

YOUTH EDUCATIONAL ADVENTURES

Walking in the Way

YE3I · Teacher Edition

Juniors · Year 3: Bible Heroes

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

No Other Gods (5-7 min. read)

MEMORY VERSE

Exodus 20:1-3 - “And God spoke all these words: I am the LORD your God, who brought you out of Egypt, out of the land of slavery. You shall have no other gods before me.

OBJECTIVES

At the end of the lesson, the student should be able to:

1. Recite the First Commandment.
2. State that everything comes from God.
3. Elaborate on what God has done in his/her life.
4. Begin to have an idea of what it means to put God first.

TOPICS & THEMES

Creator

Daniel

Elijah

God's Provision

Loving God

Mt. Carmel

Obedience

Putting God First

Ten Commandments

MATERIALS NEEDED

Bibles, YEA Students' and Teacher's books, pencils, pens, attendance and memory verse charts, stars, songbook, music player and music tape or CD, chalkboard and chalk

PREPARATION

Collect pictures of different places, many different kinds of foods, toys, fabrics, etc. Decorate the classroom with these objects to help stimulate the students when thinking of their favorite things. There is a difference between putting something before God and making an idol, even though the lines blur somewhat. If, however, you begin by stating who has made everything, who provides all our needs, and who rescues us from our enemies, it becomes obvious that any other god is not a god. We are merely attributing to something else what God has done. That is,

someone or something else gets the credit for the goodness and provision of our God. The basis for keeping the First Commandment, then, is the recognition of God as the Creator of everything, our Sustainer, our Provider, our all.

Be prepared to share with the students how God has acted in your life. If you cannot think of an example from your own experience, please find an example from someone in your church area. These examples strengthen our faith and aid us in the times when we go through tribulations. The students need to learn to recognize God's hand in their lives and to thank Him for His intervention - not thanking their "lucky stars," "luck," "time and chance," or any other gods.

HOW TO TEACH THIS LESSON

As stated above, decorate the room with things of God's creation. Open the class with prayer. To introduce the lesson, have the students share their favorite things from their lists in their student books. Write these on the board as quickly as the kids can say them. Fill up the board.

Tie to God - Have the students explain how everything comes from God, including everything on their lists.

Israelites' perspective - Explain to the children how God introduced Himself to them as the God who had saved them from slavery, from their enemies, and provided for their needs before He gave them the First Commandment. He basically explained why they should have no other gods before God!

Daniel's perspective - Explain how Daniel continued to pray to God, to do what was right, regardless of the laws of the king. God rescued him from the lions. Then King Darius recognized God as the God of the universe (Daniel 6:26-27).

Elijah's perspective - Explain how the people of Israel, under King Ahab, were worshiping the false gods Baal and Asherah. Tell them the story from I Kings 18, of how Elijah set up the challenge: each would set up an altar with a sacrifice. The god who sent fire to consume the sacrifice was the true God. The prophets of Baal and Asherah called loudly and cut themselves, in an effort to get Baal and Asherah to answer with fire. Elijah then had the people soak the altar of God, with its sacrifice, with water three times. Then Elijah prayed to God and He sent fire to consume the sacrifice, the wood, and even the water. The people then knew that God was, and is, the one true God!

Our perspective - Ask the students if they have any events from their own lives where they knew that God had acted for them. Share any personal experiences you may have had.

God is our everything - Reinforce with the students how God provides everything we need. Cite the scripture in Acts 17:24, 28. Indeed, in Him we live and move and have our being.

Give the credit to God - Ask: How do you feel when someone else gets credit for your actions? In the First Commandment, God is simply asking that we give proper credit where credit is due.

Practical application - Encourage the students to start a blessing list. Once they begin to actively cite the things that come from God, the blessings, the daily needs, and the protection, the logical next step is to actively keep the First Commandment.

Remind the students that they are creating a Ten Commandments board game for their Ten-Week Project.

REVIEW QUESTIONS

1. What is the First Commandment?
2. From where does everything come?
3. Can you think of anything which did not originate with God?
4. How have you seen God working in your life?
5. Who gives you everything you need and has your best interest at heart? What does it mean to put God first?

TEACHER-DIRECTED ACTIVITY

Play Hangman with the Words to Know for Week 1 and Week 2.

SONG

"God is So Good" is on page 87 of Kids Classics Collection and "The Ten Commandments" song if you can find a copy of it.

CLOSING PRAYER

Guide the students to ask God to help them give Him the credit for His involvement in their lives and to understand the First Commandment more clearly on a daily basis

Worshipping Our God

MEMORY VERSE

Exodus 20:4-6 "You shall not make for yourself an idol in the form of anything in heaven above or on the earth beneath or in the waters below. You shall not bow down to them or worship them; for I, the LORD your God, am a jealous God, punishing the children for the sin of the fathers to the third and fourth generation of those who hate me, but showing love to a thousand generations of those who love me and keep my commandments.

OBJECTIVES

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

1. Recite the Second Commandment.
2. Define idol.
3. Explain some reasons why making an idol is wrong.
4. Tell two examples in the Bible of idols.

TOPICS & THEMES

God's Likeness/Image

Golden calf

Idols/Idolatry

Obedience

Shadrach, Meshach, Abednego

Ten Commandments

No Other Gods (Idolatry)

Worship God

MATERIALS NEEDED

Bibles, YEA Students and Teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, cassette tape or CD, Music player, chalkboard and chalk, pictures of animals, clay

PREPARATION

Sometimes it is really difficult to get our minds around the difference between the First and Second Commandments. Perhaps that is because when you break the Second Commandment,

you are breaking the First as well. Spend some time thinking and praying about the difference so that you are clear in your own mind before doing this lesson with the students. God gives the Second Commandment with this reason attached: "for I the LORD your God, am a jealous God, punishing the children for the sin of the fathers to the third and fourth generation of those who hate me, but showing love to a thousand generations of those who love me and keep my commandments." That's a really strong statement from our God. He is adamant about not making and worshiping idols. We need to understand what it is that He truly wants from us.

HOW TO TEACH THIS LESSON

Open the class with prayer then start the lesson.

Student Preparation - The students should have drawn a picture of their pet or favorite animal. Have them share just the picture with the class. Ask the students not to say anything about the animal as they are sharing the picture. Have everyone share. Then go back and have the students begin asking what questions they might have, i.e. What is its name? How old is it? What does it like to eat? Does it bark, meow, neigh a lot? Is it gentle or high-strung? Can you sleep with it? Does it bite? List the different questions on the board.

Character - Discuss with the students how the picture gives a rough idea to the rest of the class about the animal. But it doesn't tell us anything about the character, likes and dislikes, and behavior of the animal.

Square and Rectangle - Draw a square and a rectangle on the board. Define each. A square is a four-sided figure with all right angles whose sides are all the same length. A rectangle is a four-sided figure with all right angles. Explain that a square is a rectangle, but a rectangle is not always a square. In the same way, God may act like a certain thing, but that doesn't make Him that thing.

Memory Verse - Have the students recite their memory verse.

Second Commandment - Discuss the commandment based on the animal drawings and the square and rectangle. Explain that a representation of God doesn't truly show God. It may show a part of Him, but it doesn't show all of Him. God is so awesome no picture could show all of Him.

Daniel 3:4-6, 17-18 - Talk about Shadrach, Meshach, and Abednego. Show that even though the calf was called God (Exodus 32), it wasn't God any more than the idol in Daniel 3.

Picture of Jesus - Talk about what's wrong with the popular picture of Jesus. Explain that it can be an idol just as in Exodus 32. The portrait of a man is just as close a representation of our awesome God as the golden calf is. Both are wrong.

God is adamant - Have the students recite the second part of their memory verse again. Ask them if it sounds like God is going to waver on this one. He is very adamant about not making any idols. We need to listen.

REVIEW QUESTIONS

1. What is the Second Commandment?
2. What is an idol?
3. What are some of the reasons why making an idol is wrong?
4. What example does the Bible give about making and worshiping an idol?

TEACHER-DIRECTED ACTIVITY

Give each student some clay. Tell them you are going to describe an animal and they are to make what you describe out of the clay. Describe a dog (or something similarly familiar). Have the students share what they've each made. Talk about how each person brings their own ideas to the creation. Each person modifies the description. Yet each sculpture was supposed to be the same. They are all making the same thing, supposedly.

Then describe a duckbill platypus (or something similarly unfamiliar). Again have the students share their sculptures. Talk about the differences again. Reinforce to the students that making an idol of God - one that would truly depict Him is impossible. We each modify the description in our minds. Then, as our initial discussion showed, the idol shows nothing of the character of God. And finally, it pictures a false impression because while God may sometimes resemble that idol. He doesn't always look exactly like that idol any more than a rectangle is always a square.

SONG

"My God is so Big" is on page 14 of the Kids Classics Collection, and "The Ten Commandments" song if you can find a copy of it.

CLOSING PRAYER

Lead the students in prayer asking that God will help them to understand the importance of the Second Commandment better on a daily basis and not make any thing an idol.

Living the Life

MEMORY VERSE

Exodus 20:7 "You shall not misuse the name of the LORD your God, for the LORD will not hold anyone guiltless who misuses His name" (NIV).

OBJECTIVES

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

1. Recite the Third Commandment.
2. Explain what the Third Commandment means.
3. Give a specific example of what it means to break the Third Commandment.
4. Write a resolution of one thing they can do differently to keep from bringing dishonor to God.

TOPICS & THEMES

Ambassador

David

Honor God

Ten Commandments

Taking God's Name in Vain

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, cassette or CD, music player, blackboard and chalk, situation papers

PREPARATION

Spend some time thinking up specific, real life and biblical examples of honoring and dishonoring God. Print one situation per page for the students to develop during class. You will want to develop the situations yourself, prior to class, with feasible and realistic actions. (See Activity.)

HOW TO TEACH THIS LESSON

After opening the class with prayer, begin the lesson below.

Christian - Ask: What is a Christian? Can you call yourself a Christian? If they do, then they become ambassadors for God to all of the people around them.

Ambassador - Say: The President of the United States appoints people to be ambassadors of the United States to other countries. They represent the U.S. and help that other country have a good relationship with the U.S. In a similar way, an ambassador for Christ represents Jesus Christ to the people who don't know Him. Whatever impression the ambassador gives of God may be the impression that stays with that person for a long time. It is a very serious undertaking - but one to which we are called (Matthew 28:18-20).

Time and Place - Brainstorm with the students where and when they are ambassadors. Are they ambassadors in their own family? (Yes! - because acting in a godly way shows another family member where they are not acting in a godly manner.) Ask: Are you an ambassador with your friends? Are you ambassadors in the grocery store in front of strangers?

Family Ambassador - Say: It is one thing to be an ambassador for a president. It is another thing to be an ambassador for your family. In the second case, people tie your actions to the family name. When you do something good, it brings honor. When you do something disgraceful, it brings dishonor.

King David - Ask: Was David an ambassador for God? How do you know?

Enemies of God - When Nathan rebuked David, he said David had given the enemies of God great occasion to blaspheme God. Discuss with the students about a family they might know - one whose kids are undisciplined and unruly. The reputation of that family is not easily changed. Their behavior follows them for a long time.

The Other Side of The Coin - The Third Commandment says not to misuse the name of the LORD your God. Peter writes this commandment from the positive side: "Live such good lives among the pagans that, though they accuse you of doing wrong, they may see your good deeds and glorify God on the day he visits us" (1 Peter 2:12). Discuss with the students the positive and the negative phraseology.

REVIEW QUESTIONS

What is the Third Commandment? What does it mean "not to misuse the name of the LORD"? What is a Biblical example of breaking the Third Commandment? What is a real life example of breaking the Third Commandment? Can you think of an example in your own life of something that you plan to do differently - something that will bring glory to God, rather than misusing His name?

TEACHER-DIRECTED ACTIVITY

Brainstorm with the students different situations in which God can be dishonored through your actions or honored through your actions.

Then, break the class into groups of two or three. Using their situations, or ones you have ready, have the small groups develop the situations and prepare to share them with the whole group. Have several ready for the class to complete. Then share and discuss their ideas with the whole group.

For example:

Situation: You find a wallet on the ground. There's a driver's license and \$37 in the wallet. What do you do?

Worldly Action: Throw the wallet in the garbage after putting the \$37 in your pocket. Why: I am not my brother's keeper. Finders keepers, losers weepers.

Godly Action: Take the wallet to its owner, anonymously, if possible - including the \$37. Why: Do unto others as you would have them do unto you, and store up treasure in heaven not on the earth.

Here are some possible situations to develop. What do you do when:

1. Your best friend pockets a pack of gum in Target as you stand in the checkout line.
2. Your best friend wants you to try some drugs during a sleep-over at his/her house.
3. Your little sister breaks your science project the night before it's due.
4. Your mom tells you to clean your room. You were planning to go to the mall with your best friend.
5. You see some students coming out of a class room when you know the teacher was not in the room. Later an announcement is made that someone stole the money for the field trip to the zoo from that classroom.
6. George is a boy in your class who tries to copy of your paper.
7. Sandy is always making up stories about you at recess. Then she laughs and makes fun of you.

SONG

"O Be Careful Little Eyes" is on page 39 of Kids Classics Collection.

CLOSING PRAYER

Lead the students in prayer asking God to lead them 1) to understand more fully how their behavior attracts people to, or repels people from, God and His ways and 2) to live like His child and Godly ambassador.

Rest!

MEMORY VERSE

Exodus 20:9-11 - “Six days you shall labour and do all your work, but the seventh day is a Sabbath to the LORD your God. On it you shall not do any work, neither you, nor your son or daughter, nor your manservant or maidservant, nor your animals, nor the alien within your gates. For in six days the LORD made the heavens and the earth, the sea, and all that is in them, but he rested on the seventh day. Therefore the LORD blessed the Sabbath day and made it holy.

OBJECTIVES

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

1. Recite the Fourth Commandment (Exodus 20:9-11).
2. Contrast physical and spiritual rest.
3. Give biblical examples of resting in God (trusting no matter what).
4. Create a goal in their personal life to enter into the rest of God.

TOPICS & THEMES

Job

Rest

Sabbath

Ten Commandments

Sabbath

Trusting God

MATERIALS NEEDED

Bibles, YEA Students' and Teacher's books, pencils, pens, attendance and memory verse charts, stars, songbook, music player and music tape or CD, chalkboard and chalk, poster board and/ or construction paper, calendar pictures, magazines, glue, glitter, scissors, markers, black permanent markers, tape, hymnals, poetry books.

PREPARATION

Prior to class, find at least one hymn, poem, or psalm that has to do with trusting God, preferably your favorite. Refresh your memory, if necessary, so that you are ready to present it at

the beginning of class. You may want to put it on a poster and decorate it. You may want to do a slide show of God's creation while you read a poem. Be creative. The students will build on this idea for the Activity in class. Plan to devote more time to the Activity than normal this week.

Also, think of a time when you know God answered a prayer for you. Be ready to share with the class how that answer affects your trust in God now. (If you don't have a personal experience, chose a biblical example, i.e. Hannah or Elijah.)

Here are some suggestions for hymns, poems, or psalms:

Hymns: "Tis So Sweet to Trust in Jesus," "Trust and Obey", "You Are My Hiding Place", "Tis Sabbath in My Soul", "Til The Storm Passes By, "Thy Word", "On Eagles' Wings", "O Worship The King", "Love Divine Al Loves Excelling", "His Eye is on the Sparrow", "He Leadeth Me", "He is Able to Deliver Thee".

Poems: "The Crooked Footpath" by Oliver Wendell Holmes; "The Tempest" by James .T Fields; "The Eternal Goodness" by John Greenleaf Whittier

Psalms: 69, 91, 103, 107, 118,121, 125, 136, 138, 146 (There are so many!)

HOW TO TEACH THIS LESSON

After opening the class with prayer, begin the class with a:

Trust presentation - Present a hymn, poem, or psalm to the students. Then ask the students to pick out the theme or topic for today's discussion from the presentation.

Answered prayers - Talk about Mandy Walters (from the student lesson book). Ask if situations like this really happen. Encourage the students to share their experiences; be prepared to share one of your own.

Trusting God - Discuss with the students a result of answered prayers: trust in God. That is, when we know He hears us and have the evidence in our own lives, our faith and trust in Him is strengthened. This leads us to obey Him even more in our lives.

Obeying God - Discuss with the students the Fourth Commandment. The commandment requires resting from our labors. Why? Exodus says "because God finished creation and rested from His labors. Therefore, He blessed the Sabbath day and made it holy." It is a memorial of God's work of creation. A weekly reminder of God as the Author and Creator of this world also strengthens our trust and faith in Him.

Physical rest - Discuss the definition of physical rest with the students. We are not to work as we would on any other day of the week. We shouldn't be working and doing activities that do not honor God. (However, the Sabbath should be a joy. If time permits, discuss the difference between taking your own pleasure and calling the Sabbath a delight.) Why do we rest? God gives

us physical examples so that we can understand the spiritual lesson. If we never take time out from our busy lives to rest, we might very well never take time out from our busy lives to trust and rest in God. The physical rest helps us learn to rest spiritually in God.

Spiritual rest - Discuss the definition of spiritual rest with the students and how the millennium is a spiritual rest for this world. We must learn to take no anxious thought, to bring every thought into subjection to Christ, and to trust God wherever He may lead us. That is something which takes a lot of prayer, practice, and faith. A good place to start is by keeping the Fourth Commandment.

REVIEW QUESTIONS

What is the Fourth Commandment, as given in Exodus 20:9-11? What does it mean to rest physically? What does it mean to rest spiritually? Who is a good biblical example of resting in God? What can you do in your life to make every effort to enter into the rest of God?

TEACHER-DIRECTED ACTIVITY

Resting on His Promises

Have the students create a decorative poster around a hymn, poem, or psalm about trusting God. It works really well to use calendar pictures of God's creation and then write a short poem or stanza from a song in bold, black permanent marker over the top of the picture. However, if you have brought poster board, they may wish to use the pictures as cut-out decorations around their inspirational piece. Encourage them to use their imagination in creating a poster to help them remember to trust God no matter what.

SONG

"Whisper a Prayer" is on page 57 of Kids Classics Collection.

CLOSING PRAYER

Lead the students to ask God's guidance and strength in learning to trust Him in every area of their lives, to truly come to know what it means to rest in Christ.

Loving Your Parents

MEMORY VERSE

Exodus 20:12 - Honor your father and your mother, so that you may live long in the land the LORD your God is giving you.

OBJECTIVES

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

1. Recite the Fifth Commandment.
2. Define obey, honor, and respect.
3. Give biblical examples of obeying and honoring a parent.
4. Design a plan of how to better obey, honor, and respect his/her parents.

TOPICS & THEMES

Honor Your Father and Mother

Obedience

Ten Commandment

Honor your Father/Mother

MATERIALS NEEDED

Bibles, YEA Students' and Teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, music player and music tape or CD, chalkboard and chalk

PREPARATION

Television is the worst culprit used for undermining the family. Make a list as you go through the week of the places and ways you see the family (and especially parental authority) undermined. Cite specific television shows, magazine articles, commercials, other media, etc. Take your list to class. An awareness of negative influence will help students to guard against it.

Make five situation cards (A,B,C,D,E) for the Activity in class. Then make four response cards for each situation.

A. Parent says, "Clean your room." Response Cards: 1) Ignore parent; 2) Respond, "I'm not your housekeeper"; 3) clean your room; 4) Respond, "Okay, Mom" and do it.

B. Parents' rule: No friends over without your parents being home. Response Cards: 1) Friend stops over and you invite him/her in to show your new toy; 2) You invite your friend to come home with you after school when you know your parents will be out; 3) You don't invite your friends over without your parents being home; 4) When a friend stops by, you politely tell them that you're not allowed to have visitors until whatever time your parents will be home.

C. Parents' rule: Homework before TV. 1) You walk by your brother's room and see your favorite show on. You stop to watch; 2) You sneak into your parents' room to watch your favorite show, with the sound turned down so they won't catch you; 3) You get your homework done and then watch TV; 4) You tell your parents that your favorite show is on TV, and you have a page of math problems to do. Politely ask if they will make an exception, just this once, or if they will record the program for you to watch later.

D. Parents' rule: Wear your bicycle helmet. 1) You forget your helmet, but don't go back when you remember that you don't have it on; 2) You throw your helmet in the back of your closet and tell your mom you couldn't find it when she asks why it's not on; 3) You wear your helmet when riding, but grumble about having to do it; 4) You wear your helmet and plan to ask your parents why they have made that rule.

E. Parents' rule: Do your chores after school. 1) You don't do your chores; 2) You don't do your chores and you tell your parents that you're not their slave; 3) You do your chores, complaining the whole time; 4) You do your chores and tell your parents you appreciate how much they do for you.

HOW TO TEACH THIS LESSON

Open the class with prayer and then follow with questions/discussion below:

Parental decisions - Ask for a show of hands ONLY, of those students whose parents have made, in the student's opinion, a bad decision recently. Then ask how many of the students have made a bad decision recently. Point out that everyone makes mistakes, even parents.

God-given authority - Ask: Who gave your parents the right to make decisions for you? If they respond, "God," ask for a specific verse. (Proverbs 13:24, 22:6, 29:17; Ephesians 6:4; and others.)

Experience is the best teacher - Ask: Have you ever heard the phrase "Experience is the best teacher?" What does it mean? Who, if experience is the best teacher, has been learning the longest - your parents or you? Talk about learning from mistakes. Ask: What is an example of something you've done wrong that you will never do again? Would you be willing to share that experience with someone else if it meant that other person wouldn't have to suffer as you did.

Parents' rules - Ask: Do you think your parents make rules to be mean, to punish, to ruin all your fun? Why do you think your parents make rules? (Lead students to conclude that rules are made so that they won't get into trouble, will be healthy and safe, and will grow up knowing and loving God.).

Obedying the rules - Ask: If the rules are for our own good, why don't we obey them? We want our own way - sometimes regardless of the consequences, sometimes because we are unaware of the consequences. This rule applies to our parents or our Heavenly Parent.

Honor and respect - Say: If we know the rules are for our own good, we know our parents love us and want the best for us, and we know that God has put our parents in authority over us. Ask: How should we respond to the rules and decisions our parents make? What is the definition of "honor?" What does respect mean? Discuss the practical application in the Activity section.

Exodus 20:12 - Why does honoring our parents help us to live long in the land? Honor assumes obedience. Obeying our parents' rules directs our paths away from trouble and towards God.

REVIEW QUESTIONS

1. What is Exodus 20:12?
2. What does "obey" mean?
3. What does "honor" mean?
4. What does "respect" mean?
5. What are two biblical examples of honoring parental wishes?
6. What can you do to begin showing more honor to your parents?

TEACHER-DIRECTED ACTIVITY

Make a chart on the blackboard with the following headings: Disobedience, Defiance, Obedience, Honor. Read a situation card (See Preparation). Then read each of the response cards for the given situation. Have the students take turns placing the responses in the correct columns. Discuss as you go. Once you've worked through all of the situations, give the students the opportunity to come up with their own situations and responses.

SONG

"Heavenly Father, I Appreciate You" is on page 82 of Kids Classics Collection.

CLOSING PRAYER

Lead the students in prayer asking for God's help in obeying, honoring and respecting their parents.

It's Murder

MEMORY VERSE

Exodus 20:13 "You shall not murder."

OBJECTIVES

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

1. Recite their memory verse: Exodus 20:13.
2. Give examples of murder, i.e. abortion, suicide, genocide.
3. Distinguish between murder and manslaughter.
4. Define capital punishment.
5. State that God establishes governments.
6. Explain that governments have the responsibility to punish wrongdoers.
7. State that our goal is to share Life in Jesus Christ, not murder.

TOPICS & THEMES

Anger

Justice

Life

Murder

Ten Commandments

Murder

Trusting God

MATERIALS NEEDED

Bibles, Yea Students and Teacher's books, pencils, pens, attendance and memory verse charts, stars, songbook, music player and music tape or CD, blackboard and chalk, newspaper items

PREPARATION

Many people, including Christians, have strong feelings about capital punishment. Call CEM at 1-888-BIBLE 4 and order Mr. Dart's booklet, Capital Punishment, A Christian Dilemma and read it, if possible, prior to class to prepare you to answer students' questions. Also, it will help

to be familiar with a few biblical examples of governments imposing punishment. (Examples: Roman government - Matthew 27:38; Church government - 1 Corinthians 5:1-5.)

Clip newspaper articles of murder and manslaughter for class discussion. Try to get examples of first and second-degree murder, abortion, suicide, genocide, manslaughter (voluntary and involuntary), and capital punishment. This can be a really heavy topic; try to focus on the last portion of the lesson - to seek Jesus personally and to share Him with others.

HOW TO TEACH THIS LESSON

Open the class with prayer and then follow the lesson below:

Clue - Ask: Has anyone ever played the game Clue? Explain that this game deals with the who, where, and with what. Ask: What element is missing? Why? (The motive is missing.)

Chart the types - Make seven columns on the board: First-degree, second-degree, abortion, suicide, genocide, manslaughter, capital punishment. Discuss the differences. Then use the newspaper clippings to give specific examples of each category.

A. First-degree: premeditated, often with malice, often involves another felony, like assault

B. Second-degree: not premeditated, but still intentional and with malice (either express or implied), i.e. road rage, family disputes, crimes of passion

C. Abortion: intentional murder of an unborn baby

D. Suicide: intentional murder of yourself

E. Genocide: intentional murder of a racial, political, or cultural group

F. Euthanasia: killing of a hopelessly ill or injured person

G. Manslaughter: unintentional killing of some one due to carelessness or impulse

H. Capital Punishment: the government's God-given right and responsibility to punish a murderer.

Life in prison vs. Capital punishment - discuss God's laws which required capital punishment for intentional murder, but provided cities of refuge for manslaughter. Note that the cities of refuge spared the life of the person who killed someone, but did not eliminate the punishment. That is, they were not allowed to leave the city of refuge and go back home until the High Priest died. Also note that Numbers 35:31-32 states that you must not accept a ransom for either a murder or a manslayer. Taking the life of another person is serious, whether it is intentional or unintentional.

Live dog vs. dead lion - Life is precious, not for what we can accumulate in this life, but for the possibilities for relationship with Jesus Christ. In Christ, as a new creature, we have the

opportunity for eternal life. This is invaluable. Our goal should not be what we can get materially, but what we can become as a child of God.

Black and white - Exodus 20:13 says "Do not murder." The opposite then would be to share the Gospel with others - that they may have life eternally.

REVIEW QUESTIONS

Ask: What is the Sixth Commandment? What is an example of murder? Is abortion murder? If you kill someone accidentally, is that murder? What is capital punishment? Who has the responsibility to punish people for their wrong-doing? Who gave the governments the right to punish and reward people? What is the opposite of murder? Can you think of a scripture which encourages us to share the gospel (life) with others?

TEACHER-DIRECTED ACTIVITY

Bible Races

Using the lesson scriptures, have the students start with their Bible closed. You state the verse reference. The first one there, stands and reads the scripture. Check the activity in the student workbook as you progress through the scriptures. (Answers: 1-J; 2-A; 3-B; 4-C; 5-F; 6-G; 7-D; 8-E; 9-H; 10-I; 11-L; 12-K)

SONG

"Wonderful Words of Life" is on page 78 of Kids Classics Collection.

CLOSING PRAYER

Lead the students in prayer asking God to help them avoid thoughts which can lead to murder, but rather to have thoughts which lead to life in Jesus Christ. Also, ask God for guidance in sharing the Gospel with others, that they may have life too.

Shut De Door

MEMORY VERSE

Exodus 20:14 "You shall not commit adultery."

OBJECTIVES

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

1. Recite the Seventh Commandment.
2. Give a negative and positive biblical example of the Seventh Commandment.
3. State the importance of not letting anything evil or vile in your life.
4. State that Jesus is the Light and we should live as children of light.

TOPICS & THEMES

Adultery

Light

Potiphar's Wife

Temptation

Ten Commandments

Adultery

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, pencils, pens, attendance and memory verse charts, stars, songbook, cassette or CD, music player, chalkboard, chalk, song "Shut De Door," bowling ball, 1x8x8 or longer table, labels

PREPARATION

Adultery is a topic that will be very sensitive for parents. Please take time to let each parent individually know that you are not planning to teach sex ed or go into details about what constitutes adultery. Also inform them that you will direct the students' questions to their respective parents for further clarification. You may wish to ask about the students' awareness level of the definition of adultery so that you are not going into this lesson without any idea of the prior knowledge base of the students. Emphasize that you are planning to focus on staying away from evil and looking to Jesus Christ.

Also, as you talk about the Words to Know, plan to spend some time explaining how Webster's definition of "tolerance" differs from the definition from some quarters in our society. Webster says that tolerance is showing appropriate respect to others who have different beliefs than your own. There is a trend towards the idea that if you pass judgment on whether those beliefs are right or wrong, then you are intolerant, and in some cases, guilty of hate crimes and bigotry. Make sure the students know that it is right to respectfully tolerate another's opinion, but it doesn't mean you have to accept it as a good idea if it is wrong or just plain stupid.

HOW TO TEACH THIS LESSON

After opening the class with prayer, play the song, "Shut De Door," or sing it. (It is in The Group Songbook and is available from CEM). Then talk about what it means: "Shut de Door; keep out the devil. Shut de Door; keep the devil in the night. Shut de door; keep out the devil. Light a candle; everything's all right."

Debrief - Ask students to come up with examples of how you might shut the door on the devil. Write their thoughts on the board. Read Genesis 39:7-12. Ask: How did Joseph shut the door on sin? (By running from Potiphar's wife.)

Read 2 Samuel 11:2-5. Ask: What should David have done to shut the door on sin? (Stop looking at Bathsheba and not invite her over to his house.) What consequences did David experience because of this sin? (His son from that sinful act died.) Emphasize that it is a common human temptation to think that you'll be able to stop your behavior before it gets too bad. It usually doesn't work that way.

Snowball analogy - Ask: Who can tell us what happens when you keep rolling a ball in the snow? (Once that snowball starts rolling, it goes faster and faster. It gets bigger and bigger. Pretty soon, that tiny snowball that was formed in your hands is so big that it could easily crush you if you got in its way.) How is this snowball analogy like what happens to our behavior, thoughts, and actions? Has there ever been a time when things got out of control for you? Would anyone like to tell us about it?

Read Psalm 101:3 - Ask the students to list the kinds of things they should stay away from. List these on the chalkboard as they give them. (They should include things like TV programs that glorify wrong behaviors, R-rated movies, some songs, unchaperoned parties, pressure from peers to do the wrong thing, books which are not wholesome, etc.).

Read Ephesians 5:11, 15 - Ask: How does this relate to the list of things we just wrote on the board?

Read Ephesians 5:8 - Ask: It should always be our goal to emulate who? (Our elder Brother, Jesus Christ.) Why? (He is the Light of the world. We need to live as children of light. And we

want nothing to do with darkness.)

REVIEW QUESTIONS

What is the Seventh Commandment? What is one example in the Bible of someone who broke the Seventh Commandment? What is one example in the Bible of someone who avoided breaking the Seventh Commandment? How did Joseph keep from breaking the Seventh Commandment? Why should we not let anything evil or vile into our lives? What does it mean not to let anything evil or vile into your life? Who is the Light of the world? We should try to live as children of what?

TEACHER-DIRECTED ACTIVITY

Take the list of thoughts and behaviors the students have listed (How to Teach This Lesson, paragraph "Read Psalm 101:3"). Have the students rank them in order of least vile to most vile. Write them on labels and stick them on the board or long table. Slant the table or board. Place a bowling ball at the top of the board. The bowling ball represents the student. Ask for a volunteer to stop the ball at the first label. Direct them to stop it with the least force necessary, i.e. one finger. (Take precautions so no one gets hurt.) Continue down the board, each time stopping the ball a little farther down the slope. Let each student try to stop the ball and experience the increased difficulty in stopping the ball the further it progresses down the slope. Reemphasize the importance of staying away from wrong thoughts and wrong behavior.

SONG

"Jesus Bids Us Shine" is on page 37 of the Kids Classics Collection.

CLOSING PRAYER

Ask a volunteer to lead in prayer asking God to keep them from everything evil and vile and to help them always choose to live as children of light.

Hey! That's Mine!

MEMORY VERSE

Exodus 20:15 "You shall not steal."

OBJECTIVES

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

1. Recite the Eighth Commandment.
2. List things which can be stolen.
3. Recognize what cannot be stolen.
4. State that Jesus Christ stands at the door and knocks.

TOPICS & THEMES

Eternal Life

Relationship with God

Stealing

Ten Commandments

Stealing

Treasure

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, pencils, pens, paper, attendance and memory verse charts, stars, songbook, cassette or CD, music player, chalkboard, chalk, treasure trinkets, treasure hunt clues, 1 Peter 2:6 rocks, newspaper articles

PREPARATION

Clip newspaper reports of theft to bring to class as examples for this lesson. Try to get a variety, not just theft of material possessions, but perhaps examples of stealing time, health, peace, happiness, etc.

Before class, make clues for the Treasure Hunt very specific to your Sabbath School room. You'll hand the first clue to the students. It will read something like "Look behind the blackboard." Hide the next clue behind the blackboard. That clue might read "Look under the tape player." The clue under the tape player might read "Turn right, walk six steps, look under the chair to

your right." It is important that the clues are clear, otherwise the treasure hunt will not flow smoothly. Once students learn how to do treasure hunts, they will beg for more. As they become really good at following the clues, you can make them more vague, i.e. Psalm 46:4. Then the students have to look up the verse to figure out the clue. The river in Psalm 46:4 might direct them to the drinking fountain.

Students can work together in a small class to find the clues. If you have more than six, split them into pairs. In that case, make multiple treasure hunts; that is, each team will have its own set of clues to follow to the treasure. They will have to prove they have followed all of their clues and not accidentally switched to someone else's trail. This can be done with colored paper: blue for one team, red for another, etc.

Arrive early to arrange the seats in a semi-circle and hide clues prior to class. You may want to hide little treasures along the way to emphasize that although they got something they like, it is not the treasure. This world may lead them to think that material possessions are the measure of success, but that's not God's definition. Also, bring enough rocks for each student in class to have one. Print 1 Peter 2:6 on each rock. Every student should get a rock to reinforce that Jesus does not belong to one person. Every person called by God has equal access to Jesus Christ.

HOW TO TEACH THIS LESSON

Open the class with prayer and begin by having students share the stories they wrote in the cartoon bubbles in the students' lesson.

Insurance Records - Tell the students that before an insurance agent will insure a home, he will ask for a list of the valuables in it. This list will help him determine just what the insurance will cover in case of fire, theft, or some other disaster. Give each student a piece of paper and pencil to list their most valuable possessions, as they would for an insurance agent.

Materialistic - We are a very materialistic society. Talk with the students about what that means and how that makes stealing a big problem.

Precious - Ask students to compare the insurance list with the list they made of the things which are most valuable to them. Is there a difference? If so, what is the difference?

Tangible Possessions - Ask students to share their lists. Write on the chalkboard the things that are most valuable to the students. Divide the things into two categories without telling the students the two categories. The first category is those things which can be stolen, and the second is those things which cannot be stolen. Ask the students how the two groups differ. Be prepared to not have anything in the second column. If they don't say "Jesus Christ, the things of God, eternal life," etc., be prepared to say everything on the board could be stolen. Then ask: What could not be stolen from you?

Digging Deeper - Ask students how they could steal things like time, health, happiness, or peace from someone. Ask them to ask God to show them how they may have stolen something without being aware of it.

Storing Up Treasure In Heaven- Read Matthew 6:19-21. Discuss this verse. Ask: How do you do this?

Jesus Christ - Ask: Who is more precious than gold and silver? How do you "get" Jesus Christ? Read Revelation 3:20-21. If they want Jesus Christ, then God is working with them and Jesus Christ is standing on the other side of the door waiting for them to open the door of their heart and let Him in. He is not far away. If they desire Him, He is right there.

Philippians 3:7-8 - Read this scripture and talk about how Paul considered all things to have the value of dung, that he might gain Christ. We shouldn't want to accumulate more things on this earth. When our things are broken, stolen, or lost, don't be overly upset. They don't matter compared to knowing Jesus Christ.

Knowing Jesus Christ - Ask: How can we get to know Jesus Christ? (Reading the Bible, attending church and Sabbath School, talking with their parents about Jesus, praying to God.)

REVIEW QUESTIONS

Review - Recite the eighth commandment. Ask: What can be stolen from you? How can someone steal your peace? What cannot be stolen from you? What is the most valuable thing in the world? Revelation 3:20-21 tells us that Jesus is where? Why doesn't Jesus open the door?

TEACHER-DIRECTED ACTIVITY

Treasure Hunt

Have the students follow the clues you hid before class to find the treasure. There can be treasures such as miniature candy bars, small stuffed animals, a new package of markers, or other small prizes. But the treasure should be a rock on which 1 Peter 2:6 is written. Whoever finds the stone first can read the scripture reference and keep the stone as a reminder. Then pass out rocks with the reference written on them to the remainder of the class.

SONG

"Behold, Behold" is on page 45 of Kids Classics Collection.

CLOSING PRAYER

Ask a student to lead in prayer asking God to help them recognize what can and cannot be stolen.

That's Not True!

MEMORY VERSE

Exodus 20:16 "You shall not give false testimony against your neighbor."

OBJECTIVES

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

1. Recite the Ninth Commandment.
2. Explain what it means to bear false witness.
3. Distinguish between bearing false witness and lying in general.
4. Explain why it is wrong to bear false witness
5. Cite examples in the Bible when someone lied and what the consequences were.
6. State that God cannot lie.
7. Explain that no liars will be in God's Kingdom.

TOPICS & THEMES

God's Kingdom

Lying

Potiphar's Wife

Ten Commandments

Lying

Truth

MATERIALS NEEDED

Bible, Students' and Teacher's books, pencils, pens, attendance and memory verse charts, stars, songbook, CD or cassette tape, music player, chalkboard and chalk, index cards

PREPARATION

Our children are constantly bombarded with the idea that lying is not such a bad thing, if it gets you what you want, or if it is done with the right heart. But lying is wrong, as Revelation 21:8 indicates. Little white lies are still lies. Bearing false witness is a specific type of lying and one that specifically hurts another person. Sometimes we can't see the outcome and can't predict what our actions will do. Children are especially short-sighted about consequences of actions.

It's important to get across to them the far-reaching consequences of bearing false witness against another person.

Plan to spend as much class time as possible doing the Activity. Make some cards describing a situation in which someone lies or bears false witness. Possibilities: 1) four girls mad at a teacher, get together and decide to accuse him of making rude comments to them to get him into trouble; 2) Two brothers don't want to get into trouble for not cleaning their room, so they decide to tell Mom that they did it; 3) Two brothers don't want to get into trouble for not cleaning their room, so they tell Mom they did clean it, and then blame their little sister when it is discovered still messy; 4) A co-worker for your Dad tells the boss that your Dad was the one who did all the work on the successful project (It's a lie, even if the co-worker intends good); 5) Your friend assumes that Bob was the one who took his basketball. You know Bob didn't do it, but you say nothing.

HOW TO TEACH THIS LESSON

After opening the class with prayer, define: lying, bearing false witness, reputation, testimony, and white lies.

Ask: - What is the difference between bearing false witness and lying? Why do you think God might have made the Ninth Commandment a command not to bear false witness instead of a command against all lying?

Consequences - Ask: What happens if you lie? What happens if you get caught? What happens to your reputation? If you are caught bearing false witness, what happens to that person's reputation? What is the difference?

Scripture Race - Have students line up against one wall with their Bibles in their hands. After you give one of the scriptures in today's lesson, say "go." The first person to find that scripture is to step forward and read it. The following are scriptures to use: Exodus 20:16; Genesis 39:13-20; Deuteronomy 7:9; Deuteronomy 19:15-21; 2 Samuel 7:28; Psalm 135:6 John 8:44; John 14:6; Hebrews 6:18; 1 Corinthians 10:13; Revelation 19:11; Revelation 21:8.

REVIEW QUESTIONS

Ask: What is the Ninth Commandment? What does it mean to bear false witness? How is bearing false witness different from lying? Why is bearing false witness wrong? Give a Bible example of someone who bore false witness.

TEACHER-DIRECTED ACTIVITY

Tell the Truth, the Whole Truth and Nothing But the Truth using the cards described in Preparation. Have the students discuss each situation. Decide whether the situation described is

lying or bearing false witness. Also discuss whether it is right or wrong (i.e. if someone lies for your benefit, is it still wrong?) Then discuss lies of commission vs. omission. Talk about how each situation should be handled as a Christian. If time allows, let the students develop their own situation cards to share with the class.

SONG

"One Door, And Only One" is on page 44 of Kids' Classics Collection.

CLOSING PRAYER

Ask for a volunteer to lead in prayer asking God's discernment for the students to see where they may have borne false witness without being aware of it and ask for God's forgiveness.

What Do You Want?

MEMORY VERSE

Exodus 20:17, "You shall not covet your neighbor's house. You shall not covet your neighbor's wife, or his manservant or maidservant, his ox or donkey, or anything that belongs to your neighbor."

OBJECTIVES

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

1. Recite the Tenth Commandment
2. Define the word "covet."
3. Give examples in every day life and in the Bible of coveting.
4. Compare coveting material things vs. godly things.

TOPICS & THEMES

Adultery

Consequences of Sin

Coveting

Lying

Murder

Sin

Stealing

Ten Commandments

Coveting

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, pencils, pens, attendance and memory verse charts, stars, songbook, cassette tape or CD, music player, chalkboard, chalk, ads, Ten Week Memory Work/Challenge rewards

PREPARATION

The media bombards us with messages intending to convince us that we need their product - for life, health, happiness, beauty, desirability, etc. We buy (no pun intended) into the advertising. Our homes are full of things we don't really need. They are things we thought we had to have.

Unfortunately, the amassing of wealth and possessions can become a great hindrance in our walk with God. It becomes even more of a hindrance when the things we want belong to someone else. Sometimes the line between coveting something and coveting a neighbor's something is muddled. We convince ourselves that it is not really as bad as it might otherwise appear. That's where the lesson story begins for the Juniors this week.

There's probably no way to know how many of these kids have experienced "accidentally" taking a toy home from their friend's home or the flip side of having a toy taken from their home. But doubtless, many will be able to relate all too well. There is something in our carnal nature which gravitates towards coveting (and consequently, stealing). Think about it. You don't have to teach your 14-month old daughter to covet. She very loudly lets you know when she wants what you have or what her siblings have. Our goal, then, is to help the students see and believe that God has something much better for them.

To set up for class, bring in the ads from the weekend paper, the J.C. Penney Christmas catalog, a Wal-Mart circular, etc. Remember to allow time to introduce their new YEA books and get them started memorizing the first memory verse.

HOW TO TEACH THIS LESSON

Open the class with prayer. Show them the newspaper ads and catalog you brought to class and have students decide which of these things they would buy if they had enough money.

Reactions - Observe students' reactions. Be prepared to point out how excited some of them are getting about certain items.

Covet - Define the word. Covet simply means to greatly desire. You can covet someone's prayers for a problem you're having. That's a positive use of the word. It becomes negative when you greatly desire something that belongs to someone else. Have the students recite their memory verse. Ask: What specific things does God tell us not to covet in your memory verse? List these on the chalkboard. What are some good things we can or should greatly desire or covet? These should include such things as prayers of others, to know God's Word better, to become more like our Heavenly Father.

Snowball - Ask: What can coveting something that belongs to someone else lead to? (Stealing, lying, murder, etc.) Read James 4:1-3. Emphasize that just asking God for something will not get you what you want - if you are asking for purely selfish reasons.

Biblical Examples - Refer to 2 Samuel 11 (David and Bathsheba), and Joshua 7:20 (Achan). Ask: Who has a present day example that you would like to share with us?

Temporary vs. Eternal - Read Matthew 6:19-21. Discuss this verse. Remind the students of the things they picked out of the ads. Emphasize that none of those things will matter when Christ

returns.

1 John 2:15-17 - Read this scripture. Ask the students to recite their memory verse one more time.

REVIEW QUESTIONS

1. What does the word "covet" mean?
2. What is one biblical example of coveting?
3. What present day example of coveting can you share?
4. What is wrong with coveting something that doesn't belong to you?
5. What are some positive things you should covet?

TEACHER-DIRECTED ACTIVITY

Ten Commandment Board Games

Today the Ten Week Memory Work and Challenge are due. Plan to spend class time reciting all of the Ten Commandments (individually). Have a reward for the students who successfully accomplish this. Hopefully the students will have also done the challenge. Plan to play their Ten Commandment Board Game during class time. Also have a reward for the students who have completed the Challenge.

SONG

"Thy Word Have I Hid in My Heart" is on page 75 of the Kids Classics Collection.

CLOSING PRAYER

Ask for a volunteer to lead in prayer asking God to help them keep their focus on Him and not on the things of this world.