

YOUTH EDUCATIONAL ADVENTURES

Solving the Puzzle

YE3G · Teacher Edition

Juniors · Year 2: Creation

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

It Pays to Obey God

MEMORY VERSE

"Blessed are you when people insult you, persecute you and falsely say all kinds of evil against you because of me. Rejoice and be glad, because great is your reward in heaven, for in the same way they persecuted the prophets who were before you." - Matthew 5:11-12

OBJECTIVES

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

1. Relate Joseph's two dreams to their meanings.
2. Give possible explanation for God giving Joseph the dreams.
3. Explain that everyone dreams, not all dreams are from God, and His most frequent way of speaking to us is through His Word.
4. Explain the message that "obeying God brought about lasting blessings," was more important than having a dream.

TOPICS & THEMES

Bible/Bible Study

Blessings

Dream

Envy/Jealousy

Hatred

Joseph

Joseph's Brothers

Joseph's coat

Obedience

MATERIALS NEEDED

Bibles, YEA students' and teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, CD or cassette tape, and music player, butcher's paper, marker, construction paper, pencils, blackboard, chalk

PREPARATION

This should be a very positive lesson providing a wonderful opportunity to show students the lasting benefits of obeying God. These benefits didn't just last through Abraham's lifetime. They were passed down through his sons, grandsons, great-grandsons, to his descendants to this day. And these blessing will be evident to the very end of time. There are people - nations - in this word today who are bountifully reaping the rewards of Abraham's obedience. God's mercy, love, and blessings are beyond our comprehension. It is worth it to obey God. It pays dividends beyond our greatest expectations. Your students ought to know this. Similarly, the blessings this nation has received in the past will not continue as our society rejects God and His ways.

Prior to class, tape an eight foot piece of butcher's paper to the wall at the student's eye level. Across the top write, "It Pays to Obey God." Divide it into four sections and write Abraham in the first one, Isaac in the second, Jacob in the third, and Joseph in the fourth section.

The ten week memory work is Genesis 35:23-26. For the Ten Week Challenge they are to use a separate piece of paper and leave it in the back of their students' book to record verses that are promises to them or that provide encouragement in time of need.

HOW TO TEACH THIS LESSON

Seat the students in a semicircle facing the butcher's paper. After opening the class with prayer, give each student a piece of construction paper. Ask them to write at the top, "It Pays to obey God!" Divide their paper into four squares and number them. In number one, write Abraham. In number two write Isaac. In the third square, write Jacob, and write Joseph in the fourth square. Explain that as you go over the lesson with them, they are to write to draw what you do on their paper.

Abraham -Draw one stick man. Write: "All nations will be blessed" (Genesis 22:18). Ask: Who can tell us what Abraham did for God to tell him this? God put Abraham to the most severe test that any human has been asked by God to do. Encourage the students to tell this story. He took his son of promise, Isaac, up to the mountain and made all the preparations to offer him as a sacrifice. Then God stopped him. He obeyed God. God was so impressed with Abraham's obedience that He started this chain of blessings in Abraham's family.

Isaac - Draw two stick men. Write: "Stars of Heaven" (Genesis 25:23, 26:1-5; 28:13-14). Ask: Who can tell us the names of Isaac's two sons? (Esau and Jacob.) Who was the oldest son? (Esau.) What did he do that was wrong? (Sold his birthright.) Then who got the birthright? (Jacob.) What was the birthright? (The right to a blessing for the oldest son.) What do these two stick men represent? (Two nations.) What blessing would Isaac receive? (Because Abraham obeyed God's voice, and kept His charge, His commandments, His statutes and His law, Isaac's descendants would be like the stars of heaven. Add lots of stars in Isaac's square.)

Jacob - Write: "Like the dust of the earth" (Genesis 28:13-14). Who remembers what God promised Jacob when he had a dream? Ask a student to read aloud Genesis 28:13-14. Now draw lots and lots of stick men showing that Isaac's descendants would be as the dust of the earth.

Joseph - Write: "Sheaves, sun, moon, and 11 stars bow down" (Genesis 37:6-9). What do you think it meant for all these things to "bow down?" It showed their descendants would not become as important as Joseph's descendants. Draw one tall sheave and 11 bowing down and the sun, moon, and stars bowing down? Ask: Did anyone else besides Joseph receive a blessing? (Yes, all of the remaining 11 brothers also received a blessing, but Joseph's was to be greater.) Why did Joseph receive such a great blessing? (Because of his and Abraham's obedience.) What was that blessing? Ask a good reader to read Genesis 48:22. How long will these blessing last? (To the last days, Genesis 49: 1.)

It Pays to Obey God - Because of Abraham's obedience, people and even nations in the world today are being blessed. What kind of blessings do you think these nations are receiving? (Wealth, health, and God's protection.) If we don't walk in God's way, could we lose out on some of these blessings? Isn't it awesome to think that God can remember our obedience for many, many years to come? Yes, He'll remember it throughout all eternity by giving us eternal life with Him.

TEACHER-DIRECTED ACTIVITY

The activity takes place throughout the lesson. Allow them to take their art work home as a reminder that it Pays to Obey God.

SONG

"Every Promise in the Book is Mine" is on page 15 of Kids Classics Collection.

CLOSING PRAYER

Ask for a volunteer to lead in prayer thanking God that He is so good and kind and that He remembers our obedience for years and years to come - for all eternity.

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

Sold!

MEMORY VERSE

"Even though I walk through the valley of the shadow of death, I will fear no evil, for you are with me; your rod and your staff, they comfort me." - Psalm 23:4

OBJECTIVES

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

1. Continue the story of Joseph from his dreams through his sale to Potiphar.
2. Relate the promise that God is in control and loves His children, regardless of circumstances.
3. Add biblical examples of trusting God to their list of encouraging scriptures.
4. Enumerate the blessings in their individual lives.

TOPICS & THEMES

Anger
Attitude
Envy/Jealousy
Family
Joseph
Joseph's Brothers
Joseph's coat
Lying
Potiphar
Relationship With God
Sin
Slavery
Trusting God

MATERIALS NEEDED

Bibles, YEA students' and teacher's books, pencils and pens, attendance and memory verse chart, stars, songbook, CD or cassette tape, music player, blackboard, ten boxes for each student, markers

PREPARATION

Since 9/11/01 unrest in the world has multiplied. Chemical, biological, and nuclear war are more likely than ever. Parents and teachers must begin now building faith in God's children. God is trustworthy; He is to be trusted (Job 13:15). We don't know why things happen as they do, but we know that all things work to the good for those who love God and who are called according to His purpose! (Romans 8:28). Teach children these principles early so that they will hold onto them throughout their lives and cling to God when calamity strikes, as it will. Their childlike faith in our Heavenly Father is awesome in its power. We must build the foundation of scriptures for that faith to rest upon, so that they will rely on Him to strengthen them always. As you help to lay the foundation, their faith will more than likely strengthen yours (as parent and/or teacher) to face the trials in your own life.

Make ten 3-D boxes (cubes) for each student prior to class (see Pattern Page for directions on making your own boxes). These can be folded out of a square sheet of paper, can be pasted together, or can be small preformed boxes. Then take ten additional boxes and write Joseph's ten blessings on them (not necessarily in order of importance). A suggested list: 1) Jacob, 2) brothers, 3) coat of many colors, 4) home, 5) personal belongings, 6) relationship with God, 7) health, 8) faith and trust in God, 9) his very life, 10) his values and integrity.

HOW TO TEACH THIS LESSON

Boxes of Blessings - As students arrive, have them take their list of blessings from the activity in their lesson and write one blessing on each box with a marker. Each child should have ten blessings. If they were unable to think of that many, help them!

Building Blocks - Have the children set their blessings before them in a pyramid. Set Joseph's blessing blocks in front of you. Make sure the blocks are so closely in front of each child as to almost be in their way. Then ignore the blocks like they aren't apart of the lesson- even if they fall down or the students move them out of the way.

Joseph's blessings - Remind the students of last week's lesson: Joseph's dreams and his relationship with his brothers. Continue the story with them, telling them about having to search to find the brothers with the flocks because they weren't where he expected them to be.

The plot - Explore the students' feelings of the hatred that Joseph's brothers had for him. Ask: How could you come to hate your brother so much that you would want to kill him? Had Joseph done anything that really deserved that kind of hatred? Which two brothers worked to save Joseph from murder. (Reuben and Judah.) Talk about how a group of people can come up with some pretty evil ideas, and everyone goes along. The peer pressure, or mob syndrome, can make you do things that you wouldn't do on your own. Remind them to strongly resist getting into a situation that can escalate out of control.

Sold - Murder is final - But slavery, although not desirable, at least kept Joseph alive.

Ecclesiastes 9:4 says a "live dog is better off than a dead lion." While there is life, there is hope.

Job and David connections - Job lost his family, all of his possessions, and his health. Yet, he trusted God. Ask the students to find the scriptures in their lesson and read them aloud. Then use this opportunity to have each student recite the memory verse. Tell them that Psalm 23 was written by David. He turned to God and trusted Him when he was depressed and in danger.

Building blocks - Revisit the blessing blocks. Ask the students to put their hands in their laps and look to see where their blessing blocks are. Some of them may have been toppled. Some may have been pushed out of the way. Ask the students to look at which blessings were written on the blocks that got in their way. Have them think what it would be like not to have that blessing anymore. It certainly wouldn't be in the way! Then look at Joseph's blessing blocks. Take the ones out that he lost when he was sold to the traders. Remind the students that they still have all of their blessings right now. They need to remember to thank God for the blessings that He has given. It is too easy to take them for granted - until they are gone and you can't get them back.

Building blocks that last- Look at the building blocks that Joseph had left. Selling him into slavery couldn't take away his trust and faith in God, his values and integrity, or his relationship with God. Remind the students that if in the future any of those blessings in front of them are taken away, God is still there and He cares for each of them. Remind them of 1 Corinthians 10:13: "No temptation has seized you except what is common to man. And God is faithful; he will not let you be tempted beyond what you can bear. But when you are tempted, he will also provide a way out so that you can stand up under it." Suggest this might be another good scripture to add to their Ten Week Challenge.

Take your blessings home - Let the students take their blocks with them. Some of them may throw them away later: others may actually take them home and set them up in their room. Regardless, their actions will stay with them and have an impact at some point.

REVIEW QUESTIONS

1. What happened to Joseph when Jacob asked him to go look for his brothers?
2. Which brothers wanted to save Joseph?
3. What did the brothers end up doing with Joseph?
4. What did the brothers do with the coat of many colors?
5. Who did the caravan traders sell Joseph to in Egypt?

TEACHER-DIRECTED ACTIVITY

The activity has been incorporated into the lesson.

SONG

"Kum Ba Yah" (Come By Here) is on page 84 of Kids Classics Collection.

CLOSING PRAYER

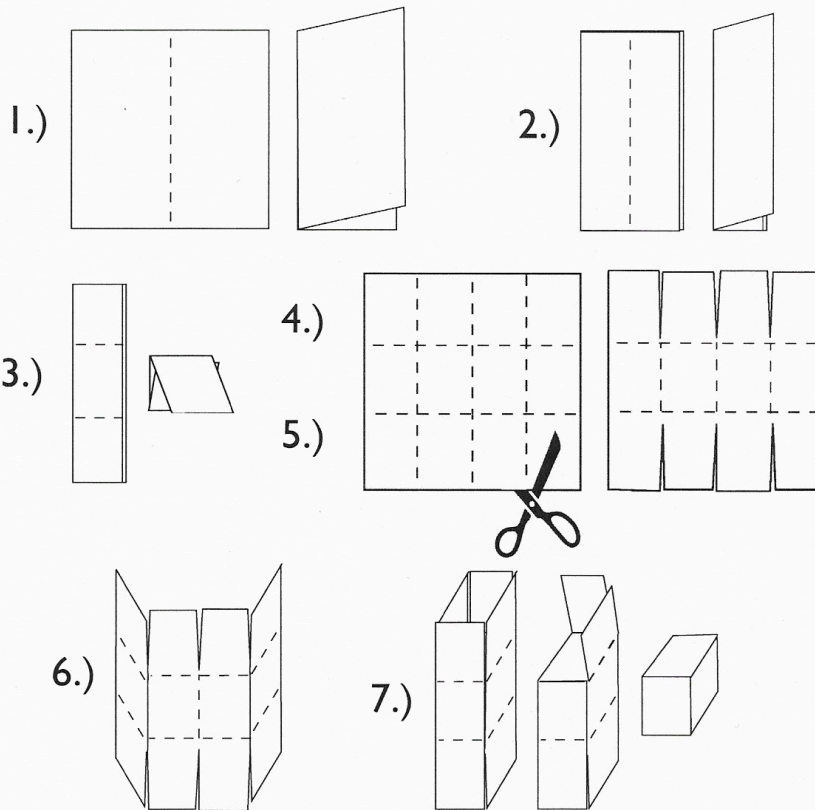
Direct the students to seek God all the time, including when events in their lives are distressing. Encourage them to thank God that He is there always and His love is everlasting.

Juniors Creation Series Book 3

Lesson 2

How to Make 3D Cubes

- 1.) Begin with a square sheet of paper ($8\frac{1}{2} \times 8\frac{1}{2}$ "). Fold it in half.
- 2.) Fold in half again, making 4 sections.
- 3.) Now fold the length of the paper into thirds.
- 4.) Open the paper, creating 12 square sections.
- 5.) Cut along the 3 crease lines in the top and bottom sections.
- 6.) Fold inward on creases.
- 7.) Fold and glue the flaps together creating a cube



Right in God's Sight

MEMORY VERSE

"Oh, how I love your law! I meditate on it all day long. Your commands make me wiser than my enemies, for they are ever with me. I have more insight than all my teachers, for I meditate on your statutes. I have more understanding than the elders, for I obey your precepts. . . I gain understanding from your precepts; therefore I hate every wrong path." - Psalm 119:97-100, 104

OBJECTIVES

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

1. Recite the chain of events from Joseph's sale to Potiphar to his imprisonment in the king's prison.
2. Relate Joseph's reaction to Potiphar's wife.
3. Explain the value of God's law in the life of each individual.
4. Define integrity.
5. Relate ways of maintaining integrity.

TOPICS & THEMES

Blessings

Integrity

Joseph

Obedience

Potiphar

Potiphar's wife

Slavery

Trusting God

Trustworthy

MATERIALS NEEDED

Bibles, YEA students' and teacher's books, very sharp pencils, pens, attendance and memory verse chart, stars, songbook, CD or cassette tape, music player, blackboard, water, boats, markers, large flat container

PREPARATION

Integrity is rather hard to find. Remember that this age group sees things as black and white, with very little gray. They are also at an age where parents and teachers are no longer the primary influencers in their lives. Peers and television idols gradually take over that position of importance, making it increasingly difficult for this age to resist peer pressure. The desire to fit in and to please wars with their understanding of what is right and wrong. This is a timely and relatable lesson for them.

Integrity in people means strict adherence to a code of moral values. We understand that God's law is a lamp to our path and a light to our feet. His laws keep us going the right way so that we don't fall. If we do not adhere to His laws, we sink into sin.

Integrity in ships means unimpaired condition or soundness. When you think about it, the integrity of ships becomes a good analogy for the integrity for people. When the integrity of a ship is breached, the ship sinks. When the integrity of a person is breached, the person sinks into sin. Prior to class, make enough boats (out of styrofoam or paper) so that each student will have one. Have the boats already labeled with different biblical situations. You may use the students' activity if you wish.

HOW TO TEACH THIS LESSON

Man the boats- Have students pick out a boat as they walk into class. Make sure the boats are clearly labeled with the biblical example they represent. Place the boats into a container of water.

Integrity - Discuss with the students the meaning of "integrity" when it refers to a boat. Then ask what it means for a person to have integrity. Tell them that in this demonstration, when the integrity of the person is breached, the integrity of the boat will be breached to demonstrate sinking into sin.

Sink or Sail - Discuss each of the biblical examples. When it is determined whether the boat is sinking or sailing, have the student either puncture the boat with a sharp pencil to cause it to sink or give it a push to allow it to sail free. The sinking boats will have a huge impact on the students.

Sinking into Sin - Discuss how oftentimes one sin leads to another, as in the case of Gehazi (2 Kings 5:15-27). For us all, however, Jesus Christ is the only one who can lift us out of sin in the first place. We are unable to deliver ourselves from this body of death.

Maintaining integrity- Talk about how the people who demonstrated integrity were able to maintain their integrity. For instance, in Joseph's case, when confronted with Potiphar's wife, he ran (Genesis 39:10). Many times removing yourself from the problem is the best way to deal with

it. Nevertheless, Joseph wouldn't have removed himself without having had the knowledge of God's law. Seeking God, reading the Bible, attending Sabbath School and church, fellowshiping with God's people, praying, meditating, and putting God's ways into practice in your life are of utmost importance. They are the foundation upon which you base your trust in Christ. Then He gives you the strength to hold to your convictions when you are confronted to do otherwise.

Psalm 119:97-100, 104 - This is the point where you can have the students recite their memory verse. Ask them how it relates to the lesson. What does it have to do with Joseph fleeing from Potiphar's wife and being thrown into prison? Ask what the memory verse means to them after having done the lesson?

REVIEW QUESTIONS

1. What position was Joseph given in Potiphar's household? Why?
2. What did Potiphar's wife want Joseph to do?
3. What was Joseph's reaction to her demands?
4. What did Potiphar do with Joseph when he heard his wife's story?
5. What position was Joseph given in the prison by the chief jailer? Why?
6. How does the law of God help each of us?
7. What is integrity?
8. How do you maintain your integrity when you are tempted?

TEACHER-DIRECTED ACTIVITY

See "How to Teach This Lesson" for integration into lesson. Have each student "man" a boat. Place each boat in the water. Talk about the biblical situation each boat represents. If the biblical character exhibits integrity, the boat floats. If the biblical character sins, breach the integrity of the boat and watch it sink.

Answers to student activity: Integrity examples: A, D, E, F, H; Sinful examples: B, C, G, I, J.

SONG

"Dare To Be A Daniel" is on page 9 of Kids Classics Collection.

CLOSING PRAYER

Ask for a volunteer to lead in prayer asking God for guidance in all their actions, to strengthen them to do what is right even when it isn't easy.

Taste and See

MEMORY VERSE

"Taste and see that the LORD is good; blessed is the man who takes refuge in him." - Psalm 34:8

OBJECTIVES

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

1. Relate Pharaoh's two dreams.
2. Explain that God gives the interpretation of dreams oftentimes in the Bible.
3. Explain what Pharaoh's dreams meant.
4. Differentiate between Pharaoh's and Nebuchadnezzar's dreams and their reactions.
5. Tell that God often used dreams in the Bible to reveal the future.
6. Explain that God doesn't have to give us a dream to show us the future, we have the Bible.
7. Tell that a good personal relationship with God the Father and Jesus Christ is the most important thing for preparing for the future.
8. Explain how to have a closer relationship with someone, including God.

TOPICS & THEMES

Bible/Bible Study

Daniel

Dream

Egypt

Famine

Joseph

Nebuchadnezzar

Pharaoh

Preparing for Jesus' Return

Prophecy

Relationship with God

MATERIALS NEEDED

Bibles, YEA students' and teacher's books, pencils, pens, attendance and memory verse chart, stars, songbook, cassette tape or CD, and music player, blackboard, strawberries, paper

PREPARATION

Make a list of everything you know about a famous person, so that you will have an example to share with the students when they do their lists.

Wash enough strawberries to allow each student to have one. Spend some time thinking about the difference between knowing about someone and really knowing someone.

HOW TO TEACH THIS LESSON

Do You Know? - Begin with the activity. Have the students break into groups of three and brainstorm what they know about a famous person of their choice (athlete, historical figure, political figure, etc.). Bring them back to the large group. Have them share what they came up with. Congratulate the group which has the most knowledge about their person.

Pharaoh's dreams - Tell the students you're going to digress a little, but that you'll come back to their lists in just a minute. It's important to do this so they stay with you while going through the lesson. Ask: What did Pharaoh dream? What did his dreams mean? How did he learn what they meant? Who did Joseph give credit for his dreams?

Nebuchadnezzar's dreams - Ask: What did Nebuchadnezzar do when he had his dream? Who was able to interpret that dream? To whom did Daniel give credit?

Telling the future - Ask: Why did God give the dreams to Pharaoh and to Nebuchadnezzar? How does God reveal the future to us today - at least as much as we need to know right now? What did Jesus tell His disciples to do? (Watch.) What two things should God's people watch? (World events and themselves.)

Watch yourself - What does it mean to watch yourself? Ask a student to read 2 Peter 3:14. Talk about its meaning.

A Personal Relationship - Go back to the lists the students made at the beginning of the lesson. Ask them if the group who knew the most about the person really knows the person. Ask: What would happen if you walked up to that person's front door? Would the person you described know you when he or she opened the front door? So how do you get to really know someone, not just know about them? Ask the students to share their lists from their student activities.

A strawberry - Ask the students to brainstorm with you the characteristics of a strawberry. (Have a prop to show them!) After they've exhausted their list, ask: Do you really know that strawberry? Explain that all they know is what they see on the outside or what they know from previous experience. Then give each student a strawberry to eat. Ask them to expand their list of

characteristics. Point out that each strawberry is different slightly - shape, size, taste. You can't really know a strawberry until you taste it. This is a good time to have each student recite the memory verse.

A personal relationship with God - How does this relate to a personal relationship with God? What are some ways to improve your relationship with God? Remind them that their relationship with God is all important.

REVIEW QUESTIONS

1. What did Pharaoh dream?
2. Who remembered that Joseph could interpret the dream? Why?
3. To whom did Joseph give credit for the interpretation?
4. When Nebuchadnezzar had a dream, what did he request of the wise men? Why?
5. How did God reveal future events to the people in the Bible?
6. How has God revealed what we need to know about the future?
7. What two things should we watch?
8. What is the most important thing to watch?
9. How do you develop a closer relationship with someone? With God?

TEACHER-DIRECTED ACTIVITY

Do You Know?

Have the students break into groups of three and brainstorm what they know about a famous person of their choice (athlete, historical figure, political figure, etc.). Bring them back to the large group. Have them share what they came up with. (Follow-up in How To Teach This Lesson.)

SONG

"His Banner Over Me Is Love" is on page 36 of the Kids Classics Collection.

CLOSING PRAYER

Lead the students to ask God for His assistance in growing closer to Him.

Who's In Charge?

MEMORY VERSE

"For our light and momentary troubles are achieving for us an eternal glory that far outweighs them all." - 2 Corinthians 4:17

OBJECTIVES

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

1. Relate the story of how Joseph was put in charge of Egypt during the years of abundance and famine.
2. Explain that because Joseph honored God, God gave him favor and blessed him in everything that he did.
3. State that we must learn to rely on God for everything in good times and bad.
4. State that we are clay in God's hands.
5. State that we must let God mold us according to His will.
6. State that God has a plan for each of us that may be, and probably is, bigger than we can imagine.

TOPICS & THEMES

Asenath

Authority

Blessings

Egypt

Ephraim

Famine

God's Glory

God's Plan

Honor God

Joseph

Manasseh

Pharaoh

Wise/Wisdom

MATERIALS NEEDED

Bibles, YEA students' and teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, CD or cassette tape, music player, blackboard, chalk, newsprint (on which to shape clay or Play-Doh), one container of Play-Doh or clay for each student.

PREPARATION

In our society, individualism and independence are lauded as admirable attributes. We do not "pull ourselves up by our bootstraps!" We have what God wants us to have - if we live according to His ways. We are who we are because of the decisions we make from the choices God places in front of us. And sometimes, when we know we've made the wrong choice, we are amazed at how God works it out for our good!

Joseph continued to do what was right in God's sight, despite being falsely accused, being a slave, being a prisoner, being homesick, etc. Perseverance with following God's way builds character that God can use for His glory - but only when we realize that He's in charge. Spend some time thinking about this subject as you ask God to give you the words to effectively get it across to our kids.

HOW TO TEACH THIS LESSON

Play-Doh - Give each student a carton of Play-Doh or clay and ask them to construct something. Either make mental notes or take notes about what they make, how many times they smash it and start over, and the details they add.

Share Your Notes - Ask the students to share what they made and why. Then ask them to share how many times they changed their minds. Also share your observations with them.

Shaping- Then, take some Play-Doh yourself.

1) Make a simple container. Tell the students that this is like Joseph with his family, looking after the sheep. Say - "But God wasn't finished with him yet" as you smash the clay into a lump again. 2) Make a more decorative container. Tell the students that this is like Joseph in charge of Potiphar's household affairs. He's learning and growing, giving God the honor, and God is blessing him. Then say - "But God wasn't finished with him yet" as you smash the clay into a lump again. 3) Make a more intricate container. Tell the students that this is like Joseph in charge of the prison. He's suffering, but he's learning and growing, giving God the honor, and God is blessing him. Then say - "But God wasn't finished with him yet." This time don't smash the container. Change its shape and add more details, handles, whatever as you talk about Pharaoh's dreams and Joseph being put in charge of Egypt.

Suffering - Remind the students of Joseph's many hard times- yet Joseph always followed God's ways. God blessed him because of it. He grew in character and became a more useful "pot" for

God to use.

Pots of clay -Tell the students that each of us must learn to rely on God whether life deals us a blow (and we feel smashed) or whether things go well. We must not start to feel proud of ourselves, instead of giving God the credit and glory. Have a student turn to and read 2 Corinthians 4:7-9 aloud.

Treasures in clay- Remind the students that as they grow and learn more of God and His ways (as they taste Him and see that He is good), one day they should decide to be baptized. Then they will have the treasure of the Holy Spirit in these jars of clay. And another name of the Holy Spirit is "The Comforter." The Holy Spirit helps us through those difficult times too.

Memory Verse - have each student recite the memory verse. Talk about its meaning. Remind them to add to the Ten Week Challenge.

REVIEW QUESTIONS

1. What position did Pharaoh give to Joseph? Why?
2. Who did Pharaoh give to Joseph?
3. What did Joseph do during the years of abundance?
4. What did Joseph do during the years of famine?
5. To whom did Joseph give all the credit and honor?
6. Why do you think God allowed Joseph to go through being a slave, being falsely accused, and being thrown into prison, etc?
7. What does Isaiah call the people of God?
8. What does Paul say is the treasure in these jars of clay?
9. Who should we always rely on? Why? (Because He's in charge.)

TEACHER-DIRECTED ACTIVITY

Allow the students to reshape their clay into vessels or jars- encourage them to leave their containers in their rooms to remind themselves to be pliable in God's hands.

Student Activity Answers: 4A, IOB, IC, 5D, 9E, 7F, 11G, 3H, 8I, 2J, 6K, 12L

SONG

"My God Is So Big" is on page 14 of Kids Classics Collection.

CLOSING PRAYER

Lead the students in prayer asking for God's guidance in their lives always, and His mercy in teaching them to follow Him.

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

What's Your Response?

MEMORY VERSE

"We demolish arguments and every pretension that sets itself up against the knowledge of God, and we take captive every thought to make it obedient to Christ." - 2 Corinthians 10:5

OBJECTIVES

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

1. Continue the story of Joseph- through the brothers coming to Egypt.
2. Tell Joseph's reaction to seeing his brothers.
3. Relate how Jesus submitted to God's will.
4. Tell that we must learn to submit to God's will regardless of the circumstances.
5. Explain why we must learn to submit to God's will regardless of the circumstances.

TOPICS & THEMES

Benjamin
Blessings
Egypt
Famine
Gethsemane
God's Will
Honor God
Honor Your Father and
Mother
Integrity
Joseph
Joseph's Brothers
Submission

MATERIALS NEEDED

Bibles, YEA students' and teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, CD or cassette tape, music player, blackboard, chalk, game board, index

cards, glue, construction paper, clear contact paper (optional), dice, markers, rewards - i.e. mini candy bars

PREPARATION

Make the cards: Write the following situations out on cards: (These are from the students' Activity. They will be doing the Activity in preparation for class.) Make two sets of cards for you and two sets for each student in your class.

1. Your parents won't give you permission to go to the new PG-13 movie with your friends.
2. Your younger brother gets into your room and makes a big mess.
3. Your parents tell you they don't have the money to buy the shoes you wanted. You'll have to get some less expensive ones.
4. Your best friend tells the whole class your most embarrassing secret.
5. Your older sister leaves her homework and books all over the kitchen table and Mom just told you to set it for supper.
6. For boys: Mark tells Sarah that you really like her. Now she won't quit following you around. For girls: Sarah tells Mark that you really like him. Now he won't quit following you around.

Then create a human response and a godly response to each situation. On the back of your first set of cards, write the human response you came up with. On the back of your second set of cards, write the godly response you came up with. Do not label as godly or human.

Make the game board: Cut out shapes from bright construction paper. Glue them on a black poster board in a meandering trail. Label and finish with the students' memory verse: 2 Corinthians 10:5. Laminating will increase the longevity of the board and cards, but is not necessary. You can cover them with clear contact paper in lieu of laminating, if you wish.

HOW TO TEACH THIS LESSON

What's Your Response Game - Play the game with the set of cards you have made. (See Preparation for card and board construction.) Directions: 1) Draw a card. 2) Read the situation on the card out loud. 3) Then turn it over and read the response. 4) Decide whether the response is a human response or a godly response. 5) If human, move backwards 6 steps. If godly, move forward six steps. 6) When someone reaches the finish, they must recite their memory verse. 7) Give each winner a reward. Once there's a winner, proceed with the lesson. You'll play the game again at the end of the lesson, having added their cards and the dice to determine forward and backward movement. (See Activity.)

Pick up the Story - Ask: Where did we leave Joseph last? (With famine in Egypt.) Was the famine only in Egypt? Who else felt the famine? Discuss Jacob sending his ten oldest sons to

Egypt to buy grain. From whom would they buy grain?

Joseph's Dream and Response - Ask: In Joseph's dream about his brothers, what would they do? Describe what happened when Joseph's brothers bowed to him. Why didn't they recognize him? (They weren't expecting to see him there; he was using an interpreter; he was older; his "royal" clothing may have masked some of his features, etc.) What did Joseph accuse them of? (Being spies.) Discuss Joseph putting them all in prison for three days, letting them all go but Simeon, putting the money back in their newly-purchased sacks of grain. What kind of response did Joseph have towards his brothers?

Bowing to God's will- Discuss that God had told Joseph in his dream many years before that his brothers would bow down to him. Remind them that God had blessed Joseph greatly in Egypt. Discuss the different ways Joseph might have responded to his brothers.

Jesus' will - Similarly, discuss Jesus' reaction to the will of the Father - in the Garden of Gethsamane specifically. Even to the point of torture and crucifixion, Jesus submitted His will to God's will.

Submitting ourselves - Connect the activity you started the lesson with to the stories of Joseph and Jesus. Tell the students that their responses to situations are good indicators of how well they submit to the will of God. A human response takes each of us farther from the will of the Father, a godly response brings us closer to Christ, to God's will, and to the blessings we have in Christ. We, like Joseph and Jesus, will suffer even as we follow His will. But remember that God is working for our eternity with Him. There are no shortcuts. What we go through today presents us an opportunity for response. Our response shows God where our hearts are toward Him.

REVIEW QUESTIONS

1. Why did Joseph's brothers go to Egypt?
2. What was Joseph's response when he recognized his brothers?
3. Who did Joseph insist on seeing?
4. Who did he keep in prison when the others left?
5. What is a good biblical example of submitting to God's will?
6. Why do we have to learn to submit to God's will?

TEACHER-DIRECTED ACTIVITY

What's Your Response Game. Give the students two sets of the activity cards you made for them. For each situation, have them write their human response on the back of one set and their godly response on the back of the second set. Mix all of the cards into one deck and play the game with the game board and dice. For game directions, see "How to Teach This Lesson." Play as directed,

except this time, have the students use the dice to determine the number of forward and backward steps. (This is analogous to the many choices we have in responding, some with greater consequences than others.)

SONG

"I Have Decided to Follow Jesus" is on page 23 of Kids Classics Collection. Suggestion: Play the song for the students as they are playing the initial game - "How to Teach This Lesson."

CLOSING PRAYER

Lead the students in prayer asking that God will help each student to always seek His ways regardless of the situation.

Letting God Make Lemonade

MEMORY VERSE

"You intended to harm me, but God intended it for good to accomplish what is now being done, the saving of many lives." - Genesis 50:20

OBJECTIVES

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

1. Continue Joseph's story, through the reunion of the family and the move to Goshen.
2. Relate that situations may not always work out as they first appear.
3. State that God is in control and has our ultimate good in mind.
4. State that we must trust God, no matter what.

TOPICS & THEMES

Benjamin
Blessings
Forgiveness
God's Plan
Joseph
Joseph's Brothers
Mercy
Silver Cup
Suffering
Trusting God

MATERIALS NEEDED

Bibles, YEA students' and teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, CD or cassette player and music player, blackboard, chalk, lemons, knife, juicer, cups, sugar, measuring cup, spoon, ladle, premixed lemonade, poster paper, markers, crayons, rulers, Lemonade Stand sign, pitcher, ice

PREPARATION

Please read "How to Teach This Lesson." Before class prepare one -12 oz can of frozen yellow lemonade mixed with one - 6 oz can of frozen orange juice (with appropriate water) for a sweeter

lemonade. You may also wish to make a Lemonade Stand sign to put outside the door- to greet the students as they arrive for class.

HOW TO TEACH THIS LESSON

Lemons- As the students come into class, hand each of them a lemon. Ask them to study it and be ready to tell something about the lemon. Write their observations down on the chalkboard. Ask: What do you know about lemons? How many of you would choose to eat a lemon over any other type of fruit? Then talk about how the word "lemon" is used in our language, i.e. if someone gives you a lemon, it probably is something that doesn't work and isn't worth very much - like a car or lawn mower. Ask: What would you do with a car that isn't worth very much and doesn't work well?

Lemonade - Write the saying, "When the world gives you lemons, make lemonade" on the board. Ask: What does that saying mean? Discuss how you can turn bad situations into good situations. If no one states that God can work out all things for our good, make sure you bring it up at this point.

Transition into Joseph - Flowing naturally into the story of Joseph, remind the students that God had continually blessed Joseph while he was in Egypt. Ask: Can you give me some examples? Then pick up the story from the brothers' second trip to Egypt to buy grain. Talk about Benjamin going along. Talk about Joseph putting the grain in their sacks, then returning their money and placing his silver cup in Benjamin's sack. Discuss how Joseph revealed himself to them.

You meant evil; God intended good- This is an amazing scripture! Have the students read Genesis 45:4-8 and Genesis 50:20. Discuss how far, as Christians, God is working for our eternity with Him. Whatever it is in our lives that He needs to lead us through- in order to get us into His Kingdom - that's what He'll do. Additionally, situations may occur because God will use us to save someone else - as He did in Joseph's life.

The Psalms - Read several verses out of the Psalms which point to God's deliverance. (Psalm 56:3-4; 55:22; 62:1-2; 78:23; 84:1 1; 91) Encourage the students to add to their Ten Week Challenge and plan to keep the list in their Bibles when they need encouragement that God is in control and He loves them.

Making lemonade - Ask: How can God change something in our lives that looks so bad into something good? We often can't see how God is going to work it out. We really don't want to suffer. But take a lesson from making lemonade. Have the students bring up their lemons. Either slice the lemons in half for them, or help them do it. Then let each student take a turn with a hand juicer (one where they supply all the friction and elbow grease). Talk about the analogies:) slicing the lemon - you have to open it to see what you have. Step back and ask God for His

involvement and guidance in the situation. 2) squeezing the juice out - this is a lot of work, especially after the first two or three! Most worthwhile things in life are a lot of work. 3) Perseverance- in order to get enough lemonade to drink you would have to squeeze a lot of lemons - and sometimes that hurts. In the same way, sometimes God has to keep squeezing you and molding you to get you to produce what He wants - and sometimes that process is painful. 4) Seeds - even after you squeeze out all the juice, there are seeds floating in the juice. Even when God keeps working with us, there are still going to be areas for improvement; don't expect everything to be perfect right away. 5) Sugar to taste - the lemon juice is still too tart to drink comfortably. We have to add some sugar. In the same way, God's Holy Spirit in our lives makes us more loving, giving, and palatable to others.

Remember: we only receive the Holy Spirit when we acknowledge our sins and accept Jesus Christ as our Savior. (Note: You may wish to have some lemonade mixed up ahead of time to give to the students because it will take a lot of time to squeeze enough lemon juice to make enough to drink.)

REVIEW QUESTIONS

1. What did Joseph do when his brothers came for grain the second time?
2. What did Joseph tell his brothers about how he was sold into slavery?
3. Where did Joseph want his family to live?
4. Why do situations that appear bad sometimes work out for our good?
5. If we love God and follow His ways, who is in control of our lives - always?
6. Do we always understand why we are going through something? (No.)
7. What should our response be when we face something really hard or hurtful?

TEACHER-DIRECTED ACTIVITY

Making Lemonade: see "How To Teach This Lesson." Additional idea: If the students want to be doing something while the others are squeezing lemons, have the students come up with other sayings similar to "When the world gives you lemons, make lemonade." Then give them poster paper, markers, etc. to make up-lifting posters to hang around the church.

SONG

"He's Got the Whole World in His Hands" is on page 54 of Kids Classics Collection.

CLOSING PRAYER

Ask for a volunteer to lead in prayer asking God to help them fully trust Him.

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

A Child of the King

MEMORY VERSE

"Then those who feared the LORD talked with each other, and the LORD listened and heard. A scroll of remembrance was written in his presence concerning those who feared the LORD and honoured his name. 'They will be mine,' says the LORD Almighty, 'in the day when I make up my treasured possession, I will spare them, just as in compassion a man spares his son who serves him.' " - Malachi 3:16-17

OBJECTIVES

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

1. State that Jacob blessed Joseph's sons, Ephraim and Manasseh.
2. State that Jacob thought of Joseph's two sons as his.
3. Explain the concept of adoption.
4. Contrast adoption with begotten and born.
5. State that Ephraim received the blessing of the firstborn even though Manasseh was the oldest.
6. State that we are counted as God's if we have His Holy Spirit.

TOPICS & THEMES

Adoption

Blessings

Ephraim

Firstborn

God's Family

God's Plan

God's Will

Holy Spirit

Inheritance

Jesus, Savior

Joseph

Manasseh

MATERIALS NEEDED

Bibles, YEA students' and teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, CD or cassette tape, and music player, blackboard, chalk

PREPARATION

One of the greatest promises for our children in the Bible is the assurance of their holiness, even if they have not yet been baptized. I Corinthians 7:14 lets us know that even if only one parent is a believer, the children are still holy. Additionally, Acts 2:38-39 is a wonderful promise from God and inheritance from the parents.

Nevertheless, as the children are raised to know God, there must also come an age of accountability, a period of transition where the auspices of their parents begin to lessen as the children must choose God and His ways for themselves ever increasingly.

To that end, parents and teachers need to teach our children that God is not unreachable. He is their Heavenly Father who loves them very much. But He still expects them to always choose Him.

Please note that in the Activity in the teacher's edition, there are four examples of choices that the kids may have to face. You may wish, as teacher, to refrain from giving your opinion - to defer the decision to the parents. At any rate, the discussion in class should help some students if and when they face these situations.

HOW TO TEACH THIS LESSON

Rules of the House - Have the students quickly write down some of the rules from their own family. Have them share the rules with the group. Discuss being transplanted into another household with its unique rules. Discuss adoption. Talk about how the parents have to apply the rules equally to all the children, adopted or biological.

Jacob's blessing -Turn to Genesis 48 and have the students take turns reading through the chapter. Then talk about Jacob "counting" Ephraim and Manasseh as his. Also discuss how Ephraim was given the greater blessing.

Election- We are not told that Ephraim was better in some way than Manasseh. All we know is that Jacob gave the greater blessing to him. Romans 9:6-13 talks about God's sovereign choice. Impress upon the children that wealth, good looks, a large family, a nice house, intelligence are not indicators of God's preference. We cannot compare ourselves with anyone else (2 Corinthians 10: 12).

The Way It Goes - You also cannot count on things to always work out like they are supposed to: your estimated lifespan may be 80 years, but there's no guarantee that you'll live that long. So

make the most of each day. Take advantage of the time and opportunity God has given to you today. Ask the students to think of other examples. (Ecclesiastes 9:11-12 has a few.)

Born into God's family - Ephraim and Manasseh were counted, or adopted, into Jacob's family. God's people, going one step further, are born into His family at the return of Christ. Romans 8:12-17 talks about the Holy Spirit within us testifying with our spirit that we are God's children. Discuss what it means to be a child of the King. How do we get that position? Only through Jesus Christ fulfilling the legal requirements that we might be born into the family of God (Romans 8:3).

What are our responsibilities within that position? (Romans 8: 12; Galatians 5:25; I John 3:3). When will we receive our inheritance? (Romans 8:22-23.) What is the difference between begotten and born? Are we still children of the King now - even though we're not yet born into the family?

Household Rules - Just as each family has its own set of rules that the parents expect the family to live by, God has His rules for us to live by. Just as in the family, the rules are not set up just for fun or because the parents are mean. The rules are there to help the family work together smoothly and so that no one gets hurt. Similarly, God's rules show us the way to make life work. Ask the students at this point to share what rules they came up with in doing their activity for class.

Counted as God's - Have each student recite their memory verse. Then talk about it. Make sure that the students realize that our righteousness comes from Jesus Christ, but that in our relationship with God, we obey His rules.

REVIEW QUESTIONS

1. What did Jacob do when he was about to die?
2. What did Jacob tell Joseph about Ephraim and Manasseh?
3. What does it mean to be adopted?
4. What blessing did Ephraim receive?
5. How do we know that God has counted us as His?

TEACHER-DIRECTED ACTIVITY

Ask the students to brainstorm some every-day examples of how this lesson affects their lives. Possible examples:

1. Student is teased, or worse, for not using God's name in vain. How does it help knowing that you are a prince or princess?

2. Your friends ask you to go with them to an R- rated movie. They tell you to just tell your parents that you're going to a PG-I3. What do you do, knowing that God is evaluating you for a ruling position in His Kingdom?
3. Your friends want you to go roller skating with them. When your parents say no, your friends begin ridiculing parental authority and their own parents. What do you do?
4. You are an excellent basketball player. But, many of the games are on Friday night. If you don't play on Friday night, you don't get a starting position. What do you do, knowing that you may not have 80 years to get your relationship with God right?

SONG

“Jesus Loves Me” is on page 6 of Kids Classics Collection. Note: Please sing all three verses.

CLOSING PRAYER

Guide the students to pray for God's guidance as children of the King.

Promises and Blessings

MEMORY VERSE

"I will be a Father to you, and you will be my sons and daughters, says the Lord Almighty. Since we have these promises, dear friends, let us purify ourselves from everything that contaminates body and spirit, perfecting holiness out of reverence for God." - 2 Corinthians 6:18-7:1

OBJECTIVES

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

1. Relate some of the blessings given to Jacob's sons.
2. State that the blessings are prophecies that are being fulfilled down through the generations.
3. State the blessings were the natural consequences of the actions of Jacob's sons.
4. State that God gives the choice of following Him to each individual.
5. Describe the response we should have to God's promises.

TOPICS & THEMES

Blessings

Choices

Consequences of Sin

God's Kingdom

Inheritance

Integrity

Prophecy

MATERIALS NEEDED

Bibles, YEA students' and teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, CD or cassette tape, music player, blackboard, chalk, Bible Pictionary or Bible Trivia, and assorted games.

PREPARATION

Listed below is a summary of the blessings given to each of Jacob's sons and the Scriptural references that show the fulfillment in the descendants. You may wish to familiarize yourself

with these:

Reuben- descendants characterized by indecision - Judges 5:15-16.

Simeon - absorbed into Judah - Joshua 19:1, 9 - not even mentioned in the blessing Moses gave in Deuteronomy 33.

Levi - dispersed throughout Israel - Numbers 35: 2,7; Joshua 14:4; 21:41.

Judah - a lion's cub, promise of the scepter remaining in his lineage - Jesus Christ is called the Lion of the tribe of Judah (Revelation 5:5).

Dan - disloyal as described in Judges 18:27; also, Samson was a Danite - Judges 14-16.

Gad - vulnerable to attacks and raids from the Moabites- Joshua 13:24-27; 2 Kings 3:4.

Asher - fertile farmlands near the Mediterranean - Joshua 19:24-30.

Naphtali - isolated location in the hill country north of the Sea of Galilee. Joshua 19:32-38.

Joseph - fruitful is a pun on the name Ephraim, whose descendants tended to expand their territory- Joshua 17:14-18, they'd gain supremacy over the northern tribes- Joshua 16:9; Isaiah 7:1-2; Hosea 13:1; Genesis 49:22-26.

Benjamin - examples of cruelty - Judges 3:12-30, Judges 19-21.

HOW TO TEACH THIS LESSON

Choices- When the students come into class, invite them to play one of the games set up in various locations in the room, i.e. Bible Pictionary, Bible Trivia, Monopoly, Risk, Battleship, Crazy

Eights. Once they've played for about five minutes, ask them to stop. They will probably need to be physically moved in order not to be tempted to continue playing. Ask for volunteers to explain why they chose to play the games they did. Write their answers on the board. Then talk about choices in their lives. Many of the same reasons may apply. But are they good reasons? Do they have lasting consequences that we don't even see or consider?

Jacob's blessings- Talk about the blessings Jacob pronounced upon his sons. Have the students tell you the names of the sons (good practice for their Ten Week Project - due next week!). Then make notes after each one about the blessing given to him.

More than blessings - Point out that the blessings were prophecies that continued to be fulfilled even "in the last days" (Genesis 49:1). (Refer to Preparation for specific instances and Scriptural references.) Talk about family characteristics and tendencies passed from generation to generation. Talk about how to break a negative pattern.

Consequences of actions - Point out that the blessings were the direct result of the actions or character of each of the sons. Draw the similarity in the Christian's walk with God. Make sure that the students know that God doesn't have to lift a finger to punish wrong-doing; in many instances, it is built in as a natural consequence to breaking His laws. But more than that, it is a reflection of who you are and where your heart is. If you are doing things that God hates, then you are not acting like a child of God. At this point, have the students recite their memory verse: 2 Corinthians 6:18-7:1: "I will be a Father to you, and you will be my sons and daughters, says the Lord Almighty. Since we have these promises, dear friends, let us purify ourselves from everything that contaminates body and spirit, perfecting holiness out of reverence for God." Then have them back up to 2 Corinthians 6:16 and read through to their memory verses (Cross references to Leviticus 15:3 I and Deuteronomy 23:12-14).

Promises - Remind them of last week's lesson -that God is inviting them to be part of His family. They have the opportunity to become princes and princesses. If they are a child of the King, what should their actions be?

Choices - Remind them again that God is not going to force them to follow His ways. It is truly their choice. Exhort them to consider the future and what God has in store for them- not just the present and what they feel would be good today.

REVIEW QUESTIONS

1. What blessings were given to Jacob's sons?
2. Were the blessings just for Jacob's sons? How far did they go?
3. The blessings were a direct result of what?
4. Since God has given us the promise of being His sons and daughters, what should we do?
5. Whose choice is it to follow God and His ways?

TEACHER-DIRECTED ACTIVITY

Bible Trivia or Bible Pictionary - Allow the students to return to a biblically-based game, if time allows. Note: also check the answers in the student's book. If they think the results could be different, discuss it. Consequences are not always predictable.

1B, 2H, 3G, 4C, 5D, 6A, 7E, 8F

SONG

"Every Promise in the Book is Mine" is on page 15 of Kids Classics Collection.

CLOSING PRAYER

Ask for a volunteer to lead in prayer guiding him to ask for God's help for each student in making the best choices in their everyday walk with Him.

A Precious Gift

MEMORY VERSE

"Children are a gift from God; they are his reward." - Psalm 127:3 (Children's Living Bible)

OBJECTIVES

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

1. Define abortion.
2. Explain how God feels about murder and abortion.
3. Differentiate between pro-life and pro-choice.
4. Relate abortion in this society to Pharaoh's order to kill the Israelite baby boys.
5. State that God held Pharaoh accountable for the murder of little babies.
6. State that God will hold this society accountable for the abortion (murder) of little babies.
7. State that we must stand up for what is right - even when it is difficult or inconvenient.

TOPICS & THEMES

Abortion

Consequences of Sin

Egypt

God's Judgment

Integrity

Pharaoh

Plagues

Murder

MATERIALS NEEDED

Bibles, YEA students' and teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, CD or cassette tape, music player, blackboard, chalk, punch, cupcakes, napkins, cups, new YEA books

PREPARATION

You may wish to invite parents to come to this Sabbath School class, due to the serious nature of the lesson. Also, as it is the last lesson in the book, you'll be sharing the Ten-Week Projects and

Challenges. This is a good thing for the parents to observe. You may also wish to get materials from some pro-life organizations, such as:

1.) Life Issues Institute, Inc.

P.O. Box 785

Florence, Kentucky 41022

(513)729-3600

www.lifeissues.org

2.) Vitae Society

1731 Southridge Drive, Suite D

Jefferson City, MO 65109

(573) 634-4316

vitaefoundation.org

3.) Focus on the Family

Colorado Springs, CO 80995

(719) 531-5181 or 1-800-232-6459

4.) National Right to Life, Suite 500

P.O. Box 96498

Washington, DC 20077-7606

(202) 626-8800

www.nrlc.org

HOW TO TEACH THIS LESSON

Abortion vs. murder - Write murder at the top left of the blackboard and ask the students to define it. Then write abortion on the top right of the blackboard and ask the students to define it. If the students question whether the baby is really alive and is really a person prior to birth, talk about the conception of Jesus Christ. What would have happened if Mary, an unwed mother, had decided to have an abortion? What about the baby who was to become John the Baptist leaping for joy in the womb of Elizabeth when he heard Mary come in? (Luke 1:41.) If you have parent visitors, ask them to describe the joy of hearing the heartbeat in the doctor's office the first time, the wonder of seeing the baby on ultrasound at 16weeks, and the joy of feeling kicks and movements (although some kicks may really hurt!). It is important for the students to realize that this is a tiny human being. This is a good time to have the students recite their memory verse.

Abortion rationale- Talk about some of the reasons why people feel they can or should have an abortion. Be sure to have looked up the statistics on how many babies are aborted on average in the United States every year so that you can share the numbers with the students.

Pharaoh- Discuss with the students the events of Exodus 1. Pharaoh thought he had a good reason for killing the baby boys of the Israelites. He was afraid that the Israelites would be too powerful and might side with the enemies of Egypt. So Pharaoh first enslaved the Israelites. Then he told the midwives to kill the baby boys as they were being born. When the midwives didn't do that, Pharaoh ordered the baby boys to be thrown into the Nile River for the crocodiles to eat.

Consequences - What was the penalty for murder in the Bible? Death (Numbers 35:16-18). What penalty did the Egyptians receive for killing all the boy babies? Their first born sons were killed when the death angel passed over. What was the penalty for those nations who sacrificed their children in the fire to their pagan gods? God destroyed those nations (Ezekiel 23:37-49). What will be the consequence to this nation for allowing the millions of babies to be aborted? God will punish this nation in some way. It will not be allowed to prosper and to continue killing babies (Revelation 21:8).

Your responsibility - You must be ready to give an answer to anyone who asks (1 Peter 3:15-17). You must be as wise as serpents and harmless as doves (Matthew 10:16). You must be a light of the ways of God and of the Gospel to those around you (Matthew 5: 14-16). Keep yourself unspotted from the world (James 1:27). Stand firm in the faith (1 Corinthians 16:13). And remember to let God's ways and laws direct your paths (Psalm 119:105; Proverbs 3:5-6). God will never leave you nor forsake you (Deuteronomy 31:6, 8; Hebrews 13:5; Romans 8:39).

REVIEW QUESTIONS

1. What is abortion?
2. How does God feel about murder?
3. How does God feel about abortion? How do we know?
4. What is the difference between pro-life and pro-choice?
5. Many years after Joseph died and the Israelites became so numerous, what order did Pharaoh give to the midwives?
6. When the midwives wouldn't kill the baby boys, what order did Pharaoh give?
7. What were the consequences of Pharaoh killing the baby boys?
8. Will God hold societies that allow abortions accountable?
9. Do you have to stand up for what is right when it could cause you some discomfort?

TEACHER-DIRECTED ACTIVITY

Have the students share their Ten Week Projects (Memorize Genesis 35:23-26) and Ten Week Challenges (Collection of scriptures which are promises to them or that provide encouragement in time of need). Then end the class time with some punch and cupcakes. Give the students their new YEA books.

SONG

"Dare To Be A Daniel" is on page 9 of Kids Classics Collection.

CLOSING PRAYER

Lead the students in prayer asking God's help for each student to be as wise as serpents and as harmless as doves as they stand up for His ways!