

YOUTH EDUCATIONAL ADVENTURES

Cool Times and Happy Days

YE3W · Teacher Edition

Juniors · Year 1: Life of Christ

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

Plagues to Passover

MEMORY VERSE

“The Lord’s Passover begins at twilight on the fourteenth day of the first month” (Leviticus 23:5 NIV).

OBJECTIVES

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

1. Explain why God sent Moses to Egypt.
2. Describe the plagues that God sent upon Egypt.
3. State why God sent the plagues upon Egypt.
4. Recite why the Passover is important to us today.
5. State that Jesus Christ is our Passover.

TOPICS & THEMES

Aaron

Angel, Death

Blood

Death

Egypt

Egypt, Coming Out

Firstborn

Israelites

Jesus, Death of

Lamb

Moses

Passover

Pharaoh

Plagues

Prayers

Sin

Slaves

Symbols

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, butcher's paper, markers, crayons, pencils, songbook, CD, CD player, award, paper, chart, pictures of frogs, flies, gnats, and locusts

PREPARATION

Prior to class, familiarize yourself with the sequence of the plagues (Exodus 7:14 through Exodus 11). As you tell the story of the plagues, give Pharaoh's reaction to each. If possible, bring in pictures of frogs, flies, gnats, and locusts. Being able to see what was infesting the country will help the children understand how awful it truly was.

A chart can be started for recording each of the Holy Days and their significance. Because the Holy Days stretch out over several months, it is very helpful to the student to review what they've learned about each Holy Day as you begin each new lesson. The chart could be made by the students, divided into sections for each Holy Day. It could be comprised of words, drawings, pictures, or any combination of these.

Juniors are at an age where they can be easily distracted by external things such as a friend, music, hunger, allergies, the smell of food, etc. Concentrating on reading and studying the Bible may be difficult because they are easily distracted. Learning is unlikely to take place without their attention. Keeping the students involved is your best way to ensure you have their attention.

HOW TO TEACH THIS LESSON

Before class, attach a long piece of butcher's paper to the wall with ten divisions and one of the following statements written in each of them for the students to complete by filling in the blanks:

1. For the _____ plague, God had Aaron hit the Nile River with his rod and the water turned to _____.
2. The _____ plague made all the _____ very sick.
3. For the _____ plague, _____ fell from the sky.
4. For the _____ plague, God sent a thick _____ over all the land and the people couldn't see.
5. For the _____ plague, God sent swarms of _____ that were on the food and bugging the animals.
6. For the _____ plague, God told them to put _____ on their houses or the _____ would die.

7. For the _____ plague, God sent _____. They were in their beds, in their cooking pots, and everywhere.
8. For the _____ plague, God sent millions of _____ that covered the land, They ate up every green tree and plant.
9. For the _____ plague, God caused the people and animals to have _____ all over their bodies.
10. For the _____ plague, God sent an infestation of _____ that caused people and animals to _____.

Logical thinking drives preteens to put their reasoning and sorting abilities into action. Start the class by giving each student a chance to select one plague, then go up to the butcher's paper and fill in the blanks. Go around as many times as it takes to get all of the blanks filled in. Give one point for every blank and a bonus point to those who can tell you where this story is found in the Bible. Give an award to the student who has the most points. This exercise will reinforce the activity in the Students' book giving them the opportunity to memorize the plagues in order.

Debrief by ensuring that the students understand why God sent the plagues on Egypt. This age group loves to tell the story and will remember details that you won't. Passover is an extremely important concept for this age group to really begin to comprehend. Unfortunately because of Nintendo and television, death doesn't seem as real to this age group. Their creative stories may be peppered with death or dying, without demonstrating any real understanding of its significance.

Also, remember to address both the historical and present day significance of the Passover. When our children tell their friends why our church commemorates the Passover, we want them to be able to explain all of it, not just the Israelites coming out of Egypt. Christ being our Passover is the part that is most important and applicable to their lives.

REVIEW QUESTIONS

1. Why did God send Moses to Egypt?
2. Why did God bring plagues on Egypt?
3. Why do you think God hardened Pharaoh's heart?
4. Can you recite the ten plagues in order?
5. What was the way out of the tenth plague for the Israelites?
6. What does the Passover mean today?

TEACHER-DIRECTED ACTIVITY

Lead students in a discussion of what they would say if someone asked why we keep this night. Discuss what their response would be for different people; i.e., friends at school, an adult at church, a next door neighbor, a teacher at school. Give them a sheet of paper and have them draw each plague and number them in order. The picture can then be colored. (Some students this age may not want to color anymore.)

SONG

“I Will Sing The Mercies Of The Lord” is on page 17 of Kids Classics Collection.

CLOSING PRAYER

Ask for a volunteer to lead in prayer thanking God for giving His Son as our Passover Lamb.

No Pizza For a Week

MEMORY VERSE

“Seven days you shall eat unleavened bread; on the first day you shall put away leaven out of your houses, for if anyone eats what is leavened from the first day until the seventh day, that person shall be cut off from Israel” (Exodus 12:15 RSV).

OBJECTIVES

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

1. Explain why God tells us to eat unleavened bread for seven days.
2. Recite the historical significance of the Days of Unleavened Bread.
3. Repeat that yeast and leavened products are only sinful during the Days of Unleavened Bread.
4. Take an active part in their family’s observance of the Days of Unleavened Bread.

TOPICS & THEMES

Bread of Life

Days of Unleavened Bread

Eating Unleavened Bread

Egypt, Coming Out

Holy Days, Unleavened Bread

Leavening

Night To Be Much Observed

Obedience

Passover

Sin

Symbols

MATERIALS NEEDED

Bible, YEA Students’ and Teacher’s books, attendance and memory verse charts, songbook, CD, CD player, food labels, chart for Holy Days (see Preparation on page 4), dry erase board and markers, pencils, bowls, flour, salt, vegetable oil, sugar, water, honey or jam, butter, napkins, toaster oven, cookbooks, recipes, bread pan(s), spoon, measuring cups, measuring spoon

PREPARATION

Prior to class, collect lists of ingredients from boxes of cereal and crackers, Hamburger Helper boxes, loaves of bread, soups, cans of vegetables, pastries, etc., for students to look at for leavening. By discovering what things are likely to be leavened, they'll learn what things to exclude for the Days of Unleavened Bread. To help them out, cookbooks and recipes can be brought to class.

Paul said that a little yeast works through the whole batch of dough, just as a little sin in our lives will continue to spread until it works throughout our lives. Yeast is a living, growing organism. An explanation of that aspect of yeast would be good.

Juniors are at the age when symbols are very much a part of their lives, but they may not understand the deep, religious significance of those symbols that are so important to God's people.

HOW TO TEACH THIS LESSON

Begin class by making a batch of unleavened bread with your students. This will create a positive, lasting impression upon them. Have the toaster oven hot and the pan oiled. Mix the bread when the students arrive and start it baking so that the students can have a piece of it at the end of the class. The following is a recipe you can use:

Unleavened Bread

3 to 3½ cups flour

1 tablespoon oil

4 teaspoons sugar

1 cup warm water

1½ teaspoons salt

Mix ingredients. Place in a greased loaf pan. Bake at 425 degrees for 40 minutes.

While the bread is baking, have students make a list of symbols they see all the time and what they stand for. Then branch into some of God's symbols; i.e., the Passover Lamb symbolizing Jesus Christ. Be very cognizant of their depth of understanding of what yeast symbolizes to us and emphasize that yeast is not a bad thing outside of the Days of Unleavened Bread. Jesus compared the Kingdom of Heaven to yeast worked through dough (Matthew 13:33).

Emphasize that although we are not to eat leavened products during the Days of Unleavened Bread, God also commands us to eat unleavened bread. To simply not eat leaven for seven days is not enough. Jesus symbolizes the sweet, unleavened bread. He is the "Bread of Life." By daily eating some unleavened bread, we are symbolically taking Jesus into our lives.

Discuss how keeping the Days of Unleavened Bread is a choice that God would have us make. Explore the idea of making choices in accordance with the laws of God. It is true that God wants

us to make the right choices. It's also true that we're not always going to do the right thing. Purposely sinning and then expecting Christ to pay the price is not going to work. However, when we try our best and fail, God will forgive us when we are truly sorry. The Days of Unleavened Bread are like an exercise that we do for seven days to help us remember to make right choices.

Have students tell some choices they are confronted with during the Days of Unleavened Bread and at other times. List these on the board as they give them. Once they get rolling, they will understand what you're talking about. You may want to give them these examples: going to see an R-rated movie, reading Goosebump books, lying to protect themselves, letting a friend copy their homework, saying something unkind to or about someone, eating pizza or a sandwich during the Days of Unleavened Bread.

REVIEW QUESTIONS

1. When do the Days of Unleavened Bread happen each year? Why do they come right after the Passover?
2. Who can explain what happened in Egypt that caused the bread to be unleavened?
3. What does that early event in Egypt have to do with us today?
4. What did the Apostle Paul have to say about yeast? What did he mean?
5. Can you give me three examples of choices you make every day which demonstrate that you are a child of God?
6. Why does God want us to eat unleavened bread for seven days each year?

TEACHER-DIRECTED ACTIVITY

To help students to be more familiar with what they can and can't eat during the Days of Unleavened Bread, have them use the ingredient labels to explore this. Have them check and correct the menus they made in their book. Give each student a piece of the freshly baked bread with butter and jam or honey on it. Give them the recipe so they can make more bread at home.

SONG

"Everybody Ought to Know" is on page 11 of Kids Classics Collection.

CLOSING PRAYER

Guide the children to thank God for the reminders He has given us through His holy days and their symbols.

Unleavened Bread

3 to 3½ cups flour

1 tablespoon oil

4 teaspoons sugar

1 cup warm water

1½ teaspoons salt

Mix ingredients. Place in a greased loaf pan. Bake at 425 degrees for 40 minutes.

Three Names - One Feast

MEMORY VERSE

“From the day after the Sabbath, the day you brought the sheaf of the wave offering, count off seven full weeks. Count off fifty days up to the day after the seventh Sabbath. . .”
(Leviticus 23:15-16 NIV).

OBJECTIVES

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

1. Explain that Pentecost means “Count 50.”
2. Tell that Pentecost comes seven weeks after the Wave Sheaf offering.
3. State that the church was empowered with the Holy Spirit on the first Pentecost after Christ’s resurrection.
4. Explain that the Holy Spirit is given to produce good fruits in our lives.
5. State that the Wave Sheaf offering is another symbol for Jesus Christ.
6. State that water is a symbol of the Holy Spirit.
7. Explain that from the Wave Sheaf offering until Pentecost is a harvest season.

TOPICS & THEMES

Eternal Life

Feast of Firstfruits

Feast of Weeks

Fruit of the Spirit

Harvest

Holy Days, Firstfruits

Holy Days, Feast of Weeks

Holy Days, Pentecost

Holy Spirit

Jesus, Resurrection of

Obedience

Pentecost

Symbols

Wave Sheaf

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, 3 sheets of poster paper, markers, crayons, magazines, glue, calendar with space to write, Holy Day calendar, pencils, scissors, construction paper, glitter, songbook, CD, CD player, basket, fruit, tape, hymnals

PREPARATION

Before class, collect magazines and old calendars so the children can cut water pictures from them to make a collage. Country magazines, Nature Conservancy, state wildlife magazines, etc. are good sources for water scenes. Write and cut out the words, love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Tape each of the words on different pieces of fruit. Make a list of the dates of important events to go on the calendar for this year.

Juniors are making the transition between concrete and abstract. Symbols they already know which stand for Jesus Christ should be reviewed. Introduce the Wave Sheaf offering and firstfruits so that symbolism will be very clear before you begin the lesson.

Kids this age can chatter endlessly with their friends on the telephone, yet go silent in class. However, if you surveyed them on their favorite teacher, you might be surprised to learn that they prefer teachers who promote lively discussion in class.

HOW TO TEACH THIS LESSON

Start the class by having students help you make three charts showing the different names for the Feast of Pentecost and what each one means. This can be done on three separate sheets of poster paper attached to the wall. Caption each one with the following: Feast of Weeks, Pentecost, and Firstfruits. Encourage students to think of things to represent each name for this festival. Have them write or draw these on the charts to make each meaning visual and memorable. You may have to prompt them by giving clues from their lesson.

Such things as seven weeks should find their way under the Feast of Weeks; 50 and 3000 people being baptized under Pentecost; and harvest, Christ, and Christians being resurrected under Firstfruits.

When they have completed the charts, lead them in discussing each thing they added to it. Encourage students to contribute their ideas as much as they will—as long as their comments are on topic.

Feast of Weeks - Seven weeks of harvest began when the first sheaf of grain was cut and offered on Sunday after Passover. Nothing could be harvested or eaten from this crop until this was

done.

The Wave Sheaf was a symbol of Jesus ascending to the Father on the Sunday after His resurrection. Jesus was our Wave Sheaf offering.

Pentecost - means 50. This is the only Holy Day that does not have a specific date on the calendar. God told us that we have to count 50 days from the Sunday after Passover to know when we should keep this day. God empowered His church with His Spirit on Pentecost and 3000 people were baptized that day.

Firstfruits - Jesus was the Firstfruit of the harvest. When Christians are resurrected from the dead they will also be “firstfruits.” This festival is a harvest festival—a spring harvest. When a crop is planted, it should produce fruit, and that fruit is intended to be reaped or harvested. Jesus was the first to be reaped in God’s harvest and Christians will be reaped at the resurrection.

Holy Spirit - Lead the students to understand why they need the Holy Spirit—that it is God’s power that He gives to help them to be like Christ.

Fruits of the Spirit - Fruits must be produced before you have anything to harvest. Since we will be part of God’s harvest, we must bear fruit. Have students turn in their Bibles to Galatians 5:22-23 and read it aloud. Pass around the basket of fruit. Let each student pick one piece of fruit out of the bowl. It will have one of the fruits of the Spirit taped to it. Ask them to tell how they can show that fruit (the word on their fruit) by the life they live each day.

REVIEW QUESTIONS

1. Who was our Wave Sheaf offering? When was the Wave Sheaf offered?
2. Why is Christ also called the First of the Firstfruits?
3. How do we figure out when Pentecost is?
4. What is harvested during the seven weeks before Pentecost?
5. What are the three names of this Holy Day? Why does it have three names? What do they mean?
6. Why is the Holy Day important to each person?
7. What sorts of actions does God look for from us when He gets ready for His harvest?

TEACHER-DIRECTED ACTIVITY

Let students cut out water scenes from old magazines and calendars (or draw their own if magazines aren’t available). Then glue the pictures on a piece of construction paper (collage), leaving room at the bottom for a small caption. Let students skim through the hymnal looking

for references to water (i.e., “Showers of Blessings,” “It is Well,” “God Shall Wipe Every Tear,” etc.). Then have them write one of the titles or a line from the hymn at the bottom of their collage as a caption. This is to remind them of the abundance of the Holy Spirit.

SONG

“I’ve Got Peace Like a River” is on page 63 of Kids Classics Collection.

CLOSING PRAYER

Ask for a volunteer to lead in prayer thanking God for His Spirit that gives them power to become like Christ and to be in His Kingdom.

The Trumpet Sounds

MEMORY VERSE

“For the Lord himself will come down from heaven, with a loud command, with the voice of the archangel and with the trumpet call of God. . .” (1 Thessalonians 4:16 NIV).

OBJECTIVES

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

1. State that Christ will return at the sound of a trumpet.
2. Explain the importance of preparing oneself for the return of Christ.
3. State that the Feast of Trumpets is celebrated on the first day of the seventh month.
4. State that God commands us to celebrate the Feast of Trumpets.
5. Discuss why we should celebrate the Feast of Trumpets.

TOPICS & THEMES

Feast of Trumpets

God’s Kingdom

Holy Day, Trumpets

Jesus, Return of

Obedience

Resurrection

Symbols

Trumpet

MATERIALS NEEDED

Bible, YEA Students’ and Teacher’s books, attendance and memory verse charts, songbook, CD, CD player, trumpet, pencils, paper, marker

PREPARATION

A beautiful tapestry is woven as God’s plan unfolds in the meaning of each Holy Day. God uses symbols to teach us about Himself. Often the same typology is found in more than one Holy Day. We believe that the Feast of Trumpets looks forward to the return of Christ. But that does not necessarily mean that it couldn’t hold other meanings as well. Emphasize to the class that we

believe that it symbolizes the return of Christ, but don't limit it to only that event. We are constantly learning about God and the richness of His nature. All of us want to remain open to learning more of Him.

The students' activity involves writing poetry about the Feast of Trumpets. When writing poetry, they have to think about all aspects of the topic to find words that will work. This is a great way to get their brains actively thinking about the things of God—in this instance, the Feast of Trumpets. The Japanese haiku is an easy form of poetry to use because its lines don't have to rhyme. The three lines only follow one set of rules: the first line must have five syllables, the second line has seven, and the third line has five again. To prepare students to write a haiku or two, try your own hand at them before class. If you can write one of your own out in calligraphy on construction paper, it will encourage students to take a risk and write one.

HOW TO TEACH THIS LESSON

Trumpet Sounds - Find someone in your church who can play the trumpet. So much the better if a child in your class plays the trumpet in the school band. Have "Charge!" played and ask the students if they know which message that sends. Then have "Reveille" played and ask the students if they know what message that sends. Then have "Day is Done" and "Taps" played and discuss the message they tell us.

Trumpets and Israelites - Involve students in a discussion about how difficult it must have been to notify all the Israelites of an assembly, or to break camp and be ready to march on toward the Promised Land. Ask: Who told Moses to use trumpets to summon the people? What were the Israelites to do when two trumpets were blown? (Gather at the entrance of the Tabernacle.) What were the Israelites to do when only one trumpet was blown? (Only the chiefs of the tribes of Israel should come.)

Bells today - Continue the discussion by comparing of bells in school today with the sounds of trumpets.

Trumpet signals a new month - Now have one blast on the trumpet played and ask: Does anyone know what that means? Ask a student to read Psalm 81:2-3. Explain that the trumpet was blown at the beginning of every month.

The seventh trumpet is blown - Ask: What happened when the trumpet was blown on the first day of the seventh month? (The Feast of Trumpets was celebrated.) What does the Feast of Trumpets picture? (The return of Christ.) Would you be ready if Christ came today? What things would you want to do to get ready for that great event? Would you want to practice to make sure you have everything right? What are some actual events you have practiced before they took place? (Piano recitals, taking a test, playing sports, entering a spelling contest, etc.) Discuss the

idea that God wants us to practice being the kind of people He wants in His Kingdom. The first time you try something you may not be very good at it, so work at it daily and be ready.

REVIEW QUESTIONS

1. When does the Feast of Trumpets come, according to God's calendar?
2. How were trumpets important to the children of Israel?
3. What is one event that the church believes is symbolized by the Feast of Trumpets?
4. What does the return of Christ mean to you?
5. How do you get ready for the return of Christ?

TEACHER-DIRECTED ACTIVITY

Lead the children to think about their lives and the things that are not godly. Some- times there are things which we are very aware of, things that we know God would not approve of. Other times, we need to be shown our faults. You may wish to tell the students that David prayed that God would show him his faults, and encourage them to pray this as well. Depending on the students, journaling is a good way to keep track of where they are and where they want to be. They could be encouraged to keep a prayer journal—with the understanding that no one else ever sees it.

Let students partner to create their haiku poem. Before they begin, brainstorm and write what they give you on the board. This should include such things as: Feast of Trumpets, celebrate, blast, assemble, return of Christ, Israelites, march, Promised Land, etc. Then if appropriate, display their creations on the church bulletin board.

SONG

“Dare to Be a Daniel” is on page 9 of Kids Classics Collection.

CLOSING PRAYER

Lead the children in prayer thanking God for the Feast of Trumpets, for giving all of us the reminder to live a godly life in anticipation of Christ's return. Include in your prayer “Thy kingdom come.”

A Temple Play

MEMORY VERSE

“The tenth day of this seventh month is the Day of Atonement. Hold a sacred assembly and deny yourselves, and present an offering made to the Lord by fire. Do no work on that day. .” (Leviticus 23:27-28).

OBJECTIVES

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

1. Explain the difference between the Passover and the Day of Atonement.
2. Tell that the High Priest acted out a play in the Temple on the Day of Atonement.
3. State what part each goat played in this ceremony.
4. Discuss why the High Priest has to carefully follow God’s instructions in this ceremony.

TOPICS & THEMES

Ark of the Covenant

Cloud

Curtain

Day of Atonement

Fasting

Forgiveness

Goats

God’s Presence

High Priest

Holy Day, Atonement

Holy of Holies

Jesus, Death of

Putting God First

Reconciliation

Sin

Symbol

Temple

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, stars, songbook, CD, CD player, articles from newspapers or magazines, markers, crayons, newsprint pad, poster paper, scissors, stars, basket, hole punch, bookmark tassels, patriotic stickers

PREPARATION

This lesson may be taught on the Sabbath before or after Atonement or on the Holy Day. Instructions for this Holy Day should be given on the reminder you send home with each student the Sabbath before Atonement. Write a personal note explaining to the parents that they should discuss with their child how they will afflict their soul on this day. The child's health is certainly a consideration. If the child decides to do a total fast on Atonement, the parents should give a lot of positive reinforcement. It would be better if the evening meal before Atonement starts is high in protein and fat rather than fast-burning sweets and carbohydrates. These can be saved as a reward when the fast is broken. Be sure the child has plenty of liquids before sunset.

"The upper elementary years mark what might be considered 'the last hurrah' or brain connections. Half of a child's brain connections—or synapses—disappear by puberty due to lack of interaction with the outside world (Kotulak, 1006). This makes the upper elementary age level a critical time to encourage strong brain connections on all aspects of faith and Bible learning" (Reaching Every One You Teach, David C. Cook Church Ministries).

Before class, cut out several short articles showing different national sins. These articles should show such things as idolatry, the break up of the home, greed, stealing, disrespect for parents, etc. Arrive early enough to set up the room attractively and arrange the seats in a semicircle.

HOW TO TEACH THIS LESSON

After opening the class with prayer, begin the lesson by having the students draw from a basket one of the articles depicting a national sin. Give them a few minutes to read the article. After they finish reading the article, tell them to go to the newsprint pad and write the national sin that their article tells about. Then go around the room and have each student read the article he drew. After each article has been read, ask what this shows that our nation is doing wrong, what the class thinks the punishment will be if we don't repent, and what we, as Christians, can do to change the situation. Ask students if they wrote any other national sins in the activity in their book that are not on the newsprint pad. Have them add to the list any that are not already there.

Passover and Personal Sins - Discuss that in Old Testament times, a lamb was slain on the Passover. This lamb was a symbol of Christ coming to die for our sins. The Passover pictures the forgiveness of our individual sins. Our relationship with God is a very personal thing. So is our salvation. If you were the only person who had ever sinned, God would have had to send His Son

to die so that we might have forgiveness. Had He not done this, we would have to die for our own sins.

Atonement: a community or national forgiveness? - Explain that the sins the students wrote on the newsprint pad are so enormous, so bad, that God had to provide a way for them to be forgiven. Discuss how every time Israel of old forgot God and became a sinful nation, they were captured by their enemies and went into captivity.

Sin is serious business - Lead students in a discussion of how serious sin really is. Have one of the better readers to read Exodus 20:4-6. Point out that this sin is putting something ahead of the true God. This is called idolatry. God is to always come first in our lives. If a nation doesn't put God first, He will punish them to the third and fourth generation. That means that God's blessing will be withheld from their grandchildren and even their great-grandchildren if they don't repent of putting something before the true God.

The play in the Temple - Talk about how God provided a way for a nation to be forgiven of their sins. This story is told in a play that the High Priest acted out in the Temple on the Day of Atonement every year.

The two goats - Ask a student to explain the part the first goat played in the ceremony on the Day of Atonement. See if other students have anything they can add to it. Let another student talk about the part the second goat had in this play. Give other students the opportunity to add to it. If they don't tell about the goat being sent into the wilderness after the High Priest put the sins of all Israel on its head, prompt them to tell this. Ask if they can think of any Scripture that shows how good this is for us. Have a student read Psalm 103:12. Ask: Do you think this is what the Day of Atonement shows us? God doesn't like sin and He wants it out of His sight. The High Priest put all of the sins of Israel on the head of the second Goat and sent him away. God wants a loving relationship with us. He wants to bless us and do lots of good things for us. He wants to help us get rid of our sins personally and nationally.

REVIEW QUESTIONS

1. What did the High Priest do in the Temple on the Day of Atonement?
2. What part did the two goats play in this drama?
3. How is the Passover different from the Day of Atonement?
4. Why was it important that the High Priest carefully follow God's instructions?

TEACHER-DIRECTED ACTIVITY

Before class, cut out a bookmark pattern (6" x2" with a point on one end and a hole in the other), for the students to trace on poster paper. Each student should cut out a bookmark and punch a

hole in the top for the tassel. These are to remind them that the Day of Atonement pictures our national sins being forgiven. Have them write “Atonement” on one side and come up with their own national slogan for the other side. It can be such things as: “God Bless America,” “One Nation Under God,” etc. Let them select patriotic stickers and decorate their bookmarks.

SONG

“Fairest Lord Jesus” is on page 79 of Kids Classics Collection.

CLOSING PRAYER

Ask a volunteer to lead in prayer thanking God for having a way to forgive our personal and national sins when we repent of them.

Better Than Birthdays

MEMORY VERSE

“Live in booths for seven days. All of the people of Israel must live in booths. Then your children after you will know that I made the people of Israel live in booths. I made them do it after I brought them out of Egypt. I am the LORD your God” (Leviticus 23:42-43 NIV).

OBJECTIVES

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

1. Explain the purpose of saving a festival tithe.
2. Discuss the purpose of living in temporary shelters during the Feast.
3. Talk about things they can do to put God first in their lives at this year’s Feast of Tabernacles.

TOPICS & THEMES

Booth

Feast of Tabernacles

Harvest

Holy Days, Tabernacles

Putting God First

Temporary

Tithe

Worship God

MATERIALS NEEDED

Bible, YEA Students’ and Teacher’s books, attendance and memory verse charts, songbook, CD, CD player, camouflage tarp, tree branches, table or frame, spray bottle, water, newsprint pad, marker, play money (enough for each student to have \$120 in fives, tens, and ones), pencils, paper

PREPARATION

What do preteens want? They want friends, food, fun, and focus. Preteens are bombarded with hormonal changes. Food is both a felt need and a real need. Keep in mind that kids are easier to work with when their stomachs are full.

“It is difficult for early adolescents to sit still for long periods of time. Their growing bodies need to be active and moving. Although they are easily tired, they also have surges of energy that need to be burned up. Growth spurts make them need more food, yet eating more gives them more calories to burn. Exciting activities or competition can overtire early adolescents since their stamina and endurance are not adequate to match their love for activity: They tend to be poor self-regulators when it comes to balancing fun activities and rest or sleep” (Dynamic Preteen Ministry, by Group).

Your students will be left with a more vivid impression of what it was like for ancient Israel to live in booths by erecting one in class and having them sit in it while the lesson is taught. Build a booth by covering an eight foot folding table with a camouflage tarp and tree branches. If you don't have a suitable table, you may be able to find some other frame to use in erecting a booth. As the students arrive, have them help with the project. When it is finished, have them sit in the booth while the lesson is taught.

HOW TO TEACH THIS LESSON

Booth-living was hard - Begin the discussion by talking about the hardship Israel experienced by having to take up their booths every time they journeyed from one place to another. Then they had to set them up again to provide shelter from the wind and cold. Discuss how these booths didn't provide a lot of protection from the weather. Spray students with water to show how easy it would be to get wet inside a booth if it rained. Continue the discussion with the different types of weather Israel could have experienced during their 40 years of wandering in the wilderness. They didn't have central heat or air conditioning, nor even a ceiling fan. There was no electricity, so they didn't even have one of those portable electric heaters. Campfires had to be built. Ask: Do you think they played games and told stories around the camp- fire at night? How do you think roasted manna would have tasted? (Like coriander seed.)

Tabernacles, shelters, and booths - Discuss their meanings. Ask: Why are we to live in temporary shelters during the Feast of Tabernacles today? (Because Israel dwelt in booths when they came out of Egypt.)

How can we afford to go to the Feast? - Ask students to turn to Deuteronomy 14:22-26 and ask for a volunteer to read it. Ask: What is this talking about? (Tithing.) But it doesn't say we are to give it to God. What are we to do with it? (We are to use it to rejoice before God at the Feast. We can buy food with it.) What is the purpose of saving this festival tithe? (It is to teach us always to put God first in our lives, v. 23b).

Putting God first in our lives - What are some ways that you can put God first in your life while you are at the Feast of Tabernacles? (Answers should include such things as attending YEA Feast classes, attending the worship service, listening to the sermon, praising God with song, helping

others as well as their parents during the Feast.) As students give you answers, write them on the newsprint pad.

How is this celebration better than birth- days? Discuss how it lasts for seven days, they can be with friends they only see once a year, the festival tithe gives them money to spend on fun things and special foods, etc. It teaches them to put God first in their lives.

Christ is in all of the festivals - Read John 1:14 to the class and explain that the Greek word for “made His dwelling” is connected with the word tent or Tabernacle. Jesus may have even been born on the night of the first day of the Feast of Tabernacles. His physical life on this earth symbolized that it was temporary—that He looked for a more permanent existence with the Father in Heaven. We too should look forward to the day when Christ returns and we have a permanent home with Him in His Kingdom.

How long is the Feast? - After students explain that the Feast lasts for seven days, have them list one thing they can do each day of the Feast to put God first in their lives. They can refer to the activity in their lesson. List these on the newsprint pad. When the Feast is over, what do you do? You take down your temporary shelter and go home. No, you don’t go home yet. There is one more Feast. It is the the Last Great Day which is the day after the Feast of Tabernacles is over. Have students help you take down the booth and clean everything up.

REVIEW QUESTIONS

1. Why should you save a festival tithe?
2. Why does God want us to live in a temporary shelter at the Feast?
3. How can you put Christ first in your life at the Feast?
4. How can you put Christ first in your life every day?
5. How is celebrating the Feast of Tabernacles better than having a birthday?

TEACHER-DIRECTED ACTIVITY

Give each student \$120 in play money and explain that, if they are lucky, they might get \$100 allowance every month. They would then have \$120 in festival tithe to rejoice before God, share with others, give gifts, buy special foods, and go to fun activities. Each student is to make a list of things they would want to spend their festival tithe on, then divide their “money” into those stacks. Debrief by having each student tell how they will spend their festival tithe. Praise the children who are generous toward others.

SONG

“Do Lord” is on page 72 of Kids Classics Collection.

CLOSING PRAYER

Ask for a volunteer to lead in prayer thanking God for giving us days to celebrate so that we can remember to put Him first.

The Greatest Day

MEMORY VERSE

“On the last and greatest day of the Feast, Jesus stood and said in a loud voice, ‘If anyone is thirsty, let him come to me and drink. Whoever believes in me, as the Scripture has said, streams of living water will flow from within him’ (John 7:37 NIV).

OBJECTIVES

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

1. State that God has something planned for us that is much better than this present life or world.
2. Describe the new Jerusalem and show where it is found in the Bible.
3. State that the eighth day is a separate commanded Feast from the Feast of Tabernacles.
4. Explain why the Last Great Day is a happy day for God’s people.
5. Describe some of the ways that the new heaven and new earth will be different from this world.
6. Name all of the Holy Days in order.

TOPICS & THEMES

Eighth Day

God’s Kingdom

God’s Plan

Holy Conduct

Holy Days

Holy Days, Eighth Day

Jerusalem

Jesus, Savior

New Heavens, New Earth

Obedience

MATERIALS NEEDED

Bible, YEA Students’ and Teacher’s books, attendance and memory verse charts, butcher’s paper chart of Holy Days from Lesson 1, songbook, CD, CD player, white construction paper, scissors,

glue

PREPARATION

Biblical references for the Feast that we call “The Last Great Day” are few. The two Old Testament Scriptures are Leviticus 23:36 and Numbers 29:35-38. The NIV calls this Feast the closing assembly. Different meanings have been associated with it: the closing assembly for the Feast of Tabernacles, the closing of the fall Holy Days, and the closing assembly for the yearly Holy Day cycle signifying the completion of God’s plan of salvation for mankind. Layers of meanings can be seen in each Holy Day.

Leaving the Feast has a sad note because the children may not see their good friends again until next Feast. But this festival signifies the greatest joy of all when we will live with God throughout all eternity. Try to keep kids focused on what a wonderful thing lies ahead for them, if they will follow God. Nothing can compare with it.

Encourage students to bring friends and neighbors with them to class. This is not only a way to build attendance, but to do a lot of eternal good in your community. From time to time, add this to the reminder you give students to take home.

Before class, make and enlarge photo copies of the box pattern (see next page) on white construction paper. Each student will need seven patterns. Put a box together by folding along the dotted lines and gluing the tabs. Make one before class to show the students what they will look like when they are finished. To save time during class, cut out the boxes for the students beforehand.

HOW TO TEACH THIS LESSON

Using the chart that you started at Passover (Lesson 1), try to balance the past and the future in this lesson. Let the children explain what they remember from each Holy Day for the entire year. As one remembers something, another will build on that memory. You will feel good knowing that they really are remembering what you’ve taught in class.

Bridge the past and future - To instill within these young minds the chronology of events, each lesson has taken students back to the first time the children of Israel kept that particular feast. Talk about how each of the lessons has history in it and prepares them for what is ahead. Show them how Jesus Christ is in each holy day.

Plan of God - Explain that from the very beginning, God wanted a family. He wants to share his glory and honor with us. Man sinned and cut himself off from God. The Passover provides the only way for man to be restored to God. It is through the death of Jesus Christ that everyone from Adam on has forgiveness of his sins. During the Days of Unleavened Bread, leaven is a symbol of sin. We get leavening out of our homes and sins out of our lives. For seven days we eat

unleavened bread which symbolizes putting Christ in our lives. We put Christ in our lives when we do such things as pray and study our Bible. Pentecost is the day when God empowered His church with His Spirit. His Spirit is a gift—a power that helps us live a godly life. The Feast of Trumpets pictures Christ coming back to this earth to save us. The Day of Atonement is a time for communal or national forgiveness. The Feast of Tabernacles shows us that life and this world are temporary when we look for a city whose builder and maker is God. The Last Great Day is the greatest Feast, when God Himself will live with man.

Meaning and joy - God had special days from the beginning of time. All of the Holy Days have meaning and point to Christ. They give us hope and joy. They are a time to celebrate!

TEACHER-DIRECTED ACTIVITY

Give each student seven box patterns (above)—one for each Holy Day (Passover, Days of Unleavened Bread, Pentecost, Trumpets, Atonement, Tabernacles, and The Last Great Day). Label each side as follows:

Top and Bottom - Put the name of the Holy Day on the top and the Scripture where that Holy Day is found on the bottom.

Right and Left - Write the previous Holy Day on the left side of the cube and the next Holy Day on the right side.

Front and Back - Write things that you associate with that particular Holy Day.

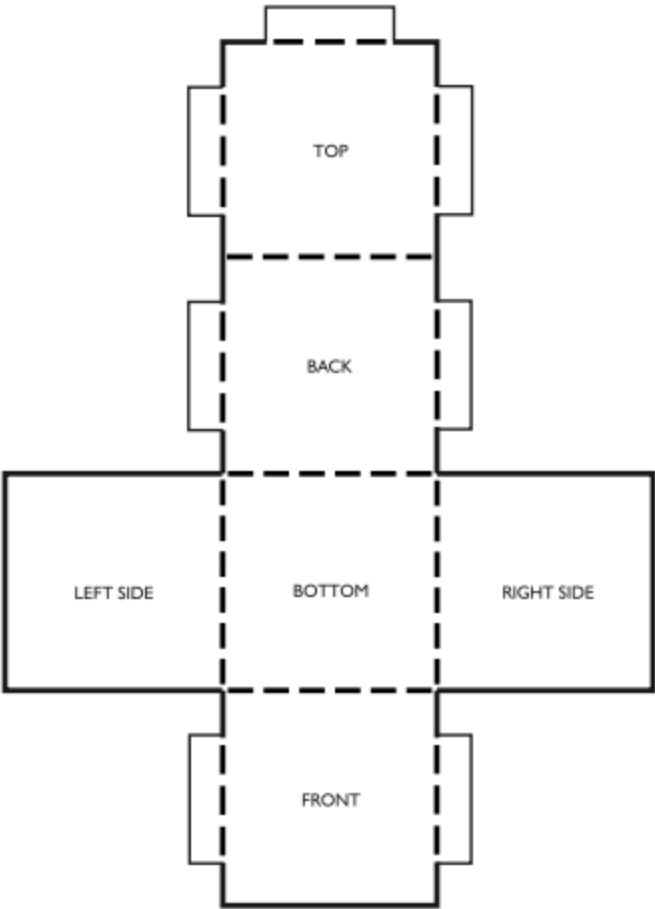
They are to fold the box at the dotted lines and then glue it together when they've finished labeling each side.

SONG

“His Banner Over Me is Love” is on page 36 of Kids Classics Collection

CLOSING PRAYER

Have students form a circle and join hands. Lead them in prayer thanking God for revealing such a wonderful and complete plan to us.



What Do You Expect?

MEMORY VERSE

“Jonah was in the stomach of a huge fish three days and three nights. Something like that will happen to the Son of Man. He will spend three days and three nights in the grave” (Matthew 12:40 NIV).

OBJECTIVES

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

1. State that Easter is only mentioned one time in the Bible and only in the King James version.
2. Explain that the word Easter in Acts 12:4 should have been translated Passover.
3. Talk about why people expect to see things in the Bible that simply aren't there.
4. Discuss why it is wrong to observe Easter, and which days the Bible says we should celebrate.
5. Explain that people who keep Easter think they are pleasing God and we should not condemn them.
6. Give the sequence of what happened from Wednesday to Sunday the week Jesus was crucified.

TOPICS & THEMES

Bible Study

Easter

Holidays, Easter

Jesus, Resurrection of

Ten Commandments

No Other Gods

Worship God

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, stars, songbook, CD, CD player, empty box of candy tied with ribbon, encyclopedia, concordance, Living and NIV Bible, two or three pieces of butcher's paper, marker, pencils

PREPARATION

So much advertising is done for the holidays the world celebrates that it is almost impossible for your students not to feel left out of something that is fun. Peer pressure plays a major role in this age group. It's easy for them to feel uncomfortable about being the only one who does something, or doesn't do something. However, schools are emphasizing more and more that we must respect the beliefs and customs of others. Children's friends are more accepting than adults. Often adults will have difficulty dismissing the observance of Easter without questions. Help students to understand how abstention from observing Easter can be an example and a light for God.

This age group learns so well from so many media. We suggest that you research encyclopedias to find additional information about Easter. For instance, Grolier's Encyclopedia (1995) states "according to the Venerable Bede, the name Easter is derived from the pagan spring festival of the Anglo-Saxon goddess Eostre, and many folk customs associated with Easter (for example, Easter eggs) are of pagan origin." Showing the class, from an encyclopedia, what can be found by anyone who researches it, is very effective.

HOW TO TEACH THIS LESSON

Candy Box - After opening the class with prayer, show the students your candy box tied with a ribbon. Don't tell them it is empty. Ask the students to guess what is in the box. Give everyone a chance to guess. Ask: Why did you guess candy? They will most likely say because it's a candy box. Ask: Why did you expect to see candy in a candy box? Can you always tell what a book is about by looking at its cover? Can you tell what's in a candy box by its cover? Take off the ribbon and cover and let them see that nothing is in it.

Easter in the Bible - Why do you think people celebrate Easter? Give one student the concordance and ask her to look up the word Easter. She should tell the class how many times it is found and where it can be found in the Bible. When the student tells the class that it can be found in Acts 12:4. Give another student the Living Bible and another the NIV Bible and tell them to find Acts 12:4 and read it. Ask: How many of you expected to hear (give the name of the reader) say the word Easter? Why do you think that she didn't? If the students don't mention it, point out that the students didn't read that verse from the King James Version of the Bible. And it is the only translation that uses the word Easter. We expected to hear Easter read, but we didn't hear it, why? (Because the correct word is Passover).

What people expect to find in the Bible vs. what is really there - Why do you think people expect to see that God commands us to celebrate Easter? (They believe what everyone tells them, and they don't read their Bibles carefully). Now read what you found in the encyclopedia. Are we

better than they are? (No! We should not condemn other people for keeping Easter. We should always be ready to answer their questions and set the right example).

REVIEW QUESTIONS

1. How many times is Easter mentioned in the Bible? Which translation is it mentioned in? How should Easter be translated?
2. What day was Jesus crucified? How do you know this?
3. Why is it wrong to celebrate Easter?
4. What days does the Bible say we should celebrate?

TEACHER-DIRECTED ACTIVITY

Before class, draw the calendars from the Students' activity on one or two pieces of butcher's paper and attach to the wall. Briefly write the event that happened and the Scripture on the correct day. Wednesday (crucifixion, rushed to get Jesus in the tomb before sunset because the Sabbath was approaching - John 19:31), Thursday (the Sabbath— the First Day of Unleavened Bread - Mark 16:1), Friday (Mary Magdalene, Salome, and Mary the mother of Jesus bought and prepared spices to embalm Jesus. They rested on the weekly Sabbath - Luke 23:56) Sunday (The women took the spices they had prepared and went to the tomb. Jesus had been resurrected and was already gone - Luke 24:1). Have students read the progression of Scriptures and add them and what took place each day to the activity in their books. Have them count the days and nights. Ask: How many days and nights are there from Friday night to Sunday morning? How many days and nights did Jesus say that He would be in the tomb? According to Scripture, which calendar is correct, the one that shows Jesus died on Wednesday and was resurrected Saturday evening, or the one that shows He was crucified on Friday and rose on Sunday morning? Did you find in your Bible what you expected to find about Jesus' resurrection?

SONG

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

CLOSING PRAYER

Ask for a volunteer to lead in prayer thanking God that they can find in their Bible that Jesus was resurrected the third day. Thank God also for showing them why they should not observe Easter.

Your Shining Armor

MEMORY VERSE

“Put on the full armor of God so that you can take your stand against the devil’s schemes”
(Ephesians 6:11 NIV).

OBJECTIVES

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

1. State some of the pagan practices associated with Halloween
2. State why adopting the day to honor good people still isn’t acceptable.
3. Tell that God wants us to think about good things rather than darkness and death.
4. Elaborate on things to do to let their armor shine.

TOPICS & THEMES

Armor of God

Halloween

Holidays, Halloween

Ten Commandments

No Other Gods

Worship God

MATERIALS NEEDED

Bible, YEA Students’ and Teacher’s books, attendance and memory verse charts, songbook, CD, CD player, construction paper, newsprint pad and marker, drawing paper, crayons, scissors, glue

PREPARATION

Do some research on the origins of Halloween to ensure its freshness in your mind as you teach the lesson. The popularity of the Harry Potter books and movies have added to interest in the spirit world. Keep in mind that some Junior students are very attracted by gruesome, disgusting things. The more gross it is, the better they like it.

Find a book with some examples of breastplates, swords, shields, and helmets to show your class. Give them interesting history about these pieces of armor. A full-sized poster of someone wearing armor will help students visualize how a person was protected from the weaponry of the

time. The correlation to Christ's protection of us from Satan's schemes should be more easily made from that point.

HOW TO TEACH THIS LESSON

Brainstorm - with students about things they associate with Halloween. Plan to write what they say on the newsprint pad. Listen carefully to what they say without condemning them.

Share your research - After students have exhausted their ideas, share your research with them. "Although Halloween has become a night of rollicking fun, superstitious spells, and eerie games which people take only half seriously, its beginnings were quite otherwise. The earliest Halloween celebrations were held by the Druids in honor of Samhaim, Lord of the Dead, whose festival fell on November 1" (Halloween Through Twenty Centuries, by Ralph Linton, page 4).

Trick or treat - During Samhaim, or Halloween, the Druids believed that the dead would play tricks on mankind and cause panic and destruction. To appease the spirits of the dead the country people would leave delicious treats of food and fruit to satisfy the wandering spirits so they would not cause them or their household any harm. Even up until the turn of the century it was a custom in Ireland to have a procession led by a man in a white robe wearing a horse-head mask. The purpose was to get contributions from farmers. If the procession didn't get liberal gifts, the farmers were "tricked" with the threat of a curse that would ruin next year's crops! Trick or treat today is a continuation of that pagan custom. Why wouldn't God want you to trick or treat? Explain that God's way is to give. He says "It is more blessed to give than to receive."

Ask: How do you think trick or treat is like stealing?

Jack-o'-lantern - It is said to have come from the carved out turnips and beets used to carry embers from the bonfire back to their homes to relight the family hearth.

Costumes/masks - The Celts disguised themselves in hideous costumes and masks made from animal skins and heads and they blackened their faces with soot. They hoped to blend in with the demonic ghosts and spirits so they would not be noticed and possessed. What kind of costume does God want you to put on? Why does God want you to put on the whole armor of God? (So that when the evil day comes God will protect you.) Would you say that Halloween is an evil day? What are the pieces of the armor that God wants you to put on and how can they protect you?

The belt of truth - Telling the truth is the right thing to do. There are consequences for lying.

Breastplate of righteousness - God's commandments are righteousness. They are for your good. They will protect your heart from evil.

A shield of faith - You must have faith in Jesus Christ to have eternal life.

A helmet of salvation - When you accept Christ as your Savior, He will give you the helmet of salvation.

The sword of the spirit - The Bible is our sword. Knowing the Scriptures is a very powerful tool against Satan. What did Jesus do when He was tempted?

You are what you think - What is it that God wants us to think about? Why? How will thinking about good things help your armor to shine?

Memory Assignment

Type the following Scripture verses and make enough copies for every student to have one: Leviticus 23:4-7, 15-16, 23-27, 33-36. Explain to students that they will be expected to recite these verses on the day the Christmas lesson is taught, which will be about the 25th of December.

REVIEW QUESTIONS

1. Name some pagan customs associated with Halloween.
2. How does God feel about adopting these customs?
3. What costume does God want us to wear and what are its pieces?
4. Why is it important to put on the full armor of God?
5. How is Halloween different from the thoughts God wants us to have?

TEACHER-DIRECTED ACTIVITY

Before class, enlarge and make copies on separate sheets of construction paper of the pieces of armor in the Students' book. Have students draw a self-portrait on drawing paper and color it. Help them make it the right size for the armor to fit. Then paste their drawing on a piece of construction paper. Next, have them cut out the pieces of armor and glue each one in the appropriate place on their self-portrait, then write the memory verse as a caption at the bottom of the paper.

SONG

"I Am A C-H-R-I-S-T-I-A-N" is on page 52 of Kids Classics Collection.

CLOSING PRAYER

Ask for a volunteer to lead in prayer asking for God's help in keeping their armor shining.

No Weak Link!

MEMORY VERSE

“For the customs of the people are worthless; they cut a tree out of the forest, and a craftsman shapes it with his chisel. They adorn it with silver and gold; they fasten it with hammer and nails so it will not totter” (Jeremiah 10:3-4 NIV).

OBJECTIVES

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

1. List at least five weak links in traditional Christmas celebrations.
2. Explain that a chain is only as strong as its weakest link.
3. Discuss why it is wrong to adopt things from pagan customs and use them to worship God.
4. Elaborate on how God’s Holy Days picture God’s plan, His greatness, and love for us.
5. State that there are no weak links in God’s plan.

TOPICS & THEMES

Christmas

God’s Plan

Holidays, Christmas

Holy Days

Jesus, Birth of

Jesus, Savior

Pagan Traditions

Truth

Worship God

MATERIALS NEEDED

Bible, YEA Students’ and Teacher’s books, attendance and memory verse charts, songbook, CD, CD player, construction paper, glue, pencils, paper, scissors, newsprint pad, marker, concordances

PREPARATION

“The word Christmas is derived from the Old English Cristes Maesse, ‘Christ’s Mass.’ There is no certain tradition of the date of Christ’s birth. . . The first notice of a feast of the nativity of Christ occurs in a Roman Almanac (the Chronographer of 354, or Philocalian Calendar), which indicates that the festival was observed by the church in Rome by the year 336.

“It is commonly supposed that the emperor Constantine was influential in the institution of a Christian feast of ‘the birthday of the Sun of Righteousness’ (Mal. 4:2) as a rival to the popular pagan festival of the Unconquered Sun (Sol Invictus) at the winter solstice. . .

“The transformation of Nicholas into Father Christmas or Father January occurred first in Germany, then in countries where the Reformed church were in the majority, and finally in France, the feast day being celebrated on Christmas or New Year’s Day. Dutch Protestant settlers in New Amsterdam (now the city of New York) replaced Nicholas (“Sinter Claes”) with the benevolent magician who became known as Santa Claus. . .” (Encyclopaedia Britannica, Volume 4 and 7, pp. 603 and 324, respectively).

Juniors are at the age when parents and teachers are losing importance in relation to their peers. Therefore, not celebrating Christmas can be a most difficult thing for them to handle. As a parent or teacher, we must face the fact that Christmas is fun and attractive. A lot of sensitivity and love will be required. Pray for a balance in teaching the children that celebrating Christmas is wrong while showing them they should not judge or make enemies out of their friends who do. The purpose of this lesson is not to teach kids an adversarial or self-righteous approach. It is to help them understand their beliefs and to be comfortable and happy with them. Be careful to emphasize the positive aspects of keeping the Holy Days and the blessings they will receive from obeying God.

Before class, cut enough sheets of construction paper into strips so that each student can have 20. Also write your letter to a friend explaining in love why you don’t keep Christmas. You’ll likely be interrupted, so it won’t work to try to write it in class.

HOW TO TEACH THIS LESSON

Give each student 20 strips of construction paper and tell them they will be making a chain with these strips. But before they make their chain, they are to write at least one different thing on each strip that is associated with Christmas. Then they are to glue them together making a chain. When done, have each student read what they have written on their chain. List each different item once on the newsprint pad. Go through the list with the students and mark through the ones you and they are sure are in the Bible. Now use the concordances and have the students look up all of the doubtful words. Put a check by those.

Weak links - Explain that these are weak links in our chain and have nothing to do with God or Jesus. They can’t be found in the Bible, so they do not explain why we should keep Christmas.

Give each student a pair of scissors and have them cut through all of their weak links (those not in the Bible). Have them hold up their chain. Ask: What happened to your chain? Ask a student to read the definition of “link” under Words to Know in their book.

Pagan links - What kind of chain do the links on the floor make? Have a student read Jeremiah 10:2b-4. Ask: What does the Christmas tree link you to? (Pagan customs.) Why shouldn't we decorate a Christmas tree and use it to worship God? Ask a student to read Deuteronomy 12:32. Ask another student to read Deuteronomy 12:31.

Can't have fun - Does God say that it is wrong to keep Christmas because He doesn't want you to have fun? Why not? Briefly go through each Holy Day and let the kids tell you how they show God's plan and how they are better than pagan practices.

REVIEW QUESTIONS

1. Name five weak links that supposedly support Christmas celebration.
2. How strong is a chain?
3. What is wrong with using pagan customs to worship God?
4. Name ways that the Holy Days show God's plan and His love for us.
5. Are there any weak links in the Holy Days?

TEACHER-DIRECTED ACTIVITY

Have the students write a pretend letter to a friend explaining what they believe about Christmas and God's Holy Days. Suggest they make it positive, warm and friendly—not offensive. Then have each student share his or her letter with the class. This will help students express what they believe. You may also want to share your letter.

SONG

“I Have Decided to Follow Jesus” is on page 23 of Kids Classics Collection.

CLOSING PRAYER

Have a volunteer lead in prayer thanking God for the Holy Days we can celebrate big. Ask for the right attitude when Christmas comes, within our own hearts and toward those who celebrate Christmas.