

YOUTH EDUCATIONAL ADVENTURES

Building a Firm Foundation

YE3J · Teacher Edition

Juniors · Year 3: Bible Heroes

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

Giving is Good

MEMORY VERSE

2 Corinthians 9:6-7 - "Remember this: Whoever sows sparingly will also reap sparingly, and whoever sows generously will also reap generously. Each man should give what he has decided in his heart to give, not reluctantly or under compulsion, for God loves a cheerful giver."

OBJECTIVES

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

1. Explain that God made everything and everything belongs to Him.
2. Tell where the Israelites got the silver and gold for the Tabernacle furnishings.
3. Explain that God wanted the people to give only as much as they wanted to.
4. Transfer the idea of giving to God to their personal lives - possessions, talent, faith.

TOPICS & THEMES

Blessings

Generosity

God's Gifts

Gratitude

Offerings

Sacrifice and Offerings to God

Tabernacle

Tithes

Treasure

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, blackboard and chalk, goody bags, ziplock bags

PREPARATION

For the Activity - What Will You Choose?

Fill quart-size ziplock bags (see-through bags are preferable to gift bags) with an assortment of

candy, stickers, small toys, pennies, pencils, erasers, etc. Make one bag for each student in your class.

For the Ten Week Project - You may wish to have the students construct a model of the Tabernacle. If, however, you feel uneasy doing that - because God was so very specific about its dimensions, you may choose to have the students do a booklet of each of the furnishings of the Tabernacle instead. The Holy Land Tour in Eureka Springs, AR has a video of their full-scale model of the Tabernacle, which you can order by calling 1-800-882-7529.

HOW TO TEACH THIS LESSON

Real Life Examples of Sharing - Ask the students to talk about sharing. Why do they share? Who do they share with? Who makes them share? Does it feel different if they voluntarily share or if it is done under compulsion?

Tabernacle Sharing - One of the first examples of sharing, or giving, on a huge scale is found in Exodus 25. God gave Moses detailed instructions on the building and furnishing of the Tabernacle. But, the materials were to come from the people - voluntarily.

Recap Israel's History - 1) Delivered from Egypt - after plundering the Egyptians; 2) Crossing at the Red Sea; 3) Bitter water made sweet; 4) Given manna and quail; 5) Water from the Rock; 6) Amalekites defeated; 7) Ten Commandments given; and 8) God's presence in the pillar of cloud and fire.

Psalms 24:1 - "The earth is the LORD's and everything in it." Exodus 13-20 is a profound example of God's provision. Everything that the Israelites had and needed was provided by God.

Voluntary Giving - Ask: Why didn't God demand that the Israelites give enough for the Tabernacle? Why was the giving voluntary? God wanted to see the thankfulness in the hearts of His people, for whom He had done so much. He wanted evidence that He was more important to them than their possessions.

What about us? - Just as everything the Israelites had came from God, everything we have also comes from God. List some of the things: be sure to include life, health, talents, forgiveness, eternal life. Just as God wanted to see the thankfulness in the Israelites, He wants to see what is most important to us today. Are we willing to give what we have back to Him? Are we willing to share what we have for His glory and honor? What do we value most?

REVIEW QUESTIONS

1. Who made everything?
2. To whom does everything belong?

3. There is only one thing God doesn't own. What is it? (Possible answers: your free will, love, loyalty to Him, preference for Him over all else.)
4. Where did the Israelites get the silver and gold for the Tabernacle furnishings?
5. What kind of attitude was God looking for when the people were giving to Him?
6. What does this lesson mean to us? What should we be willing to do for God?
7. Who should we always give to first? How much?

TEACHER-DIRECTED ACTIVITY

What Will You Choose? - Give each student a bag of goodies (see Preparation). Talk about the goodies in it briefly. Then ask the students, one by one, if they will willingly give the bag back to you for these situations:

- 1) To spend a day with their best friend.
- 2) To give it to their best friend.
- 3) To give it to someone who doesn't have any of these things, is very poor.
- 4) In order to tell someone about how great Jesus Christ is.

For the student who will not give up their goody bag for any of the above, ask if there's anything that they would give up their bag for.

Debrief - Talk about where the goody bags came from. They did not earn the bags; they were given the bags. God expects our reaction to be thankfulness, not possessiveness. Talk about immediate material possessions vs. the greater gain of giving and sharing. Quote Matthew 6:19-21: "Do not store up for yourselves treasures on earth, where moth and rust destroy, and where thieves break in and steal. But store up for yourselves treasures in heaven, where moth and rust do not destroy, and where thieves do not break in and steal. For where your treasure is, there your heart will be also." Then ask each student to recite their memory verse for this lesson.

SONG

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

CLOSING PRAYER

Lead the students to ask for God's assistance in becoming more giving, more willing to share what He has given to them.

The Golden Calf

MEMORY VERSE

Acts 17:28 - “For in him we live and move and have our being... We are his offspring.

OBJECTIVES

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

1. Retell the story of the Aaron making the golden calf for the Israelites.
2. Explain that the Israelites were breaking the Second Commandment, and show ways they broke it.
3. Transfer to themselves the lesson of putting anything before God.
4. Make a plan of action for praising and thanking God every day.

TOPICS & THEMES

Golden Calf

Honor God

Idols/Idolatry

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, music player and music tape or CD, blackboard and chalk, post-it notes, foil stars, stickers, markers

PREPARATION

Find a medal, award, recognition plaque, etc. of one of your achievements to take into class.

Make some large post-it notes to demonstrate what you'd like the students to do for their activity so they can see the examples. (See Activity).

HOW TO TEACH THIS LESSON

Awards - Display your awards, plaques, medals, etc. for the students to see when they walk into class. Briefly explain what you did to receive them. Then encourage the students to share some of their achievements and what they are most proud of.

Credit where credit is due - Talk about this phrase. Apply it to the awards you just discussed.

Ask: What if someone else had gotten the credit for doing what you had done? What if someone had gotten the award instead of you? What if they had done it intentionally? What if they had done it innocently?

Mount Sinai - Set the scene for the students. Say: Moses was up on the mountain with God for 40 days and nights. The people are getting bored and tired of waiting for Moses to return. They go to Aaron and tell him to make a god to lead them. "Concerning Moses who brought us out of Egypt, who knows what has happened to him?" (Exodus 32:1). Aaron tells them to bring their gold earrings. He makes a golden calf out of them. Aaron builds an altar in front of the calf and tells them to have a Feast the next day to this calf. The people ate, drank, worshiped and sacrificed to the golden calf. It turned into a real party. The party got so bad that they became the laughingstock to the nations all around them!

List the sins - On poster paper, list the ways they sinned. Breaking the Second Commandment should head the list. Ways they broke this commandment should include: asking for an idol to lead them, making an idol, worshiping and sacrificing to the idol, giving the idol credit for bringing them out of Egypt, improper behavior bringing dishonor to themselves and to God.

Moses' reaction - Tell the students you can gauge the severity of the sin by the fact Moses threw the tablets of the Ten Commandments to the ground, smashing them to bits. Then he called for whoever was for the LORD to come to him (Moses). The Levites went through the camp killing brothers, friends and neighbors until about 3000 people died. Yet God was still angry with them; He struck them with a plague.

Our reaction - We might be tempted to lie occasionally to keep from sure punishment.

Sometimes our behavior is very unbecoming to Christ. We might think that we are very different from the Israelites and would never make an idol out of a calf. Maybe so, but we can make idols just the same. We can easily give credit which belongs to God to someone else.

Awards - Remind the students of the awards you talked about initially. Ask: I may have won that award through my actions, but who gave me the ability? Who gave me favor in the sight of those handing me the awards? Who is ultimately responsible for me being who and what I am?

God first in your life - Anything we love more than God can become an idol: money, the opinions of our peers, or how we look. Are there things you would rather do on the Sabbath than what God wants you to do? Do you want to wear clothes that God would not want you to wear, or look like people on TV who don't please God? We should love God so much that we want to please Him in everything we do. Having a very deep love and appreciation for God will help you not to break the Second Commandment.

Credit where credit is due - Never forget to thank God for what He has done and is doing in your life. Never forget to give God the glory and the honor when people praise you and compliment you. He is the One who deserves the credit. Our memory verse tells us why. Have the students recite their memory verse at this time.

REVIEW QUESTIONS

1. Where was Moses while the people camped at the base of Mount Sinai?
2. How long had Moses been with God on the mountain?
3. What was the people's reaction to Moses being gone so long?
4. What was Aaron's reaction to their request?
5. How did God feel about the behavior of the Israelites?
6. What did Moses do when he came back down from the mountain?
7. What can we learn from this story?
8. To whom should we give all the glory, honor, and credit?

TEACHER-DIRECTED ACTIVITY

Give God the Glory. Have students make post-it note reminders for themselves to thank God. Write on their notes: Give God the Glory, Praise God, Give God the Credit - or another phrase. Then have them decorate their post-it notes with stickers or stars. Tell them to put at least seven of them in different places in their home and plan to leave them there for a week. Encourage them to let their family know what's going on. Ask the students to be prepared to share what effect the notes have on them and on their families.

SONG

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

CLOSING PRAYER

Lead the students in prayer asking God to show them what He has done in their lives so they can thank Him.

The Tabernacle is Built

MEMORY VERSE

Exodus 25:8-9 - “Then have them make a sanctuary for me, and I will dwell among them. Make this Tabernacle and all its furnishings exactly like the pattern I will show you.”

OBJECTIVES

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

1. Diagram the Tabernacle.
2. Relate a basic description of each furnishing and its use.

TOPICS & THEMES

Holy of Holies

Tabernacle

MATERIALS NEEDED

Bibles, Students' and Teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, cassette or CD, music player, blackboard and chalk, TV, VCR, and Tabernacle video

PREPARATION

Obtain a copy of the video presentation of the Tabernacle tour in Eureka Springs, AR (1-800-882-7529). This will be a wonderful way of presenting the Tabernacle; the Holy Land Tour has tried to be as biblically accurate as possible. Also, since many students are visual learners, watching the video will make much more of a lasting impression than reading the biblical account. You will want to read through the descriptions of the Tabernacle found in Exodus 25-27 and 35-40 several times in order to be prepared to answer any questions the students may have.

HOW TO TEACH THIS LESSON

After opening the class with prayer, play the Eureka Springs Tabernacle video mentioned under Activity. If not possible, create a mental picture of the Tabernacle and its furnishing. Go through each part of the Tabernacle. Draw a very rough drawing as you go through to help students visualize the position/arrangement of the furnishings. Emphasize that you are not being exact.

However, God gave very precise instructions. Our goal is to understand what was there and its purpose - not to create an exact visual picture.

Courtyard - made by setting up curtains of finely twisted linen. These curtains formed a rectangle, about 100 cubits long by 50 cubits wide. The entrance was made on the east side. As a person walked into the courtyard, he would be looking towards the west.

Bronze Altar or Altar of Burnt Offering - made of wood, covered with bronze. The four horns at each corner of the altar were made so that the altar and the horns were one piece. All of the altar utensils were also made of bronze: its pots to remove the ashes, its shovels, sprinkling bowls, meat forks and fire pans. The bronze altar was used for presenting burnt offerings to God.

The Basin - past the bronze altar, before a person would come to the Tent of Meeting the basin was made of bronze with a bronze stand. It was made from the mirrors of the women who served at the entrance to the Tabernacle. The priest had to wash his hands and feet in the water of the bronze basin before going into the Tent of Meeting and also before presenting an offering on the bronze altar.

Tent of Meeting - past the bronze altar, it was covered with a curtain of goats' hair, curtains were also made of finely twisted linen and blue, purple and scarlet yarn. This had a covering of rams' skins dyed red. Over that was a covering of hides from sea cows, possibly manatees or dugongs. When it was finished, the Tent of Meeting was 30 cubits long and 10 cubits wide.

Two parts of the Tent of Meeting - the Holy Place and the Most Holy Place. Past the bronze basin in the Tent of Meeting was the Holy Place. It was 20 cubits long and 10 cubits wide. There were three important things here.

The Table - was to your right as a person walked into the Holy Place (north side). The table, holding the Bread of Presence or Showbread, was made of wood, covered with gold. All of its plates, dishes, pitchers and bowls were made of gold. The pitchers and bowls were used to pour out the drink offering. The bread of presence, or showbread was always on the table.

Lampstand - was on the left, or south side as a person walked into the Holy Place. The lampstand was made out of pure gold. All of the cups, buds, blossoms, and branches were made of one piece. Three branches came from one side and three came from the other side. Each branch had three cups shaped like almond flowers, with buds and blossoms. The center of the lampstand also had four cups shaped like almond flowers, with buds and blossoms. Seven sets of lamps were on this lampstand. The wick trimmers and trays were also pure gold. About 75 pounds of gold was used in making the lampstand, lamps, trimmers and trays. The lamps were to always be kept burning from evening to morning.

Altar of Incense - was made of wood overlaid with gold. It was between the lampstand and the table, right in front of the curtain to the Most Holy Place. Here the priest was to burn a special

incense each morning when he tended the lamps, and again at twilight when the lamps were lit. Nothing but the special incense (the recipe given by God) was to be burned on this altar. Like the bronze altar, the altar of incense had four horns, one at each corner, which were part of the altar. Atonement was made on its horns once a year on the Day of Atonement.

Details - Emphasize that God was very detailed in His instructions for the construction of the Tabernacles and its furnishings. Ask: Why do you think that was?

REVIEW QUESTIONS

1. What was the outer part of the structure called?
2. What would you have seen first in the courtyard?
3. What was between the bronze altar and the Tent of Meeting?
4. Inside the Holy Place, what would you have seen? Where?

TEACHER-DIRECTED ACTIVITY

At the beginning of class, watch the 30-minute Tabernacle video available from the Eureka Springs, AR Holy Land Tour.

SONG

"Come Bless the Lord" is on page 85 of the Kids Classics Collection.

CLOSING PRAYER

Lead students in prayer that God will teach them to understand the significance of the Tabernacle and what it means to them today.

The Most Holy Place

MEMORY VERSE

2 Corinthians 7:1 - "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."

OBJECTIVES

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

1. Describe all three parts of the Tabernacle.
2. Explain that the Holy of Holies was only entered once a year by the High Priest.
3. Say that they are the temple of God today.

TOPICS & THEMES

Holy of Holies

Tabernacle

Temple

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, paper, pencils and pens, attendance and memory verse charts, stars, songbook, music player, CD/music tape, basket, tissue paper, figurine or fragile glass, box, colorful wrapping paper

PREPARATION

Before class, carefully wrap a fragile glass dish or figurine in tissue paper. Place it in a box and wrap it in colorful paper. Place this box in a larger box with real or synthetic popcorn. Close the box and place it in the classroom where it will draw your students' attention as they enter.

Write the Review Questions on separate pieces of paper and put them in a basket. Do further research on the Holy of Holies and the New Jerusalem that is to come down from heaven in Revelation 21:16 in preparation for this lesson.

HOW TO TEACH THIS LESSON

When all of the students are assembled for class, open with prayer. Begin the class discussion with the following:

The box - Show the students the box. Remind them that the Tabernacle had three parts. The courtyard was the outer part where everyone could go. The Holy Place, or Tent of Meeting, was inside the courtyard, past the bronze basin. Open the box and allow the students to see the packing materials and the brightly-colored box. Set the brightly-colored box aside and continue with the lesson.

Holy of Holies or Most Holy Place - Explain that the Holy of Holies was a room in the Tabernacle separated from the Holy Place by a curtain of finely twisted linen and blue, purple, and scarlet yarn, with a cherubim worked into its design. The curtain was hung with gold hooks on four posts of acacia wood overlaid with gold and standing on four silver bases.

The Most Holy Place was very special - Ask: Can anyone tell us why you think the Most Holy Place was so special? In what way was the Most Holy Place like the post office that Jonathan and Christopher visited? (Not everyone could go in that portion of the post office.) Who could go into the Most Holy Place? (Only the High Priest could go inside.) How often could the High Priest go into the Most Holy Place? (Only once a year.) What day of the year could he go into the Most Holy Place? (The Day of Atonement.) What would happen to him if he went into the Most Holy Place any other time during the year? (He would die.)

Ark of the Covenant - Ask: What was the Ark of the Covenant? It was a chest. What did it look like? It was made of wood, covered with pure gold both inside and out. The Ark had a top Atonement Cover, which was made of pure gold. Two cherubim hammered out of gold were placed one at each end of the cover. The cherubim faced each other and overshadowed the cover with their wings spread out. Does anyone know the other name for the Atonement Cover? It was also known as the Mercy Seat. Ask: Where was the Ark of the Covenant kept? (Inside the Holy of Holies.)

Inside the Ark of the Covenant - Ask: Does anyone know what was placed in the Ark of the Covenant? (Aaron's rod that budded, some manna, and the tables of stone.) Ask: What was written on the two stone tables? The Ten Commandments. Ask a student to read Hebrews 9:4.

The Temple in Jesus's day - Explain that the Tabernacle in the wilderness was temporary and portable. The Israelites moved it with them as they journeyed to the Promised Land. Years later Solomon built a Temple, a more permanent house for God. Later the second Temple was built. Jesus worshiped there. At the moment Jesus died, the curtain in the Temple was torn in two from top to bottom. Read Hebrews 10:20. This shows access was given to God through the Son, Jesus Christ, our High Priest. Refer back to the brightly-colored box. No one was allowed to see inside the Most Holy Place, except the High Priest, just as no one can open the box except the owner.

What this means to us - Read Ephesians 3:17 and 2 Corinthians 6:16. Discuss how we are the temple of God. God is building us by His plan to become like Him. Compare our actions being seen by others to how the courtyard and Holy Place were seen. Our thoughts and desires are hidden as the Most Holy Place and the inside of the brightly-colored box. But God sees inside. Open the brightly colored box to show the students the fragile glass. What is inside us is much like the glass; it is easily damaged. God wants to get rid of anything that can hurt us and for us to seek God's protection for our hearts and minds.

REVIEW QUESTIONS

Have the students draw one of the questions you wrote on slips of paper before class to answer.

1. Name three items that were kept in the Ark of the Covenant.
2. Explain the difference between the Tabernacle and Temple.
3. What was between the bronze altar and the Tent of Meeting?
4. What happened to the curtain in the Temple at the exact moment that Jesus died?
5. What part of the Temple would you compare with actions that are visible?
6. What part of the Temple would you compare with thoughts and desires that are not visible?

TEACHER-DIRECTED ACTIVITY

A Verbal Description of the Tabernacle. Have the students take turns giving oral tours through the courtyard and the Holy Place.

Student's Book Activity Answer Key from top to bottom, left to right:

I, J & K, D, H, E, G, F, C, A, B

SONG

"One Door and Only One" is on page 4 of the Kids Classics Collection.

CLOSING PRAYER

Lead the students in prayer thanking God for this lesson and asking Him to help each student to remember they are the temple of God, and to conduct themselves accordingly.

Priestly Garments

MEMORY VERSE

Ephesians 6:10-11 - "Finally, be strong in the Lord and in his mighty power. Put on the full armor of God so that you can take your stand against the devil's schemes."

OBJECTIVES

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

1. Describe the garments of the High Priest.
2. Explain what it means to put on Jesus Christ.
3. Explain the connection between actions and outward appearances.
4. Find scriptures which show the Armor of God.

TOPICS & THEMES

Armor of God

Baptism

Day of Atonement

Godly Character

High Priest

Priestly Garments

MATERIALS NEEDED

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

PREPARATION

Although this age group is a little young to be aware of the sexual overtones present in many commercials and ads, they are nevertheless drawn into society's way of thinking about dress. It is not too early to begin talking with them about modest and proper dress as Christians. Church clothes should be our best, not to impress other people, but out of honor and respect for our God.

We want our children to believe the Bible rather than such things as Jewish tradition.

Translations and commentaries often shed a different or more complete light on the Scriptures.

Since we don't have the original translation and most of us don't know Hebrew and Greek, we often go to those who do to help us understand difficult scriptures. Exodus 28:33-34 is a case in point. The Expositor's Bible Commentary says, "The bells, which jingled as the high priest served in the tabernacle, assured all who listened that he had not died in the Holy Place and that he continued to minister on their behalf" (v. 35).

Scriptures tell us that only the High Priest was allowed in the Holy of Holies, and only on the Day of Atonement. Any breach of this would be instant death. The bells may have been a means for the priests to know that the High Priest hadn't died in the Holy of Holies. Jewish tradition says a small rope was tied to the leg of the High Priest. In the event the priests could no longer hear the bells jingling, they would pull on the rope. If this is true, perhaps this was also a way to pull him out of the Holy Place in the event he died in there. Otherwise, it appears he would have to remain in there until the next Day of Atonement. But again, this is tradition. We simply are not told by God while there were to be bells.

Find numerous magazine pictures of people dressed in different ways: for their job (firemen, business suits, etc.); for sports (swimming, golfing, running, etc.); for formal occasions (weddings, receptions, etc.); for leisure (casual clothing); etc. Cut them out to launch the discussion of clothing in class.

HOW TO TEACH THIS LESSON

After opening the class with prayer, begin the discussion with the following:

The clothes we wear - Show the magazine pictures to the students. Have them guess what activity the person is involved in. Ask them why they think so. Tell them that God is interested in what they wear. How do we know that? Let's start with the garments worn by the High Priest.

The Ephod - made of gold, blue, and scarlet yarn and finely twisted linen. It had two shoulder pieces with onyx stones, set with the names of the 12 tribes of Israel. It also had a woven waistband, probably to hold it together at the waist.

The Breastpiece - used for making decisions: square, made similarly to, and attached to, the Ephod, with four rows of precious stones, symbolizing the 12 tribes of Israel.

Robe - under the Ephod, made entirely of blue; the hem had embroidered pomegranates and gold bells. "When he ministered: and its tinkling may be heard when he enters and leaves the holy place before the LORD, that he may not die" (Exodus 28:35 NASB).

Tunic - under the robe, woven of fine linen.

Undergarments - Aaron and all the priests had to wear them whenever they entered the Tent of Meeting, so they didn't incur guilt and die. The undergarments were probably for modesty.

Turban - attached to the Turban by a blue cord was a pure gold plate, inscribed with "Holy to the Lord." "It shall be on Aaron's forehead, and Aaron shall take away the iniquity of the holy things which the sons of Israel consecrate, with regard to all their holy gifts..." (v. 38 NASB).

Priestly Garments - worn by all the priests, for dignity and honor, as they presented various offerings and sacrifices. Why? This could be a symbol for us today regarding what we wear. What do we wear? Yes, our clothing. Colossians 3:12 says we also wear actions.

Others see - our actions and decisions are influenced by friends, the Bible, our parents' religion, TV, peers, etc.

Not-so-visible - what's deep inside our hearts and minds. Have the students read Ephesians 6:10-11, 14-17. Talk about truthfulness, righteousness, peacefulness, faithfulness, holiness as deep character traits that are hard to fake.

The full Armor of God - Read Galatians 3:27. Then check the Activity in the Students' book. Help students make the connection that the full Armor of God is Jesus Christ, whom we put on at baptism. These deep character traits become part of us as we choose God through repentance and baptism.

Summary - What we wear is important to God. Think about it the next time you get dressed.

REVIEW QUESTIONS

1. What were the garments of the High Priest?
2. What do our actions say about us?
3. What does it mean to put on Jesus Christ?
4. Who is the Armor of God?
5. Why does it matter what you wear?

TEACHER-DIRECTED ACTIVITY

Do a Sword Drill.

Say, "Attention." Students are to line up and stand at attention with their Bibles closed at their left side. Say, "Draw swords." Students are to raise their Bible in front of them and rest it on their left hand, with the right hand ready to open it. Say the scripture, then say, "Charge." The first to find the scripture is to take one step forward and read the verse aloud. Use these scriptures: Ephesians 2:14; Psalm 62:2; John 14:6; John 1:1; 1 Corinthians 1:30; Revelation 19:11. Give an award to the student who loves God enough to know their Bible and is able to find the most scriptures first.

SONG

"Fairest Lord Jesus" is on page 79 of the Kids Classics Collection.

CLOSING PRAYER

Lead the students in prayer asking for God's guidance in making sure their armor is secure.

What are YOU Eating?

MEMORY VERSE

1 Thessalonians 4:7 - “For God did not call us to be impure, but to live a holy life.”

OBJECTIVES

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

1. Find the description for clean and unclean meats.
2. Recite the rules for which foods are clean and which are unclean food.
3. Transfer the principle of clean and unclean foods to other behaviors and choices.

TOPICS & THEMES

Choices

Food Laws

Holy Conduct

Purity

Unclean meat/food

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, cassette or CD and music player, blackboard and chalk, poster paper, markers, pictures cut out of magazines

PREPARATION

Spend some time cutting out pictures of lots of different animals from magazines such as your state conservation magazine, National Wildlife, International Wildlife, Ranger Rick, Your Big Backyard, etc. You may also have some old calendars with animal pictures on them that you can use. If you don't have any magazines you can cut up, find a children's animal encyclopedia at the library. Put post-it notes on different pages to bookmark the animals you want to talk about with the students. You may want to color code animals for the different categories; i.e., mammals, birds, those with split hooves that chew the cud, jointed legged insects, scavengers, etc.

HOW TO TEACH THIS LESSON

After opening the class with prayer begin the discussion as follows:

Clean and Unclean Meats - Ask if the students know what this is. If they don't, give a brief definition: God gave us all kinds of animals. Some of them are good for food. Others are not. We would not eat dirty things because we don't want to get sick. We don't want to eat unclean meats because we want to obey God. There are other reasons too - such as learning to avoid all things that are not good for us.

Leviticus 11 - Walk straight through Leviticus 11 with the students. As you come to each grouping, stop and look at the animal pictures you've collected for the students to examine. Since most people are visual learners, this will make much more of an impact than only reading Leviticus 11 and discussing it. This part of the lesson will take quite a while.

Applications - Tell the students that food is just one thing we take into our bodies. Ask them to name something else. (Water, drinks, medicines, drugs, and all mental things: books, movies, music, games, activities, etc.) Just as dirty water can make you very sick, you have to make sure what you're putting in your body and your mind is clean. Make wise choices about the things you choose to do.

1 Thessalonians 4:7 - Have the students recite their memory verse. Then ask them if they understand why this memory verse goes along with the clean and unclean meat topic.

In Real Life - Ask: How many of you have had a situation where your friends at school asked about why you don't eat certain foods? Allow students to tell stories of discussing the subject of clean and unclean meats with their friends.

Ask: How many of you feel this lesson will help you in talking with your friends? How will this lesson give you ways of explaining your behavior to others? If they are still unclear how to explain their belief about the foods they eat, help them work out what to say.

REVIEW QUESTIONS

1. Where would you find the list of clean and unclean meats in the Bible?
2. How would you know if an animal was clean and could be eaten ?
3. How would you know if a bird was clean?
4. How would you know if a fish was clean?
5. How would you know if an insect was clean?
6. What else do we take into our bodies that can make us unclean?

TEACHER-DIRECTED ACTIVITY

Clean and Unclean. Split up the group. Make two columns on a piece of poster paper: clean and unclean. Give students 10 minutes to write down everything they can think of for both columns.

Remind them that they are not just limited to food. Debrief - Ask: How many of these things did you already know without the help of others in your group? How will this help you to remember what is clean and good to eat and what is not? Why do you think God does not want us to eat certain animals, birds, and water animals? What are some other things we can take into our bodies that are not good for us?

SONG

"Dare to Be a Daniel" is on page 9 of the Kids Classics Collection.

CLOSING PRAYER

Ask for a volunteer to lead in prayer asking for God's help in remaining pure and undefiled.

Jubilee!

MEMORY VERSE

Leviticus 25:10 - "Consecrate the fiftieth year and proclaim liberty throughout the land to all its inhabitants. It shall be a jubilee for you; each one of you is to return to his family property and each to his own clan."

OBJECTIVES

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

1. Recite Leviticus 25:10 and explain its meaning.
2. Explain what the Year of Jubilee is.
3. State when the Year of Jubilee began.
4. Explain the cycle of seven Sabbaths.

TOPICS & THEMES

Day of Atonement

Debt

Freedom

Holy Days, Atonement

Jubilee

Redeemer

Rest

Sabbath

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, music player, cassette or CD, songbook, blackboard and chalk, poster paper, markers, scrolls (see Preparation), sticks or dowels, glue, tape, stapler.

PREPARATION

Make a scroll using poster paper. Write on it Isaiah 61:1-3. Highlight the portions Jesus read that are cited in Luke 4:18-19. Have this ready for class. Spend some time reading Leviticus 25, Isaiah 61:1-3 and Luke 4:18-19. Be prepared to talk with the students about the seven-year cycle, the 50 year cycle, and the freedom that we ultimately have in Jesus Christ. He is our Jubilee.

HOW TO TEACH THIS LESSON

After opening the class with prayer discuss the following with the students:

Scroll - Stand up with the scroll you made before class for the students to see. Read the portion Jesus read in Luke 4:18-19 and sit down. Then talk with the students about the reaction of the people in the synagogue and about Isaiah 61, where Jesus read from. Ask: What was Jesus talking about? (Answers may include: the Year of Jubilee, Christ's first coming, the second coming of Jesus. Be prepared to show how the Old Testament points to Jesus' coming.)

Sabbatical year - Have a student read Leviticus 25:1-7. Chart on the board how often it occurred and what happened every seventh year. Ask: Of what does the sabbatical year remind you?

The Year of Jubilee - Ask a student to read Leviticus 25:8-12. Again chart when the Jubilee occurred, when it started, and what happened during that year.

Property - Talk about property returning to its original owner. Read verses 13-17.

Harvesting - Ask: What were the Israelites to do for food to eat since they weren't allowed to plant or harvest during the seventh year? Read verses 18-22.

Tenants - Ask: Why wasn't the land sold permanently? Why was the land returned to the original family? Read verse 23. God wants us to remember that the land belongs to Him.

Redemption of land - Ask: Could the person get his land back before the Year of Jubilee? Yes. God made provisions for how this was to be done. Read verses 25-34.

What belongs to God? - Verse 23 says that the land belongs to God. Ask: What else belongs to God? The people. Read verses 54-55.

Redemption of people - Ask: What happened if the person became so poor that he sold his land and then sold himself to be a slave? Was there a difference between an Israelite and an alien in this case? Could the Israelite be redeemed before the Sabbath year? Read verses 35-53.

Sevens - Talk about the sevens found in the Bible: seven days of creation, seven cows/sheafs of grain in Pharaoh's dreams, seven things God hates in Proverbs, seven trumpets of Revelation, seven weeks leading up to Pentecost, the seventh month, the seven cycles of seven years leading up to the Year of Jubilee. Seven is a number of completion. Ask: Why God would ordain the Year of Jubilee and the Sabbatical Years to be connected with such a number of completion? It is a time of complete freedom: from all debts physical and spiritual, through Jesus Christ, our Lord.

Summary - Each Sabbath we have been given a gift from God. It is a time to worship God and rest in Him. Every seventh year, God told the Israelites to give the land a rest. Every 50th year God told the Israelites to proclaim the Year of Jubilee - freedom from debts - physical and spiritual. That's a great thing to remember about the Day of Atonement.

REVIEW QUESTIONS

1. What does Leviticus 25:10 say?
2. What does it mean to proclaim the favorable year of the Lord?
3. What happened in the seventh year?
4. What happened in the Year of Jubilee?
5. When did the Year of Jubilee begin?

TEACHER-DIRECTED ACTIVITY

Give each student a piece of paper and pencil. Have them make their own scrolls. Let them choose their text, but encourage them to relate it to Leviticus 25.

SONG

"I Will Sing of the Mercies of the Lord Forever" is on page 17 of Kids Classics Collection.

CLOSING PRAYER

Ask for a volunteer to lead in prayer thanking God for providing rest and redemption for all of us.

On To The Promised Land!

MEMORY VERSE

Numbers 10:35-36 - "Whenever the ark set out, Moses said, 'Rise up, O LORD! May your enemies be scattered; may your foes flee before you.' Whenever it came to rest, he said, 'Return O LORD, to the countless thousands of Israel.'"

OBJECTIVES

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

1. List the marching order of the tribes as they set out from camp.
2. State that the Ark of the Covenant went before them.
3. State that the cloud of the LORD was over the people as they set out.
4. Relate that the people began complaining after just three days.
5. State that God punished them with fire until Moses prayed.
6. Relate how the people wailed for the delicacies of Egypt instead of God's manna.

TOPICS & THEMES

Belief/Believe

Giving Thanks to God

God's Presence

Grumbling

Promised Land

Quail

Rebellion

Tabernacling

Trouble

Trusting God

Unbelief

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, music player and cassette tape or CD, blackboard and chalk, paper clips, markers, crayons, timer, little things (See Preparation.)

PREPARATION

Have a bunch of little stuff to move from one part of the room to another to let students experience working without a plan. (Use little things such as: pencils, crayons, paper clips, stickers, etc. - things you would have to bring to class anyway.)

The repetitive example of the Israelites wanting to return to Egypt, and therefore, rejecting God's plan for them, should be caution to us today. Think about, specifically, the ways God has blessed each of the students in your classroom. Help them start a thanksgiving list with the things you have thought of for each of them.

HOW TO TEACH THIS LESSON

After opening with prayer, begin the lesson as follows:

Moving Day - This will be the Activity. When the students assemble for class, tell them that you have set everything down in the wrong place. Instruct them to move everything to the other side of the room. Start the timer when you first instruct them to move everything. Then walk away and time how long it takes them to complete the job.

Moving Day, Part 2 - Once the students have moved everything to the other side of the room, tell them how long it took them to do the job. Tell them you're going to start the timer again when you tell them to move everything back. But this time, you will assign specific jobs to certain people. Start the timer, assign jobs, and let them move in an orderly fashion.

Debrief - Ask: Do you feel things moved easier the first or second time? Why do you think that? How difficult do you think Moses' job was to move perhaps one or two million people from the Desert of Sinai to the Promised Land? What did you learn from your second move that would have helped Moses move all of those people? (There had to be organization.) Can anyone tell us how the Israelites were organized for this move?

First - The Ark of the Covenant went before them with the cloud of the Lord over them.

Second - The first tribes followed. Ask: Can anyone tell us who they were? Judah, Issachar, and Zebulun).

Third - The Tabernacle

Fourth - The second group of the tribes of Israel - Reuben, Simeon, and Gad.

Fifth - The holy things of the Tabernacle.

Sixth - The third group of the tribes of Israel - Ephraim, Manasseh, and Benjamin.

Seventh, the rear guard tribes- Dan, Asher, and Naphtali.

Camping and Marching Order - The marching order correlated with the camping order. This made for an easy progression of moving out and setting up camp.

East side of the Tabernacle - Judah, Issachar, and Zebulun.

South side of the Tabernacle - Reuben, Simeon, and Gad.

West side of the Tabernacle - Ephraim, Manasseh, and Benjamin.

North side of the Tabernacle - Dan, Asher, and Naphtali.

Complaints - Ask: How many days did it take before the people started complaining? (Three). What was God's reaction? (He set fire on the outside of the camp.) What happened next? (Every family began to wail.) Who started the complaining? (The people who were not Israelites, but were traveling with them from Egypt.) Did the Israelites ever complain? (Yes, the complaining and wailing about their food and wishing they were back in Egypt spread to every family.)

Moses' reaction - Moses didn't know what to do with these complaining people. God set His Spirit on 70 elders to help Moses lead His people.

God's reaction - God sent the people so much meat that they began to abhor it. Quail were stacked three feet deep all around the camp. They gathered about 60 to 100 bushels of quail per person. Because of their strong desire for meat, God struck them with a plague that caused many to die.

Summary - God provided everything the people needed. Yet they still complained. Their trip to the Promised Land did not get off to a good start.

Thanksgiving list - Explain that being thankful is the opposite of complaining. Ask them to think about the things for which they are very thankful because they will be starting a thanksgiving list next week.

REVIEW QUESTIONS

1. As the people set out from camp, what went first?
2. Who were the first three tribes to go?
3. What went between the first and second sets of tribes?
4. Who were the second three tribes to go?
5. What came between the second and third sets of tribes?
6. Why did the Tabernacle components go first?
7. Which three tribes were in the third set?
8. Which three tribes came in last, as the rear guard?

9. Where was the cloud of the LORD when the people set out?
10. When did the people start complaining and what did they complain about?
11. How did God punish the people for complaining?
12. What did Moses do? What did God do?

TEACHER-DIRECTED ACTIVITY

Moving Day

See How To Teach This Lesson

SONG

"Onward Christian Soldiers" is on page 26 of the Kids Classics Collection.

CLOSING PRAYER

Ask for a volunteer to lead in prayer asking God to help them to be thankful and not complain.

Expect to Respect

MEMORY VERSE

James 4:1-2 - "What causes fights and quarrels among you? Don't they come from your desires that battle within you? You want something but don't get it. You kill and covet, but you cannot have what you want. You quarrel and fight. You do not have, because you do not ask God."

OBJECTIVES

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

1. State why Miriam and Aaron began to speak against Moses - the real reason.
2. State what God's reaction was - what He said and did.
3. Relate Aaron's reaction to Moses' reaction.
4. Transfer the idea of respecting authority to his/ her own life.

TOPICS & THEMES

Aaron

Authority

Consequences of Sin

Envy/Jealousy

God's Judgment

Gratitude

Grumbling

Leadership

Leprosy

Miriam

Moses

Respect

Women

Miriam

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, pencils and pens, attendance and memory verse charts, stars, songbook, music player, cassette or CD, blackboard and chalk, copies of skits (See

Preparation).

PREPARATION

Students this age are just beginning to have a hard time with authority. As they grow increasingly independent, they also become more intolerant of restrictions from said authorities. Devise small skits to work through some of these issues in class. Here are four suggestions, but you can make your own skits. Plan to type these out and make as many copies as are needed.

Skit A: Teacher/Playground

Student A: Hey, you just kicked my ball into the parking lot! Now I've got to go get it!

Teacher: (Student's name), stay on the playground.

Student A: She can't be talking to me. I've got to get my ball.

Teacher: Hey, (student's name), don't run into that parking lot. Come here.

Student A: (walking up to teacher defiantly) What do you want?

Teacher: You know the rules. You can't run into the parking lot.

Student A: I've got to get my ball. Some idiot kicked it! I'm going to get it now.

Teacher: Get it later. It's too dangerous to get it now.

Skit B: Umpire/Baseball Game

Umpire: Strike!

Player 1: It was not!

Umpire: (After next pitch) Strike!

Player 1: Are you blind? That wasn't a strike!

Umpire: Listen, kid. I call them as I see them - both teams.

Player 1: Yeah? Well, you don't see too well.

Umpire: Yeah? You can watch the rest of the game from the bench, 'cause you're outta here!

Skit C: Policeman/Highway

Child 1: Mom! Is that policeman coming after you?

Mom: Yes, he is. That stupid cop! Doesn't he have anything better to do than bug people?

Child 1: He's just doing his job. You were speeding.

Child 2: Yeah, but I betcha he's gonna give her a ticket 'cause it's less scary than chasing a real bad guy.

Mom: Thanks, (child 2's name). But you know, one of the scariest times for a policeman is walking up to the window of a car, not knowing if a gun is waiting for him. And you know what else? I deserve a ticket for speeding. I was breaking the law, just like (child 1) said.

Skit D: Mom/Bedtime

Mom: Okay, kids. Bedtime.

Child 1: Ah, Mom. Just five more minutes?

Child 2: I need a snack.

Child 3: I want Dad to read a book to me.

Mom: Hey, guys! It's bedtime. No arguments.

Child 1: I don't want to.

Child 2: Do I have to?

Child 3: I'm going to ask Dad.

HOW TO TEACH THIS LESSON

After opening the class with prayer. Follow the outline for teaching this lesson.

Memory Verse - Start the class by having each student recite the memory verse. Then discuss it.

Ask: Does James 4:1-2 fit with what happened to Moses, Miriam, and Aaron? What was the last argument you had with someone? Did that argument fit James 4:1-2?

Complaining - Remind the students that in Lesson 8, the people complained about how hard the traveling was and how they missed the Egyptian food. Explain how the complaining continued with Aaron and Miriam.

The cause of the complaint - Miriam and Aaron started by complaining that Moses had married a Cushite. But the real cause was jealousy over Moses' leadership position.

God's reaction - God responded immediately by calling them to the Tent of Meeting. Read Numbers 12:6-8 aloud. God made it very clear that although Miriam and Aaron were in leadership positions, Moses' position was special because of his relationship with God. They should have been afraid to speak against Moses, but weren't. When the cloud lifted, Miriam was leprous.

Aaron's reaction - He turned to Moses. Discuss his reaction and Moses' reaction.

God's decree - Ask: Did God leave Miriam leprous? What was her punishment? Why? Compare God, our spiritual parent, with a physical parent.

REVIEW QUESTIONS

1. Why were Miriam and Aaron really complaining against Moses?
2. How did God react to their disrespect?
3. When Miriam became leprous, what did Aaron and Moses do?
4. What did God decide to do about Miriam criticizing Moses?
5. Why should you always show the proper respect to those in authority over you?

TEACHER-DIRECTED ACTIVITY

Acting Out

Hand out one skit at a time to actors. It's better for the spectators to listen to the words than read along with the actors. Apply James 4:1-2 to each skit. Talk about why the authority figure did what he did. Discuss the child's reaction in each case and whether the reaction was good. Turn it around and find something to be thankful for; i.e., Skit 1: Be thankful there's a teacher who cares about children in danger of being run over. Skit 2: Be thankful the umpire tries to make fair calls for each team - without an umpire, the game would be spent arguing each pitch. Skit 3: Be thankful the police are there, ensuring that drivers slow down to prevent accidents, minimize the number of animals killed on the highway, and improve gas mileage. Skit 4: Be thankful for the mom who wants her children to get enough sleep so they will grow strong and healthy.

Disclaimer - Obeying those in authority over you does not free you from guilt if they tell you to do something that is against God's law; i.e., Hitler's SS men following his orders to exterminate the Jews. If what an authority figure tells you breaks God's law, you should absolutely not obey. But this doesn't happen most of the time.

Gratefulness - Looking at the positive brings gratitude toward God and contentment.

SONG

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

CLOSING PRAYER

Lead the students in prayer asking God for the wisdom to know when they have been disrespectful to an authority figure and for His help in learning to be thankful in every situation.

Two Great Heroes

MEMORY VERSE

Numbers 14:7-9 - “The land we passed through and explored is exceedingly good. If the LORD is pleased with us, he will lead us into that land, a land flowing with milk and honey, and will give it to us. Only do not rebel against the LORD. And do not be afraid of the people of the land, because we will swallow them up. Their protection is gone, but the LORD is with us. Do not be afraid of them.

OBJECTIVES

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

1. Relate the events of Numbers 13 and 14.
2. State that God wanted to destroy them and start over with Moses.
3. State that although God forgave them, there were consequences to their rebellion.
4. Transfer the idea of trusting God to his/her own life.

TOPICS & THEMES

Caleb

Consequences of Sin

God's Judgment

Israelites

Joshua

Promised Land

Rebellion

Spies

Trusting God

Wandering

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, pencils and pens, stars, songbook, music player, cassette or CD, blackboard and chalk, rewards for projects (ribbons, certificates), party items (cookies, juice, popcorn, whatever), new YEA books.

PREPARATION

Plan to have a celebration in class for successfully completing another YEA book. Bring cookies and juice boxes, a small cake, or whatever you wish. Also plan to have ribbons or certificates for completed 10-week project (models of the Tabernacle in the wilderness). You may also have certificates for attendance and memory verse memorization.

Remember to bring the next YEA books in this series, Bible Heroes book three, and introduce them to the students at the end of class.

HOW TO TEACH THIS LESSON

After opening the class with prayer, follow the instructions below to teach this lesson.

Role Play, Part 1 - Send your class off on an imaginary exploration of the Promised Land. Tell them to pretend they have a cell phone. You're going to call every once in a while and ask them a question. Ask them: 1) What is the land like? 2) Are the people strong or weak and how many are there? 3) Describe the land - if it's good or bad. 4) Describe the towns, explain if they are unwallled or fortified. 5) Tell if the soil is poor or fertile. 6) Tell if there are any trees. Tell them they are to find some fruit of the land and bring it back to camp. If they haven't read the lesson and are not responding properly, go over the lesson and redo the role play.

Role Play, Part 2- Tell the class that they are going to give an informed recommendation about whether to enter the land or not. Split the class into appropriate numbers; i.e., there should only be one or two who are positive about going into the land. Have the ones who are against going into the land state their reasons. Have the ones who are positive about going into the land state their reasons.

Trust God - This is a good place to talk about trusting God. How many times had God provided for the Israelites? How many things had He given them? Had He ever not kept His word? Had He ever allowed them to be hurt or to die when He told them He'd keep them safe?

When enough is enough - God was so angry He wanted to destroy the Israelites and start over with Moses. Ask: What was the reason Moses gave to show God He shouldn't do that? What was the consequence God decreed? Who were the two exceptions? Why didn't God just forgive them and give them another chance? How does this relate to the straw that broke the camel's back? How do we know that God accurately determined that the Israelites would continue to rebel against Him? When Moses told them God's decision, they decided to go up and take the land anyway, even though Moses told them not to do it. He explained that God wouldn't be with them.

Two Great Heroes - Ask: What did Caleb tell the people? (Recite memory verse.) Ask: How can you be like Caleb and Joshua in your every day life?

Trust God - Some people say that you should just trust God, but that is not possible if you don't have a good relationship with Him. And you can't have a good relationship if you don't really know God. Spend time reading your Bible, going to church and YEA classes, praying, and thinking about God. Then, when you need to trust Him, it will be like second nature.

REVIEW QUESTIONS

1. When the people got to the border of Canaan, what did God tell Moses to do?
2. What kinds of things were they supposed to look for in the Promised Land?
3. How long did the 12 men explore the land?
4. What did they bring back with them?
5. What report did the 12 men give?
6. What was the reaction of the Israelites? What did they want to do?
7. What did Caleb tell the people?
8. What did the people want to do to Caleb?
9. What was God's reaction?
10. Why did Moses talk God out of killing all the Israelites and starting over?
11. What did God say would happen to all Israelites over 20 years of age?
12. What was the reaction of the people to God's decision?

TEACHER-DIRECTED ACTIVITY

Allow the students to present their ten-week project in class - their Tabernacles in the wilderness. Give rewards (ribbons, certificates, etc.) to those who successfully complete a project. Then have a little celebration for completing this YEA book.

SONG

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

CLOSING PRAYER

Lead the children in prayer asking for God's help in showing them how trustworthy He is and how they can show their trust in God to others.