle number two gives the answer. The group who finishes first wins the prize.

Debrief

Ask: Would someone who helped put puzzle number one together read the evidence? How many of you have known a person who was never born? How many of you have known a person who

has no father or mother? How many of you know a person who has no ancestors? What kind of person would it be who was never born, has no father or mother, no ancestors, is like the Son of God, a priest forever, and Abraham tithed to him? Do we tithe to someone who is lessor or greater than we are? Who does God command us to tithe to? Ask a student to read Leviticus 27:30-34.

Solving the mystery

Why is solving who The Mystery Man is important to you? How does this give you greater insight into the Old Testament? Ask a student to read John 5:37. How many people have heard God's voice? Do you recall in lesson three, that the Lord spoke to Eve after she ate the forbidden fruit from the tree? Who was this speaking to Eve since no one has heard God's voice? Many times throughout the Old Testament, it says "the LORD spoke," or "God spake," "Now the LORD had said," etc. Since no man has ever seen God or heard his voice, who was this speaking? Ask a student to read John 1:18.

Why is this important to you?

Ask one of the students to read Hebrews 1:1-14 from a modern translation. How important is Christ? (He has been with the Father from the beginning. He earned the right to be our Savior by giving His life for us. Also see verse 4). Did you notice in verse 10 who laid the foundation of the earth? What reward has Christ been given for paying for our sins with His life? Who is it that is sitting on the Father's right hand?

What's your responsibility?

Jesus gave His all for you, what must you give to Him?

TEACHER-DIRECTED ACTIVITY

Go over the Activity in the Students book with the class. Have students recite Psalm 8 for this book's memory work. Give an award to those who can.

SONG

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

CLOSING PRAYER

Have the students form a circle and join hands. Ask each student to give one clue that tells us who The Mystery Man is. Ask for a volunteer to lead in prayer thanking God for giving us a Savior who has been with the Father for all eternity and for granting us greater understanding of the Bible by learning who The Mystery Man is.

