

YOUTH EDUCATIONAL ADVENTURES

Special Days

YE4W · Teacher Edition

Intermediate · Year 1: Life of Christ

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

Free At Last!

MEMORY VERSE

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

OBJECTIVES

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

1. Tell the story of the Exodus and the first Passover.
2. Make a comparison of the Africans being in slavery in this country with the Israelites being held as slaves in Egypt.
3. Explain that the blood the Israelites put on the doorpost pictured the blood that Christ shed for our sins – the first provided physical salvation and the second spiritual salvation.
4. Name the first ten plagues that God caused to come upon Egypt.

TOPICS & THEMES

Angel
Angel, Death
Aaron
Blood
Burning Bush
Egypt
Israelites
Miracles
Moses
Passover
Pharaoh
Plagues
Slaves

MATERIALS NEEDED

Bible, YEA Students’ and Teacher’s books, attendance and memory verse charts, songbook, any props to make the three skits more realistic, timer

HOW TO TEACH THIS LESSON

Every class should be opened with prayer. Divide the class into three groups. Group one should consist of only two people - one for Moses and the other for God's voice (this person should not be seen). The second group should consist of three people – Moses, Aaron and Pharaoh. And the third group should be the remaining students in the class. As the students enter the classroom, let each one draw a slip of paper that will indicate the group in which they will participate.

Explain that each group will go to a different part of the room and prepare a skit for the subject indicated on their piece of paper. Encourage them to use their imaginations as they prepare the skit. They can use their YEA books, their Bibles and the props you provide for each skit. Give them 12-15 minutes to prepare their skits.

Set your timer for 12-15 minutes. When the timer rings, have the first group perform their skit, then the second, and then the third group.

Debrief by asking:

What comparison do you see between Israel's slavery and Africans being bought as slaves and transported to this country? African slavery molded much of European, American and African societies for 400 years, and Israel was in slavery to the Egyptians for 400 years. The Africans were treated harshly, and so were the Israelites. The Africans had to work hard and so did the Israelites. Both were freed.

What religious impact do you think slavery had on the Israelites? They totally lost track of who the true God is.

Why do you think God brought all of the plagues on Egypt? 1) To free Egypt. 2) To show who the true God is and His power. 3) To help people today look to Christ to deliver them from sin. Read the first two paragraphs under Background.

What other reason did you learn from what I just read you that shows why God brought the plagues on Egypt? The plagues were aimed at the gods of Egypt.

What were the first ten plagues God brought upon the Egyptians? Water turned to blood, frogs, lice, flies, murrain (a pestilence among cattle), boils, hail, locusts, darkness, death of the firstborn.

The Passover is historic, but it also points to Christ. How? The blood of Christ is required to free us from our sins as the blood on the doorpost saved the Israelites from death.

SONG

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

CLOSING PRAYER

Have the students form a circle and hold hands. Ask for a volunteer to lead in prayer thanking God for freeing the Israelites and for providing a way that we might be freed from the bondage of sin.

Untangle the Mess

MEMORY VERSE

“This annual Celebration with Unleavened Bread will cause you always to remember today as the day when I brought you out of the land of Egypt; so it is a law that you must celebrate this day annually, generation after generation.” - Exodus 12:17 (TLB)

OBJECTIVES

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

1. Explain that Israel came out Egypt under a full moon celebrating their freedom with a high hand.
2. Create a day's menu from foods that are unleavened.
3. Discuss how God's priorities and God's order of doing things will make their life better.
4. Draw a comparison of Israel being freed from slavery with their being freed from the consequence of sin when they live an obedient Christian life.

TOPICS & THEMES

Consequences of sin

Days of Unleavened Bread

Eating Unleavened Bread

Egypt

Egypt, Coming Out

Freedom

Holy Days, Unleavened Bread

Israelites

Night To Be Much Observed

Obedience

Priorities

Redemption

Sin

Slaves

Unleavened

Yeast

MATERIALS NEEDED

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

HOW TO TEACH THIS LESSON

Explain to the class that we are going to play a game that actors do so they can learn to work together. In this game, we will all be a part of the same machine. Machines have moving parts and those motions make sound. The first person who is a part of this machine may stand up and move his arms from side to side over his head making a "ticktock" sound with each swing. The next "part" may stand in front of the first person and go up and down bending his knees with a bopping sound. Then the next "part" of this machine may stand beside the second person and sway back and forth from the waist making a scratching sound with each movement. The entire class is to be a part of this machine. Each person can use their imagination and choose their movement and sound. Remember, all are to work together as a part of the same machine. You interact with other parts, but you don't touch other parts. Give them a minute to come up with their movements and sounds, and to stand near one another to create a machine. Then tell them you are going to turn on the switch and they are to start their machine. Give the "machine" about 20 seconds to run and then stop it.

Debrief by asking the following questions:

Once the machine was going, was it easy or hard to keep it going? Explain.

What would have happened if you had stopped or decided to go in a different direction?

What would have happened if an Israelite had decided to eat leavening during the Days of Unleavened Bread?

How did keeping your actions consistent with other parts make the machine work better?

How is keeping your actions consistent in this game like keeping your actions consistent with God's commandments? How is it different?

Have you eaten such things as pizza or hamburgers during the Days of Unleavened Bread and knew it was wrong? How did you feel? Did anyone see you who knew you shouldn't be eating those things? How did they react? Did you find yourself in a tangled mess? How? You have 51 weeks of each year that you can eat all of the leavened foods you want, how difficult is it to abstain from these food for only one week?

How do the choices you make show what is important to you?

Why do you think God wants you to keep the Days of Unleavened Bread? What do the Days of Unleavened Bread teach us? When you see the full moon on the Night to Be Much Observed, of what does it remind you?

How does Israelites being freed from slavery compare with a Christian's life?

How can having the same priorities as God and doing what He says be important and make your life better?

How can keeping your actions during the Days of Unleavened Bread consistent with the Word of God make your life better?

Now go over the memory verse and the activity in the Students' book. Give each student the opportunity to share their menus with the class.

SONG

"This Is the Day" is on page 35 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and hold hands. Ask for a volunteer to lead in prayer asking God to help their priorities to be His. And to always do things in His order so their lives will not be a tangled mess.

An Awesome Event!

MEMORY VERSE

“For the commandment is a lamp; and the law is light; and reproofs of instruction are the way of life.” - Proverbs 6:23

OBJECTIVES

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

1. State that Pentecost means count 50 or fiftieth.
2. Tell the story of the giving of the Ten Commandments.
3. Give three names for the Feast of Pentecost.
4. Explain that Pentecost is a harvest festival and what that means.
5. Explain a possible significance for the two loaves of bread used at Pentecost.

TOPICS & THEMES

Counting

Feast of Firstfruits

Feast of Weeks

Holy Days, Feast of Firstfruits

Holy Days, Feast of Weeks

Holy Days, Pentecost

Mt. Sinai

Pentecost

Ten Commandments

Wave Sheaf

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, two loaves of leavened bread, tray, table, flashlights, metal garbage can lids, cymbals, slips of paper

HOW TO TEACH THIS LESSON

Hold the strips of paper facing you and let each student draw one. Explain that the class will be putting on a drama for the lesson today. Each student will play the part that is on their piece of

paper. Give the “people” the flashlights, metal garbage can lids, cymbals, and any other thing you can bring to duplicate the effects of thunder and lightning. Allow them 5 to 8 minutes to plan their drama. They can use their Bibles and YEA books. God is to call Moses to the mountain. Follow the outline in the Bible and have the play end with God giving the Ten Commandments. Those with flashlights, can lids, cymbals, etc., should do the special effects as they are called for in the Bible. The person playing God’s voice should not be seen. Turn out the lights for this drama and shine a light on Moses and/or the people as they become a part of the drama.

When the play is over, debrief by asking the following questions:

How did you feel about all of the thunder and lightning preceding the giving of the Law? Why do you think God did this?

How do you think you would have felt had you been there that day?

Why do you think God might have chosen Pentecost as the day to give the Ten Commandments?

What importance do you place on the Ten Commandments being given on Pentecost?

How did the Apostle Paul describe the Law? What does your memory verse tell us about the Law?

How do we know what day we should celebrate Pentecost? What does Pentecost mean? Count fifty or fiftieth. What are the three different names Pentecost is called? Pentecost, Feast of Weeks, and Feast of First Fruits.

Did anyone notice anything interesting about the two loaves of bread on the table? What? They are leavened. Have one of the students read Leviticus 23:17 aloud. What do you think these two loaves of bread might represent? Many think it shows that God does not intend to be only the God of Israel, but of the Gentiles as well – one loaf represents Israel and the other the Gentiles.

What type of Feast is Pentecost? A harvest feast. Why is it a harvest Feast? Ask one of the students to read I Corinthians 15:20-23. Is God more interested in grain or people?

What does Pentecost show that God has in store for people? Christians will be the firstfruit of those who will be God’s sons and daughters.

Explain that this lesson about Pentecost will be continued next year and will provide other interesting aspects of the celebration.

SONG

“Awesome God” is on page 55 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 such a wonderful Law, for the opportunity to celebrate Pentecost, and for what it means.

Grab the Rope

MEMORY VERSE

“If those days had not be cut short, no one would survive, but for the sake of the elect those days will be shortened. - Matthew 24:22 (NIV)

OBJECTIVES

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

1. Explain that the Feast of Trumpets is the first day of the seventh month when the seventh trumpet is blown.
2. State that nowhere in the Bible does it say that Christ will come on the Feast of Trumpets, but it does say He will return when the seventh trumpet is blown.
3. Discuss that the Feast of Trumpets isn't just a Jewish day to observe, but the New Testament has a lot to say about Christ returning at the seventh trumpet to rescue man from the mess on this earth.
4. Commit to “grabbing the rope” that Christ throws down to rescue them.

TOPICS & THEMES

Feast of Trumpets

Holy Days, Feast of Trumpets

Jesus, Return of

New Moon

Resurrection

Trumpet

MATERIALS NEEDED

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

HOW TO TEACH THIS LESSON

Begin the class by going over the first three sections of the activity in the Students' book. Allow the students to honestly state how they feel without being condemned or coerced.

Give each student a marker pen and ask them to prepare a timeline of the seven trumpets in Revelation 8, 9 and I Corinthians 15:50-53 on the butcher's paper. Explain that a trumpet is blown at the beginning of the first six months and the Feast of Trumpets celebrates the blowing of the seventh trumpet. Depending on the size of your class, students can be assigned a section on which to work. Or the entire class can work together on all sections to complete the timeline. Explain to the class that they are to read the verses and include what will happen when the angel blows that trumpet. They can either draw or write a description of what will happen when that trumpet is blown.

After they have finished the timeline, debrief by asking the following questions.

- * How did you feel when you read what was to happen when each of the first six trumpets were blown?
- * How did the timeline help you better understand what the Feast of Trumpets is all about?
- * When does the Bible say we should celebrate the Feast of Trumpets?
- * When you finished the timeline for the first six trumpets, did you come to any conclusions about what must happen? What were they? Our only hope will be in Christ returning to this earth to rescue us.
- * Do you feel that you would want to be a part of the rescue mission or remain in this world with all of the horrible things that are going on? Why or why not?
- * When does the Bible say that Christ will return? At the sound of the seventh trumpet. Then do we know when His return will be? Have a student read Matthew 25:13 aloud. What does that say?
- * Will Christ return without any indication that His coming will be soon? Have one of the students read Matthew 24:32-33.
- * Mr. Davis was on his rooftop watching the pilot throw the rope, but he drowned. What lesson can you learn about Christ's return from Mr. Davis?
- * What things should you do in your Christian life to "Grab the Rope"? Will there come a time, as it did for Mr. Davis, when it's too late to "Grab the Rope"?
- * What have you learned today that will make the Feast of Trumpets a great reason to celebrate?

SONG

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

CLOSING PRAYER

Have the students form a circle and join hands. Ask for a volunteer to lead in prayer thanking God for having a plan to rescue us when this world destroys itself. And ask God to help us be ready to Grab the Rope when He throws it down for us.

Two Goats

MEMORY VERSE

“The tenth day of this seventh month is the Day of Atonement. Hold a sacred assembly and deny yourselves, and present an offering made to the Lord by fire. Do no work on that day, because it is the Day of Atonement when atonement is made for you before the Lord your God.” - Leviticus 23:27-28

OBJECTIVES

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

1. Explain how Passover differs from the Day of Atonement.
2. Discuss the reasons why we fast.
3. State that Christ is pictured in the first goat that was sacrificed.
4. Review the other festivals that have been covered so far in this book.
5. Repeat their memory verse

TOPICS & THEMES

Day of Atonement

Fasting

Forgiveness

Goats

High Priest

Holy Days, Atonement

Humility

Repentance

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, two large stuffed animals – preferably goats, a curtain

HOW TO TEACH THIS LESSON

Before class, set up your room with chairs in a semicircle. Write out the Scriptures on separate pieces of paper. As the students enter the classroom, hand out one or more (depending on the

size of the class) slips of paper with Scriptures on them.

Begin the class by asking: Which is your favorite Holy Day? Allow each student to tell which one they enjoy most and why. The Feast of Tabernacles will probably be the answer you get from virtually every student. We all learn from repetition. Do a review of all of the other festivals that have been covered so far by asking the following questions:

What one thing stands out in your mind about the first Passover Israel ever kept?

Why did the children of Israel eat unleavened bread when they left Egypt? Why do we eat it today?

What do you think was the most profound thing that happened when the children of Israel arrived at Mt. Sinai? Why? What three names does that Feast have?

How would you summarize what the Feast of Trumpets shows us? What important lesson can you learn from it?

Why do we fast on the Day of Atonement? Because God said to, to humble ourselves and ask forgiveness of our sins. Now go around the room and have each student read their Scripture, tell who fasted, and explain why they fasted.

TEACHER-DIRECTED ACTIVITY

Have students plan the play that the High Priest acted out “on the stage” in the Temple. Give them six or eight minutes to brainstorm, read the biblical account and their lesson in the Students’ book. Have them put up the curtain for the Holy of Holies. Give them the two stuffed animals. Allow them to decide who acts out each part in the play. Debrief after the play is finished by asking the following questions:

- Who did the first goat represent? Christ.
- What does the second goat do? Carries away the all the sins of all of the people. Who does that?
- How is the Passover different from Atonement? The Passover is forgiveness for individual sins and Atonement is communal or national forgiveness.
- What benefit do we receive from the play that the High Priest acted out in the Temple? Ask one of the students to read Psalm 103:12. What does it mean to you to know that your sins are removed as far as the east is from the west?

SONG

“I Will Sing Unto the Lord” is on page 54 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and hold hands. Ask for a volunteer to lead in prayer thanking God that he has provided a way that we can individually and collectively be forgiven of our sins.

Feast of Tabernacles

MEMORY VERSE

“The Kingdom of Heaven is like a pearl merchant on the lookout for choice pearls. He discovered a real bargain – a pearl of great value – and sold everything he owned to purchase it!” - Matthew 13:45-46 (NIV)

OBJECTIVES

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

1. Make the association between the values of fake and real jewelry and physical and spiritual values.
2. Explain that we should rejoice at the Feast, but physical activities are temporary. The spiritual things we learn and do have eternal value.
3. Discuss that the Feast of Tabernacles has Jewish history, but Jesus Christ and His Kingdom are pictured in the Feast.
4. Give an offering on the Holy Day.

TOPICS & THEMES

Booth

Feast of Tabernacles

God's Kingdom

Holy Day, Feast of Tabernacles

Jesus, Birth of

Putting God First

Seeking God

Worship God

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, paper, pencils, prizes, timer, newsprint pad

HOW TO TEACH THIS LESSON

After opening the class with prayer, hand each student a piece of paper and pencil. Explain that you're starting the class with a contest. The person with the most realistic things on their list will

be the winner and will get a prize. First, allow two minutes for every student to make a list of all the physical things they do at the Feast of Tabernacles. Set the timer and say, “You may begin.” When the timer goes off, everyone is to stop. Have each student tell how many things are on their list and then read it. As their lists are read, write each thing on a newsprint pad. Ask if anyone has other things that are not on the winner’s list. Add those things to the newsprint pad. Award the prize.

Now hand out another sheet of paper to each student. Explain that this time they are to list the things they do at the Feast that have spiritual and lasting value. Again, allow two minutes to make the lists. Start the timer and say “go.” Do the same things you did after the first contest. Then, give them one more piece of paper and ask them to look at their two lists and make a third list. This time they are to write down the things that have both physical and spiritual value. Give them two minutes, start the clock and say “go.” Repeat the previous steps. Give the third award and debrief by asking these questions:

How would you compare the value of costume jewelry to the same article in solid gold? Ask one of the students to read Matthew 13:44 aloud.

Which items on the first list would you say are equivalent to costume jewelry? What makes them like costume jewelry?

If someone was giving you a gift and you had the option of getting a gold plated watch or a watch made of 18 carat gold, which would you take? Why?

Why is solid gold more valuable than something gold plated? Gold plated jewelry will soon lose its finish and won’t last nearly as long as a solid gold piece.

What things do we do at the Feast that you would consider to be solid gold? Why?

What lesson do we learn at the Feast that is similar to the characteristics costume jewelry has? We live in temporary houses to remind us that our bodies and this world are only temporary. Things in this world may have a lot of glitter, but they don’t have eternal value. Ask one of the students to read Proverbs 3:15-17 aloud. Ask: Why should you want wisdom? It gives a long, good life, riches, honor, pleasure, peace.

What have you learned in your lesson about the Feast of Tabernacles being Jewish or Christ centered? The Feast has Jewish history, but Christ and His Kingdom are pictured in this Feast. He came in the flesh as a temporary human being to give His life that we might share His Kingdom with Him.

Now go over the activity in the Students’ book.

SONG

“More Precious Than Silver” is on page 25 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 the wonderful blessing of the Feast of Tabernacles and ask for wisdom to recognize the difference between things with eternal and temporary value and to choose eternal values.

Your Dream World

MEMORY VERSE

“That is what is meant by the Scriptures which say that no mere man has ever seen, heard or even imagined what wonderful things God has ready for those who love the Lord.” - I Corinthians 2:9 (TLB)

OBJECTIVES

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

1. Describe what they would put in their dream world if they could create it.
2. State that this is the “greatest day of the Feast” and why.
3. Explain that the Last Great Day pictures a time after the millennium when eternity starts. It is a time yet to come when the Holy City will come down from heaven and there will be peace, happiness, and joy beyond our comprehension.

TOPICS & THEMES

Belief/Believe

Eighth Day

Holy Days

Holy Days, Eighth Day

Holy Spirit

Millennium

New Heavens, New Earth

Obedience

Water, Living

MATERIALS NEEDED

Bible, YEA Students’ and Teacher’s books, attendance and memory verse charts, songbook, newsprint pad, marker pen, paper, timer

HOW TO TEACH THIS LESSON

Before class, list the following things on a piece of paper: people, laws – physical and spiritual, energy, communication system, illnesses and cures, days to celebrate. Make enough copies for

the number of groups you will have in your class after you divide the total number of students by three.

Begin the lesson with prayer. Have the students count off “one-two-three” to divide the class into groups of threes. Have all of the ones go into one group, the twos in another, and the threes in the last group. Give each group a copy of the list and let them go to different parts of the room. If a group is short a team member, join that group.

Explain to the students that they will be given a few minutes to brainstorm and decide what kind of planet they would create if they had the power to do it. Things to include in the creation are: what kind of people would be there; what laws they would have, both physical and spiritual; how it would be lit, heated, and cooled; what kind of communication systems would it have; what kinds of illnesses people on your planet would have and how they would be cured; and what kind of days they would celebrate, etc.

Set your timer. When it rings, have the students come back and sit in a semicircle. Allow each group to tell about the world they would create. Now debrief by asking the following questions:

What was it like to create your own world?

As you worked your way through creating your planet, what were the biggest problems you faced?

Why did you create your planet the way you did?

How would you compare your planet with the way God created the universe?

What kind of days did you give the people on your planet to celebrate? How do they compare with the Holy Days God has given us to celebrate?

How does your planet compare with the Holy City that will come down out of heaven? Ask one of the students to read Revelation 21:1-4 aloud. Did the planet you created have any sorrow? Did it have death? Did it have any tears or crying? Was there any pain in the world you created? Man has shown that he is incapable of solving those problems. Who alone is capable of preventing your planet from having those things?

Do you think the planet you tried to create is just a dream world? Why or why not? Will you ever have the opportunity to create your own planet? Why or why not? Do you think God is satisfied with only populating planet Earth? Why or why not? Ask one of the students to read Isaiah 51:16 aloud. Ask: When God plants the heavens, do you want Him to give you your own planet? Would you design it like the planet you “created” at the beginning of this lesson? How would the things you have learned about the Last Great Day make a difference in the way you design your planet?

Why do you think the Last Great Day is the greatest day of the Feast?

Do you want to be in the Holy City when it comes down out of heaven? What must you do to be in it?

Now go over the activity in the Students' book. Write their answers on the newsprint pad.

Summarize: The Last Great Day is the seventh Holy Day. After Christ sets up His Kingdom on this earth with a 1000 year reign, the New Jerusalem comes down out of heaven. At this time all bad things such as tears, crying, sorrow, sickness, death, wars, and evil will have come to an end. Satan will have been bound and God Himself will dwell with man. Truly this is the greatest day of all to celebrate!

SONG

“We Will Glorify” is on page I of The Group Songbook.

CLOSING PRAYER

Have the students join hands and ask for a volunteer to lead in thanking God for such an awesome plan that is pictured in the Last Great Day. Ask that all of the students will please God and be in God's dream world.

What About Easter?

MEMORY VERSE

“Don’t add anything to my commands. And don’t take anything away from them.” -
Deuteronomy 12:32 (NlrV Kid’s Devotional Bible)

OBJECTIVES

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

1. Explain that there is no place in the Bible where God commands us to celebrate Easter.
2. Discuss that God forbids us from using ways the heathens worship their gods to worship Him.
3. Explain that Easter is a goddess that has been worshiped for thousands of years by similar names depending on the nation and language.

TOPICS & THEMES

Consequences of Sin

Easter

Golden Calf

Holidays, Easter

Jesus, Resurrection of

Pagan Traditions

Ten Commandments

No Other Gods (Idolatry)

Trusting God

MATERIALS NEEDED

Bible, Students’ and Teacher’s books, attendance and memory verse charts, songbook, concordances, paper, pencils, timer, award, newsprint pad

HOW TO TEACH THIS LESSON

Before class, arrange the seats in a semicircle. Open the class with prayer. Hand out a concordance to every student along with a pencil and piece of paper. Tell the class that the church has taught that we should not celebrate Easter. Let’s hold court today and put Easter on trial to see if the church is correct. The evidence will be presented and the class will be the jury and decide after the evidence is presented. Explain that you will give them five minutes to find as

many places in the Bible as they can find where God commands us to keep any or all of the Holy Days. They are to jot down the Bible references on their piece of paper. They can even use their YEA books to find evidence. Tell them the one who has the most correct Scriptures will get a an award. Start the timer.

When the timer rings, go around the room and let each student tell how many Scriptures they found where God commands us to keep any or all of the Holy Days. List these on the newsprint pad. During the next portion, you can verify these Scriptures to ensure they are correct.

Now tell the students that you will give them three minutes to find evidence that God wants us to keep Easter. They are to find as many places in the Bible as they can find where God gave a command to celebrate Easter, or where the New Testament Church kept Easter. Tell them that the person who can find where God commanded Easter to be celebrated will be awarded \$20. Tell them they can use their Bibles, concordances, and YEA books. Start the timer. Expect them to find the one place in Acts 12:4 in the King James Version where Easter is mentioned. This is a mistranslation and should be Passover. The New Adventure NIV Study Bible says, “After arresting him, he put him in prison, handing him over to be guarded by four squads of four soldiers each. Herod intended to bring him out for public trial after the Passover.”

While students are trying to find biblical evidence that we should celebrate Easter, verify Scriptures on the newsprint pad for accuracy. When the timer rings, ask for biblical evidence that God commands us to keep Easter. After they give results you may have to give an explanation of Acts 12:4. Write on another sheet of newsprint “no evidence.” Ask: According to biblical evidence, which days should we celebrate: Easter or the Holy Days in the Bible? Then say, “case dismissed” and give the award to the person with the most Scriptures for celebrating the Holy Days.

Summarize the information under Background and put it in terms Intermediates will understand. Then ask: Why does God not want us to celebrate Easter? Can we please God by having an Easter egg hunt, going to a sunrise service, or eating hot cross buns if we do these things to His honor? Ask one of the students to read Deuteronomy 12:29-32 aloud.

We know that we should not keep Easter, but should we condemn our friends and relative who do? No. Then what should we do? Be a light to them and be prepared to answer their questions if they ask.

SONG

“Glory and Praise to Our God” is on page 8 of The Group Songbook.

CLOSING PRAYER

Have students form a circle and hold hands. Ask for a volunteer to lead in prayer thanking God for giving them Holy Days in the Bible to celebrate which teach about the true God and His plan. Ask God to help them to love those who keep Easter and never condemn them.

Why is Halloween Bad?

MEMORY VERSE

“Be careful – watch out for attacks from Satan, your great enemy. He prowls around like a hungry, roaring lion, looking for some victim to tear apart.” - I Peter 5:8 (TLB)

OBJECTIVES

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

1. Recite the history of the Halloween holiday.
2. List the origin of the following Halloween traditions: jack o’lantern, bobbing for apples, masks/costumes, trick or treat, bonfires.
3. Discuss ‘real life’ situations and solutions about the observance of Halloween based on Scripture.

TOPICS & THEMES

Death

Evil

Fear

Halloween

Harvest

Holidays, Halloween

Pagan Traditions

MATERIALS NEEDED

Bible, YEA Students’ and Teacher’s books, attendance and memory verse charts, songbook, markers, poster board, scissors, tape, etc.

HOW TO TEACH THIS LESSON

Prior to class make copies of each of the following situations, one per team. Open the class with prayer and divide the group into 4 teams. Assign each team a situation. Have each team discuss the “real-life” situation and determine how it should be handled. Allow 5-15 (depending on your time constraints) to find a solution and to plan a presentation. Have markers, poster board, scissors, etc., so teams can make visual aids to assist in their presentations. The focus of each solution should be obedience to God and how to stand firm when answering their peers. Let

teams decide how to present their solutions to the other teams. The teams should be prepared to answer audience questions.

Situation # 1 - You and two other friends are spending the weekend with your best friend while your parents are out of town. On Friday night after dinner your best friend tells the three of you that he just bought a new advanced computer game that is similar to Dungeons and Dragons. His parents don't know he has the game because he knows they won't approve. His plan for the weekend is for the four of you to assume the roles assigned by the game and play for the entire weekend. Your other two friends are okay with it. They have heard that these games can be really neat. You do not feel comfortable doing this. What do you do?

Situation #2 - You are secretary of your school's Spanish Club. This year the club has decided to sell Halloween candy to support all fall activities. There is a real push to sell as much as possible because the club wants to go to the annual conference in San Antonio, Texas. You support the club and really want to go. What should you do?

Situation #3 - You are a freshman member of the high school band. You enjoy band and want to be as helpful as possible. This year, to help raise money for new music stands and uniforms, the band will have several fund-raising projects. The first is to sell pumpkins during October and November. The pumpkins are being donated by a student's father. They must be picked, hauled into town, and sold at the produce stand near the school. Help is needed picking, decorating the stand, and selling the produce. The produce stand is open every day after school, and on weekends. Your best friend is a little shy and wants you to work with her to decorate the stand for Halloween and Thanksgiving and wants you to share a Saturday morning sales shift with her. Should you help? What type of help could you provide? What do you tell your best friend?

Situation #4 - You have just moved to a new area with your family. You are new at school and really want to make a good impression and fit in. The girl who lives next door to you is in your class and is very nice. She is popular and has helped you meet new friends at school. You have been invited to a Saturday night sleepover with several other popular girls at school. That night she has rented two movies, Children of the Corn and Scary Movie. Before the movies, she tells all of you she thinks she has a gift for reading tarot cards. She is learning from her older sister and wants to practice on all of you. What should you do?

Have each team give their presentation with their solution. Then answer questions from the audience.

Now review the eight questions and the scriptural references at the beginning of the students' lesson. Have class members read the questions and give their answers and scriptural reasons. Remind the class of the story about Katie. Ask one of the students to read Ephesians 6:12-13 aloud. Ask: What do you have to do to be protected from Satan and his demons?

SONG

“Bubblin’ ” is on page 21 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 being the one True God, their Protector, and for helping us to understand the dangers of such things as Halloween.

Bigger and Better

MEMORY VERSE

“Do not learn the way of the nations or be terrified by signs in the sky, though the nations are terrified by them. For the customs of the people are worthless; they cut down a tree out of the forest, and a craftsman shapes it with his chisel. They adorn it with silver and gold; they fasten it with hammer and nails so it will not totter.” - Jeremiah 10:2-4 (NIV)

OBJECTIVES

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

1. Discuss why God does not want them to keep Christmas
2. Explain the benefits of celebrating the Feast of Tabernacles over keeping Christmas.
3. Draft a plan to keep a smile on their faces and on the faces of others on Christmas day.

TOPICS & THEMES

Christmas

Holidays, Christmas

Holy Days, Feast of Tabernacles

Honor God

Jesus, Birth of

Pagan Traditions

Ten Commandments

Putting God First

No Other Gods (Idolatry)

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, awards, Dollar Store calculators, large smiley faces, timer, pencils, paper

HOW TO TEACH THIS LESSON

Open with prayer. Begin the class by letting every student express how they feel at Christmas. Listen and do not condemn them if they admit they would really like to keep it. Go over the activity in the Students' book and get their answers. By asking the following questions, you will

meet the objectives and be able to complete every section on time. Questions are in italics, with possible answers in regular type.

What is it about the Christmas season that makes you want to keep it? All of their friends keep it. They seem like they are having a good time. Everything looks so pretty and smells and sounds so good. If no one says, “To honor God,” ask if they noticed that no one wanted to keep it to honor God. Why do you think Christmas is such a big thing in this country and merchants go to all the trouble and expense to decorate? Because it puts big bucks in their pockets – most make more money during the Christmas shopping season than the rest of the year. Why should you allow merchants to get your do re me?

Do you think your parents are better off financially if they don’t keep Christmas? How much do you think the average family spends on Christmas? Give each student a calculator. Use incomes of \$40,000, \$50,000, and \$60,000 and let the kids multiply each by .08, .09, .10, and .12. Write these figures on a piece of paper.

Could you and your family have a good time at the Feast of Tabernacles with those amounts of money?

How many days do people usually celebrate Christmas? One day. How many days do you get to celebrate the Feast of Tabernacles? Seven days plus the Last Great Day.

What do you do at the Feast of Tabernacles that your classmates don’t get to do at Christmas?

What else makes celebrating the Feast better than celebrating Christmas? Ask one of the students to read Exodus 20:2-6. What does it say will happen to you if you put another god before the true God? God will punish the sins of the father to the third and fourth generation. What will happen to you if you keep God’s Commandment? He will show love to 1000 generations of those who love Him and keep His commandments.

Why do you think God doesn’t want you to keep Christmas? He doesn’t want you to get hurt. He wants to bless your family for 1000 generations.

How is the Feast of Tabernacles bigger and better than Christmas?

TEACHER-DIRECTED ACTIVITY

Divide the class into groups of three. Give each group a pencil and paper. Explain that they are to plan something fun to do on Christmas day that will put a smile on their faces and on others who don’t keep Christmas. It can be a lock-in, a pizza party with games, or making the day of a widow, elderly church member, or a sick child better by what they do. Give them five minutes to write out a plan that includes the activity, menu, games, and the people with whom they will share this day. When the timer rings, bring the groups back together and let them share their

plans. Give all of them a big smiley face to remind them to keep a smile on their faces on Christmas day.

SONG

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

CLOSING PRAYER

Ask the students to form a circle and join hands. Have a volunteer lead in prayer thanking God for so graciously giving us days to celebrate that show us more about His plan. Ask Him to give us the grace not to condemn people who keep Christmas and to weather the season with a smile on our faces as Jesus would do.