

YOUTH EDUCATIONAL ADVENTURES

Forward March

YE4H · Teacher Edition

Intermediate · Year 2: Creation

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

The Chase Was On!

MEMORY VERSE

Isaiah 55:8-9 - “For my thoughts are not your thoughts, neither are your ways my ways,' declares the Lord. 'As the heavens are higher than the earth, so are my ways higher than your ways and my thoughts than your thoughts.'”

OBJECTIVES

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

1. Tell the story of this portion of the Bible.
2. Outline reasons the Israelites had for trusting God.

TOPICS & THEMES

Chariots
Egypt, Coming Out
Faith
God’s Omnipotence
Grumbling
Miracles
Pharaoh
Pillar of Fire/Cloud
Prayer
Red Sea
Trusting God

MATERIALS NEEDED

Bible, YEA Students' and Teacher's Books, attendance and memory verse charts, songbook, butcher's paper, marker pens, map of Egypt and the exodus route, prize

HOW TO TEACH THIS LESSON

After opening the class with prayer, explain to the class that they will be doing a mural of today's lesson. Students can group themselves as they would like and select a frame of today's lesson to draw. Using their YEA books and Bibles, add as many details as time and space permit. Try to make the story as real and complete as possible. A vote will be taken and a prize given for the

best mural. Give the students about 25 to 30 minutes to complete their murals. When time is up, call them back to sit in the seats in a semicircle. Take a vote on the best mural and give the prize to the winner.

Debrief - How did you feel about this activity as a means to help you better understand this section of the Bible? How do you think this will help you understand it better? How will it help you remember it longer? What did you learn from this activity that is like or unlike other things in your life? How often do you think the Israelites under-estimated what God could do for them? How do you know they did? When they saw Pharaoh's army coming at a distance, they complained against Moses and whined.

Application - How often do you underestimate what God can do for you? What kind of things make you complain and whine? Who do you complain about? How often do you really blame God for your problems? Do you have trouble trusting God and believing His promises? What can you do when you doubt that God hears your prayers and is going to help you in a time of need? Think deeply about what you are reading. When you have doubts, remember the mighty miracles God performed for the Israelites. He's just as powerful today and can work miracles for you as well. But you must believe him. When you're inclined to doubt God, how can you reassure yourself that God knows best? Ask the students to recite their memory verse at this point: Isaiah 55:8-10, "For my thoughts are not your thoughts, neither are your ways my ways," declares the Lord. "As the heavens are higher than the earth, so are my ways higher than your ways and my thoughts than your thoughts."

TEACHER-DIRECTED ACTIVITY

Go over the Students' Activity with the class.

Ten-Week Challenge - Give the students a choice of memorizing ten verses which give encouragement when facing difficulties or of displaying those verses in a power-point presentation, a mural, a picture book, or some other way.

SONG

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

CLOSING PRAYER

Have the students form a circle and hold hands. Ask each student to tell one lesson they have learned from today's story. Thank God for all of His promises.

Action Time!

MEMORY VERSE

Isaiah 43:10 - "But I have witnesses, O Israel, says the Lord! You are my witnesses and my servants, chosen to know and to believe me and to understand that I alone am God. There is no other God; there never was and never will be" (TLB).

OBJECTIVES

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

1. Explain how repentance should be a permanent change.
2. Discuss that repentance gains forgiveness, but it doesn't always do away with the consequences.

TOPICS & THEMES

Chosen
Consequences of Sin
Forgiveness
God's Judgment
God's Omnipotence
God's Plan
Miracles
Repentance
Witnesses

MATERIALS NEEDED

Bible, YEA Students' and Teacher's Books, attendance and memory verse charts, Songbook, butcher's paper, markers, prize

HOW TO TEACH THIS LESSON

Greet students warmly and open with prayer. Explain that again, students will teach this class by drawing a mural of today's story. Appoint six team leaders. Assign students to each team. Then the leader is to select one of the six drawing assignments, brainstorm with their team, and draw the scene under the matching caption. They may use their Bibles and YEA books to gain information and add details to their scene. They can use cartoon-type balloons to add words or

phrases as needed. About 25 to 30 minutes will be allowed for this. Tell them that when they are finished, they will vote on the best drawing. When time is up or they have completed their mural, have them vote on the best one. Give that group a prize.

Debrief - How did you feel about drawing a mural as a means to learning today's Bible lessons? How many of you have participated in drawing a mural, maybe a historical mural on a wall at school? How was this like or unlike doing that, or anything else you may have done? How much better do you think you will remember this lesson because you drew it? What was the most difficult thing you found to depict? What was difficult about drawing the wall of water standing on both sides of the Red Sea?

The Egyptians - How did you feel about Pharaoh and his men tracking down the Israelites after they had gone through plague after plague and had their nation utterly destroyed? Why did they think God would allow them to get away with tracking down the Israelites? How did you feel about the two walls of water caving in on the Egyptians and killing them? Why do you think God decided to finally kill them? What attitude brought about Pharaoh's and his army's deaths? (They saw no need in having a permanent repentance that they didn't go back on.) How did you feel about drawing the dead Egyptians that washed up on the seashore?

Application - Ask: What lessons can you learn from what we've studied today? When you sin, what should you do differently than what Pharaoh did? (Stay repentant.) Ask a student to read 2 Corinthians 7:10. When you repent what happens? (God forgives you.) Then does God completely do away with the consequences? What illustration can you give to show that He doesn't? (If you're responsible for the death of someone in an automobile accident, God can forgive you, but He won't bring that person back to life at this time.) Then what are you going to do before you decide to sin?

Background - Ask a good reader to read down to the last paragraph under Background.

TEACHER-DIRECTED ACTIVITY

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

SONG

"Be Not Afraid" is on page 86 of The Group Songbook.

CLOSING PRAYER

Ask the students to form a circle and join hands. Beginning with yourself, go around the circle and tell one thing you learned from today's lesson. Ask for a volunteer to lead in prayer thanking God for delivering the Israelites from the Egyptians and for the hope this gives us.

Song and Dance

MEMORY VERSE

Proverbs 24:10 - "If you faint in times of trouble, how small is your strength!"

OBJECTIVES

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

1. Tell the story in today's lesson.
2. Discuss how the Israelites had so much evidence that God would take care of them.
3. Apply today's lesson when the going gets rough in their life.

TOPICS & THEMES

Adversity

Faith

God's Omnipotence

God's Protection

God's Provision

Grumbling

Miriam

Moses

Overcome

Red Sea

Song of Moses

Trouble

Water

MATERIALS NEEDED

Bible, YEA Students and Teacher's books, attendance and memory verse charts, songbook, butcher's paper, marker pens, map of the exodus, prize

HOW TO TEACH THIS LESSON

Open the class with prayer. If your class is large enough, appoint five team leaders and have them select one of the five statements you wrote on paper before class. Divide the class into five groups under team leaders. Explain that students will teach today's lesson by drawing it as they

have done in the past two lessons. They can use their Bibles and YEA books to aid in drawing what is on the statement they picked. Give them about 25 to 30 minutes. Then call the class back to sit in a semicircle. Vote on the best drawing and give a prize to that team.

Debrief - Ask: How did you feel about your assignment to draw a portion of today's lesson? What did you learn from doing this that you didn't learn when you read your lesson? How will this help you to better remember these events? How were the events you drew like or unlike other things in your life? Who would like to show us on the map where these things took place?

Israelites' attitude - Ask: How did you feel about the Israelites turning against Moses when they were three days without water? Do you feel this justified their actions? What things had God done to show them He would take care of them? What should they have done?

Application - What types of adverse things do teenagers experience in their lives? How are these things like or unlike what the Israelites experienced on their journey out of Egypt? How would you compare the adversities in your life to Captain Rozelle having his leg amputated? What would you have done had this happened to you? Would you persist until you mastered using a prosthesis? What scripture can you think of that shows we are to persist and not give up? Ask a student to read Matthew 10:22. Say: Adversities, bad times, setbacks, problems and disappointments are bound to come. Ask: The question is how will you handle them when they come? Will you trust God or will you turn on your leader? What things have you learned from today's lesson that will help you trust God when the going gets rough? Ask another student to read Revelation 21:7.

TEACHER-DIRECTED ACTIVITY

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

SONG

"Awesome God" is on page 55 of The Group Songbook.

CLOSING PRAYER

Ask the students to form a circle and join hands. Go around the room beginning with yourself, and have each person give one way that adversity or a problem could tempt them to turn on their leader. Ask: Who would like to tell us what we should do to ensure this doesn't happen? Lead the class in prayer thanking God for today's lesson and ask God to strengthen each one when he or she is confronted with adversity or problems.

How You Handle It

MEMORY VERSE

Isaiah 55:9 - "For as the heavens are higher than the earth, So are My ways higher than your ways, And My thoughts than your thoughts" (NASB).

OBJECTIVES

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

1. Tell the story in Exodus 16.
2. Explain that the Sabbath day is not just one day in seven, but the seventh day.
3. Discuss ways that they can prepare for the Sabbath.
4. Explain that they should go to God first when they have trials or problems.

TOPICS & THEMES

Adversity

Faith

Grumbling

Manna

Miracles

Obedience

Sabbath

Trouble

Trusting God

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, map of the Exodus, butcher's paper, markers, prize

HOW TO TEACH THIS LESSON

Greet the students warmly as they arrive. Open the class with prayer. Appoint five leaders for the breakout groups to pick the lesson assignment. Have the leader select one of the five pieces of paper you made up before class. Divide the class into five groups and tell them who their leader will be. If the class is small, have the leaders pick more than one piece of paper. You may want to help with drawing the lesson if your class is very small.

Explain that the group is to go to their section of the butcher paper and draw what is on their paper. They should use their Bibles and YEA books. Be as detailed as possible. They will have 25 to 30 minutes to complete their drawings. When time is up, bring students back to sit in a semicircle. Vote on the best drawing and give the prize.

Debrief - How did you feel about drawing your section of the lesson? How will this help you to learn and remember this portion of the Bible? What did you find most difficult about drawing your section? What lessons did you learn from drawing the story of Israel wandering in the wilderness?

Israelites complain - How did you feel about the Israelites complaining that they were brought into the wilderness to starve to death? Who do you think they were really blaming? Ask a student to read Exodus 16:7. How do you feel about the Israelites blaming God? What are some reasons they blamed God that you think were really small of them? What do you think was the first thing they should have done when they were caught without food and water? (They should have humbly gone to God and asked Him in prayer.) What did the cottontail do when he needed protection? Did God give us as much brain as He gave the rabbit? Where will you go when you are being tried, tested, or in trouble? Will God be the first place you go?

God feeds Israel - How do you feel about God feeding the Israelites even after they accused Him of taking them out into the wilderness to starve to death? (He is a very merciful and forgiving God.) What lessons does this teach us about the Sabbath? (1. God showed the Sabbath wasn't just one day in seven by having the Israelites gather twice as much manna on the sixth day and not sending any on the seventh. 2. It teaches the principle of preparing for the Sabbath so we can rest and spend time with God on that day.) What things can you do on Friday that will give you more time on the Sabbath to rest and spend with God?

Application - What things should the Israelites have remembered that would have helped them to know that God would take care of them? How will this lesson improve your faith and trust in God? How will you handle it the next time you are tried or tested?

Background - If you have a very good reader, ask him/her to read the first five paragraphs under Background. If not, read it yourself. If time permits, discuss it. Specifically, ask the students if they agree with the author's idea that you have to be uncomfortable before you will change.

TEACHER-DIRECTED ACTIVITY

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

SONG

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

CLOSING PRAYER

Ask the students to form a circle and join hands. Go around the circle and have each student give one reason (perhaps a miracle) that gave the Israelites a reason why they should have trusted God and not blamed and accused Him. Ask for a volunteer to lead in prayer asking God to help us to always go to Him first with our problems, rather than blaming Him.

What Is It?

MEMORY VERSE

Deuteronomy 8:3 - "That he might make you to know that man doth not live by bread only, but by every word that proceedeth out of the mouth of the LORD doth man live."

OBJECTIVES

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

1. Tell the story of this section of the Bible.
2. Tell what influence the Egyptians' complaining had on the Israelites and how it relates to peer pressure.
3. Realize the importance of daily Bible study.
4. Explain that God gave the Israelites instructions to gather twice as much manna on the sixth day and none on the Sabbath to show which day the Sabbath is.

TOPICS & THEMES

Bible Study
Bread of Life
God's Provision
Gratitude
Grumbling
Manna
Peer Pressure
Remember
Sabbath

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, butcher paper, markers, prize, map of the exodus

HOW TO TEACH THIS LESSON

Greet the students warmly calling each one by name as you look them in the eyes. Open the class with prayer. Explain that students will again teach this lesson by drawing out the scenes in it. Encourage students to be creative and draw the details. Appoint a leader and give each leader

approximately the same number of students to help with their drawing. Let each leader select one of the papers you prepared before class. Tell them the team that gets the most votes for being the best will get the prize. Give the students a marker and tell them they will have about 25 to 30 minutes to draw the scene that is on the paper that their leader picks. When time is up, have the students return to their seats in a semicircle. Vote on the best drawing and give the prize.

Debrief - Ask: How did you feel about what you learned from drawing this mural today? How did you feel about the actions of the people in this drawing? What do you think they should have done that they didn't do? Why? What do you think they shouldn't have done that they did? Why?

Peer Pressure - How did you feel about the Egyptians, who came out of Egypt with the Israelites, complaining about not having meat, cucumbers, melons, leeks, and garlic? After the Egyptians started their pity party, do you remember what the Israelites did? How would you compare this with what happens to teens when their peers began to complain about the status quo? (The Egyptians had the same influence on the Israelites that our peers have on us today. The Israelites yielded to pressure). How much has human nature changed over the years? What should the Israelites have done when the Egyptians started complaining? How could they have been examples to the Gentiles among them? How can you be an example to the "Gentiles" among you each day?

The Purpose of Manna - Why did God give the Israelites manna? What scripture can you think of that tells you that? (Their memory verse - have the class recite it.) What lesson do you see in God not giving them a 40-year supply all at once, but giving it daily? How would you compare this with daily Bible study? Why is it important that you read your Daily Devotionals every day? Ask a student to read Genesis 41:51 from an Oxford wide-margin Bible. Notice in the margin that Manasseh means "forgetting." Ask: If you should happen to be a descendent of Manasseh, do you think you might have inherited some forgetfulness? Ask a student to read Deuteronomy 4:9 and another to read Deuteronomy 6:12. With these warnings, how important do you think it is that we study our Bibles every day just like God gave the Israelites manna every day? What are you going to do about it?

TEACHER-DIRECTED ACTIVITY

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

SONG

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

CLOSING PRAYER

Ask the students to form a circle and join hands. Start with yourself and give one reason why it's important that you study your Bible daily. Then have a volunteer lead in prayer thanking God for His Word that is a lamp unto our paths each day.

Simple Formula

MEMORY VERSE

Psalm 107:17 - “Fools because of their transgression, and because of their iniquities, are afflicted.”

OBJECTIVES

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

1. Tell the story in this lesson.
2. Explain the Simple Formula for handling disappointments and difficult situations God’s way.

TOPICS & THEMES

Adversity
Consequences of Sin
Grumbling
Miracles
Peer Pressure
Prayer
Rock
Sin
Trusting God
Water

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, butcher paper, markers, prize

HOW TO TEACH THIS LESSON

Greet the students warmly. Open the class with prayer. Explain that again today the students will teach this lesson by drawing the scenes in it. Divide the class into four equal parts and assign a team leader for each group. Let the team leaders pick one of assignments you wrote on papers. Give every student a marker. Explain that they will have about 25 to 30 minutes to draw their scenes. When time is up, vote on the best scene and give the prize to the winner. Have students return to their seats.

Debrief - Ask: How much better do you think you will remember this portion of the Bible that you have drawn than you would if you had only read it? What was the hardest thing to draw? Why do you feel that way? How did you feel about the Israelites' demands to Moses? How did you feel about Moses fearing they would stone him? What would have been a better way for the Israelites to voice their complaints? Why do you think this would have worked better?

Trying to kill them - How valid do you think the Israelites' complaint was that God was trying to kill them? What reasons can you give to show God loved them too much to do that? Ask a student to read Ezekiel 18:23. If God doesn't rejoice in the death of the wicked, how much less would He want to kill His chosen people? How did God show them He was not trying to kill them?

Application - What should you do when you encounter a difficult time in your life? What will you do differently than the Israelites did? What if God doesn't answer you immediately when you pray and ask Him to solve your problem? Ask a student to read 2 Chronicles 7:14. How can you know if you're overlooking sins in your life that you should repent of? Ask a student to read Psalm

139:23. What are you going to do differently the next time you encounter a difficult time in your life where you want to blame God?

TEACHER-DIRECTED ACTIVITY

Take up the papers the students wrote before class for their Activity. They should have written about a situation that no one in our class will know about, where they showed a bad attitude when things didn't go as they thought they should. Tell them not to put their name on the paper. Shuffle the papers and pass them out for a different student to read them. Discuss what would have been God's way to handle each situation.

SONG

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

CLOSING PRAYER

Ask the students to form a circle and hold hands. Ask for a volunteer to lead in prayer asking for God's help to handle each difficult situation in life God's way.

A Time to Fight

MEMORY VERSE

Romans 11:22 - "Notice how God is both kind and severe. He is very hard on those who disobey, but very good to you if you continue to love and trust him. But if you don't, you too will be cut off" (TLB).

OBJECTIVES

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

1. Tell the story of the Amalekites attacking the tired, weary Israelites who lagged behind.
2. Give four lessons they have learned from this story.
3. Plan a field trip to hold up the hands of the tired, weary and lagging.
4. Explain that God is both merciful and severe.

TOPICS & THEMES

Battle

Consequences of Sin

Encouragement

God's Judgment

God's Mercy

Helping Others

Joshua

Moses

Remember

Trusting God

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, butcher paper, markers, prize, map

HOW TO TEACH THIS LESSON

After opening the class with prayer, explain to your class that they will again teach this class by drawing sections of the Bible story. The team that draws the best section will get a prize. When they complete this story of Israel leaving Egypt and arriving at Mount Sinai, all of the sections

will be displayed for the church to see. Divide the class into six sections, appoint a team leader for each one, and have them pick assignments. Give the class about 25 to 30 minutes to draw. When time is up, have students return to their chairs. Vote on the best section and give the prize.

Debrief - How did you feel about drawing a battle? In what ways was your assignment to team-draw your scene like or unlike what you were drawing? How do you think it helped to have a team? How do you think it helped Moses to have Hur and Aaron on top of the hill with him? What was the hardest part of your assignment? What did you learn from this assignment?

Wiping out the Amalekites - How did you feel about God telling Israel to completely wipe out the Amalekites? How do you feel about the reasons He gave for doing this? What lessons can we learn from this? What or who have you always considered God to be like? How do you feel about God being both loving and merciful, and stern? How can there be mercy if there is no justice or consequence?

Application - What four things have you learned from this lesson? If God told Israel to completely wipe out the Amalekites because of the way they treated the tired, weary, lagging behind Israelites, then what is our responsibility to this group, to our church, or to our community?

Field trip - Lead the class in organizing a field trip to a nursing home, or to visit a very elderly or feeble person in your church. Discuss ways and things they can do to "hold up their hands" and make their day better than it would have been.

TEACHER-DIRECTED ACTIVITY

Go over the students' Activity in their book. There may be things that can be incorporated into your field trip to hold up the hands of the tired and weary.

SONG

"We Are His Hands" is on page nine of The Group Songbook.

CLOSING PRAYER

Ask the students to form a circle and join hands. Let each student tell one thing they learned from today's lesson. Repeats are okay. Lead in prayer asking that God will direct and bless each student as they try to hold up the hand of the tired and weary.

Lighten the Load

MEMORY VERSE

Matthew 11:28-30 "Come to me, all you who are weary and burdened, and I will give you rest. Take my yoke upon you and learn from me, for I am gentle and humble in heart, and you will find rest for your souls. For my yoke is easy and my burden is light" (NIV).

OBJECTIVES

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

1. Explain that everyone can have an excuse for not serving if they look for one.
2. Discuss how YEA classes are not a dead-end street for our teens. It is training for leadership roles in the church and community.
3. Tell the story of this section of the Bible.

TOPICS & THEMES

Encouragement

Helping Others

Jethro

Judges

Leadership

Miracles

Responsibility

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, butcher's paper, markers, prize

HOW TO TEACH THIS LESSON

Greet the students warmly and open the class with prayer. Discuss how the students felt about the field trip you planned last week. Explain that the students are to pick one of the assignments and match it with one of the captions on the butcher paper on the wall. They can use their YEA lessons and/or their Bibles to draw the story on their section of the paper. They will have about 25 to 30 minutes. When time is up, call the students to return to their seats in a semicircle. Vote on the best drawing and give the prize.

Debrief - Ask: Which portion of this lesson do you feel was the easiest to draw? Which portion was the most difficult? Which portion told the best story? Why? How did you feel about Jethro's organizational plan? Why do you think Moses needed a better plan? How did it save Moses time? In what situations do you see that Jethro's plan would work today? Why do you think God allowed this plan to be put into place?

A God of love - Ask: Why did God not expect Moses to carry that heavy load of judging the people all day long, every day, alone? What are some differences in man and God? (Man is flesh and tires. God is Spirit and never tires.)

Application - Ask: What can you learn from this lesson? Ask a student to read 1 Corinthians 14:40. Ask another student to read verse 33 in the same chapter. What were some advantages of Jethro's plan over the way Moses was doing things? What characteristics was Moses to look for in the men he appointed? (They were to be capable, godly, honest men who hated bribes.) How are these characteristics like or unlike what God is looking for in church leaders? What can you do to develop these characteristics in your life?

Background - Ask a good reader to read the second and third paragraphs under Background in your book. God wants us to understand that not just anyone can be used in His work, that is, until they become capable, godly, and honest men. God needs laborers for His work. Will you measure up?

TEACHER-DIRECTED ACTIVITY

Go over the Activity in the Students' Book with the class. Go around the class and ask for each student to read one of the scriptures they wrote in their book. Ask for another student to give the "key action word" they circled in each verse.

SONG

"The Greatest Thing" is on page 17 of The Group Songbook.

CLOSING PRAYER

Ask the students to form a circle and join hands. Let each student give one of the "key action words" in the scriptures in their Activity. Ask for a volunteer to lead in prayer asking God to prepare them for church leadership roles.

Don't Give Up

MEMORY VERSE

Psalm 1:1-2 "Blessed is the man who does not walk in the counsel of the wicked or stand in the way of sinners or sit in the seat of mockers. But his delight is in the law of the Lord, and on His law he meditates day and night."

OBJECTIVES

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

1. Tell the story of Moses climbing the mountain to talk with God and the Israelites agreeing to His covenant.
2. Personally agree to God's contract.

TOPICS & THEMES

Covenant

Follow God

God's Law

Kingdom of Priests

Obedience

Sin

Ten Commandments

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, butcher paper, markers, prize

HOW TO TEACH THIS LESSON

Open the class with prayer. Appoint three team leaders and divide the class into three groups. Have each team leader select one of the assignments you wrote on pieces of paper. Explain that students will teach today's lesson by drawing a mural consisting of three scenes. They can also use cartoon balloons or simply write things that can't be expressed with drawing. Give each student a marker. Tell them they can use their YEA lessons and Bibles to help with their drawings. Tell them there is a picture of Mount Sinai on the Pattern Page. They will have 25 to

30 minutes to draw the scenes. When time is up, or they complete their drawings, have them vote on the best one and give the prize. Have students return to their seats.

Debrief - Ask: How did you feel about drawing your scenes as a means for learning the Bible? How many different senses have you used in doing these drawings? How do you feel that using all of your senses will help you remember this portion of the Bible longer? Ask each student to tell what has been the most memorable scene they have drawn so far. What lessons have you learned from today's drawing?

Mount Sinai - Ask: Would you have liked to have been the one to climb Mount Sinai? Why or why not? How far up do you think Moses had to go before God started talking to him? What part of the mountain do you think God spoke from?

The Contract - Ask: Did you expect every Israelite, without one dissenting voice, to agree to the contract God wanted to make with them? Ask a student to read Exodus 19:5,6 aloud. Ask: How many of you will agree to make this contract with God today?

TEACHER-DIRECTED ACTIVITY

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

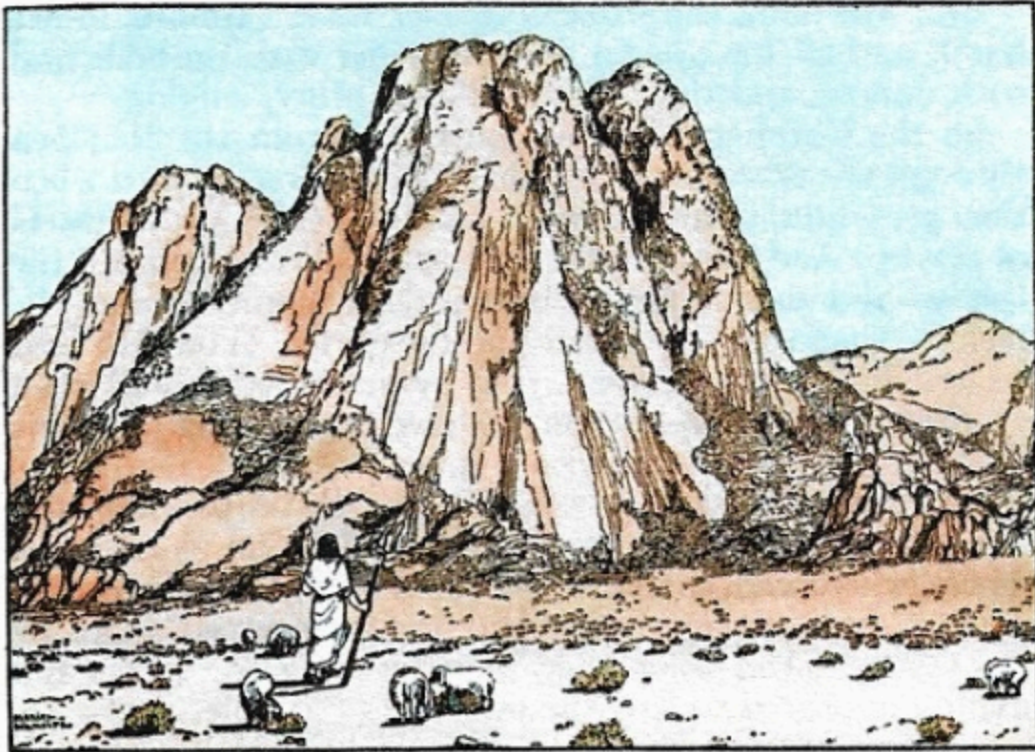
Remind the students their 10-week project is due next week. They can choose to memorize ten verses which give encouragement when facing difficulties or display those verses in a power-point presentation, a mural, a picture book, or some other way.

SONG

"Glory and Praise to Our God" is on page eight of The Group Songbook.

CLOSING PRAYER

Have the students join hands in a circle. Ask: Who can tell us what the Israelites agreed to in their contract with God and what agreeing to it would gain them? Lead in prayer telling God that we all want to be a part of His holy nation and to obey Him and follow His commands. Ask for God's help for each student.



Mountain Top Drama

MEMORY VERSE

Proverbs 3:1 - "My son, forget not my law; but let thine heart keep my commandments."

OBJECTIVES

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

1. Describe the events at Mount Sinai that led up to the giving of the law.
2. Recap the ten lessons in this book.

TOPICS & THEMES

Covenant

God's Law

God's Voice

Mt. Sinai

Ten Commandments

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, butcher paper, bright colored markers for fire and lightning, prize

HOW TO TEACH THIS LESSON

After opening the class with prayer, explain that this is the final day to draw the lesson. At the end of class they will attach the past nine weeks' murals to the wall so parents and church members can enjoy their art work and appreciate what they've been learning. Appoint five leaders and divide your class into five teams. Give them colored markers and have them draw their assignments. Allow about 25 minutes for this. When time is up, vote on the best drawing and give a prize. Ask students to return to their chairs.

Debrief - Ask: How do you feel about the knowledge you've gained in the past ten weeks about Israel leaving Egypt and making their way to Mount Sinai? How has the experience of drawing the lessons been like or unlike other things you've done? How much better do you think you will remember these lessons than some others you've had?

Mount Sinai - How do you think you would have felt, had you been at the base of Mount Sinai when this terrific thunder and lightning storm occurred and smoke billowed into the sky? Then

how would you have felt when the earth rumbled under your feet and everything around you began to shake so violently that you would have had trouble standing up? Would you have been inclined to listen to God? Would you have been quick to obey God?

Application - In what ways has this lesson impacted your life? How will it change the way you feel about the Israelites in the wilderness? How will it change your way of thinking about God's law? In what ways do you see God's law making your life work better? How has this lesson increased your resolve to keep the commandments? What are you going to do about it?

TEACHER-DIRECTED ACTIVITY

Go over the Activity in the students' book with the class. Have the students attach the murals for the ten weeks, in order, to the wall. Prepare the room for visitors.

Leave time for the students to present their ten-week projects. If possible, plan these presentations (along with the murals) to the entire congregation.

SONG

"Shine Down" is on page 2 of The Group Songbook.

CLOSING PRAYER

Ask the students to form a circle and hold hands. Let each student mention one thing that has changed or impacted their lives from the last ten lessons. Lead in prayer thanking God for His law that is so holy, just, and good.