

YOUTH EDUCATIONAL ADVENTURES

Intermediates_ The Festival Path

YE4X · Teacher Edition

Intermediate · Year 2: Creation

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

Betrayed

MEMORY VERSE

Hebrews 2:17 - "For this reason he had to be made like his brothers in every way, in order that he might become a merciful and faithful high priest in service to God, and that he might make atonement for the sins of the people" (NIV).

OBJECTIVES

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

1. Tell the story of the last Passover Jesus kept before His death.
2. Explain the difference in the two Passover symbols (bread and wine), and what each means.
3. Make a commitment to be prepared for next year's Passover.

TOPICS & THEMES

Betray

Bread and Wine

Covenant

Forgiveness

Jesus, Death of

Jesus, Suffering of

Judas

Passover

Symbols

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, CD or cassette, music player, songbook, basin, water, towel, plate, unleavened bread, wine or grape juice, very small glass for the play

HOW TO TEACH THIS LESSON

Open the class with prayer. Explain to the students that they are to act out the part for the name(s) on their tag as you read the story aloud from the Bible (so it will include the foot washing). After the play has been acted out, bring the class back to sit in a semicircle.

Debrief - Ask: How did you feel about acting out Jesus' last Passover, betrayal, trial, scourging, and death? How did you feel about Judas betraying Jesus for a mere 30 pieces of silver? Would it have made it right had he asked for more money? Why was it wrong for him to betray Christ? Who knows what happened to Judas in the end? How did you feel about Peter denying Jesus three times before the rooster crowed? How did you feel about all of the disciples going to sleep while Jesus went to pray? What do you feel was the worst thing about this story? Why?

Foot Washing - How was this story like or unlike other aspects of your life? Why do we wash each other's feet at the Passover? Ask a student to read John 13:3-10.

The Bread - What part does unleavened bread play in the Passover service? Why do you think it is necessary for the bread to be unleavened? What does the Passover bread picture or symbolize? Ask a student to read Isaiah 53:5,6. What happens if we don't recognize that the Passover bread symbolizes Christ's body being broken so that we can be healed? Ask a student to read I Corinthians 11:29. Why is it important for you to understand the different part the bread plays in the Passover from that of the wine?

Cup of Wine - Why did Jesus pass a cup of wine around for the disciples to drink during the Passover service? What does this wine represent or symbolize? Why was it necessary for the soldier to pierce Jesus' side? How would you compare Jesus with the lamb in the first Passover?

Application - After all the suffering Christ went through for you, how do you think He feels when you betray Him? In what ways do you see us betraying Christ? Say: Peter never thought that he would ever deny Christ. In what ways do you think that we deny Him? What things can we do that cause us not to deny or betray Christ? How do you see partaking of the Passover every year will help us not to deny or betray Christ? Who can partake of the Passover? What do you have to do before you take the Passover? What can you do to come to repentance earlier in your life? Why should you want to repent and be baptized? Is it a form of betrayal of Christ not to repent and be baptized? Will you betray Christ? Will you deny Christ? Will you make a commitment to seek repentance and be baptized before next Passover?

TEACHER-DIRECTED ACTIVITY

Allow the students to share what they wrote in their Activity about an instance where they were betrayed, rejected, or hurt by a friend or sibling. You should have yours ready so that you can share it first.

SONG

"I Believe in Jesus" is on page 24 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Start with yourself, and have every student go around the circle and give one way that it is easy for teens to either betray Christ or deny Him. Ask for a volunteer to lead in prayer thanking God for the supreme sacrifice of His Son for our sins.

A Little Yeast

MEMORY VERSE

1 Corinthians 5:7-8 - "Get rid of the old yeast that you may be a new batch without yeast - as you really are. For Christ, our Passover lamb, has been sacrificed. Therefore let us keep the festival not with the old yeast, but with bread without yeast, the bread of sincerity and truth" (NIV).

OBJECTIVES

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

1. Explain that leaven pictures sin and before the Days of Unleavened Bread begin we should have leaven out of our homes.
2. Discuss that Jesus Christ pictures the pure unleavened bread which is the Bread of Life.

TOPICS & THEMES

Bible Study

Bread of Life

Days of Unleavened Bread

Holy Days, Unleavened Bread

Jesus, Without Sin

Leavening

Meditation

Prayer

Putting God First

Sin

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, music player and CD or cassette, songbook, packet of yeast (if this lesson isn't taught during the Days of Unleavened Bread), markers, colored pencils, several pieces of large white paper, scissors

HOW TO TEACH THIS LESSON

Open the class with prayer. Divide the class into groups of four. Give each group markers, colored pencils, and a piece of paper. Instruct each group that they will have a few minutes to

create a "sin monster." Encourage them to make the monster as ugly as possible. Each person in the group draws a different part of the monster's body separately. On each part of the monster they should write a different sin. For example: a monster with a tail, four legs, and a head could have greed, lust, envy, malice, hatred and bitterness written on its parts. When each person has finished, he should cut out his part. When each group has finished doing this, have them stand up with each person holding their part of the monster in place for all to see. Then ask the students to be seated in a semicircle.

Debrief - Ask: How did you feel about making this "sin monster"? When you put your monsters together, what did it remind you of? How did each little part add up to create one big, ugly monster? How was making this sin monster like or unlike other things you can think of?

Monster compared to sin - Ask: How is sin like each part of the monster's body? What did making this "sin monster" mean to you? How is this experience like or unlike other aspects of your life? How would you compare getting rid of this "sin monster" to getting leaven out of your houses before the Days of Unleavened Bread? What about getting sin out of your life? Ask a student to read 1 Corinthians 5:6-7. How is this like the yeast I put in your hands before the class started? Ask a student to read Romans 5:12. What kind of monster characteristics did sin have in this case?

Sin is like leavening - Ask: How did one man's sin, in the verse that was just read, affect others? Where do you think sin actually starts? Ask a student to read James 1:15? So what is the result of sin? What happens if you put no restraints or boundaries on sin? Ask a student to read Ecclesiastes 7:17. What are some sins that are easy for us to commit that will soon grow into a "monster sin"? How do you see breaking the Sabbath growing into something larger? How do you see telling a lie growing into something larger? How do you see eating leavened bread during the Days of Unleavened Bread growing into something large?

Application - Ask a student to read John 6:48- 52. What do you think this scripture shows us about eating unleavened bread for seven days instead of leavened bread? How do you replace sin in your life? What is unleavened bread a symbol of? What things can we do to put more of Christ into our lives? Ask for a volunteer to read Ephesians 6:10-18. How is this like or unlike the "sin monster" you made at the beginning of this class? (Each individual part protects parts of the body but altogether the armor protects and strengthens the whole person.) During the Days of Unleavened Bread, will you put on the Armor of Christ? Will you keep it on all year long? What will you do each day to shine your armor?

TEACHER-DIRECTED ACTIVITY

Go over the activity in class and give answers to their word search.

SONG

"One Bread, One Body" is on page 48 of The Group Songbook.

CLOSING PRAYER

Ask the students to form a circle and hold hands. Starting with yourself, go around the room and give one sin and one thing you can do to overcome it. Ask for a volunteer to lead the class in prayer asking God to be with each student, guiding them and helping them to seek God in all they do.

Harvest Blessings

MEMORY VERSE

Acts 1:8 - "But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth" (NIV).

OBJECTIVES

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

1. Describe how the New Testament church was empowered with the Holy Spirit on the day of Pentecost.
2. Explain that Pentecost is one of three harvest festivals in the Bible.
3. Discuss the possibility that many who were baptized on Pentecost could have been teenagers.
4. Give examples of how the Holy Spirit can work through teenagers.

TOPICS & THEMES

Baptism

Harvest

Holy Days, Pentecost

Holy Spirit

Jesus, Ascension of

Pentecost

Repentance

Witnesses

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books. attendance and memory verse charts, music player and CD or cassette, songbook, paper, pencils

HOW TO TEACH THIS LESSON

Open the class with prayer. Ask for a show of hands for those who have read their lesson. If most of the students haven't read it, give them about five minutes to read it. Then ask: What three major things happened on this Pentecost? Write each one on the chalkboard as they give them. Guide them in a discussion to narrow the events down to three things: 1) the Holy Spirit

empowering the church; 2) 3000 people were baptized; 3) everyone heard the Gospel taught in his own language.

Now divide the class into three groups and assign each group one of the above subjects to brainstorm. Give each group the slip of paper with appropriate instructions to follow, a larger piece of paper, and a pencil, and send them to different corners of the room to work on their projects. Give them a few minutes to brainstorm and arrive at their answers. You, as the teacher, may want to check on each group to see if they need a gentle suggestion so they can arrive at the correct answer.

When time is up, bring the class back together to sit in a semicircle for discussion and debriefing. Begin with group one and ask: What was the impact of the Holy Spirit empowering the church in 30 A.D. on Pentecost? And what kind of empowerment can the Holy Spirit give the church and teens today? Write these on the chalkboard.

Ask group two: What was required of each of the 3000 people who were baptized on Pentecost? (Repentance.) Ask: What scripture can you give to support this? (Acts 2:38). How many teenagers do you think were among the 3000 people who were baptized on Pentecost?

Ask group three: How do you know that foreigners understood the Gospel taught to them in their own language, rather than people just speaking gibberish? What languages were spoken on Pentecost? (Acts 2:9-11.) List these on the chalkboard.

Debrief - Ask: How did you feel about this method of learning more about the Feast of Pentecost? How was this experience like or unlike any other experience you have had? How will it help you to better remember the events of this day? How will it help you to value the part the Holy Spirit plays in your life? Ask a student to read 1 Corinthians 12:3-11.

Application - In what way, if any, do the requirements to receive the Holy Spirit today differ from the day of Pentecost 30 A.D.? What advantage do you think you will have after you receive the Holy Spirit in resisting sin and peer pressure? Ask a student to read Romans 8:27 from the Living Bible. How will it help you, when you are tempted, to know the Holy Spirit is pleading for you? Then what part do you play in resisting sin? (You have to resist and the Holy Spirit will help you, but it won't force you.) The Holy Spirit isn't given to you just to make you a better person. It is also given to you so you can help others make it into God's Kingdom. What are some things, with God's Spirit working in you, that you can do to help others understand the Gospel as the Apostles did on Pentecost?

SONG

"Give Thanks" is on page 78 of The Group Songbook.

CLOSING PRAYER

Before prayer ask each child to think of one blessing in their life. Join hands in a circle and then have each one thank God for that blessing during the closing prayer.

The Signal

MEMORY VERSE

Leviticus 23:24 "Say to the Israelites; 'On the first day of the seventh month you are to have a day of rest, a sacred assembly commemorated with trumpet blasts.'"

OBJECTIVES

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

1. List the seven trumpets that are The Signal of Christ's return.
2. Explain how the Feast of Trumpet connects with the return of Christ.
3. Give ways we can prepare ourselves for Christ's return.

TOPICS & THEMES

Feast of Trumpets

God's Love

Holy Days, Feast of Trumpets

Jesus, Return of

Preparing for Jesus' Return

Trumpet

MATERIALS NEEDED

Bible, YEA students' and teacher's books, attendance and memory verse charts, music player and CD or cassette, songbook, paper, pencils, newsprint pad, marker, timer, concordances, map showing the Euphrates River with surrounding countries

HOW TO TEACH THIS LESSON

Divide the class into groups of four. Give each group two pieces of paper. Instruct the groups to write what happens when each of the seven trumpets are blown on one piece of paper. On the second piece of paper have them list ten good things that will result because of Jesus Christ returning to this earth. They can use their Bibles, YEA students books, and a concordance. Give them about ten minutes to do this. Set your timer. When the timer goes off, have the students return to their seats that are arranged in a semicircle. Now have each group give as many of the seven trumpets as they can. As they give them, write them on the newsprint pad.

Debrief - How did you feel about writing down the events that will happen when each of the seven trumpets are blown? How was this experience like or unlike other experiences you've seen or had? How bad do you think this world is going to get before Christ returns? How do you feel about the seven trumpets being blown? Which of the seven trumpets takes place in the Euphrates River? Who can find it on the map? What countries front on the Euphrates River?

Warfare- What kind of warfare do you think will take place just before Christ returns? Ask a student to read Revelation 9:1-6? What kind of warfare would bring this much pain, yet not kill a person? What does all of this sound like? What does this mean to you? Why do you think it will be necessary for Christ to return? How do you feel about Christ coming in your lifetime. How many of you would prefer that Christ delay His coming and not return in your lifetime? Could He come tonight? Why or why not? Will this be the "end of the world?" Why, or why not? Who will be spared from these horrible events? Ask a student to read Revelation 7:1-3.

Application - Ask a student to read Matthew 24:36, 42-44. Ask: What do you think Christ meant when He said "you must be ready"? Is He talking about buying out half the grocery store or hiding food and water in your home? What else could He be talking about? What ways can we make ourselves ready for the return of Christ? Ask for volunteers to read 1 Timothy 6:18 (KIV), 1 Peter 3:14-15, and Zechariah 13:8, 9. Think about it. We don't sacrifice any offerings with fire at this time, however we ourselves are sacrifices to God. We are brought through a type of refining fire: trials and tribulations. What does that mean to you? Have you ever been in a situation where someone asked you about your faith and you didn't know what to tell them? What can we do to be more prepared? Do you think doing this will also help us comfort those who feel scared and confused during the Day of the Lord? Ask for a volunteer to read Jude 20-23. How do you think preparing ourselves for the return of Christ will affect our spiritual growth right now? What is the reward for those who are baptized and have overcome? (They will enjoy the most exciting time known to man - the first resurrection and a millennium in God's Kingdom). How badly do you want to spend 1,000 years with Christ?

Second Part of the Beginning Activity - Now ask each group to give their list of ten good things that will happen as a result of Christ's return. Write these on the newsprint pad. Ask: Is it worth it to change and prepare your life to please God so that you will be in the first resurrection at Christ's return? Will you do it?

TEACHER-DIRECTED ACTIVITY

Have students demonstrate the codes they used to make the Feast of Trumpets.

SONG

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

CLOSING PRAYER

Have the students form a circle and hold hands. Ask for a volunteer to lead the class in the closing prayer asking God to help them to be ready for His return.

What's the Difference?

MEMORY VERSE

Leviticus 16:34 - "this is to be a lasting ordinance for you; Atonement is to be made once a year for all the sins of the Israelites" (NIV).

OBJECTIVES

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

1. Explain the main difference between Passover and Atonement.
2. List similarities between Passover and Atonement.

TOPICS & THEMES

Atonement

Day of Atonement

Forgiveness

High Priest

Holy Days, Atonement

Holy of Holies

Jesus, Lamb of God

Passover

Sin

MATERIALS NEEDED

Bible, YEA students' and teacher's books, attendance and memory verse charts, music player and CD or cassette, songbook, paper, pencils, at least one scripture about Christ's atoning sacrifice for each student

HOW TO TEACH THIS LESSON

After opening the class with prayer, divide the class into groups of four. Give each group a different list (book, chapter, and verse only - have them look each verse up themselves) of four or five scriptures that mention salvation, redemption, or atonement (any dealing with Christ's sacrifice and how His death provides forgiveness of repented sins). Try to have plenty from the Old Testament, as well as the New. Give each group a piece of paper and tell the students to draw a circle in the middle. Then have them draw a line from the top of the paper to the top of

the circle and from the bottom of the circle to the bottom of the paper. In the circle have them write "Jesus Christ - Savior." Instruct each group to write the scriptures which are more personal in nature on the left side of the paper and the ones more communal and general on the right. When they finish, ask each group to share the scriptures they were assigned and what side they put them on.

Debrief - Ask: How did you feel about doing this project? What are some similarities between Passover and Atonement? What are some differences? How do you think this is like or unlike things you have seen?

What can we learn? - How did you feel about God requiring the High Priest to carefully follow the instructions He laid out or he would die? What can we learn from this? How is this like or unlike other aspects of life? What does this mean to you? Why do you think God provided national or communal forgiveness through Atonement? Why should a nation or community need forgiveness, can it sin? What are some of our national sins? When sins are tolerated in a community or nation, how does it impact others? Can you think of a city in the Bible that got so evil that God had to destroy it? Can you think of a city in the Bible that repented of their sins and they didn't suffer the prophesied consequences? Say: Pharaoh had all of the boy babies put in the Nile River to die. Can you think of what the consequences were for this? (The first plague was turning the Nile into blood). What do you think will happen to our nation if we continue to kill off innocent little babies through abortion?

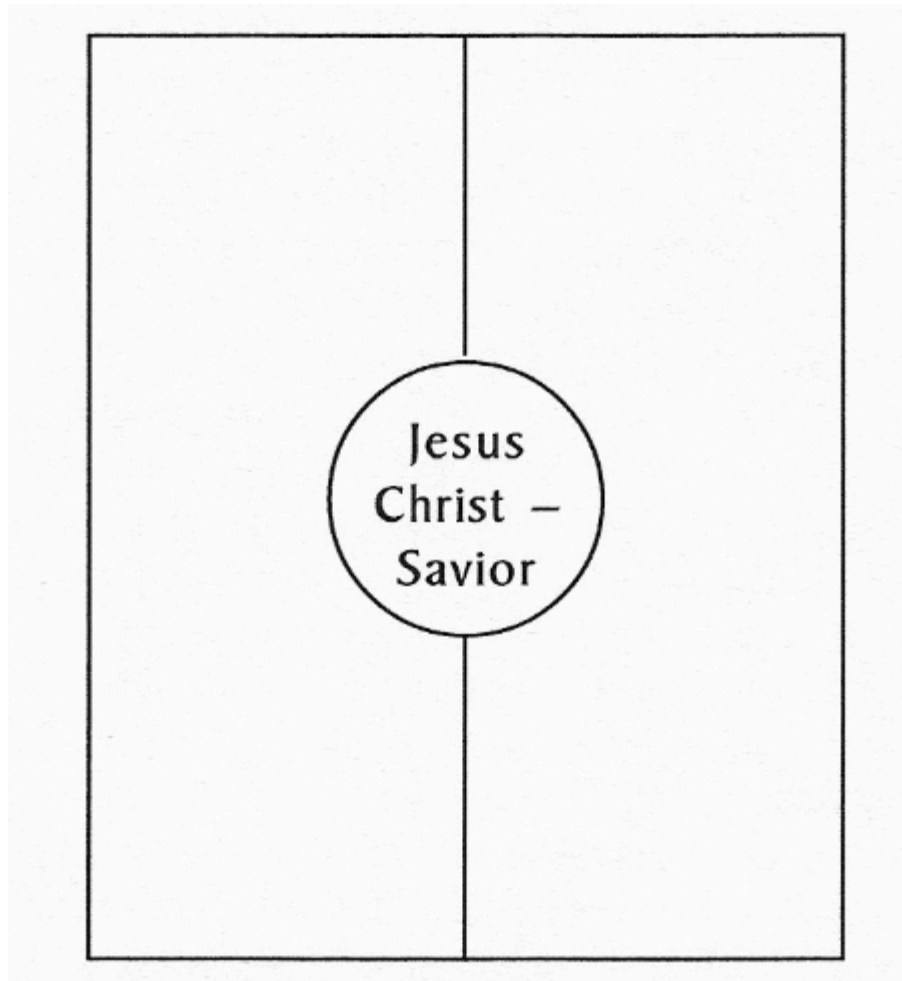
Application - Ask: What must a nation do to be forgiven of our sins? Ask a student to read 2 Chronicles 7:14-16. Who knows when this was said? (It was said at the dedication of the Temple by King Solomon on the first day of the Feast of Tabernacles.) What things can you do to help our nation seek repentance? Ask a student to read 1 Timothy 2:2. Ask: What is our responsibility to the leaders of our nation? Can we make a difference in whether we have a good president who will lead our nation with righteousness or end up with one who leads us into sin? What do you think a truly righteous nation would look like? What are you going to do to make our nation more pleasing in God's sight?

SONG

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

CLOSING PRAYER

Have the students form a circle and join hands. Have each student give one of our national sins. Ask for a volunteer to lead in prayer asking God's guidance upon our president and our nation that it would repent of its sins and turn to Him.



Money to Spend

MEMORY VERSE

Malachi 3:10 - "Bring ye all the tithes into the storehouse, that there may be meat in my house, and prove me now herewith, saith the LORD of hosts, if I will not open you the windows of heaven, and pour you out a blessing, that there shall not be room enough to receive it."

OBJECTIVES

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

1. Explain what a festival tithe is and what it can be used for.
2. Give ways they can use their festival tithe and ways they can use it to help others have a more joyful Feast.

TOPICS & THEMES

Blessings

Feast of Tabernacles

Holy Days, Feast of Tabernacles

Rejoice

Responsibility

Sharing

Tithes

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, CD or cassette tape of music, music player, chocolate kisses wrapped in three different colors - red, green, and gold, small basket, envelop or bag with "bank" written on it, newsprint pad, marker

HOW TO TEACH THIS LESSON

Open the class with prayer. Have the students open their bag with kisses in it and count them. Pass an offering basket and have the students put the kiss wrapped in gold in the basket. Now have the students take their kiss that's wrapped in red and put it in the bag or envelop that has "bank" on it.

Debrief - Ask: How did you feel about being given ten chocolate kisses? How did you feel about having to give up your kiss that was wrapped in gold? Who knows what that kiss represents? (The first tithe). Who do you give the first tithe to? Why should you give a tithe to God? Ask a student to read Psalm 50:10 aloud. Who is it that really owns everything?

Festival Tithe - Who knows what the kiss that's wrapped in red represents? (Festival tithe.) What did putting it in the bag represent? (Putting it in the bank and saving it for the Feast.) What can you do with your festival tithe? (List these on the newsprint pad as the students give them. They should include taking care of such feast expenses as travel, meals, housing, entertainment at the Feast, etc.) What else should you consider doing with your festival tithe? (Helping the stranger, widow, Levite, and the needy.) Why do you think God wants us to help the needy at the Feast? (It will help them to enjoy the Feast as well, but you will be blessed for doing it.) How is this experience like or unlike other things in your life?

Kisses left - How many kisses do you have left? What can you do with them? How do you feel about doing this activity? How is it like or unlike other things in your life?

Activity - Divide your class into four groups. Let each group draw one or more of the pieces of paper you made before class with Questions shown under Background. Explain that they are to get in their group and brainstorm the answer. They can take the YEA students' book and their Bible with them. Give them a few minutes and call them back together to sit in a semicircle. Call on each group to give the answer they came up with. Have a representative from each group go to the newsprint pad and write a simple answer on the sheet where the statement is written. This review will help ensure that you have met the Objectives in today's lesson.

Background - Read the first three paragraphs to your class. Ask: Why is it important for teenagers to understand and practice the financial laws that God has laid out in the Bible? Ask a student to read Malachi 3:6-12 aloud. Ask: Will you rob God or will you obey Him and receive His blessings?

TEACHER-DIRECTED ACTIVITY

Go over the activity in the students' book with the class allowing the teens to give their answers.

SONG

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

CLOSING PRAYER

Have the students form a circle and hold hands. Have them recite their memory verse together. Ask for a volunteer to lead in prayer thanking God for His wonderful plan which includes celebrating His Feast and providing a way for us to do it.

Disconnected Bones

MEMORY VERSE

2 Peter 3:9 - "The Lord is not slack concerning his promises, as some men count slackness; but is long suffering to us-ward, not willing that any should perish, but that all should come to repentance."

OBJECTIVES

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

1. Name all seven holy days in the Bible.
2. Explain the difference in the first and second resurrection.

TOPICS & THEMES

Dry Bones

Eighth Day

Holy Days

Holy Days, Eighth Day

Resurrection

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, cassette tape or CD, music tape, timer, butcher paper, markers, crayons, recording of the song, "Those Dry Bones" (You should be able to get this at a Christian bookstore or online on YouTube.)

HOW TO TEACH THIS LESSON

After opening the class with prayer, divide the class into seven divisions. Have one person from each division draw one of the slips of paper that has the seven holy days on them. Explain to the class that since this completes this year's lessons on the holy days, that you want them to go to the butcher paper and draw a scene that they feel will explain the particular holy day that was on the strip of paper they drew. Tell them how many minutes they have and set a time. When the timer rings, ask the students to take their seats in the semicircle.

Debrief - Ask: How did you feel about depicting the particular holy day that you were given in the form of a drawing or mural? How was this experience like or unlike other aspects of your life?

How will this activity help you to remember the names of holy days and their order? How will this activity help you to remember the meaning of each of the holy days? Who knows where all of the holy days are listed (book and chapter) and are commanded to be kept in the Bible? Ask the students to turn to Leviticus 23 in their Bibles. Instruct each group to find the verses that commands the holy day they drew on the mural to be kept. Read it aloud to the class, and write it above their mural (Passover - Leviticus 23:5, First Day of Unleavened Bread - v. 6, Last Day of Unleavened Bread - v. 8, Pentecost - vs. 15 -21, Trumpets vs. 24-25, Atonement vs. 27-32, Feast of Tabernacles - vs. 34-36a, Last Great Day - v. 36b).

Disconnected Bones - Who were all the dry, Disconnected Bones Ezekiel saw in the valley? What happened to those bones when he preached to them? Now play the recording of "Those Dry Bones." Explain that this is a Negro Spiritual about this prophecy in Ezekiel 37. Ask: What is this prophecy about? What would you say is going to happen to all of these bones? When do you think this will happen?

First and Second Resurrection - Why is the first resurrection called a better resurrection? Why is God going to have a second resurrection? Who do you expect to see in the second resurrection? Is this something you can rejoice about and look forward to on the Last Great Day? Why do you think this is called the greatest day of the Feast? What are you going to do to make sure you're in the first resurrection?

Background - It will help add understanding about the Disconnected Bones if you will read Ronald L. Dart sermon notes under Background aloud to your students.

TEACHER-DIRECTED ACTIVITY

Allow every student the opportunity to recite the holy days of God.

SONG

"I Win Enter His Gates" is on page 87 of The Group Songbook.

CLOSING PRAYER

Ask the students to join hands. Ask each student to give one thing about today's lesson that they will remember. Now ask for a volunteer to lead in prayer thanking God for His love and mercy and that He has a plan to bring many sons to glory.

Easter Connection

MEMORY VERSE

Jeremiah 7:18 - "The children gather wood, and the fathers kindle the fire, and the women knead their dough, to make cakes to the Queen of heaven, and to pour out drink offerings unto other gods, that they may provoke me to anger."

OBJECTIVES

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

1. List the four events that lead up to Easter and state that none of these are found in the Bible.
2. Explain that all of these events have pagan origins and were co-opted into the Passover season by the Catholic Church.

TOPICS & THEMES

Easter

Holidays, Easter

Pagan Traditions

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, CD or cassette tape, music player, awards

HOW TO TEACH THIS LESSON

After opening the class with prayer, divide the students into two groups. Have the two groups form two lines facing each other about five feet apart. Explain that you will give them a question. The first person who knows the answer in either group is to step forward and give their answer. After that person answers the question, ask: Does anyone else have anything to add? A person from either team can add to the original answer. This question can be asked until no one else has anything to add to the question. Then ask the second question in the same manner as the first, allowing students to add to the original answer.

Three points should be given to the team that has the person who gives the correct first answer and two points to the team for every person who correctly adds to the first answer. Keep score as you go. After you have finished playing this game, give the winning team an award. Have students go to their seats and sit in a semicircle.

Debrief - Ask: How did you feel about this game? What did the things you learned from this game mean to you? How is this experience like or unlike some other aspects of your life? What kinds of problems does Easter present for you as a teenager? How will this lesson help you in dealing with your friends during the Lent and Easter season? How many times did you find the word Easter in your Bible? How many translations have the word "Easter" in them? How should the word "Easter" be translated?

Hot Cross Buns - Ask: How many of you have seen hot cross buns in a bakery? Have the students recite their memory verse. How do you see that your memory verse ties in with hot cross buns?

Background - Read Background to your class and then encourage a discussion about the entire Easter season, beginning with Mardi Gras, Fat Tuesday, etc. Ask: How do you think God feels about Christians observing these days and customs? What days should we celebrate instead of these days? Have students write this down so they can check out this information.

TEACHER-DIRECTED ACTIVITY

Go over the Activity in the students' book with them. Allow those who have not completed the activity to fill-in the definitions at this time.

SONG

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

CLOSING PRAYER

Ask the students to form a circle and join hands. Go around the circle and let each student pick one of the words in the game we played today and tell something about it. Ask for a volunteer to lead in prayer thanking God for showing us that the Easter season is a counterfeit for the Passover. Ask Him to give us a deeper appreciation for Jesus' death and resurrection.

Follow the Standard

MEMORY VERSE

Philippians 4:8 - "Fix your thoughts on what is true and good and right. Think about things that are pure and lovely, and dwell on the fine, good things in others" (TLB).

OBJECTIVES

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

1. State that the Bible is the standard on which we base what we do and which days we celebrate.
2. Give reasons why it is wrong to celebrate Halloween.

TOPICS & THEMES

Blessings

Feast of Tabernacles

God's Law

Halloween

Holidays, Halloween

Holy Days, Feast of Tabernacles

Obedience

Pagan Traditions

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, CD or cassette tape, music player, newsprint pad, marker, 30 items, plastic spoon, ladle, bucket

HOW TO TEACH THIS LESSON

After opening the class with prayer, divide the students into three teams equidistant from the bucket in the center of the room. Give each team 10 items and one set of directions (all directions are different on purpose). Tell them that when you say, "Go," they are to read and follow the directions.

Debrief: Ask: How did you feel about the directions varying so much from one team to another? What's the problem with having a different standard for the different teams? How was this experiment like or unlike some other aspect of your life? How is like or unlike the lesson you read for today's class? Where do you find the standard that determines the right way to play the

game? Where is our standard for telling us right from wrong? Does this standard change? Ask a student to read James 1:16-17. Ask a student to read Malachi 3:6. Where have we found these Scriptures? (Both in the Old and New Testament). What do they tell you?

The Standard - Ask: Then who or what is the Standard for right or wrong? Ask a student to read John 14:6. Have another student read John 17:17. Who can tell us what we've learned from this Bible study? Draw answers out of the students and write them on the newsprint pad. The answers should include: The Old and New Testament tell us that God the Father and Jesus Christ do not change and that God's Word is truth. On what kind of foundation do we base our beliefs? Ask a student to read 1 Corinthians 3:11.

Didn't Follow the Standard - Ask: What did we learn in today's lesson about a king of Israel who didn't follow the Standard? What did the Standard say about the date for keeping God's Feast? Ask a student to read 1 Kings 12:25-33. Who chose the day for this Feast? What did rebellious King Jeroboam do on this Feast? How did he not follow the standards?

Halloween - What time of the year is Halloween celebrated? What are some things that make it wrong in God's sight? List this on the pad as students give them? Let's do a contrast with the Feast of Tabernacles and Halloween. Ask every other student to tell something about Halloween observance, and every other one to give you something about the Feast of Tabernacles celebration. Write their answers on the pad as they give them. Ask: How do you see Halloween being a rebellion against God and His Standard? How does it get your mind on the wrong things? Have the students recite their memory verse at this point.

TEACHER-DIRECTED ACTIVITY

Go over the Activity in the students' book with the class. Ask: What are the consequence for rebelling against God and celebrating Halloween? What are the benefits from celebrating God's Festivals? Ask a good reader to read Deuteronomy 28:1-13.

SONG

"Cornerstone" is on page 11 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Go around the circle and let everyone give at least one reason why a Christian should not celebrate Halloween. Lead in prayer thanking God for giving us His unfailing Standard to follow.

Handling Christmas

MEMORY VERSE

Acts 20:35 - "In everything I did, I showed you that by this kind of hard work we must help the weak, remembering the words the Lord Jesus Himself said, 'It is more blessed to give than to receive.'"

OBJECTIVES

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

1. Take a proactive rather than a self-righteous approach towards Christmas.
2. Explain the origins of Christmas and why Christ has better things for them to do.

TOPICS & THEMES

Christmas

Holidays, Christmas

Pagan Traditions

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, CD or cassette tape, music player, pencils, prizes, timer, newsprint pad, marker

HOW TO TEACH THIS LESSON

After opening the class with prayer, divide your class into groups of four and give each group three pieces of paper. Explain that they are to write "Reasons God would not have us keep Christmas" at the top of one paper. At the top of the second paper, they are to write "Good things other churches do in their community during the Christmas season." On the third piece of paper, they are to write, "A" community service project for our class." Each group is to go to separate areas of the room and appoint one person to write down the things on each paper as their group brainstorms and gives their points or answers. Give them 12 minutes to complete this project. Set the timer. When the timer goes off, call the students to sit in a semicircle to discuss their answers.

Debrief - Ask: How did you feel about this project as away to focus on why a Christian shouldn't celebrate Christmas? What did this mean to you? How was this experience like or unlike other

aspects of your life? What scriptures can you come up with that reinforce your belief in why you should not observe Christmas? Have a student read Jeremiah 10:2-5.

Good things other churches do - Ask: How did you feel about listing all the good things other churches do during the Christmas season? What did you come up with? List these on the newsprint pad. This list will likely include helping out at soup kitchens on Thanksgiving or Christmas; doing food drives for the poor and needy; taking up collections for safe havens that provide shelter for battered; helping flood, tornado, or hurricane victims; helping people in the community who have had the misfortune of a house fire; helping with Special Olympics; collecting coats and toys for poor children, etc. How many of these things has our church done throughout the year? List the things the students give you on the pad. Ask: Do you think we sometimes feel superior to other churches because we don't keep Christmas? What do the two lists say about us? Ask a student to read Matthew 5:20. Ask: What does Christ look upon as righteous deeds? Ask a student to read: Matthew 25:35-46. What does this scripture say we should be doing?

Community service project - Have one person from each group read their list of community service projects they made. List these on the newsprint pad as well. Tell them you have one idea you'd like to throw into their discussion. Suggest that they get wheelbarrows to push around in neighborhoods collecting food for their local food pantry. Should they encounter someone at the door who can't or refuses to contribute, invite them to take whatever they need from your wheelbarrows. If they don't have help at a soup kitchen on Christmas day, suggest it be added as well. Now take a vote from your class to determine: 1) Which group had the best list of reasons not to celebrate Christmas, 2) which group had the best list of good things other churches do, 3) and what service project they would like to do in their community. Give a prize to the groups who won numbers one and two. Now plan the service project determining what, when and how they will go about it. Give guidance as the class needs it, but encourage them to do the planning.

Application - Ask: How much better do you think you will feel by being proactive and helping others in need during the Christmas season than condemning others for keeping it? How much better do you think Christ will feel about you for helping others than for feeling sorry for yourself because your school friends are celebrating Christmas? What actions are going to last for all eternity?

TEACHER-DIRECTED ACTIVITY

Go over the Activity in the students' book with your class. If time permits, read Background to your students.

SONG

"Love Round" is on page 15 of The Group Songbook.

CLOSING PRAYER

Have the class form a circle and join hands. Ask for a volunteer to lead in prayer thanking God that Christmas presents them with a time to be proactive and to be doers of the word and not hearers only.