

YOUTH EDUCATIONAL ADVENTURES

Making It Mine

YE3X · Teacher Edition

Juniors · Year 2: Creation

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

The Passover Lamb

MEMORY VERSE

John 1:29b "Look, the Lamb of God, who takes away the sin of the world!"

OBJECTIVES

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

1. Give the definition of a symbol.
2. Explain the practice of taking a lamb on the tenth day and killing it on the 14th day.
3. Identify Jesus as the Lamb of God.
- 4 Explain why God had the people kill the lamb.

TOPICS & THEMES

Consequence of Sin

Jesus, Lamb of God

Lamb

Passover

Sin

Symbol

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, star stickers, songbook, small stuffed animals (at least one more than the number of students in class), precut and preprinted card stock (see Preparation), lamb outlines (see Activity), glue stick, school glue, cotton balls, permanent marker, scissors, magnetic strips, pictures or drawings for Second Symbols

PREPARATION

Children this age are so visual and tactile! Plan to buy enough stuffed animals so that every student will have one, plus one or two extras. (These can be purchased at a dollar store fairly inexpensively.) Having the opportunity to actually pick out the stuffed animals they want will draw them naturally into the lesson. Precut a piece of card stock large enough to glue on a lamb outline for each student, leaving enough room along the bottom to print the memory verse before the children arrive. (See Activity.)

HOW TO TEACH THIS LESSON

Picking out a pet: Sit on the floor with the students. Pull the stuffed animals out of a bag. Put them in your lap. Show them each one. Then let each student choose which one they want. Take turns to avoid arguments over who gets which animal. Ask: What is the first thing you will do with your pet? Name it. If it were alive, what would you do with your animal? Play with it, feed it, care for it, make a place for it to sleep/stay.

On the tenth day of the first month: Say: This is very close to what the Israelites did every year, except each family was to pick out a perfect lamb from the flock. The lamb had to be a year old male without one thing wrong with it. Discuss what the family might have named the lamb, what they would have done with it. Read Exodus 12:1-6. Verse 6 says they had to take care of the lamb.

The 14th day: Ask: What happened to the lamb on the 14th day of the month? He was killed. Why? Discuss the first Passover and how the death angel passed over the houses which had the blood of the lamb painted on the sides and top of the door. Ask: Why was a lamb killed? Because it was a symbol of Jesus Christ who was killed to pay for our sins.

First Symbols: Select either of these two symbols to illustrate: Show the students a dollar bill. Ask: Why is this worth one dollar? Because everyone agrees that it is worth one dollar. It is only paper, but if you go into the store to buy a pack of gum, you'd better have a dollar because that's what the store wants. You can't take in a pocketful of your favorite rocks, a bird's nest, or five zucchinis from the garden, but that's the way it used to be done. A couple of hundred years ago, people traded for what they wanted. A man might say, "I'll give you five fish, if you give me a cup of salt." It's much easier to carry a dollar around in your pocketful than to carry five fish — and a whole lot less smelly. So the dollar stands for anything people think is worth that amount. It's a symbol.

Second Symbols: Hold up a poster with "Jesus Christ is . . ." written across the top. Ask the students to tell you some of the things Jesus is. As they give you various symbols, paste pictures or drawings of them on the poster board with a glue stick. Examples: Bread of Life (a loaf of bread), Living Water (a picture of a stream), Light (a candle), the Vine (a picture of a vine), my Shepherd (a picture of a shepherd with sheep), the Way (a road), the Truth (the word "truth" written in bold letters), Life (the word "life" written in bold letters), Righteousness (the word "righteousness" written in bold letters), the Lamb of God (a lamb), our King (a crown), our all in all (the word "everything" in bold letters). Ask: Why are all of these different names or symbols used when we're talking about Jesus? They help us understand who He is and how He is part of our lives.

The Lamb of God: The lamb was also a symbol. It stood for, it pointed the people to, it reminded them of Jesus Christ. (Have students recite their memory verse.)

The cost of sin: Why did God use a lamb? There are a couple of lessons. First, sin costs you something. When you do something wrong, you hurt your relationship with God and you hurt yourself. To fix things, to make them right again, you have to pay. Or Jesus can pay for you. But somebody has to pay to make things right. The lamb that each family took into their homes was the symbol for making things right. That's the second lesson we learn from killing the lamb. The people loved the lamb. It hurt them to kill it. It should also have hurt them to think of Jesus dying for their sins. It should hurt you to think of Jesus dying for your sins.

Praise God: Ask: How do you feel about Jesus being the Lamb of God and dying for your sins? It's a very serious thing. It should make us want to not sin, but we should be very grateful to God for providing the Lamb to die in our place. This Passover, remember to thank God for giving us His Son to pay for our sins.

REVIEW QUESTIONS

1. Why did the lamb have to be perfect? Because it pointed to Jesus Christ.
2. Why did each family have to take a lamb on the tenth day?
3. Why did each family have to kill the lamb and eat it on the 14th day?
4. Why is sin so bad?
5. What is the only way to fix sin, to make things right again?
6. How should we feel about Jesus dying for our sins?

TEACHER-DIRECTED ACTIVITY

Copy the lamb, sized to fit card stock, for each student (see Pattern Page). Have them cut it out and glue it on the precut card stock. Be sure they don't glue over the top of the memory verse. Then glue cotton balls to the lamb. Finish by sticking a piece of magnetic tape on the back of the card stock. The students can take these magnets home to put on their refrigerator or give them away to someone in the church who needs encouragement this Passover.

SONG

"Oh, How I Love Jesus" is on page 6 of Kids Classics Collection.

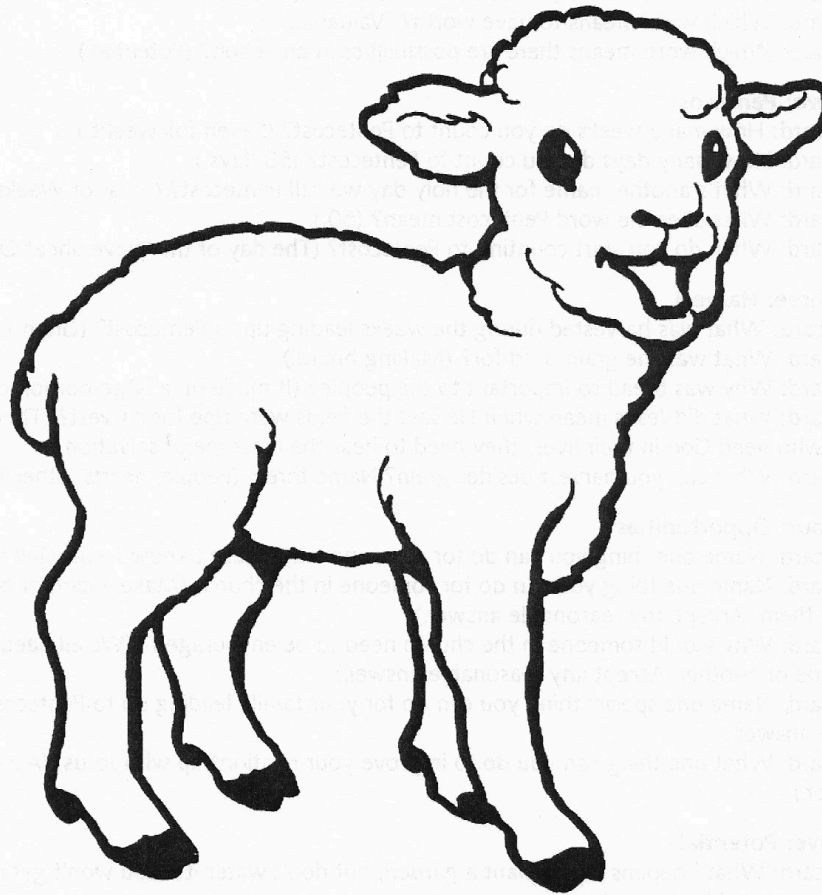
CLOSING PRAYER

Lead in prayer thanking God for providing His Son, the Lamb of God, to take away the sins of those who love Him.

Juniors Holydays Supplement - Year Two

Lesson 1

INSERT A



Celebrate With Joy

MEMORY VERSE

Ezra 6:22 "For seven days they celebrated with joy the Feast of Unleavened Bread."

OBJECTIVES

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

1. Tell about another example in the Bible when the Days of Unleavened Bread were celebrated.
2. State that the Days of Unleavened Bread remind us that Jesus is the Bread of Life.
3. Plan activities to make each day during the Days of Unleavened Bread special and joyful.

TOPICS & THEMES

Babylon
Celebrate
Consequences of Sin
Cyrus
Darius
Days of Unleavened Bread
God's Judgment
God's Love
Holy Days, Unleavened Bread
Nebuchadnezzar
Obedience
Reconciliation
Repentance
Slavery
Temple

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, star stickers, CD and music player, songbook, seven small boxes for each child, tiny prizes, dry erase board and markers

PREPARATION

Sometimes we adults are so consumed with the Passover, examining ourselves, rededicating our lives, and reconfirming our covenant with the Lord, that we forget to make the holy days extra special to the children among us. They can see the Holy Days as just an extra day during the year when they have to sit still and be quiet during services, wait an interminably long time for their parents to finish talking to all the people, and aren't allowed to watch TV or play video games. It can be a really hard sell to convince our children that these days are joyful days, days for celebrating.

Before class, find tiny boxes, seven for each child in class. Make sure the boxes will fit inside each other (stackable). Then put a prize (like a sticker or bookmark) into the smallest one. Put another prize and the smallest box into the next largest box. Continue until you have six boxes inside the seventh box. Then, on the first holy day, give a box to the children. Tell them to open one box each day during the Days of Unleavened Bread to find something to remind them to celebrate and rejoice before God for His Holy Days.

HOW TO TEACH THIS LESSON

Homesick: Talk with the children about a time when they were homesick. Ask: Why were you away from home? How long were you away from home? How did you feel when you finally got home?

Sinning and slavery: After King David and King Solomon died, God's people had many kings--some good and some bad. Eventually all of the kings were so bad that God sent the Israelites into slavery. Then Judah was taken captive by King Nebuchadnezzar of Babylon. Why would God allow the people He loved to go into slavery? Talk about the people having a choice whether to obey God or not. They chose to disobey. God doesn't want His people to continue to sin. He will do what needs to be done to get their attention. Sometimes that means allowing someone to take them captive into slavery.

Repenting and Returning: It took a long time for the people to realize that they needed God and that they had sinned against Him. But when they repented and told God they were sorry, God allowed some of them to come back home to the land.

Rebuilding: Once the people were settled, they started to rebuild the Temple for God. It was hard work and there were people who tried to stop them. God was with them and they finished just as God's New Year was beginning. They dedicated the Temple. Then they celebrated the Days of Unleavened Bread with joy.

Sin and consequences: We still sin today. And there are still consequences to our sin. Sin is awful and God doesn't want it to be a part of our lives. It hurts us and it hurts our relationship with Him. We may not be slaves in another country, but there are still bad things that happen every time we sin.

Repent and Return: When we realize we've sinned, we need to tell God we're sorry. Then we try not to do that same thing again. God says He'll forgive us when we ask Him. Then God is pleased with us. Just like the people were allowed to come back to the land, Jesus makes us right with God.

Days of Unleavened Bread: Sometimes people don't realize what a blessing God's holy days are. They point us to what Jesus Christ is doing for us. The Days of Unleavened Bread remind us how God has provided a way for us to be one of God's children when we repent of our sins. These days remind us that Jesus is the Bread of Life. That is something to really celebrate.

REVIEW QUESTIONS

1. What examples can you think of when the Days of Unleavened Bread were celebrated in the Bible?
2. Why were the people in Ezra celebrating with joy?
3. Why did God allow Nebuchadnezzar to take the Israelites captive into Babylon?
4. Why did God allow Kings Cyrus and Darius to let the people come back to the land?
5. What does this story remind us about our relationship with God?
6. What special things can you do every day during the Days of Unleavened Bread to make it a special and joyful celebration all week long?

TEACHER-DIRECTED ACTIVITY

Brainstorming a Week of Celebrating!

Have children give their ideas of what would make the Days of Unleavened Bread special and list them on the board. These may include special meals, making a card or picture for someone for each day, making coupons to give to your parents for special things you'll do for them each day, a list of things for your parents to do with you to make each day special (think of things that don't cost money, if possible), etc.

SONG

"Down In My Heart" is on page 69 of Kids Classics Collection.

CLOSING PRAYER

Lead the children in prayer, thanking God for the Days of Unleavened Bread and how He has made a way for us to come back to Him.

Make It Count!

MEMORY VERSE

Psalm 90:12 "Teach us to number our days aright, that we may gain a heart of wisdom."

OBJECTIVES

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

1. Tell how to determine when Pentecost is.
2. Relate what was happening, historically, leading up to Pentecost.
3. Apply the idea in their own lives of harvesting leading up to Pentecost.
4. Plan concrete examples of things to do for God's glory.

TOPICS & THEMES

Celebrate

Counting

Harvest

Holy Days, Pentecost

Pentecost

Relationship With God

Sacrifice and Offerings to God

Wave Sheaf

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, stars stickers, songbook, CD and player, chart for game, index cards with questions, small prizes

PREPARATION

Make a game board (similar to Jeopardy) using a poster board which has been divided into five columns and six rows. Each space will be about the size of an index card. The top row will be the column categories. Row two will be ten-point questions. Row three will be 20-point questions. Row 4 will be 30-point questions. Row 5 will be 40-point questions. Row 6 will be 50-point questions. See the Pattern Page for categories and card questions. The answers are in parentheses; don't write them on the cards. Write the point value on the front of the index card. Write the question on the back. Once the question has been written on the index card, tape it in

the appropriate column on the chart. The top index card in each column will have the category printed on it.

HOW TO TEACH THIS LESSON

Intro game: Tell the students they are going to play a game during Sabbath class today. Divide the class into two teams. Give them the rules. Make sure everyone understands before playing. **Play game:** see Pattern Page for categories/questions/ answers. Be prepared: this will take a while.

Debrief: Talk with students about strategy. Ask: Was it better to choose easy questions worth less? Or was it wiser to choose hard questions for the most points? If you studied your lesson and knew the answers, did it make a difference which questions you could answer? If you prepared, did you have more or less potential of winning? How does preparing for Sabbath class by doing your lesson and memory verse ahead of time, relate to this lesson? What did you like/not like about this game? Would you like to do it again sometime?

Winners: Say: In a game like this, one team wins and the other loses. But when you are serving God, making the most of every opportunity, making your time count, causes everyone to win. Have a bag of small prizes. Let the winning team choose a prize first. But also let the losing team choose. Tell them that learning the lesson and participating in activities to teach them more about God makes them all winners.

REVIEW QUESTIONS

These are part of the game and debriefing.

TEACHER-DIRECTED ACTIVITY

Directions for Playing the Game

(See Preparation and Pattern Page for how to make the game board and for specific questions/ answers.) Divide the class into two teams. A person on the first team will select a column and point value. Pull the card off the chart. Read the question. If the person on team one answers correctly, they get the points for that question. Put the card in a pile for them. (The points will be on the back of the card. Total them up at the end of the game.) If the person on team one doesn't answer correctly, the question goes to a person on team two to answer. If that person answers correctly, he/she gets the points. Even if a team answers correctly, the other team gets a turn. Make sure each person on each team has a turn. If no one can answer the question correctly, open the question to the whole class as discussion. Talk about why an answer is incorrect. Give the proper answer and rationale.

SONG

"Jesus in the Morning" is on page 89 of Kids Classics Collection.

CLOSING PRAYER

Lead in prayer thanking God for giving us a model of counting to Pentecost. Ask for God's guidance and grace that the harvesting we do is His will and to His glory.

DEFINITIONS	PENTECOST	HARVEST	OPPORTUNITIES	POTENTIAL
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

INSERT B

Column One: Definitions

Ten-point card: Which word means to number, as in 1, 2, 3? (Count.)

20-point card: Which word means to make the most of? (Count.)

30-point card: Which word means you don't have to do it? (Freewill.)

40-point card: Which word means to have worth? (Valuable.)

50-point card: Which word means there are possibilities in an action? (Potential.)

Column Two: Pentecost

Ten-point card: How many weeks do you count to Pentecost? (Seven full weeks.)

20-point card: How many days do you count to Pentecost? (50 days.)

30-point card: What's another name for the holy day we call Pentecost? (Feast of Weeks.)

40-point card: What does the word Pentecost mean? (50.)

50-point card: When do you start counting to Pentecost? (The day of the Wave Sheaf Offering.)

Column Three: Harvest

Ten-point card: What was harvested during the weeks leading up to Pentecost? (Grain.)

20-point card: What was the grain used for? (Making bread.)

30-point card: Why was bread so important to the people? (It made up a large portion of their diet.)

40-point card: What did Jesus mean when He said the fields were ripe for harvest? (There are people in the world who need God in their lives; they need to hear the message of salvation.)

50-point card: What can you harvest besides grain? Name three. (People, hearts, other food items, etc.)

Column Four: Opportunities

Ten-point card: Name one thing you can do for someone who doesn't know Jesus. (Tell him about Jesus.)

20-point card: Name one thing you can do for someone in the church (Make a card or bookmark to encourage them. Accept any reasonable answer.)

30-point card: Why would someone in the church need to be encouraged? (We all need encouragement at some time or another. Accept any reasonable answer.)

40-point card: Name one special thing you can do for your family leading up to Pentecost. (Accept any reasonable answer.)

50-point card: What one thing can you do to improve your relationship with Jesus. (Accept any reasonable answer.)

Column Five: Potential

Ten-point card: What happens if you plant a garden, but don't water it? (You won't get much out of it. Accept any reasonable answer.)

20-point card: What happens if you aren't really listening to yourself as you read a book? (You won't really know what it says. Accept any reasonable answer.)

30-point card: Recite your memory verse and Scripture reference. ("Teach us to number our days aright, that we may gain a heart of wisdom" Psalm 90:12.)

40-point card: Why would you want to tell other people about Jesus? (Accept any reasonable answer.)

50-point card: Why would you want to have a better relationship with Jesus? (Accept any reasonable answer.)

Do Justly

MEMORY VERSE

Micah 6:8 “. . .What does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.

OBJECTIVES

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

1. Recite Micah 6:8.
2. Define justice.
3. Give two biblical examples of applied justice.
4. Transfer the idea of justice to their own lives.
5. Relate the Feast of Trumpets to doing justly.

TOPICS & THEMES

Feast of Trumpets

God's Judgment

God's Kingdom

Holy Days, Feast of Trumpets

Jesus, Return of

Justice

Loving God

Miracles

Obedience

Ten Commandments

Trumpets

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, star stickers, songbook, CD and player, butcher paper, colored pencils, pencils, markers

PREPARATION

Juniors like justice. They are beginning to become less concrete, less black and white viewers of their world. However, when a rule is established, they are very displeased if someone breaks the rule. They also have no problem with the administration of punishment if a rule is broken. They just ask that it be fair - that everyone be punished equally. You may be surprised at how many examples they can give you of what justice is. Be prepared to learn things that you may not have wished to know.

I often wonder if this is part of why God loves little children. Their sense of justice is so much more black and white than adults'. They don't try to dissimulate, excuse themselves, or blame others. They are okay with justice. It's the mercy that throws them.

HOW TO TEACH THIS LESSON

What is Justice?: Define justice to the students as "setting up or enforcing what is right." If a policeman stops a speeder and gives him a ticket, he is enforcing what is right. If your teacher tells the class her rules on the first day of school, she is setting up what is right in her classroom. Ask them to give you other examples.

Exodus 19:10-13, 16-20 and Exodus 20:18- 20: Read those Scriptures aloud to the students. Because of this event, the Israelites always think of the giving of the law, the giving of the Ten Commandments, when they think of the Feast of Pentecost.

Justice and Exodus: Ask: How is God giving His people the Ten Commandments an example of justice? It is setting up what is right. Do you remember the example of your teacher setting up the class rules? That's the first part of justice.

Trumpets and Jericho: Read Joshua 6:1-16 aloud to the students. For seven days the people of Jericho heard the trumpets being blown. The seventh day, the priests gave a loud blast on the trumpets and the walls fell down! The people of Jericho were completely destroyed. Why? Because they were wicked. They did not follow God's ways. This is the other half of justice. Giving laws is no good if people aren't required to obey them. The trumpet blast and the people's loud shout came just before justice came to Jericho. It's like the police siren. That loud wailing siren lets the speeder know that justice is about to come.

Justice and the Feast of Trumpets: We are used to thinking of the Feast of Trumpets as the time when Jesus Christ will return. And that is one of the pictures, the most important of the pictures, of the Feast of Trumpets. And when Jesus returns, He is bringing justice with Him, to set to right what is wrong with this world, to reward those who love Him and do His will, and to punish those who don't.

The Feast of Trumpets and you: You can use this holy day as a reminder that Jesus is coming back soon. He's looking for people who live their lives the right way and follow His laws because

they love Him.

Micah 6:8: This is a good time to have the students recite the memory verse. Then read Micah 6:8 aloud to the students. Say: The first part of what God requires is “to do justly.” Doing justly is a choice. Review the activity in the students’ book. Ask the students to share their answers. Particularly, read the sentence at the end of the activity.

REVIEW QUESTIONS

1. What does Micah 6:8 say?
2. What is justice?
3. What are two biblical examples of justice?
4. What is an example of justice in your life?
5. What does God require of you?
6. How is justice related to the Feast of Trumpets?
7. What is one thing the Feast of Trumpets would make you think of?

TEACHER-DIRECTED ACTIVITY

Micah 6:8 Banner

On a six-foot piece of butcher paper, write Micah 6:8 along the top. Have the children make snapshot drawings in random order of situations with them doing justly. For example, one student says to another, “Let’s ask to go to the bathroom five minutes before recess and go outside instead of going to the bathroom.” In a second bubble, write the second student’s just response.

Save this butcher paper for students to continue drawing snapshots for Atonement and Feast of Tabernacles’ activities. Don’t feel you have to have the mural completed with this activity.

SONG

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

CLOSING PRAYER

Lead in prayer, thanking God that He is just and asking for His help in doing justly.

Love Mercy

MEMORY VERSE

Matthew 5:7 "Blessed are the merciful, for they will be shown mercy" (NIV).

OBJECTIVES

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

1. Define mercy.
2. Tell how mercy was shown by God on the Day of Atonement.
3. Relate the intercession of the High Priest on behalf of the people to Jesus' intercession for us.
4. Give concrete examples of how to apply mercy in their own lives

TOPICS & THEMES

Day of Atonement

Fasting

Holy Days, Atonement

Holy of Holies

Jesus, High Priest

Jesus, Intercessor

Jesus, Older Brother

Mercy

Sin

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, star stickers, songbook, CD and player, colored pencils, pencils, markers, mural from previous lesson

PREPARATION

Juniors can be lavish in their mercy as well as resolute in their need for justice to be done. Many times they want an adult to even the score, to administer punishment to an offender. When presented with an opportunity to determine the punishment, Juniors can surprise you. Often the punishment is inappropriately harsh. Other times, they show a mercy which astounds the adult who was called in to administer punishment in the first place! Therefore, it behooves us as parents and teachers to help this age group determine when to apply justice (including

appropriate consequences) and when to extend mercy. It's not an easy concept to grasp, although this age group will be more willing to extend mercy to someone they love. And there's a lesson in that too.

Prior to class, write each of the following situations on a note cards. They will be given to the students to role play during class.

1. Your little sister colors in your school notebook. Your parents leave her punishment up to you. She either misses her favorite cartoon for the day or she's not allowed to play with her friends for an afternoon. You know that she is truly sorry. You _____.

2. Your best friend is talking with some of your friends. As you walk closer, you hear them laughing about a secret you shared with your friend, something she was supposed to keep to herself. When she sees your face, she realizes how much it hurt you. You can tell she wishes she hadn't said anything. Your other friends are still laughing and now are making fun of you. You _____.

3. Your older brother spent the morning teasing you. He and one of his friends made fun of your handwriting, your basketball shooting, your hair, and your shoes--anything they could think of. After your brother's friend went home, the house was really quiet. Then your brother walks into your room and asks if you want to ride bikes with him for a while. You _____.

4. A student at your school, in your grade but not in your class, is always bugging you. If you have a swing, he wants it. If you go down the slide, he's right there behind you, coming down too closely. If you grab a ball, he's in your way so you can't bounce it or shoot baskets. One day on the way home from school, you see this student. He's tripped on the sidewalk. He's torn a hole in the knee of his pants. His knee is bleeding. He's scraped his hands. His backpack has opened and books, pencils, papers are everywhere. You _____.

HOW TO TEACH THIS LESSON

After opening with prayer, write the definition of mercy on the board. Discuss what it means. Have students explain mercy in their own words.

Role play: 1) Role play the scene in the courtroom from the Students' lesson. Talk about the mercy the judge was able to extend to Travis because of Chad paying the debt, and why it's called mercy. 2) Have the students share the examples of mercy they thought of (see Student's Activity). Divide the students into small groups to role play the situations on the note cards (see Preparation). Let students act out the answer for each. Talk about their answers and how it's okay to have different answers.

We extend mercy differently: and that's okay. (The role play will take a huge chunk of time out of your lesson time.)

Mercy from God: Have students return to sitting in a semicircle. Ask: How has God shown mercy to us?

Why the Day of Atonement?: Ask: Why couldn't God just tell His people that He was providing the mercy for their sins? Sometimes people who have received mercy decide that, since they will receive mercy anyway, it doesn't matter what they do. So every year, God assembled His people to show them there is a cost to sin. Sin causes death. But God didn't require the death of His people every year; He told them to kill the goat as a sin offering to make atonement for them.

Goat and Christ: Explain that the goat didn't take away the sin of the people; it symbolized the sacrifice of the One who would. Also, Jesus Christ was the One who interceded on our behalf, just as the High Priest did when he took the blood into the Most Holy Place. The elaborate ceremony on the Day of Atonement pointed to the time when God would extend mercy through Jesus Christ to all who believe.

Memory Verse: Ask: What should be the reaction of those of us who have been shown such great mercy by our Heavenly Father? We should show mercy to others. This is a good time to recite the memory verse. (This is a nice lead-in to the activity.)

REVIEW QUESTIONS

1. What is mercy?
2. Because each of us has sinned, what do we deserve?
3. On the Day of Atonement, what did God give to His people?
4. Why did God give mercy to His people on the Day of Atonement?
5. Who is our High Priest today, who intercedes for us before God the Father?

TEACHER-DIRECTED ACTIVITY

Micah 6:8 Banner

Continue the banner begun on the Feast of Trumpets. Have students make snapshot drawings, in random order, of situations where they are loving mercy. For example, a student says a hateful thing to another student. In a second bubble, write the second student's merciful response.

The students will continue drawing snapshots for the banner for the Feast of Tabernacles. Don't feel you have to have the mural completed with this activity.

SONG

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

CLOSING PRAYER

Lead in prayer thanking God for His mercy to us and asking for His help in knowing when and how to show mercy to others.

Walk Humbly With Your God

MEMORY VERSE

2 Corinthians 6:16 "As God has said: "I will live with them and walk among them, and I will be their God, and they will be my people."

OBJECTIVES

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

1. Recite Micah 6:8.
2. Explain how "walking humbly with your God" applies in their life.
3. Tell that God wants to lead always.
4. Explain how the Feast of Tabernacles pictures walking with God and submitting to Him.

TOPICS & THEMES

Feast of Tabernacles

Follow God

God's Kingdom

God's Will

Holy Days, Feast of Tabernacles

Humility

Prayer

Temporary

Trusting God

MATERIALS NEEDED

Bible, YEA Students and Teacher's books, attendance and memory verse charts, star stickers, songbook, CD and player, colored pencils, pencils, markers, mural from previous lessons, poster paper

PREPARATION

Prior to this lesson, find three pictures in a magazine, an old calendar, a coffee table picture book, etc. 1) A divided trail - with at least two different directions you could go. It could be an intersection, a fork in a trail, a split in a road. Any picture which shows a choice to make in the path traveled will work. 2) An obstacle to overcome—a mountain range, Monument Valley,

Devil's Tower. This picture will help the students visualize problems they encounter in their path. If the picture also shows a way around the obstacle (such as Monument Valley or Devil's Tower), that would be ideal. 3) A single road going straight into the distance or people busy doing something. This picture will be used to talk about asking God what you should do before doing it - just to make sure you're going the right way.

Juniors will not have a hard time with this lesson concept. Even though they are functioning more independently, they still need assistance. And, especially in this world, Mom and Dad are never far away.

Prior to class, write these five Scriptures on separate pieces of poster paper to hang up as you talk about each:

"Teach me your way, O Lord; lead me in a straight path. . ." (Psalm 27:11).

"In this world you will have trouble. But take heart! I have overcome the world" (John 16:33).

"Trust in the LORD with all your heart and lean not on your own understanding; in all your ways acknowledge him, and he will make your paths straight" (Proverbs 3:5-6).

"He has showed you, O man, what is good. And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God" (Micah 6:8).

"As God has said: 'I will live with them and walk among them, and I will be their God, and they will be my people'" (2 Corinthians 6:16).

HOW TO TEACH THIS LESSON

Micah 6:8: Bring the lesson back to Micah 6:8. Say: Today we're going to talk about the third part of the things God requires of us in Micah 6:8. Does anyone remember what the third part was?

Let God Lead: Show the first picture of a divided road. Ask: Which direction would you take? Ask: How would you decide? Guide the discussion to praying that God will lead you. Hang up the first poster with Psalm 27:11 on it. (See Preparation.) Ask: When should you pray? Can you pray once a day? Can you pray more than just over your meals and at bedtime? Guide discussion so students will agree that we can pray whenever we need for God to show us what we should do.

Here Comes Trouble: Show the picture of the obstacle to overcome. We're going to have trouble in this life. But sometimes our problems seem bigger than they really are. And sometimes what we worry about never even happens. In the mountains, it is hard to find a gap - a way through the obstacle. In Monument Valley or at Devil's Tower, you just need to keep your eyes on where you are going. Regardless, when problems come, what should we do? Guide the discussion to praying to God and then trusting Him with our entire lives. Hang up the second poster with

John 16:33 printed on it. (See Preparation.) Talk about who said this. Say: We can trust Jesus because He loves us so much.

Serving and Talents: Show the third picture to the students. Sometimes we see something to do or a way to go, and we get to it. We're excited! We're happy! We tell ourselves that God has given us this talent - we know how to do this - and we get started doing it. But like the story with Maggie and Becky (remember them crushing the flowers in the flower bed as they chased the squirrel), we can hurt other people if we're not using our talents as God shows us. So how do we know what to do? How can we use our talents (that God has given us) in a way that glorifies Him? Guide the discussion again to prayer, but add in the idea of stopping and thinking about our decisions before we act. Too many people don't stop to think of what can happen and the consequences of their actions before they do something. Hang the third poster which has Proverbs 3:5-6 printed on it. (See Preparation.) Talk about making sure that God will get the glory, not us, from our service.

The Feast of Tabernacles: One of the lessons of the Feast of Tabernacles is to walk with our God. He dwells (tabernacles) in us as we tabernacle (live temporarily and live in temporary houses during the Feast) here.

Micah 6 : 8 and 2 Corinthians 6:16: Hang posters with these two verses written on them. God tells us how He wants us to live in this temporary life. Recite Micah 6:8. Why do we do this? Recite 2 Corinthians 6:16. God is holy and He's teaching us the way to be holy too.

REVIEW QUESTIONS

1. Micah 6:8 lists three things God requires of us. What are they?
2. What does it mean to walk humbly with God?
3. How do you let God lead you in everything you do ?
4. God gives us one of His holy days to help us learn to walk with Him. Which?

TEACHER-DIRECTED ACTIVITY

Micah 6:8 Banner

Continue the Micah 6:8 banner begun on the Feast of Trumpets. Have students make snapshot drawings, in random order, of situations where they are walking humbly with God. For example, the picture might show someone getting a phone call asking them to come help sing at a nursing home. The person's response might be, "Sure I'll come," but then a second frame of the drawing shows them kneeling in prayer and asking God to show them what to do and for His blessing. The activity the students did in their YEA Students' books may help to spark some ideas. Plan to hang the completed mural where the church members can see it.

SONG

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

CLOSING PRAYER

Lead the children in prayer. Ask for God's direction as each person learns to walk humbly with Him, trusting Him, and looking to Him for His will always.

A Closing Assembly

MEMORY VERSE

Leviticus 23:36 - "On the eighth day hold a sacred assembly and present an offering made to the LORD by fire. It is the closing assembly; do no regular work" (NIV).

OBJECTIVES

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

1. Compare the Last Great Day with the last day of school and draw analogies.
2. State the Last Great Day is the closing assembly.
3. State the Last Great Day symbolizes the ending of one time and the beginning of another.
4. State there is a Judgment coming.
5. State that the Last Great Day is the greatest of all festivals.

TOPICS & THEMES

Eighth Day

God's Judgment

Great White Throne Judgment

Holy Conduct

Holy Days, Eighth Day

Millennium

Worship God

MATERIALS NEEDED

Bible, YEA Students' and Teacher's, attendance and memory verse charts, star stickers, songbook, CD and player, colored pencils, crayons, markers, 1 x 17 white construction paper, poster board (optional), dry erase board, markers

PREPARATION

This age group may love the Feast of Tabernacles more than any other - their parents have time for them, there are activities especially for them with other children their age, it's new, it's different, and they can sense the spirit at the Feast of Tabernacles, even if they can't put words to it. So they are likely to be sad when the Last Great Day comes because they don't understand

what an awesome thing this Feast represents. It is not a day of sadness; it is a day of rejoicing because a new heaven and new earth are coming and Christ and God the Father will live with us.

Juniors will understand the last day of school analogy, but even that may not help them understand the great joy we will feel on that final Last Great Day. So, when teaching this lesson, be very upbeat, using a high level of excitement.

Construct your own mansion (see Activity) to display during the lesson time. Talk about how what God has prepared for us is so wonderful that we won't want to go back to the way it was before. But sure to include lots of details in your mansion: fireplaces, swimming pools, toy room, etc. The children will make their mansions from construction paper; you may want to do it with poster board so they can all see what you've included.

HOW TO TEACH THIS LESSON

Report Cards: Ask: Do you like getting report cards? What is the best thing about report cards? What is the worst thing about report cards? What if you had to make a report card about this life, what would you grade? On a piece of poster paper, chalkboard, or dry erase board, make a report card for this life. Using input from the students, decide what you would grade. Then decide on a grade for each category. Categories might include: fairness, justice, pain and sorrow, joy and happiness, godly things, enough food, enough shelter. Talk with the students about the condition of this world. (This will take up a big chunk of the lesson time.)

The Last Great Day: Not much is known about the Last Great Day. There are very few verses in the Bible about it. The NIV Bible calls it A Closing Assembly. It is a time when the Feast of Tabernacles is over. It's done. But like a commencement ceremony in high school or college, it really isn't the end; it is just the beginning of the rest of eternity.

All Things New: Ask the students to help make a list of times in life when things are completely new: the last day of school, the last day before a move, the last day before a wedding, the last day before starting a new job, the last day before Mom has a new baby. All of these are life changes that give us a glimpse of how the Last Great Day is a symbol of how our lives will be completely different and far better.

Revelation 21:1-4: Read this Scripture aloud to the class. Explain that this is the time when a new heaven and a new earth come down from heaven from God, prepared as a bride beautifully dressed for her husband. All things will be new. Nothing will be old and worn out. This is a time when there will be no more pain or crying or death or mourning. All of that will be gone. And, we will be living with God.

John 14:1-4: Read this Scripture aloud to the class (or ask for a volunteer). Jesus has gone to prepare a mansion for us to live in with Him and with our Heavenly Father. It will be more

wonderful than we can imagine. We'll be ready for it. We'll definitely want to run all the way home.

REVIEW QUESTIONS

1. How is the Last Great Day like the last day of school?
2. What is the only thing we know from Leviticus 23 about the Last Great Day?
3. The Last Great Day symbolizes the _____ of all things.
4. Just as at the end of school you will get a report card, on the Last Great Day what's coming?
5. What should our attitude be towards the Last Great Day? What does it picture that should make you so happy?
6. Is it okay to feel sad that the Feast of Tabernacles is over? Why?

TEACHER-DIRECTED ACTIVITY

Making a Mansion

On one sheet of paper, draw the interior of the mansion. Draw the different floors with their furnishings (beds, bathtubs, dressers, windows, curtains, toys, kitchen appliances, TV, etc.). Then glue just the top 1/4 inch of a second full sheet to the first. On the top sheet, draw the exterior of the mansion and be sure to line up windows and doorways. Cut out the windows and doors on three sides so they will open and close, and reveal a glimpse of what is inside. Use crayons, colored pencils, or markers to make the mansion colorful inside and out.

SONG

"Come and Go With Me" is on page 83 of Kids Classics Collection. You may want to have the CD playing while you're doing the activity.

CLOSING PRAYER

Lead the students in praying that Jesus will come quickly, that He will protect them through the difficult times that will come before He returns, and that we will earn a good report card in our service to Him.

The Truth and Nothing But the Truth

MEMORY VERSE

John 14:6 "Jesus answered, 'I am the way and the truth and the life. No one comes to the Father except through me.'"

OBJECTIVES

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

1. Affirm that Jesus rose from the dead.
2. State that Jesus rose from the dead on Saturday evening and was our Wave Sheaf Offering early Sunday morning.
3. State that pagans worshiped the return of life around the time of God's spring holy days.
4. State the Easter bunny and Easter eggs are fictitious.
5. Explain why it is so important for a Christian to tell the truth, the whole truth, and nothing but the truth.
6. Accurately recite their memory verse (John 14:6).

TOPICS & THEMES

Easter

Holidays, Easter

Honor God

Jesus, Lamb of God

Jesus, Resurrection of

Letting Your Light Shine

Pagan Traditions

Three Days/Nights

Truth

Wave Sheaf

Witnesses

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, star stickers, songbook, CD and player, dry erase board and markers

PREPARATION

This age group is very black and white in their outlook to life. They will have no trouble in ascertaining that Easter is not something we should do to worship God. Be gentle in how you present the lesson. Be sure to emphasize there are many Christians who believe they are honoring God; God just hasn't opened their eyes to see the truth of the matter yet. We are called to be lights in this world, shining the truth of God for all to see. We are not called to be hammers, harshly alienating people who are moving away from a worship of God which has truth mixed with errors.

Set up the classroom to look like a court. Appoint one student to be the judge so you can write down the evidence as true or false as it is presented by the students.

HOW TO TEACH THIS LESSON

Setting up court: Once students have assembled, assign jobs to them: judge, prosecuting (not wanting to celebrate Easter), and defense lawyers (wanting to celebrate Easter), jury members or audience. You'll be the court recorder (with poster paper, blackboard, or dry erase board), and facilitator (although that's not exactly how the courtroom works).

Set the Scene: Announce: Now in the matter of Easter vs. the Truth, the Whole Truth and Nothing But the Truth, the judge will now hear arguments for and against. Make two columns on the dry erase board. Title one "Truth" and the other "Not truth."

Resurrection: Announce: The first question before the court today is the matter of the resurrection from the dead. Is this true? Allow the prosecuting and defense attorneys to respond. Then say, The second question hinges on the first question. Since we know that there is a resurrection from the dead, was Jesus Christ resurrected from the dead? Again, allow the lawyers to respond. Write "resurrection" and "Jesus' resurrection" on the truth side of the dry erase board.

Time of Resurrection: Announce: Since we know Jesus was resurrected, we have to find out when this happened, if possible. What does the defense attorney have to say about when Jesus rose from the dead? Allow each attorney to present his side. Use official-sounding questions to draw out answers about the Wave Sheaf Offering, anything students know about the time of Jesus' resurrection, and when He was seen by His disciples. Record on the dry erase board.

Pagan Celebrations: Announce: We are interested in finding the truth, the whole truth, and nothing but the truth in this case. As far as nothing but the truth is concerned, what facts do you have concerning Easter? Allow the lawyers to present. Record on the dry erase board.

Trappings of Easter: Announce: We've determined that Easter has its roots in pagan worship. Even if Christians are only thinking of Jesus' resurrection on this day, it still does not pass our

"nothing but the truth" rule. Additionally, what do the Easter bunny, chicks, and eggs have to do with Jesus being resurrected? Allow the lawyers to present. Record data.

Summary of the court: Have the judge call a short recess to review all of the data before making his/her ruling. Prep the judge to say: In the matter of Easter vs. the Truth, the Whole Truth, and Nothing But The Truth, we find Easter does not fit all of these requirements. Therefore, it is the opinion of this court that Easter should not be celebrated by Christians. (You'll want to have this speech already written down in fairly large letters for the judge to read to the court. Practice a couple of times before the judge presents it to the court.) Call the court to order again. Say: All Stand. Have the judge read the statement. Court is dismissed.

Debriefing: Ask: How did you like this lesson? Do you have any questions?

REVIEW QUESTIONS

1. Was Jesus resurrected from the dead?
2. Did He rise on Easter morning?
3. When did He come back to life? How do we know this?
4. What did Jesus do early Sunday morning?
5. What event in the keeping of God's Holy Days is like Christ's ascension to the Father?
6. Who celebrated Easter before Christ was born?
7. What can you tell me about the Easter bunny, eggs, and chicks?
8. What is your memory verse?
9. If Jesus is the truth, why would we want to celebrate His resurrection with an event which is not the truth, the whole truth, and nothing but the truth?

TEACHER-DIRECTED ACTIVITY

Light or Hammer

Tell the students that, although we don't believe Easter is the right way to celebrate Jesus' resurrection, there are a lot of Christians who do believe it is good to do. Have them write on a piece of paper what they would say to someone who asks them why they don't celebrate Easter. When everyone is finished, talk about their answers. Emphasize that we don't want to be a hammer which is harsh; we want to be a light which draws others to Jesus gently.

SONG

"Thy Word Have I Hid In My Heart" is on page 75 of Kids Classics Collection. Remind students that by hiding God's word in their heart, by reading the Bible, and listening to what our pastor

and parents tell us, we can learn what is true and right and good.

CLOSING PRAYER

Ask for a volunteer to lead in prayer thanking God for the truth and asking that he will help us to be a light to others around us.

Too Good To Be True

MEMORY VERSE

2 Corinthians 11:14 "Satan himself masquerades as an angel of light."

OBJECTIVES

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

1. Give examples of deceiving appearances.
2. Explain that something that looks good is not always good.
3. Recite and explain the memory verse.
4. Give two reasons why it is not good to celebrate Halloween.

TOPICS & THEMES

Halloween

Holidays, Halloween

Pagan Traditions

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, star stickers, songbook, CD and player, dry erase board and markers, children's books, apple, DVDs, soft drink

PREPARATION

Because of children's incredible faith that people only mean good, they think of treats as something they like. Our world is very different. Some people mean harm because they are evil. Children should be made aware of this without making them afraid to go outside.

Gather items for lesson: children's books of varying difficulty numbered with post-it notes for easy identification, an apple that looks good outwardly but is bruised with rotten spots, numbered DVDs (some family fare, others inappropriate for children), a soft drink, small squares of paper for writing answers.

HOW TO TEACH THIS LESSON

Judging by appearance object lesson:

A) Show students the books one at a time: Without opening the covers, ask them to decide which book will be 1) the easiest to read and, 2) the scariest to read. Have students write down their answers, using the numbers on the books. Have them share their answers. Tally them on the board and talk about the results. Say: It's hard to judge a book by its cover, isn't it? You might not know how scary the book is until you read to the middle, but you may know how easy it is by the end of the first page.

B) Show students the apple: Ask if this apple will be juicy and sweet or a bad one that is sour with bruises. Write their answer on a slip of paper and tally results. Ask: How can you know for sure if an apple is good or not? How does your mom or dad choose a good apple in the store? Do they know for sure? How can you know for sure? It's hard to know how good an apple is until you take a bite and even then, you may have to eat most of the apple before you know there are no bad spots.

C) Show the DVDs: Ask: 1) Which would you most like to watch? 2) Which would have the scariest music? and 3) Which would be best to watch together as a family? Let students choose and write their answers. Tally results and talk about how different the answers are or aren't. The first question involves preference: Is it okay for someone to like something you don't? Usually preference is a good thing, but there are times when it isn't.

1. Give examples of deceiving appearances.
2. Explain that something that looks good is not always good.
3. Recite and explain the memory verse.
4. Give two reasons why it is not good to celebrate Halloween. What seems scary to you, may not be scary to another. That's perception.

Ask: Can you tell from looking at DVDs which of them would have the scariest music? No. You have to watch the movies and hear the music. When the background music is played, often we don't notice it. Discuss the most appropriate DVDs for a family to watch. You can likely guess from the cover what the movie is about — a rating will help. There are children's movies that aren't goodly that undermine faith in God and confuse what is good and right unless you carefully evaluate what is being seen.

D) Show the soft drink: Have students write good or bad on their slips of paper. Tally the results and talk about the answers. What is one reason why people might say good? What is one reason why people might say bad? List answers on the board. There's no nutritional value to a soft drink. It may settle your stomach, but it can cause harm in the long run. People are attracted to soft drinks by the sweet flavor. This product makes millions of dollars, but is bad for your health.

Halloween: Ask: How can we apply this discussion to Halloween? Make three columns on the board and put answers in the corresponding column as students give good, bad, and tricky parts

of Halloween. For good you may get answers such as: it's fun, kids like to dress up, lots of candy, you get time off from regular school work, you can be silly with your friends, etc. Bad may include: kids feel encouraged to do bad things on Halloween, the costumes can be scary to little kids, it's a night in honor of evil, mischief, etc. For tricky, you may get such answers as: you don't know what you'll get when you ring a doorbell, you may not recognize your friend because of his costume, etc.

The Good, Bad, Tricky of Halloween: Show how the things listed that students said were good are not good. Each item in the good column could go in the tricky column. They seem nice, but aren't. You can't line up five DVDs and tell which has the scariest music by looking at the cover. You can't line up five people and decide who is most likely to hurt you by looking at them. Hardly anything is good about Halloween. There's never a right time to be bad on purpose! Jesus is to be our role model and He didn't keep Halloween.

Memory Verse: Have students recite their memory verse. Satan wants to trick us into thinking he is good so he can draw us away from a good relationship with God and Jesus Christ. Stay away from anything that you know has elements of evil — including Halloween. Ask a student to read Matthew 6:13 from the NIV Bible. Pray asking God to keep you away from the schemes of Satan. Talk with your parents and depend on God constantly.

REVIEW QUESTIONS

1. How can we tell when something is good or bad? (Sometimes we can't.)
2. Give examples of deceiving appearances.
3. What is this week's memory verse?
4. How does this verse relate to Halloween?
5. What are two reasons why it is not good to celebrate Halloween?

TEACHER-DIRECTED ACTIVITY

The activity for this lesson is the object lesson (see How to Teach This Lesson).

SONG

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

CLOSING PRAYER

Ask for a volunteer to lead in prayer asking for God's guidance and protection in discerning and avoiding evil.

Christmas Lights or Christ's Light?

MEMORY VERSE

1 Peter 3:15 "But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect, . . ."

OBJECTIVES

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

1. Give three reasons why he/she should not celebrate Christmas.
2. Tell the manner in which they should talk about their beliefs to others (1 Peter 3:15).
3. Cite, and give Scriptural support for, what honors God.
4. Contrast the paganism of Christmas with the Gospel of Jesus Christ.

TOPICS & THEMES

Belief/Believe

Christmas

Holidays, Christmas

Honor God

Pagan Traditions

Relationship with God

Sabbath

Sharing the Gospel

Truth

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, star stickers, songbook, CD and player, dry erase board and markers, 1 × 17 sheets of drawing paper, markers/colored pencils, pencils, erasers, cupcakes

PREPARATION

Students this age are really struggling with peer pressure and wanting to belong. It is extremely important to give them the tools to defend why they do what they do. This is part of the process

of making the parents' religion the heartfelt belief of the child.

As the Sabbath School teacher or parent, you can provide a safe forum for them to express their desire to belong, and the inner conflict they feel when a sincere desire to worship God in the way He chooses clashes with society's demands. Recognizing the clash is important. Talk about how the trappings of Christmas are enticing. Then, follow that recognition with the reason why we do what we do 1(Peter 3:15).

As you lay out, together, the reasons why we do not celebrate Christmas, you are evangelizing the student, but also giving them the tools to evangelize those around them.

HOW TO TEACH THIS LESSON

Happy Birthday! Choose one of the students in your class - one that is very particular that things are done correctly, not the one who goes with the flow. When all the students are assembled for class, begin by saying: We're celebrating someone special's birthday today. Then sing "Happy Birthday" to the student you choose. (Make sure it really isn't his/her birthday.) As you're singing, pull out cupcakes and begin handing them out. You're counting on the fact that this student will say, "But it's not my birthday." If they don't say anything, ask the student what's wrong. That should prompt him/her to say it's not his/her birthday. Respond by starting to take back the cupcakes. Play it up. Hopefully the students will respond by wanting the cupcakes anyway.

Discussion: Ask that student: How did you feel when you realized we were singing "Happy Birthday" to you? Ask: How would any of you feel if someone genuinely felt it was your birthday and went to all of the effort to bake cupcakes and bring them so you could all celebrate together? Why did you feel the way you did? Ask questions to dig deeper into their answers.

Eating the cupcakes anyway: Ask: How many of you didn't want to give the cupcakes back? How many of you wanted to eat the cupcakes despite the fact it isn't(child's name) birthday? Why?

Tie to Christmas: Say: People are really starting to learn that Christmas isn't Jesus' birthday. That fact isn't as shocking to them as it was 40 years ago. But they will still give many reasons why they celebrate Christ's birthday on December 25th. What are some of those reasons? List their reasons on the board. Ask: Are these good reasons for celebrating Christmas even when it's not Jesus' birthday? Is this the way God wants to be honored? Do you think some people just want to do the celebration anyway as you wanted to eat the cupcakes? Celebrating Christmas can be an honest attempt by some people to honor God. To others, it is a good excuse for a family tradition or a big party. And most kids are just interested in the presents.

Honoring God: Using the activity in the Students' book, talk about what the Bible says will honor God. Turn to each Scripture listed and read what is said: Proverbs 3:9; Proverbs 14:31; 1 Corinthians 6:20. Then answer the Review Questions with the students.

REVIEW QUESTIONS

Why shouldn't we celebrate Christmas?

2. How do we tell others that Christmas isn't Jesus' birthday?
3. What do these Scriptures tell us honors God?
4. What are some of the Scriptures you found about honoring other people?
5. What does God promise to do when you honor Him?

TEACHER-DIRECTED ACTIVITY

Christmas Lights or Christ's Light?

Christmas lights are pretty, but they don't point people to Jesus. Give students an 11 × 17 sheet of paper. Have them draw Christmas lights across the top, leaving enough room in the lights to write a word or phrase. In each light on the string, write one thing that is pagan or that doesn't have anything to do with the birth of Jesus. Have students draw candles along the bottom. In the candle flames at the bottom of the page, write the reasons we should honor God in everything we do.

SONG

"This Little Light of Mine" is on page 49 of Kids Classics Collection.

CLOSING PRAYER

Ask for a volunteer to lead in prayer asking God's help in being lights for Christ in a world that is enamored of Christmas lights.