

YOUTH EDUCATIONAL ADVENTURES

Lessons From a Leader

YE4G · Teacher Edition

Intermediate · Year 2: Creation

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

You Can Count on It

MEMORY VERSE

Isaiah 66:2 - My hand has made both earth and skies, and they are mine. Yet I will look with pity on the man who has a humble and contrite heart, who trembles at my word” (TLB).

OBJECTIVES

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

1. Explain that there are two nations today that are recipients of the blessings passed on through Abraham because of his obedience to God.
2. Show ways from the Bible that Great Britain and the United States are at least types of Ephraim and Manasseh.
3. Show why the people in the United States and Great Britain don't live lives deserving of the bountiful blessings they are receiving.
4. Discuss how they too can be blessed if they will obey God.

TOPICS & THEMES

Abraham

Adoption

Blessings/Cursings

Consequences of Sin

Ephraim

God's Grace

God's Plan

Manasseh

Obedience

Pharaoh

Prophecy

Shepherds

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, two globes or world maps, paper, pencils, songbook, prize

HOW TO TEACH THIS LESSON

After opening the class with prayer, divide the students into two groups. Send them to separate corners of the room and give them each a globe, or map of the world, and a piece of paper and pencil. Explain that they are to locate all of the nations or islands mentioned in their lesson which were once a part of the British Commonwealth of Nations and write them down going from west to east in order. If they are able to locate other nations that are, or have been a part of the British Empire, each one will give that group a bonus point. The one with the most nations or islands listed that are a part of the British Empire gets a prize.

Debrief - How did you feel about doing this exercise? What did you learn from it? How many hours are there on the globe or map you have? (24) How many hours are in a day?

(Approximately 12 hours) Now notice the time zones. They are shown by lines that go up and down. How many hours are in each time zone? (One hour) Can you see any nation or island that has been a part of the British Empire that is at least 12 time zones away? What kind of conclusion can you draw from this?

Obedience equals blessings - Would you consider the population explosion among the Israelites to be a blessing or a curse? How would it be a blessing for your family to be very large? What advantage does a really large family have? Why did the Israelites have this blessing? Why do you think the United States is so richly blessed? Why do you think Great Britain was blessed with an Empire like no other?

United States and Great Britain as types - There is a lot of discussion about which nation is which in prophecy. Is Great Britain Ephraim or Manasseh? Is the United States Ephraim or Manasseh? A strong case can be made either way. The point remains, however, that the blessings of Abraham have come down through Ephraim and Manasseh to both the United States and Great Britain. Is everyone who lives in the United States or in Great Britain genetically a descendant of Manasseh or Ephraim? (No.) Then, why do some people think the U.S. and Great Britain are descendants of Ephraim and Manasseh? Ask a student to read Genesis 35:11 aloud. Some people think that Great Britain must be Ephraim because the sun never set on the British Empire. But today, which is the more powerful nation and is a melting pot of many nations?

Blessings from where? - What have the people in the United States done to earn the blessings we enjoy with all our wealth, bountiful farm lands, natural resources, health, etc.? Have we earned God's blessing by taking Him out of our schools? Have we earned God's blessings with our high divorce rate? Have we earned God's blessings with aborting or killing off babies before they are born? Have we earned God's blessings with our obedience to His commands? Does our nation deserve its enormous wealth and all the blessings we enjoy? Then where do all these blessings

come from? Ask a student to read Genesis 17:1 aloud. Ask another student to read Genesis 22:15-18 aloud. Who was it that obeyed God? What did God promise to do?

What's in it for you? - Has God changed since Abraham's day? Ask a student to read Hebrews 13:8. What happens when you obey God? Then is it worth it to resist peer pressure, not go to the movie or ballgame on the Sabbath, not get involved in premarital sex in order that you can receive God's blessings? What are you going to do about obeying God?

Assign a 10-week Memory Challenge: recite all ten plagues in order.

TEACHER-DIRECTED ACTIVITY

Go over the students' Activity with the class.

SONG

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

CLOSING PRAYER

Ask the students to form a circle and hold hands. Let each one name at least one way our nation has been blessed by God. Ask for a volunteer to lead in prayer.



Israel Yesterday and Today

MEMORY VERSE

Genesis 35:11 - “And God said unto him, I am God Almighty; be fruitful and multiply; a nation and a company of nations shall be of thee, and kings shall come out of thy loins.”

OBJECTIVES

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

1. Give three reasons why they feel modern day Israel can't be the entire 12 tribes of Israel.

TOPICS & THEMES

Blessings

God's Promises

Israel

Prophecy

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, newsprint pad or chalk board, marker or chalk, eraser, prize

HOW TO TEACH THIS LESSON

Greet the students warmly as they arrive. Have them sit in chairs arranged in a semicircle. After opening the class with prayer, explain that for today's lesson we will be playing the game Pictionary. Have the students draw one, or more (depending on the size of your class), of the straws you made before class. Tell them that as you call out the number on their straw, they are to go to the board and draw a picture representing what Genesis 49 says shall befall this person in the latter days. Students are to guess which one of the 12 Israelite brothers' picture is being drawn on the board until they get the right person. Call on them in the order given under Background. Students can use the Activity in their book to help them guess who the brothers are. If they haven't done their Activity, let them use their Bibles and Genesis 49 to do this. After the game, give the person who gets the most correct answers a prize.

Debrief - Ask: How did you feel about this game as a way of learning what shall befall the different Israelite nations in the last days? How was this experience like or unlike other things you have done? Which person was the easiest to identify? Why? Which brothers' picture was the

hardest to draw? Which brother's lineage would Christ come from? Ask a student to read Genesis 49:10.

The Nation of Israel doesn't work - Ask: What makes you think that the modern day nation of Israel in the Middle East is not comprised of the 12 tribes of Israel? How many kings has the modern day nation of Israel had? Ask a student to read Genesis 35:11. Who can think of another reason why modern day Israel couldn't be the 12 tribes of Israel? Ask another student to read Genesis 22:16-18. Ask another student to read Genesis 28:14. What nations usually go first to help another nation that has had a disaster? How do you see this as backup support for that nation being part of Israel today?

Background - Go over Background with the class.

TEACHER-DIRECTED ACTIVITY

Go over the students' Activity with the class.

SONG

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

CLOSING PRAYER

Ask the students to form a circle and join hands. Go around the circle and let each student give the name of one of the 12 tribes of Israel and what they will be like in the latter days. Ask for a volunteer to lead in prayer, thanking God for Abraham, Isaac, and Jacob's obedience and the blessings He poured out on them and their descendants because of their obedience.

Like It Or Not

MEMORY VERSE

Hebrews 12:11 - “No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it” (NIV).

OBJECTIVES

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

1. Tell the story of God calling Moses to go to Pharaoh and tell him to "Let my people go".
2. Discuss the benefits of obeying God and the consequences for not obeying God.

TOPICS & THEMES

Burning Bush

Consequences of Sin

Faith

God's Provision

Jochebed

Miriam

Moses

Obedience

Pharaoh

Pharaoh's Daughter

Trusting God

MATERIALS NEEDED

Bible, YEA Students' and Teacher's Books, attendance and memory verse charts, songbook, doll (preferably a boy baby doll), basket, orange, red, and yellow crepe paper, flashlight, brown grocery bags filled with newspaper and stapled at the top, green paint

HOW TO TEACH THIS LESSON

This lesson will be acted out as a skit. As students arrive assign the following parts: Moses, princess, Moses' sister, Moses' mother. Open the class with prayer. Give those playing in the skit a few minutes to read through their lesson to ensure they know when they are to participate in

the skit and what they are to do. During this time, have the students who are not in the play complete the Activity in their book, if they haven't already done it.

Have your cast sit together so they will be available as you read the lesson. Read the lesson with each participant acting out their part as you come to it. Have a student shine the flashlight on the bush to make it appear to be burning when you come to that part of the story. Speak forcefully when you are doing the narration for God's voice. Stop the narration with the next to the last paragraph in the students' lesson. After the skit is over, debrief.

Debrief - Ask: How did you feel about this way of learning your lesson today? How was it like or unlike other experiences you've had? What do you feel is the most important lesson we can learn from this? How did you feel about Pharaoh commanding the midwives to kill all the boy babies? How did you feel about the midwives not obeying Pharaoh's instructions? How did you feel about Pharaoh commanding that all boy babies be thrown into the Nile River? What kind of critters do you think were in the Nile River? How safe was it for a tiny baby?

Moses - How did you feel about Moses' mother putting her beautiful baby boy in a waterproofed basket and floating him in the river? What kind of a chance do you think she was taking by doing this? How did you feel when the princess agreed for Moses' sister to go get his own mother to nurse him? How involved do you think God was in this situation? Why do you think God cared so much about Moses?

Burning Bush - Ask: How do you think you would have reacted if you'd heard God's voice speaking from a burning bush? Do you think this would have made you more willing to obey Him?

God called Moses - Ask: How was Moses' reaction similar or dissimilar to what yours would have been if God had told you to go speak to Pharaoh and tell him, "Let my people go?" Why do you think Moses was reluctant to go to Pharaoh? Why do you think the elders in Israel wouldn't know which God had appeared to Moses?

Application - How does God speak to you today? How can you tell by looking at your life if you would follow God if He called you like He did Moses? How willing should we be to obey and follow God? What are the benefits? What are the consequences if we don't obey and follow Him?

TEACHER-DIRECTED ACTIVITY

Go over the Activity in the Students' Book.

SONG

"Father, I Adore You" is on page 41 of The Group Songbook.

CLOSING PRAYER

Ask the students to form a circle and join hands. Ask a volunteer to lead in prayer asking for God's help for us to trust and obey Him.

From Bad to Worse

MEMORY VERSE

Colossians 3:25 - “For he who does wrong will receive the consequences of the wrong which he has done, and that without partiality” (NASB).

OBJECTIVES

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

1. Recognize that God has a bigger picture in mind than just our comfort.
2. Explain that God was preparing the Israelites for what was ahead in their lives.
3. State that God wanted to teach the Israelites and us to trust Him.

TOPICS & THEMES

Aaron

Egypt

God’s Plan

Israelites

Moses

Pharaoh

Plagues

Trusting God

MATERIALS NEEDED

Bible, YEA Students and Teacher's books, attendance and memory verse charts, songbook, dry eraser board, marker, prize

HOW TO TEACH THIS LESSON

Open the class with prayer. Ask the students to put all of their things on the floor except their Bibles and Students' books which are to be used in today’s class. Explain that the students on the right side are on the A Team, and the students of your left are on the B Team. You will ask a question, and any person on either team is to raise their hand when he comes up with an answer from 1) their own knowledge, 2) the Bible, or 3) their YEA Students' book. As kids call out the answers, write them on the board and give the correct team credit for the answers.

- 1) What things are evil in the world today?

- 2) What evil things did Pharaoh do to the Israelites?
- 3) Explain how the following is good or evil: God promised to crush the Egyptians with a final major disaster.
- 4) How would you rank Moses when he pled with God to “please get someone else” to speak to Pharaoh? A) Wimpy; B) Evil; C) Righteous; D. Fearful?
- 5) How did you feel when God became angry with Moses for asking Him to get someone else?
- 6) How did you feel about God telling Moses that He would make Pharaoh stubborn?
- 7) What was God trying to accomplish by making Pharaoh stubborn?
- 8) How did you feel about Moses arguing with God?
- 9) What did Moses argue with God about?
- 10) Why do you think God chose the Nile River for the location of the first plague?

Total the scores and give a prize to the team who gave the most correct answers.

Debrief: How did you feel about this contest as a way to learn the Bible better? How was it like or unlike other things you’ve done? How do you think this will help you read your lesson more carefully?

The Big Picture - Why do you think God hardened Pharaoh's heart when He knew people would suffer? Then why do you think God did this? Ask a student to read Exodus 6:6-7 from The Living Bible. When an athlete is in training for the Olympics, does his trainer go easy on him or does he push him to the limit? Why? How do we grow spiritually when we're being tested and life is difficult for us? Ask a student to read James 1:3 in The Living Bible. Is God more interested in you having patience with your mom, dad, and your friends, or your comfort? Why do you think God wants you to develop such character traits as patience or kindness? How do you think you fit into God's big picture?

Israelites had needs too - What was about to happen with the Israelites? (They were about to gain their freedom and start on a trek towards the Promised Land.) How do you see God making life difficult for the Israelites helping them? What do you think this preparation would do for them? (Help them to trust God, make them stronger, and get them in better shape to confront the evil that was ahead.)

Application - What have you learned from this lesson? What are some things you can put into practice in your life? What are you going to do about it?

Background - Read the first three paragraphs under Background to your class.

TEACHER-DIRECTED ACTIVITY

Go over the Activity in the students' Book with your class.

SONG

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

CLOSING PRAYER

Have the students form a circle and join hands. Ask each student to name one thing they learned from this lesson. Ask for a volunteer to lead in prayer asking God to help us even when things go From Bad to Worse to look at the big picture and trust God.

Same Song, Second Verse

MEMORY VERSE

Proverbs 1:24-26 - "I have called you so often but still you won't come. I have pleaded, but all in vain. For you have spurned my counsel and reproof. Someday you'll be in trouble, and I'll laugh! Mock me, will you? - I'll mock you!" (TLB).

OBJECTIVES

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

1. Become aware of stubbornness in their own lives and begin working on ridding themselves of it.
2. Explain that repentance grants forgiveness, but consequences are likely to remain.

TOPICS & THEMES

Consequences of Sin

Egypt

Forgiveness

Goshen

Humility

Moses

Pharaoh

Plagues

Repentance

Stubborn

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, newsprint pad, markers, tape, attendance and memory verse charts, song book, poster paper, markers, prize, timer

HOW TO TEACH THIS LESSON

Open the class with prayer. Explain that the students will teach this class today with a game called "Sketch the Story." This game is similar to Pictionary. Divide the class into five groups. Depending on the size of the class, either you draw one of the cards after they have drawn, or have the students draw two cards. Each group is to work as a team and illustrate the story on the

card they drew. Each group is to use their Bible and YEA book to brainstorm and then "Sketch the Story." Tell them that the class will guess what they drew, and vote on the best "Sketch the Story." So it is to their advantage to add as many details as they can to complete the story. Details should include such things as whether Pharaoh's magicians were able to duplicate the plague and what Pharaoh did when God removed the plague. Words can be included when necessary to complete the story. Start the timer and give them about 15 minutes. When the timer rings, call the class back together to sit in a semicircle. Vote on the best "Sketch the Story" and award a prize.

Debrief - Ask: How did you feel about this game as a method of learning the story? What things did you learn from doing this that you didn't learn when you read your lessons? How was this experience like or unlike other things that you've done?

God removes the plague - Ask: Why do you think God removed the plague each time Pharaoh asked Moses to have Him do it? How many of you think God should have removed the plague? What does this tell us about what kind of a God He is? What happened because of Pharaoh's stubbornness?

King Saul's stubbornness - How does your self-esteem compare with tall, handsome King Saul when he began his reign with a brilliant victory over the Ammonites? Have a good reader read the first seven paragraphs under Background about King Saul. Ask: What did King Saul lose because of his stubbornness? (His Kingdom.) How would this be like a President of the United States being impeached? What do you think that would do to his self-esteem?

Teen stubbornness - What are common ways that teenagers are stubborn? How long do you think God will be patient with your stubbornness? How do you see self-esteem involved with your stubbornness? What should self-esteem be replaced with? (Humility.) Ask a student to read Psalm 95:8-11 aloud. Ask: What did the Israelites do wrong? What did their bad actions cost them?

Is God a loving God who will forgive you when you're stubborn and disobedient? What do you have to do to be forgiven? What does forgiveness mean? (It puts you right with God.) Does it mean you won't suffer any consequence for your stubbornness and disobedience? (No, you can live uprightly before God with a clean heart, but you are likely to suffer some consequences for your actions.) What are some examples of consequences that can't be removed? (If you kill a person from driving carelessly, God can forgive you, but he won't bring that person back to life at this time.) Then how are you going to apply today's lesson in your life?

TEACHER-DIRECTED ACTIVITY

Go over the Activity in the Students' Book with the class.

SONG

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

CLOSING PRAYER

Have the class join hands in a circle and ask for a volunteer to lead in prayer thanking God for His forgiveness and asking that He will keep us mindful that there are still consequences even though we are forgiven of our sins.

Flip Flopped

MEMORY VERSE

2 Corinthians 7:10 - “Godly sorrow brings repentance that leads to salvation and leaves no regret, but worldly sorrow brings death” (NIV).

OBJECTIVES

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

1. Discuss why it was good for God to keep coming back with plague after plague every time Pharaoh refused to obey Him.
2. Explain the difference between sincere and insincere repentance.
3. State that if our repentance doesn't stick, there could be greater consequences.

TOPICS & THEMES

Consequences of Sin

God’s Judgment

Moses

Pharaoh

Plagues

Repentance

Salvation

MATERIALS NEEDED

YEA Students' and Teacher's books, attendance and memory verse charts, songbook, bowl, heat lamp, ice cube, marshmallow

HOW TO TEACH THIS LESSON

Open the class with prayer. Put the marshmallow and ice cube in the bowl and make sure the heat lamp is on and shining on them. Explain to the class that you've put these two items in the bowl with a heat lamp on them and you'll get back to it later.

Activity - If the Activity in the Students' Book is not covered in class, students will see no reason to do it. So go over the Activity in the Students' Book with the class and get their answers to every question. Explain there is no right answer for the first question. You want everyone to get a visual picture in their minds so today's lesson will be in context.

Background - Have your best reader read the first three paragraphs of Background aloud to the class.

Debrief - Ask: Who can recall what (use the name of the student) read to us about what salvation is? Salvation is God doing for us what we can't do for ourselves. What was God trying to accomplish with the plagues he sent on Egypt? He was trying to save the Israelites from Egyptian slavery. What is the bigger lesson in all of this? God wants to save us from our sins. Why do we need to be saved from our sins? Ask a student to read Romans 6:23 aloud. We learned in our lesson Pharaoh was arrogant and stubborn. You may think you're not as bad as Pharaoh. So are you worthy of death? Ask a student to read Romans 3:23. Does "all" mean every person who has ever lived? Then why do we need to be saved from our sins?

Repentance - Ask: Who can tell us about the times that Pharaoh said he was sorry for his sins? Ask a student to read Exodus 10:16. What did God do? He sent a strong wind and blew the locusts away. Then what did Pharaoh do? He Flip Flopped on his repentance. How genuine do you think Pharaoh's repentance was? Why do you think that?

Sincere repentance - Ask: What kinds of wrong things do teens do and then go to God and ask that He forgive them? Did you ever do something again that you repented of? How was that similar to what Pharaoh did? What must you do for God to believe your repentance is sincere? Have the students recite their memory verse at this time. Ask: Is death a word that frightens you? Can you think of a word that is just the opposite of death? Salvation. Then what do you have to do to obtain salvation? You must sincerely repent of your sins and believe in Jesus Christ. What do you gain by doing this? Eternal life. What are you going to do about today's lesson?

Ice cube and marshmallow - Ask the students to consider that in this experiment the heat lamp is like God's Word. The marshmallow is like Pharaoh. The longer God dealt with Pharaoh the harder his heart became. If you keep the heat lamp on the marshmallow long enough it will harden. The ice cube is like the heart of people who trust God. Let the melted ice and the hardened marshmallow always remind you to keep your heart soft and obey God's Word.

TEACHER-DIRECTED ACTIVITY

It is embedded in "How To Teach This Lesson."

SONG

"Create in Me a Clean Heart" is on page 36 of The Group Songbook.

CLOSING PRAYER

Ask the students to form a circle and join hands. Ask each student to name one time when Pharaoh hardened his heart and showed his repentance was insincere. It's okay if incidents are

repeated. Lead in prayer asking God to help each student to grasp the meaning of sincere repentance, that they will never Flip Flop, but they will sincerely repent of their sins and be baptized.

The First Passover

MEMORY VERSE

Exodus 12:14 - “You shall celebrate this event each year (this is a permanent law) to remind you of this fatal night” (TLB)

OBJECTIVES

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

1. Tell the story of the First Passover.
2. Explain that when children ask their parents what the Passover means, the parents are to describe it to them.

TOPICS & THEMES

Angel, Death
Blood
Egypt
Egypt, Coming Out
Firstborn
Israelites
Lamb
Passover
Pharaoh
Plagues

MATERIALS NEEDED

Bible, YEA Students' and Teacher's Guide, attendance and memory verse charts, songbook, paper

HOW TO TEACH THIS LESSON

Open the class with prayer. Have five students draw one of the five slips of paper that you made before class. Explain that we are going to pretend that the elders of Israel are gathered and Moses and Aaron are giving them instructions about the First Passover. Have the students read the statements to the class in order.

Debrief - Ask: How did you feel about this way of learning more about the Passover? What things did you learn that you didn't know before? How was this activity like or unlike other things in your life? How did you feel about the instructions to take a year-old lamb and keep and feed it for four days and then kill it? Do you think that you would become attached to that lamb during that time? Would you have been willing to kill it and put the blood on your doorframe if you knew that it would take doing that to save all of your family from death?

Important event - Why do you think God considered this to be such an important event? How long did He say we are to celebrate the Passover? How many days do you eat Unleavened Bread? Why did God instruct us to eat it?

Instructions to parents - What did God tell the parents to tell their children when they ask, "What does this ceremony mean to you?" Have you ever asked your parents this question? What did they say? Has your church ever had the children ask parents, the minister, or adults why we celebrate the Night to Be Much Observed? How did you feel about doing this?

Students' Activity - Go over the Activity in the Students' book with the class.

TEACHER-DIRECTED ACTIVITY

Exodus 12:25-26 very specifically indicates that parents are supposed to teach their children why the Passover continues to be celebrated every year. Have the students create a quiz for their parents based on Exodus 12. The quiz can be T/F, multiple choice, matching, sequencing, essay, or a combination. The students may choose to work in pairs or alone in creating their quiz. Once they are finished, have the students exchange their quizzes with someone else to proof for clarity, grammar, and punctuation. Assign them to take the quizzes home and give them to their parents.

SONG

"We Will Glorify" is on page one of The Group Songbook.

CLOSING PRAYER

God of Abraham, Isaac, and Jacob,

Thank you for giving us the Passover. The Israelites killed a lamb and ate it, but you loved us so much that you gave your Son, Jesus Christ. He shed His blood so I might have forgiveness of my sins. Thank you for this awesome gift.

In Jesus' name I pray.

Amen.

20/20 Hindsight

MEMORY VERSE

Isaiah 66:2 - “To this man will I look, even to him that is poor and of a contrite spirit, and trembleth at my word.”

OBJECTIVES

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

1. List the ten plagues.
2. Recall how Egypt actually became a wealthy nation.
3. Make the changes in their lives that this lesson shows they should.

TOPICS & THEMES

Burning Bush

Egypt

Egypt, Coming Out

God’s Plan

Israelites

Moses

Obedience

Pharaoh

Plagues

Sabbath

Slavery

Tithes

MATERIALS NEEDED

Bible, YEA Students’ and Teacher’s books, attendance and memory verse charts, songbook, prize

HOW TO TEACH THIS LESSON

After opening the class with prayer, explain that each student is to come to the table and draw one of the slips of paper. After every student has drawn a slip of paper, give the class a few minutes to read and think about their assignment. Explain they are to tell the class everything they remember about that incident. After the student tells what he remembers, ask other

students to tell what they remember about this event as well. The students are to come back and draw a second time if there aren't enough students to initially draw all of the pieces of paper. Once all of the papers have been discussed, challenge the students to put the events in order.

It is said that you can only know if a person understands something if he is able to explain it. This will help you grade how well the students are grasping and remembering the YEA lessons.

Debrief - Ask: How did you feel about this way of reviewing the seven previous lessons we had in this YEA book? What was the most difficult thing about this activity? How was it like or unlike other things in your life? Which one was your favorite story? What do you think was the best lesson you've learned in this book? Why?

Egypt's prosperity - How many of you had forgotten that it was Joseph, an Israelite, who was responsible for saving Egypt from famine? What did Joseph do that changed the course of history for the nation of Egypt?

Background - Read the first two paragraphs under Background to the class. Ask: How many people do you think left Egypt after the Passover? Were they all Israelites? Ask a student to read Exodus 12:37-39.

Let's play a game - Say: I'm going to give you the name of a lesson in this book. Then I want you to raise your hand if you can tell us something about that lesson. The person who can tell us what was in the most lessons will get a prize.

You Can Count on It: (Jacob and his family moved to Egypt and were given land. Jacob blesses Ephraim and Manasseh and dies.)

Israel Yesterday and Today: (It shows that the nation of Israel can't be the entire 12 tribes that God promised to bless with a company of nations and kings.)

Like It or Not: (Moses put in the Nile River in a basket. God calls Moses from a burning bush.)

From Bad to Worse: (God tells Moses to go tell Pharaoh to "Let My People Go." The taskmasters become cruel. God turns the Nile to blood.)

Same Song, Second Verse: (Plagues of frogs, lice, flies.)

Flip Flopped: (Plagues of boils, hail, and locusts.)

The First Passover: (Instructions on selecting, preparing, eating the Passover lamb, and disposing of leftovers.)

Debrief - Ask: How did you feel about this way of reviewing the first seven lessons in this book? Which lesson did you like best? What did you like most about it?

Application - What do you think God would want you to remember from this lesson? How do you think He would want you to make it a part of your life? What kinds of changes do you think

God would want you to make that you've learned from Pharaoh, Moses, the plagues, or anything else in these lessons? What are you going to do about it?

TEACHER-DIRECTED ACTIVITY

See "How to Teach This Lesson."

SONG

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

CLOSING PRAYER

Ask the students to form a circle and hold hands. Have each student briefly describe how they think teens felt the night they left Egypt. Ask for a volunteer to lead in prayer thanking God for His mercy in delivering the Israelites from Egyptian bondage and for giving Christ so we might be delivered from our sins.

Pharaoh Won't Renege

MEMORY VERSE

Galatians 6:7-8 “Don’t be misled; remember that you can’t ignore God and get away with it; a man will always reap just the kind of crop he sows! If he sows to please his own wrong desires, he will be planting seeds of evil and he will surely reap a harvest of spiritual decay and death; but if he plants the good things of the Spirit, he will reap the everlasting life which the Holy Spirit gives him.”

OBJECTIVES

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

1. Explain that a person will always reap just the kind of crop he sows!
2. Tell how the Israelites were to be dressed and prepared when they ate the Passover.
3. Explain that the first Passover was a type of what was to be fulfilled in Christ being our Passover Lamb who died for our sins.

TOPICS & THEMES

Angel, Death
Egypt, Coming Out
God’s Plan
Harvest
Jesus, Lamb of God
Passover
Pharaoh
Plagues
Sin

MATERIALS NEEDED

Bible, YEA Students' and Teacher's Books, attendance and memory verse charts, songbook, timer, paper, pencil, concordances

HOW TO TEACH THIS LESSON

After opening the class with prayer, divide the class into four groups. Assign a leader for each group and let that leader draw one of the pieces of paper you wrote statements or questions on

before class. Instruct the groups to go to different parts of the classroom with their YEA books, Bibles, and concordances to brainstorm and arrive at their answers. Allow them about five to eight minutes. Set the timer. When it goes off, call the class back together to sit in a semicircle. Ask for the leader from each group to read the statement/question on their piece of paper, give the answers and scriptures to support it. If any student would like to add to that person's answer, encourage him to do so.

Debrief - Ask: How did you feel about this way of studying the Bible? What was the most difficult thing about it? How was it like or unlike other ways you've studied the Bible? How did you feel when Pharaoh eventually, after ten very bad plagues, let the Israelites go? Ask a student to read Background down to "The Beginning of Passover." What differences do you think a person would have seen in the nation of Egypt after Pharaoh eventually let the Israelites go? What makes you think that? What should Pharaoh have done to keep his nation in good economic condition when Moses and Aaron first went to him?

Passover instructions - Ask: Why do you think God instructed the Israelites to eat the Passover with their traveling clothes on, wearing their walking shoes, and carrying a staff or stick in their hands? Ask a student to read Exodus 12:37.

Christ in the Passover - Did God have something even bigger in mind with the Passover than just delivering Israel from slavery? What was it? Delivering us from our sins through the blood of Jesus. How do you know that? Ask a student to read the paragraph under Background that starts off with The Beginning of Passover. Can anyone think of a New Testament scripture that tells us that? Ask a student to read I Corinthians 5:7 aloud. What was there in that first Passover that was a type of Christ? The lamb. How long did God say people should continue to keep the Passover? It is to be permanent. What is one thing the Passover is to remind us of? Israel's deliverance from evil.

Application - What have you personally learned from this lesson that will change your life? Have the students recite their memory verse. Why is it important that you be careful with the type of things you do, as the Bible calls it "the crop you sow"? If you plant seeds of evil, what kind of a crop will you reap? If you plant good things of the Spirit, what will you reap?

Remind the students of the 10-week Memory Challenge - to recite all ten plagues in order.

TEACHER-DIRECTED ACTIVITY

Since this Activity is done in a very personal way, only ask that students share their plan to help, or prevent, them from being tempted to renege on their repentance

SONG

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

CLOSING PRAYER

Have students form a circle and hold hands. Go around the circle and let each student name one of the plagues that came upon Egypt because of Pharaoh's stubbornness. Ask a volunteer to lead in prayer thanking God for the Passover and its larger meaning to us today of Jesus dying for our sins.

The Trek Began

MEMORY VERSE

Psalm 105:37 - "He brought them forth also with silver and gold; and there was not one feeble person among their tribes."

OBJECTIVES

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

1. Recall details of things that happened on the night Israel gained their freedom.
2. Relate to the story by putting a face on the people who left Egypt.

TOPICS & THEMES

Egypt, Coming Out

Freedom

Israel

Pharaoh

MATERIALS NEEDED

Bible, YEA Students' and Teacher's Books, attendance and memory verse charts, songbook, poster paper, markers, timer

HOW TO TEACH THIS LESSON

Open the class with prayer. Divide the class into four sections. Explain that group number one gets the Pharaoh poster. Group number two has the poster with "Israel" on it. Group number three is to take the poster that has "Israel's Teens" on it. And the fourth group is to take the poster with "Today's Teens" on it. Give each person a marker. Explain that today's lesson is about freedom. Ask: How many of you are anxious for the day you gain your freedom? Say: Well, you certainly have something in common with the Israelites of old. Tell them that each group is to go to their poster and make a list of freedoms each group had or has. Hint: Pharaoh had the freedom to decide not to do what Moses told him to do. Another Hint: Today's Teens have the freedom to select their own clothing. Give them about five to eight minutes to complete their list of freedoms each group has/had.

Debrief - How did you feel about this activity as a way to compare the freedoms different people have at different times in history? What did this activity do to make you wish you had grown up

being an Israelite enslaved by the Egyptians? Who do you think had the most freedom, Pharaoh or today's teenager? Why? How do you think you would have felt if you had been a teenager during the time Israel was in slavery? What kinds of things do you think you would have done to try to make things better? Do you think that you would have prayed more than you do today?

Pharaoh's harsh treatment - How would you have felt if you had been an Israelite slave who had to see your baby drowned in the Nile River? How would you have felt when God started making a difference between the Egyptians and the Israelites and spared the Israelites of the plague?

Time to go - How responsible do you think you would have been in doing everything Moses and Aaron told you to do to be prepared for leaving Egypt and gaining your freedom? What would you have said to your Egyptian master when you were told to ask for gold and silver jewelry and fine clothing? Who would like to describe how things must have been the night Israel left Egypt?

Put faces on the exodus - How many tiny babies do you think left Egypt that night with their parents? How many people over 70 do you think left Egypt that night? How many teenagers do you think left Egypt that night? How do you think the teenagers were acting that night as they walked out of Rameses? Would you have been dancing and singing had you been in that crowd? How many people do you think were complaining that night when they left Egypt? How many feeble people left Egypt that night? Have the students recite their memory verse. Who can tell us about how many people left Egypt that night? Ask a student to read Exodus 12:37. What kind of bread did the Israelites eat as they left Egypt? What did they carry their bread in? What did God use to guide the Israelites with during the day? What did God use to guide the Israelites with at night? Are you willing to follow God's light today and let Him guide you?

TEACHER-DIRECTED ACTIVITY

Go over the Activity in the students' book with the class.

Give the students an opportunity to recite the ten plagues in order (10-week Memory Challenge).

SONG

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

CLOSING PRAYER

Have the students form a circle and join hands. Ask for a volunteer to lead in prayer thanking God for our freedom and that He freed Israel from Egyptian slavery.