

YOUTH EDUCATIONAL ADVENTURES

Looking For God

YE2X · Teacher Edition

Primaries · Year 2: Creation

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

A Wise Decision

MEMORY VERSE

. Celebrate the Passover of the LORD your God, because in the month of Abib he brought you out of Egypt by night" (Deuteronomy 16:1).

OBJECTIVES

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

1. Say that Josiah was a wise king because he chose to follow God.
2. Tell that Josiah commanded the people to celebrate the Passover.
3. Relate how that celebration was like none since the times of the judges.
4. Explain why we celebrate the Passover.
5. State that wise choices include following God, making choices that are good for you, and celebrating God's holy days.

TOPICS & THEMES

Choices

Follow God

God's Law

Idols/Idolatry

Josiah

Obedience

Passover

Repentance

Temple

Wisdom

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, stars, songbook, CD, music player, building blocks, Legos or dominoes, enough 8" x 12" felt pieces for each student, dowel rods or straws, foam letters, glue, yarn, string or ribbon, dry erase board, markers

PREPARATION

Primaries are so visual. They love good storytelling. These teaching elements are most effective when the teacher is well prepared. Begin preparation early in the week. Let the lesson simmer in your thoughts all week. That way you'll be ready to make the best presentation possible. It'll also give you ample time to collect what you'll need for class.

Too often, we fail to teach our children what a joyous blessing God's holy days are. We should emphasize their meaning and importance while demonstrating they are true celebrations through our actions. These lessons will reinforce the idea that God's holy days are celebrations. Begin collecting a box of projects you or the students have made on/during each holy day. Each successive year, pull these projects out. Seeing them will remind the students of those lessons. For new students, they become a fascinating display. Find building blocks, Legos, or dominoes to take to class. As students arrive, greet them and ask them to help you build.

HOW TO TEACH THIS LESSON

Open the class with prayer then begin the lesson.

Building Blocks - Ask students how they like building and what is their favorite thing to build. Be prepared for answers that range from a parking garage and castle to a dinosaur and cheeseburger. Then ask: What would happen if you built something in your living room and then left it for several days? Would pieces get knocked off? Would it begin to fall down? Would your little sister come along and destroy the whole thing? How would that make you feel?

Josiah and his family - Tell the story of Josiah. Explain how his father, Amon, and his grandfather, Manasseh, were very wicked kings. They did not obey God. In fact, they built altars to worship pagan, false gods and led the whole country of Judah away from God. Explain how the Temple of God, God's house, was not used and was allowed to fall into disrepair. When Josiah became king, he was only eight years old. He started work on rebuilding the Temple. In the process, the Book of the Law was found. It was taken before Josiah and read. Josiah tore his clothes and repented before God that Judah had not followed Him and obeyed His commands.

Celebrating the Passover - Say: One of the commands Josiah gave the people was to celebrate the Passover as it was commanded in the Book of the Law. He didn't say "observe" or "keep." He told them to celebrate. What does it mean to celebrate?

God's Blessing - Tell the students that the people obeyed Josiah. They celebrated the Passover. 2 Kings 23:22 says, "Not since the days of the judges who led Israel, nor throughout the days of the kings of Israel and the kings of Judah, had any such Passover been observed." Ask: Can you think of a king? Wait for answers. Then tell them this scripture says that the Passover

celebration was better than it had been even in the time of King David and King Solomon. Say: That's pretty awesome! Because the people obeyed God and celebrated His holy days, the Bible says that the Passover was better than any since the time of the judges.

Why Celebrate the Passover? - Who can tell us why we celebrate the Passover? The Israelites were slaves in Egypt and God heard their cry. He wants us to celebrate the fact that He rescued His people every year. God's Son, Jesus, died for our sins on the Passover. He wants us to remember that event too by celebrating Passover every year. Celebrating these events will help us understand why we should promise to always obey Him.

Personalize - Say: You aren't a king or queen. You're not leading a country with your decisions. But God still expects you to celebrate His feasts. Notice what happened with Josiah. It wasn't just the king who celebrated. It was the whole country - all of the people celebrated. God's holy days are for you too — and God wants you to celebrate!

Brainstorm - with the students ways to celebrate God's feasts that are pleasing to Him. For example, singing songs of praise is appropriate; singing songs from popular artists may be fun, but may not celebrate God's holy days if they have nothing to do with God and His ways.

REVIEW QUESTIONS

1. How old was Josiah when he became king of Judah?
2. What were Josiah's father, Amon, and grandfather, Mannaseh, like?
3. What happened to God's Temple during the times of Amon and Mannaseh?
4. As Josiah began rebuilding the Temple, what was found?
5. What was Josiah's reaction when he heard the Book of the Law read to him?
6. What did Josiah command the people to do?
7. What description of this Passover celebration is given in 2 Kings 23:22?
8. Why should you celebrate the Passover?

TEACHER-DIRECTED ACTIVITY

Give each student a light, solid color, 8" x 12" piece of felt. Using stick-on foam letters, make a banner saying: Celebrate God's Feasts! Attach the peel and stick letters to the felt, roll the top edge over a dowel rod (Straws can be substituted for dowel rods by scrunching one end of a straw into another straw). Glue the felt over the dowel rod (or straws). Tie yarn to the end of the rods to make a hanger.

SONG

"If You're Happy" is on page 47 of Kids Classics Collection.

CLOSING PRAYER

Lead the students in prayer thanking God for the Passover and what it mean to us. Ask for His help in making a promise each Passover to keep His Law and to honor His Son, Jesus Christ.

A Time to Celebrate

MEMORY VERSE

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

OBJECTIVES

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

1. Tell what happened when the exiles returned to Jerusalem (Ezra).
2. Explain why the people celebrate the Feast of Unleavened Bread with joy.
3. Say what the Feast of Unleavened Bread reminds us of --historically and spiritually.
4. State that it is very important to celebrate each year so that we will remember.

TOPICS & THEMES

Bread of Life

Cyrus

Days of Unleavened Bread

Exiles

Holy Days, Unleavened Bread

Honor God

Jerusalem

Jesus, Without Sin

Lamb

Passover

Remember

Sin

Slaves

Temple

Unleavened Bread

MATERIALS NEEDED

Bible, YEA Students and Teacher's books, attendance and memory verse charts, stars, songbook, CD and player, building blocks or dominoes, puppet, puppet party hat, mirror, assorted colors of 1 x 17 construction paper, stapler, scissors, decorating items: stickers, stamps, foam cut-outs, glitter glue

PREPARATION

Children love puppets. Puppetry is very effective because it captures their imaginations, especially if the puppet does or says something absurd or silly. Get used to the feel and the movements on your hand and practice dialog with the puppet. The more comfortable you feel, the more enjoyment the children will have.

Set-up for the puppet in this lesson is an unorganized pile of building blocks. Practice talking as if you had a block in your mouth, a spitting sound, and perhaps a different voice for the puppet. Give your puppet a name prior to class and construct a party hat for the puppet.

Don't forget to start each lesson with prayer, asking God's blessing on what we're learning, that we'll speak His words, and that the students will hear what we have to say.

HOW TO TEACH THIS LESSON

(Note: Sticking word for word with the script can cause the lesson to be stilted.)

Beginning: After opening with prayer, tell students you've brought a special friend to class for them to meet. Pretend to look around. The puppet will be using blocks to build. Ask the puppet what he's doing. The puppet will try to speak with a block in his mouth. He'll have to spit it out to be intelligible.

Puppet: I'm building.

Teacher: I can see that. What are you building?

Puppet: I wanted to build a model of the Temple. You know, in the time of Ezra, the Temple was rebuilt in Jerusalem.

Teacher: Yes, I know. But do you know how long it took to rebuild the Temple?

Puppet: About 20 days. (Be very convincing, as if you know this is the right answer.)

Teacher: What do you think (talking to students)? Did it take only 20 days? (Wait for answers.) It actually took 20 years.

Puppet: (Fall over as if totally exhausted.) I'm never going to be able to work that long!

Teacher: Why did you want to build a model of the Temple anyway?

Puppet: Well, you know, when the people finally got the Temple done, they dedicated it.

Teacher: Yes, I know that. But do you know what "dedicated" means?

Puppet: (Say this in a rush, even if someone starts to interrupt.) It means they had a big party! They had lots of cake and ice cream and presents. I love ice cream and presents, especially when they are for me and I love . . . what?

Teacher: Do you really think that's what a dedication is?

Puppet: Yep, party time! (Put party hat on puppet.)

Teacher: Does anyone have a different idea of what a dedication is? (Allow kids to answer. Have the puppet look in mirror to see his party hat. Build on the students' answers.) A dedication, in this case, is a ceremony to tell God that this building is for Him, for serving Him, for His glory.

Puppet: Oh. (Despondent, takes off party hat.)

Teacher: Do you know when the dedication of the second Temple was? At the very beginning of the year. When they finished celebrating the completion of the Temple, they got to celebrate the Passover and Feast of Unleavened Bread.

Puppet: Celebrate? (Put party hat back on.)

Teacher: Yes, celebrate. The Feast of Unleavened Bread reminds us all of what God has done for us. Do you remember what happened in Egypt?

Puppet: You mean when the king made all the people work hard and killed their baby boys?

Teacher: Yes. God rescued them from that. God brought His people out of Egypt after the Passover. They left Ramses on the First Day of Unleavened Bread (Numbers 33:3).

Puppet: Hey! The people rebuilding the Temple had also been slaves, but in Babylon.

Teacher: Right. God rescued them too, didn't He?

Puppet: I don't remember ten plagues in Babylon. Were there ten plaques in Babylon as there were in Egypt?

Teacher: What do you think, children? (Wait for answers.) No, there weren't ten plaques in Babylon. God had the king let the people go back to the land He had given them. Many people didn't want the Jewish people to rebuild the Temple. Eventually, the king helped them, and they celebrated the Feast of Unleavened Bread with great joy because the king helped them finally get the Temple finished.

Puppet: Yep. (Go back to building.) That's why I'm building a model of the Temple.

Teacher: Why do we celebrate the Feast of Unleavened Bread?

Puppet: To party with presents, cake, and ice cream!

Teacher: No. This celebration isn't about you. Because it's the Feast of Unleavened Bread, there wouldn't be cake. What do you think, children? (Wait for answers. Talk about God's command, how the Israelites didn't have time to let bread rise, and how it symbolizes being without sin.)

Puppet: I know who was without sin - Jesus!

Teacher: That's right. And the unleavened bread we eat reminds us that Jesus saves us from our sins and gives us eternal life.

Puppet: That's something to celebrate! (Put party hat back on.)

REVIEW QUESTIONS

These are woven into the puppet/ teacher dialogue.

TEACHER-DIRECTED ACTIVITY

Party Hat: Wrap an 11" × 17" sheet of construction paper into a cone and staple the edge at the appropriate size for students. Cut off excess, if necessary. Help each student fold the cone flat to decorate with stickers, stamps, foam cut-outs, etc.

SONG

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

CLOSING PRAYER

Lead the children in thanking God for giving us Jesus, the Unleavened Bread, so that we may live. Thank Him for the celebration of the Feast of Unleavened Bread

A Harvest Countdown

MEMORY VERSE

“ . . .The harvest is plentiful, but the workers are few. Ask the Lord of the harvest, therefore, to send out workers into his harvest field" (Luke 10:2).

OBJECTIVES

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

1. State that the count down for Pentecost begins with the wave sheaf offering picturing the ascension and acceptance of Christ before the Father.
2. Say that Jesus was the First of the firstfruits.
3. Tell that the firstfruits are those who love and obey God and will be in the first resurrection.
4. Explain that God wants us to work in the harvest field and share the Gospel of Jesus.

TOPICS & THEMES

Counting

First Resurrection

Firstfruits

Harvest

Holy Days, Pentecost

Jesus, Resurrection of

Loving God

Obedience

Pentecost

Sharing the Gospel

Wave Sheaf

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, stars, songbook, CD and player, assorted colors of construction paper, stapler, scissors, decorating items: stickers, stamps, foam cut-outs, glitter glue, etc., puppet

PREPARATION

Children love to tell what they know when they are comfortable with the environment. You set the tone and play a huge part in ensuring that all the students are comfortable. Children pick up on your stress. The best way to de-stress your class is by being prepared. Make it a habit to look at the lesson on Sunday, think about it all week, and find materials you need to make it work.

Greet arriving students with a smile and call their names. Give them a pre-class activity to do while others arrive. Keep the lesson moving and involve props.

As you're preparing, remember your most important harvest field is before you. We have no business going out to evangelize the world while neglecting the teaching of the God's children.

Puppets can really spark children's interest. For further preparation, read chapters 9 and 10, *The Thread, God's Appointments with History*, by Ronald .L Dart, available at amazon.com or borntowin.net, or by calling 1-888-BIBLE-44. These informative, easy-to-read pages provide biblically-accurate information.

HOW TO TEACH THIS LESSON

Open the class with prayer and teach the lesson.

Sharing Pentecost: Ask: Has anyone ever asked you about celebrating Pentecost? Be prepared to tell your own experiences. Let the children know that the puppet is joining you.

Definition: Ask: What do you say if someone asks you why you celebrate Pentecost? What is Pentecost? Pentecost is the spring harvest of grain, beginning with a wave sheaf offering of barley and ending with a wave offering of two loaves baked with the firstfruits of the wheat harvest. This harvest is 50 days. The wave sheaf offering pictures the resurrection of Jesus Christ and His acceptance by the Father. The 50-day period is a time of harvest of those who accept Jesus now- the firstfruits who will be in the first resurrection. Leviticus 23:15-16 says to count the 50 days. Pentecost means "50th." Students may give part or all of this definition. Repetition reinforces. Correct mistakes and compliment what they know. Let most of the discussion come with the puppet.

Puppet: Wow! I didn't know you children knew all that!

Teacher: They've been reading their YEA lessons, listening to their parents, and paying attention in church.

Puppet: Oh. (asking the children) Is that how you learned all that?

Teacher: Did anyone make a paper chain this year? Did anyone have another way of counting?

Puppet: Counting? Why were you counting? Were you all having a party this spring?

Teacher: (Allow students to tell what they know. Ask a volunteer to read Leviticus 23:15-16.) The Bible tells us to count to Pentecost, doesn't it?

Puppet: But where do we start? What's the first day? And what is a wave sheaf offering?

Teacher: (Let students tell what they know.) It's an offering of the first crop made to God. To start the countdown to Pentecost, the first barley grain is offered. People couldn't eat the grain from that crop until the wave sheaf was offered and accepted by God.

Puppet: Why do we need a special ceremony to wave the grain before God?

Teacher: What do you think, children? (Allow them to answer.) Well, first, God says to. Secondly, it is a picture of more than just a grain harvest.

Puppet: Oh boy! What else do we get to eat?

Teacher: (Give the puppet your "teacher look.") The wave sheaf offering is a picture of Jesus Christ, being raised from the dead and coming before the Father as the First of the firstfruits. Because Jesus paid the penalty for our sins by dying, He is able to go before God as the very first of all who will be in God's Kingdom.

Puppet: Jesus is the First of the firstfruits.

Teacher: That means that everyone who knows and loves Jesus when He returns will be among the firstfruits of His people. Those people will be in the first resurrection!

Puppet: That means we have a lot of work to do.

Teacher: What do you mean?

Puppet: Jesus said there's a lot of work to do; we have to tell everyone about Jesus.

Teacher: You're right! What is your memory verse today, children?

Puppet: And that makes Pentecost a very special holy day.

Teacher: I know! We should make it a very special celebration to God. Let's brainstorm ways that we can share the Gospel of Jesus with others.

Brainstorming: Write students' ideas on the board. Be prepared with your suggestions for things they can do. This will lead directly into the activity to make a card to invite someone to come to church. Plan lots of time for the students to make a very attractive card.

REVIEW QUESTIONS

1. With what ceremony does the countdown for Pentecost begin?
2. What does the wave sheaf offering picture for Christians?
3. Who was the First of the firstfruits?
4. Who are the firstfruits?
5. What will happen to the firstfruits when Jesus returns?

6. What will happen to people who are not among the firstfruits when Jesus returns?
7. What does God expect us to do, as workers in the harvest?

TEACHER-DIRECTED ACTIVITY

Have students make a card to invite someone to church. We want to tell everyone the good news of what Jesus Christ has done for us. Encourage them to use their best handwriting and to use special decorations. Get them to tell who will receive their invitation, otherwise it'll likely end up in their mom's purse and forgotten.

Encouragement to share: Have them share their cards with each other.

SONG

"Give Me Oil In My Lamp" is on page 24 of Kids Classics Collection.

CLOSING PRAYER

Lead in prayer asking for God's guidance telling others the good news about Jesus Christ.

We're Going to See the King

MEMORY VERSE

"Say to the Israelites: 'On the first day of the seventh month you are to have a day of rest, a sacred assembly commemorated with trumpet blasts'" (Leviticus 23:24).

OBJECTIVES

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

1. Tell when the Feast of Trumpets is celebrated.
2. Give a reason for celebrating the Feast of Trumpets.
3. Explain what we believe may happen on the Feast of Trumpets.
4. State that this day is a celebration.

TOPICS & THEMES

Celebration

Feast of Trumpets

Holy Days, Feast of Trumpets

King of kings

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, stars, songbook, CD and player, puppet, pre-assembled paper plate horns (see Preparation), decorating items: stickers, stamps, foam cut-outs, sequins, faux jewels, crayons, markers, colored pencils, review questions on slips of paper, bowl, noisemakers

PREPARATION

Prior to class, make a horn for each student. Construction: Put two paper plates together. Cut out a curved ram's horn. The mouth end will be about an inch across. Use the outside curve of the plate for one edge of the horn. Cut the inside curve of the horn so that the horn tapers out. Tape a noise-maker mouthpiece to the mouth end. Staple the two paper plates together. Have students decorate horns during class.

HOW TO TEACH THIS LESSON

Open the class with prayer.

Decorate Horns: As students assemble for class, have each decorate a horn. As they are finishing, pull out your puppet.

Puppet: Hey, children, what are you making? (Wait for answers. Compliment horns. Have the puppet tell the students what the puppet likes about their decorating efforts.)

Puppet: Why are you decorating horns today? Are we going to be making a lot of noise in here today? (Be sure to act very excited about the idea of making noise. Wait for students' answers.)

Teacher: We're talking about the Feast of Trumpets today.

Puppet: I once had a feast of crumpets. You know, they make the best crumpets in England. They are best with jelly. . .

Teacher: (interrupt the puppet) No, we're not talking about food today.

Puppet: That's too bad. I love crumpets. (Hang head, act sad.)

Teacher: We're talking about the Feast of Trumpets. Does anyone know what God told His people to do on the Feast of Trumpets?

Puppet: Does this have something to do with their memory verse?

Teacher: That's right. Who can tell me their memory verse for today?(Have each child try to say the verse. Tell them that everyone will say it again at the end of the class.)

Puppet: If we're supposed to celebrate today with trumpet blasts, let's blast away!!!

Teacher: That's a good idea. Children, take your trumpets and let's blow them. (Let them blow for about a minute - any longer and you'll have lost them completely.)

Puppet: What a blast!!! Let's do it again.

Teacher: No, let's finish talking about why we blow the trumpets, then we can do it again. Children, put your trumpet down in front of you.

Teacher: What was the trumpet blast used for?

Puppet: Calling the people.

Teacher: Right. Different calls on the trumpet meant different things to the people. Can you think of some uses for the trumpet calls, children? (Wait for answers and write their ideas on the board.) Sometimes a trumpet call meant it was time to attack the enemy. Sometimes it meant it was time to move the camp. Sometimes it meant it was time to come to assemble before God.

Puppet: Did it ever mean time to eat crumpets?

Teacher: It might have sounded when it was time to eat, but I'm not sure they had crumpets. But that is not the most important time when the trumpet sounds.

Puppet: What could be more important than eating? After all, this is a feast day, right?

Teacher: What do you think, children? (Wait for their answers.) The most important trumpet call will be when Jesus comes back. He will come with the trumpet call of God. Let's read 1Thessalonians 4:16-17. (Read it out loud, or have a student do it.)

Puppet: The time when Jesus comes back! Wow! No wonder we're celebrating the Feast of Trumpets. That's very important to each of us!!

Teacher: (To children) What are you looking forward to when Jesus comes back? (Write answers on the board.)

Puppet: All of those things are definitely things to celebrate! Is it time to blow our trumpets again?

Teacher: You bet! Let's blow! (Let them blow for a minute.) Now let's sing a song of praise to God. (Then follow by asking the review questions.)

REVIEW QUESTIONS

(Write these questions on separate pieces of paper, fold, and place in a bowl. Let each student draw a question, read it, and answer it. If their answer is correct, let the other students blow their trumpets. If their answer is wrong, gently redirect so they can answer correctly. This keeps the other students thinking about whether the answer is right or wrong, lets them blow their trumpets, and celebrates the right answers.)

1. What is the name of the first holy day in the fall feasts?
2. What did God tell the people to do on the Feast of Trumpets?
3. What does Leviticus 23:24 say?
4. What things did a trumpet call sound for?
5. What is the most important trumpet call you can think of?
6. Who sounds the trumpet when Jesus Christ comes back?
7. What is one good thing that will happen when Jesus comes back?
8. How often do we celebrate the Feast of Trumpets?

TEACHER-DIRECTED ACTIVITY

Decorating Paper Horns

Using markers, crayons, or colored pencils, direct the children to decorate the horns (see Preparation). You may also want to have faux jewels, stickers, foam decorating shapes, sequins, etc. available for decorating. You'll use the horns during the lesson.

SONG

"Jesus Loves Even Me" is on page 8 of Kids Classics Collection. Note especially the words to the second verse: "Oh, if there's only one song I can sing, when in His beauty I see the great King .."

CLOSING PRAYER

Lead the students in prayer thanking God for giving us a day to celebrate the time when Jesus will come back to this earth, righting the things that are wrong and setting up His Kingdom.

As Far As East is From the West

MEMORY VERSE

"As far as east is from the west, so far has he removed our transgressions from us" (Psalm 103:12 NIV).

OBJECTIVES

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

1. Give a simple explanation for what happened on the Day of Atonement.
2. State that God provided a way to make things right when we sin.
3. State that only Jesus can make things right when we sin and He can save us.
4. Define repentance.
5. Explain God's love for His people.

TOPICS & THEMES

Consequences of Sin

Day of Atonement

God's Love

God's Mercy

High Priest

Holy Days, Atonement

Intercessor

Jesus, Savior

Reconciliation

Repentance

Sin

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, stars, songbook, CD and player, puppet, assorted colors of construction paper, stapler, scissors, decorating items: stickers, stamps, foam cut-outs, glitter glue, etc.

PREPARATION

In The Thread, God's Appointments With History, by Ronald L. Dart, the Day of Atonement ceremony is developed in chapters 14 and 15. The two concepts for this lesson are developed from two sentences: 1) "If you stood outside the Temple and watched the High Priest lay both his hands on the head of the scapegoat, and heard him confess all the sins of the house of Israel on this goat, what would you have thought and felt as you watched the goat depart?" (page 130); and, 2) "Salvation has never been by works" (page.137). Prior to this lesson, read these two chapters. Ron Dart thoroughly develops the concept of atonement, covering, and the role of the High Priest.

HOW TO TEACH THIS LESSON

Open the class with prayer and begin the dialog with the puppet.

Teacher: Why is it such a bad thing to sin?

Puppet: Because it makes your mom mad at you.

Teacher: Yes. Sometimes your mom gets mad. How else does your mom feel when you sin? It hurts your relationship with your mom. Who else is unhappy with your sin?(Keep questioning until the children tell you that their relationship with God is damaged.)

Puppet: Uh oh. Having God upset at you is NOT good at all. What are we going to do about that?

Teacher: God made away for His people, as a community, to repair their relationship with Him. Does anyone know when that happened?

Puppet: I know, I know. Was it when they went through the Red Sea? (Be dejected at the wrong answer, but bounce back with another.) Was it when Moses gave them the Ten Commandments? (Be a little more dejected and bounce back with much less enthusiasm.) Was it when the walls of Jericho came down? (Be so dejected that you hide your head.) Do any of you know?

Teacher: It was the Day of Atonement. Who does the High Priest represent? He took two goats. The first goat was killed and the blood taken into the Holy of Holies. How often could he go into the Holy of Holies?

Puppet: (Still hiding his head) I don't know. Do you know?

Teacher: He could only go in on the Day of Atonement. He took the blood to sprinkle on the mercy seat. Whose blood was taken before God to make atonement for our sins so that we may have mercy?

Puppet: I know this one. It's Jesus Christ!

Teacher: Right. After that the High Priest laid his hands on the head of the second goat, confessing on it all the sins of all the people. Then this goat was led away into the wilderness.

Puppet: Wow! It seems to me I remember a verse that talks about our sins being taken away - as far as the north is . . . no, not north. Do you know, children? (Have them recite their memory verse.)

Teacher: What a wonderful feeling it is when you know that your sins are gone! You have this promise today, too, children, because Jesus Christ goes before the Father and asks the Father to repair your relationship with Him.

Puppet: That means you don't have to feel guilty because God has removed your sins, the wrong things you've done, from you.

Teacher: Now remember, that doesn't mean you still won't have consequences to your actions.

Puppet: You mean I may still be punished when I do something wrong, even if I'm forgiven?

Teacher: If you do something wrong that causes you to lose your hand and you ask God to forgive you, He will forgive you. But you will still have to live without your hand. That's a bad consequence. Before you sin, think about what the consequences might be.

Puppet: (Sigh) I really like the Day of Atonement. I do so many things wrong!

Teacher: Yes. God is so merciful to us. What a wonderful blessing to have a day to remember that Jesus Christ made a way to repair our relationship with Him!

REVIEW QUESTIONS

1. Does God love His people? How do you know?
2. What happened on the Day of Atonement to show God's love?
3. How do we make things right with God when we sin?
4. What does it mean to repent?
5. What is guilt?
6. When you know you have been forgiven, do you need to feel guilty anymore?

TEACHER-DIRECTED ACTIVITY

Give each student a 2" x 5" strip of paper. Have them write one thing they did wrong on it. Ask if they know how to pray. Tell them to close their eyes and pray silently and ask for forgiveness for that sin. After a couple of minutes, have students tear the paper into tiny bits. Read 1 John 1:9.

SONG

"Jesus Loves Me" is on page 6 of Kids Classics Collection.

CLOSING PRAYER

Lead the students in prayer thanking God for making a way to repair our relationship with Him and giving us the Day of Atonement to remind us of that gift.

We're Tenting Tonight

MEMORY VERSE

"Celebrate the Feast of Tabernacles for seven days after you have gathered the produce of your threshing floor and your winepress" (Deuteronomy 16:13).

OBJECTIVES

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

1. Tell how Abraham and Sarah left their home to follow God.
2. Explain why Abraham and Sarah lived in a tent.
3. Give a reason for why he/she celebrates the Feast of Tabernacles.

TOPICS & THEMES

Abraham

Belief/Faith

Feast of Tabernacles

God's Kingdom

God's Promises

Holy Days, Feast of Tabernacles

Isaac

Promised Land

Sarah

Temporary

Tents

Trusting God

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, stars, songbook, CD and player, table, blanket/ sheet, treasure hunt cards, treasure (candy, stickers, balloons, etc.), puppet

PREPARATION

In our society, people accumulate possessions and debt like squirrels collect nuts. And like the squirrels whose forgotten caches do them little good, the possessions we acquire may not help us

in this life and actually become a hindrance, a distraction, and a task master. The more you have, the more you have to take care of. Acquisition of material possessions is like calorie-laden, nutritionally-empty snacks: they don't satisfy. Our goal as parents and teachers is to make God real to our children, to show them that He will satisfy and He lasts forever. Convincing children is not easy. They live in a society that will fight us every step of the way. Conversations and preaching won't convince our children. It happens through the actions of the adults around them. Do we talk about God with other adults, or about our gardens, our cars, our jobs? Children silently observe and soak in what we value. This lesson will not mean much to a child who sees the opposite in the lives of adults around him. It's worth much prayer and meditation.

Prepare the classroom for students by throwing a sheet or blanket over a table to make a tent. Also, make up a treasure hunt: hiding slips of paper with directions to another spot, with the last slip giving directions to the treasure. This can be as simple as "take three steps towards the front of the room. Look under the chair." Or it can be more like a riddle. Keep a list of where you hid the clues in what order, so you can give hints (if necessary) and keep them on track if they've accidentally found a clue out of order. For the treasure, fill a small box with balloons, stickers, hard candy, etc.

HOW TO TEACH THIS LESSON

Open with prayer and continue.

Tenting with Abraham and Sarah: Invite students in the tent with you. Sit in it (see Preparation) as you review the story of Abraham and Sarah.

Puppet: Why are we sitting under this table?

Teacher: We're going to talk about Abraham and Sarah today. What do you know about Abraham and Sarah, children? (Wait for answers.)

Puppet: I know that God called them to go a long way from their old home to their new home - like clear across town.

Teacher: Hmm. Is that right, children? What did God call Abraham and Sarah to do?

Puppet: To go where God told them to go.

Teacher: You're right. They obeyed God.

Puppet: God promised something special, but I can't remember exactly what it was. Do you know? (Asking the children) I know they lived in a tent, for maybe three days.

Teacher: What do you think, children? How long did Abraham and Sarah live in a tent?

Teacher: Look around your "tent." What are some good things about living in a tent? What are some bad things about living in a tent? Did Abraham and Sarah live in a tent because they were

poor? What does Hebrews 11:13, 16 say? Have a good reader read these verses.

Teacher: Abraham and Sarah voluntarily lived in a tent as a way to emphasize that they trust God, did not belong to this world, and were content with wherever God took them.

Puppet: I'd be content for about three minutes. There are bugs outside. And no electricity. And no toilets! I need toilets! (Look at puppet.) Okay, maybe I don't need toilets, but tenting is not a lot of fun if you're camping for a LONG time.

Teacher: It all depends on what you want. If you want God and His Kingdom, you will live your life one way. If what you have now is most important to you, you will live your life another way. Can anyone think of an example?

Puppet: You mean, like choosing to help others rather than being selfish?

Teacher: Or sharing with your little sister instead of taking toys from her. The Feast of Tabernacles is a week when we remember that this life doesn't last forever. The word tabernacle means tent. Tents and our bodies wear out. Every year we remember that this life and this world are not our home, we're just passing through.

Puppet: I'm just glad God didn't ask me to always live in a tent with no room for my treasures.

Teacher: Most people get excited when there's treasure to be found. Would you like to go on a treasure hunt? Do the treasure hunt now. Once they've found the treasure, have them sit down.

Teacher: What did you like about the treasure hunt? Was there anything you didn't like about the treasure hunt?

Puppet: There wasn't anything good in this treasure hunt - like GOLD! Lots of it.

Teacher: Everything in this life is like the treasure you found. It won't last long. Money, cars, houses, clothes, toys all break down. God is the only treasure that counts and He will last forever.

Puppet: You're right about that. Whatever God does, He does GREAT!

Teacher: John 14:1 says it very well: "Trust in God." Celebrate God's holy day, the Feast of Tabernacles, believing that God has something better planned for you after this life is over. God is good all the time - you can trust Him with everything. Let's celebrate the Feast of Tabernacles.

REVIEW QUESTIONS

1. What did God tell Abraham and Sarah to do?
2. What did God promise to Abraham and Sarah?
3. Where did Abraham and Sarah live?
4. Why did they live in a tent all their lives?

5. What can we learn from the Feast of Tabernacles?
6. What has God promised you in His Kingdom?

TEACHER-DIRECTED ACTIVITY

Treasure Hunt (this activity is part of teaching the lesson.)

SONG

“Do Lord” is on page 72 and “Father Abraham” is on page 31 of Kids Classics Collection.

CLOSING PRAYER

Lead the students in thanking God for His holy days, for His Kingdom and what He has prepared for us and for the example of Abraham and Sarah. Ask for these lessons to become part of the daily lives and choices of everyone in the room and in God’s church.

Hope and a Future

MEMORY VERSE

“... and 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” (Leviticus 23:36b).

OBJECTIVES

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

1. State that the firstfruits are those who have accepted Jesus in this life.
2. State that those who are not among the firstfruits will have a chance to choose God in the second resurrection.
3. Explain that being good is not enough to get you into God's Kingdom; Jesus is the only way.
4. State that the Last Great Day reminds us that there is a second resurrection.

TOPICS & THEMES

Death

Eighth Day

Firstfruits

Holy Days, Eighth Day

Jesus, Savior

Jesus, The Way

Second Resurrection

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, stars, songbook, CD and player, light fabric pieces, dowel rods for each banner, string, yarn or ribbon, fabric paint, glue, self-sticking foam letters, newspaper, puppet

PREPARATION

Right around this age, children start experiencing death. It may be the death of the family pet or the death of a grandparent. It's a difficult concept for them to understand and come to terms with. God's plan--from forgiveness, reconciliation, salvation, and devoting our lives to Him - gives enormous hope as revealed to us in the holy days. Though some students may not have experienced death personally yet, it is coming. Presenting this lesson prior to the actual event

won't lessen the impact, but it can change the reaction into one of grief with hope, instead of grief without hope.

Find 18× 20-inch light, solid color, cotton or broadcloth fabric pieces - one for each student. A few days before class, print on each fabric piece using fabric paint: "'For I know the plans I have for you,' declares the LORD, 'plans to prosper you and not to harm you, plans to give you hope and a future'" (Jeremiah 29:11). You won't have time for students to do this during class. It must be done ahead of time, early enough in the week to allow paint to dry. Be sure to put plenty of newspaper under the fabric pieces so the fabric paint does not ruin your working surface.

HOW TO TEACH THIS LESSON

Open the class with prayer. Start the lesson by singing the song "I've Got Peace Like a River." Use the puppet to help encourage the students to sing.

Puppet: That was fun! Can we sing it again?

Teacher: A little later. But let's talk about peace.

Puppet: I'd really like a piece of candy right now.

Teacher: Not that kind of piece. What kind of peace are we talking about, children? (Wait for answers.) When do you need peace? (Wait for a few answers, then let the puppet encourage more answers with the following:

Puppet: When I've been up too late the night before and my little sister and brother are making too much noise!

Teacher: Sometimes we need peace when something sad happens in our family, like when a pet or family member dies. Does anyone want to tell us about a time when that happened to you? Why are we sad when someone dies? (Wait for answers.) We miss that person, don't we?

Puppet: Sometimes I'm sad because I won't see them again.

Teacher: If the person who died knows Jesus, then you'll see them again when Jesus comes back. Remember: They are among the firstfruits and will be in the first resurrection.

Puppet: But what if that person never accepted Jesus, (hasten to add) but was a really good person?

Teacher: Being good is not what gets you into God's Kingdom. Eternal life is a free gift to anyone who accepts Jesus as their Savior. You can't get into God's Kingdom by what you do, without Jesus.

Puppet: So what happens to a person who dies without knowing Jesus?

Teacher: They have to wait until the second resurrection. Then they are brought back to life and are given a chance to accept Jesus. Revelation 20:11-15 says they are judged out of the books.

Puppet: What a great day that will be!

Teacher: You're right! And do you know which holy day reminds us of that great day?

Puppet: I need help, children. I can't quite think of what holy day reminds us of that great day.

Teacher: The Last Great Day. We celebrate the Last Great Day after the Feast of Tabernacles.

Puppet: When we are reminded that this life doesn't last forever.

Teacher: Yes. God gives us this holy day to give us hope. When Jesus returns our lives will last forever.

Puppet: What a great day to celebrate!

REVIEW QUESTIONS

1. Who are the firstfruits?
2. Will good people who haven't accepted Jesus as their Savior be among the firstfruits?
3. How do we know that Jesus is the only way to live in God's Kingdom and to have eternal life?
4. Which holy day reminds us that there is a second resurrection?
5. What is the second resurrection for?

TEACHER-DIRECTED ACTIVITY

Make a Banner

Give each student a piece of fabric already printed with the verse from Jeremiah 29:11 (see Preparation). Let them find foam

letters for "Last Great Day" to put at the top. Once the foam letters are attached, fold the top of the banner over a small dowel

rod and glue. Then tie string, yarn, or ribbon to each end of the dowel rod to hang the banners.

SONG

"I've Got Peace Like a River" is on page 63 of Kids Classics Collection.

CLOSING PRAYER

Lead the students in prayer praising God for His holy day and what it teaches us.

Worship God in Truth

MEMORY VERSE

“ . . . true worshipers will worship the Father in spirit and truth.” (John 4:23).

OBJECTIVES

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

1. Give three reasons why Christians should not celebrate Easter.

TOPICS & THEMES

Choices

Easter

Holidays, Easter

Jesus, Resurrection of

Pagan Traditions

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, stars, songbook, CD and player, poster board cut into 11" × 17" pieces for each student, self-sticking foam letters, stickers, stamps, markers, glitter, glue, puppet

PREPARATION

There's a difficult line to walk in teaching this lesson: Giving reasons why we do not celebrate Easter while teaching children not to denigrate those who do. Sometimes it helps just to be aware of this goal.

For some children, finding all the foam letters for the activity during class time is a daunting task. You may wish to supply the letters for each child. Then they'll simply have to put them in the correct order to form the memory verse.

HOW TO TEACH THIS LESSON

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

Teacher: We're talking about Easter today.

Puppet: Oh good! I love Eastern things — the Atlantic Ocean and the Statue of Liberty. If you get really far Eastern, there are snow monkeys in Japan.

Teacher: No, we're not talking about a direction, eastern; we're talking about a day that some people celebrate called Easter.

Puppet: Oh! Easter. Okay, Easter. But I don't know anything about Easter. How am I going to be able to do any talking? I don't know anything about Easter. Do you know anything about Easter, children? Can you help me out? I'm not going to be able to talk at all. I don't know anything about Easter. And why are you so quiet today? I'm not going to be able to talk and the kids are quiet.

Teacher: Shhhhhh! (To the puppet, puppet puts hands over mouth. Waits for the children.)

Teacher: Let's start with rabbits and eggs.

Puppet: Why are we talking about rabbits and eggs now? I thought we were going to talk about Easter?

Teacher: (Give the puppet a quelling "teacher" look.) How many of you believe there is such a thing as an Easter bunny?

Puppet: I think there's an Easter bunny. Don't we get to see him every Easter?

Teacher: You may have seen a poster of an Easter bunny in a store somewhere, but you've never seen a real, live Easter bunny. It doesn't exist. There is no such thing.

Puppet: How did they get a poster of it then?

Teacher: It's just someone's imagination. And, if you look closely, you'll see that the Easter bunny is different from store to store.

Puppet: But if there's no Easter bunny, why do people say there is an Easter bunny?

Teacher: It's part of Easter. He's supposed to lay eggs. Sometimes they are chocolate and sometimes they are plastic with candy inside.

Puppet: Yum! I like chocolate and candy. The Easter bunny sounds pretty good to me. Are you sure it's not real?

Teacher: It's not real. And rabbits don't lay eggs. But most people think children will have the same response our puppet did. People say they keep the Easter bunny in their Easter celebration for the kids. The kids need to have fun.

Puppet: But it's a lie. That doesn't make sense! Parents are always telling you, "Don't lie. Tell the truth." Are parents really lying to their kids?

Teacher: If they're telling them the Easter bunny laid eggs for an Easter egg hunt, they're not telling the truth. And if they tell their children the Easter bunny is real, they are not telling the truth.

Puppet: Is that why people celebrate Easter?

Teacher: No, that's just one part of Easter that is not true. The other part of Easter that is not true is what they believe about Jesus.

Puppet: People lie about Jesus? Uh-oh. That's bad.

Teacher: I think some people don't know they are lying. They are just doing what they've been told is right. They have been told that Jesus died on Friday, was three days and three nights in the tomb, and rose on Easter Sunday morning.

Puppet: Wait a minute! Did you say three days and three nights?

Teacher: Yes! Jesus said that He would only be dead for three days and three nights.

Puppet: But there are not three days and three nights in Friday and Sunday! Even if you count Friday afternoon and early Sunday as days, there are not three nights!

Teacher: You're right. But some people say that doesn't matter. It's more important to celebrate Jesus' resurrection from the dead.

Puppet: Is that the important thing?

Teacher: We're talking about the Son of God! We're talking about Him coming back to life from the dead and ascending to God's throne. This is so important! It's the only way any of us have a chance to live with God in His Kingdom! I believe the details are important!

Puppet: I think tails are important, too, especially if you're a monkey.

Teacher: Not tails, details. I believe that all the pieces of a celebration are important. Some people may truly want to worship God on Easter. But it's not a good choice for me because I believe the truth that is in the Bible.

Puppet: God doesn't like lies, either.

Teacher: Easter isn't the best choice to worship God, especially when you have something better.

Puppet: Something better?

Teacher: You bet. God's holy days and the Sabbath are the best choices for worshiping God.

REVIEW QUESTIONS

1. Why isn't Easter for you?
2. How should you treat people who do celebrate Easter?
3. What do you have that is a better choice for worshiping God?

TEACHER-DIRECTED ACTIVITY

Have students use foam letters to write the memory verse on an 11" x 17" piece of poster board. When the memory verse is completed, decorate with markers, stickers, stamps, glitter, etc.

SONG

"Everybody Ought to Know" is on page 1 of Kids Classics Collection.

CLOSING PRAYER

Lead the children in prayer asking God to show them the way He wants to be worshiped. Thank God for the gift of His Son, His holy days, and His love.

A Dark Night

MEMORY VERSE

“Do not be joined to unbelievers. What do right and wrong have in common? Can light and darkness be friends?”(2 Corinthians 6:14 NIrV).

OBJECTIVES

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

1. State that Halloween is an evil celebration, even if someone doesn't do bad on that night.
2. State that celebrating Halloween does not please God.
3. Retell the story of Shadrach, Meshach, and Abednego and apply it to Halloween.

TOPICS & THEMES

Evil

God's Protection

Halloween

Holidays, Halloween

Light

Shadrach, Meshach, Abednego

Sharing the Gospel

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, stars, songbook, CD and player, large index cards, copies of full armor of God and paper people (see pattern page), fresh fruit, white and black construction paper, small reading lamp, crayons, puppet

PREPARATION

Children love to play dress-up and they love candy. Something in human nature is repelled and attracted to evil, ugly, and danger. This combination makes Halloween attractive to children. But, when they understand that it is an evil celebration, they are willing to let it go. Primaries are very black and white. If it is bad, it's all bad, and they don't want anything to do with it. But it is a good idea to give them a substitute. They shouldn't want to dress up and emulate anything or anyone but God (see Activity).

Most children will be as happy with fresh fruit as with candy. Bring fresh, cut-up fruit for them to eat. Make copies of the full armor of God and a paper person for each student. Dexterity for cutting is not fully developed, so cut out the pieces of armor for them to glue on the person. Write each of the items from the Students' Activity on an index card. Using a puppet in the lesson can focus students' attention. Think through the lesson using the puppet a few times.

HOW TO TEACH THIS LESSON

After opening with prayer, teach the lesson.

Puppet: (Lay a blank piece of black construction paper in front of the children, then a white piece. Grunt and make straining noises.) What do these colors make you think of, children?

Teacher: If your room was black, would you want to go in it?

Puppet: No way, no way! That would be so scary!

Teacher: What makes it scary?

Puppet: I don't know what's in there! There could be a lion under my bed.

Teacher: I don't think so. Our imaginations can make us think so. So we turn on the light.

Puppet: (turn on the small reading lamp) Oh! That's much better.

Teacher: Halloween is a celebration at night, when darkness covers bad things people do. Do all people do bad things on Halloween? (Wait for answers.) Even though some don't do bad things, why isn't this celebration okay for Christians?

Puppet: (Hang head and act as if the puppet is repeating a much-heard lecture.) Because kids get all this candy that is bad for the teeth, and I don't want to take another trip to the dentist.

Teacher: Candy can be a problem, but that's not the main problem with Halloween.

Puppet: (Pull out some candy.) Oh boy! Help me out. What's the problem with Halloween?

Teacher: It points us to bad things and it's all about self, not about God. It's dressing up as something you're not. Many times God told His people not to include pagan ways in worship of Him.

Puppet: That reminds me of three young men in Babylon. Let's see, their names were Richard, Michael, and Andrew, I think. (Let students correct the puppet; if not, the teacher should.)

Teacher: What did these men do when asked to do things that wouldn't please God?

Puppet: They hid in their rooms. They turned off the light (turn off the small reading lamp) and said no one was home when anyone knocked on the door. (Hide the puppet's head.)

Teacher: Not exactly. Do you know, children? (Wait for answers.) They told King Nebuchadnezzar they wouldn't bow down to his idol and God could save them. But even if God didn't, they still wouldn't do the wrong thing. We do not want to be involved in something that doesn't have anything to do with God.

Dealing with good and bad: Using index cards (see Preparation) ask students whether it's good or bad. If it's good, tape it up for everyone to see. If it's bad, tear it into pieces and put it in the trash can. Have the puppet make a big deal out of throwing some away. Tell students their actions will be seen, just as they see the cards that you tape up. Inappropriate actions should be thrown away.

REVIEW QUESTIONS

1. Why don't we celebrate Halloween?
2. Does Halloween please God? Why or why not?
3. What happened to Shadrach, Meshach, and Abednego when they wouldn't worship the idol?
4. What did Shadrach, Meshach, and Abednego say to the king about worshiping the idol?
5. What can we say to people who want to know why we are not celebrating Halloween?

TEACHER-DIRECTED ACTIVITY

Rather than dressing up as something dark, evil, silly, or cute, Romans 13:14 tells us to clothe ourselves with Jesus. Give each student a paper person to glue the full armor of God in place and then color it.

SONG

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

CLOSING PRAYER

Lead the students in prayer thanking God for the examples of the three Hebrew children, for giving us the holy days, and for godly wisdom that shows us when to participate and when not to. Also ask for protection from people who would harm us because we love God.

It's Not For Me

MEMORY VERSE

"Do not make any gods to be alongside me" (Exodus 20:23).

OBJECTIVES

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

1. Retell what happened with the golden calf in Exodus 32.
2. State that God gave us special days to worship Him.
3. State God is truth.
4. Show similarities between Exodus 32 and the celebration of Christmas.

TOPICS & THEMES

Christmas

Golden Calf

Holidays, Christmas

Honor God

Pagan Traditions

Worship God

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, stars, songbook, CD and player, pictures of Christmas things, construction paper cut into 2 x 6 inch pieces (one for each student), markers or crayons, glitter, stickers or stamps and stamp pads, clear contact paper, hole punch, 8 inch ribbons for each bookmark, puppet

PREPARATION

While not every celebration of Christmas focuses on the individual instead of the purported reason for the season, it is still a fact that Christmas is not the birth date for our Savior. To say that is not true. God does not lie. Jesus says He is the Way and the Truth and the Life. So even if the celebration of Christmas were centered on Christ, its foundation is still in pagan rituals. God may be pleased with some people who celebrate Christmas. But it is a poor choice to celebrate Christmas when God ordained and designed holy days for man which point to Christ.

Since children this age see things so very black and white, they will be ready to condemn any celebration of Christmas and the people who celebrate on Christmas. There's a fine line between showing the error in Christmas and passing judgment on people who observe this day. If it comes up, emphasize that each person's words and deeds will be judged before God. It is enough to take care of our own mistakes without worrying about those of others, and trying to do God's job.

HOW TO TEACH THIS LESSON

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

Teacher: Do any of you recognize these things?(Hold up pictures of a decorated Christmas tree, a candy cane, a stocking, and /or assorted Christmas things.) What are they?

Puppet: That's an evergreen tree. That's a piece of candy. That's your dirty laundry. Why did you bring a picture of your socks to church? Are we supposed to talk about socks during church?

Teacher: It's nearly Christmas time and we need to talk about why we choose not to celebrate it.

Puppet: Oh, now I get it. Those are Christmas things. I like the pretty evergreen trees and the Christmas lights and all the sounds and smells.

Teacher: You're right. Christmas looks and sounds and tastes wonderful. But it's not a good choice for people who love God. You see Jesus wasn't born on Christmas.

Puppet: So? Aren't all the carols about Jesus?

Teacher: Yes, the carols do talk about Jesus. But Christmas reminds me of the story of the Israelites making the golden calf.

Puppet: (ask incredulously) Did the Israelites celebrate Christmas with a golden calf?

Teacher: No, but the Israelites made the golden calf while Moses was on Mt. Sinai with God. Then they said the calf was God. And then they had a party and used the golden calf to worship God.

Puppet: Uh-oh. That's bad!

Teacher: Uh-oh is right. The golden calf wasn't God. And saying that Jesus was born on Christmas doesn't make it true either. Christmas actually started out as a pagan celebration.

Puppet: You mean it wasn't even about God to start with?

Teacher: That's right. Christmas is a holiday that was created by people. It is not a day that God asked us to celebrate. But some people put God's name on it, kind of like they put God's name on the golden calf. And it's just not true. Jesus was not born on Christmas. I don't want to worship God with something that is simply not true

Puppet: There's a better way to worship God, isn't there?

Teacher: Yes, there is. Children can you think of when we should worship and honor God? (Wait for answers and help, if needed, to say all of the holy days, including the Sabbath.) Worshiping Him on the days He told us to is a much better choice.

Puppet: I think so, too.

Not to Teacher: As you teach this lesson, be aware of the needs of your class. Add dialogue to address their questions or comments, as needed.

REVIEW QUESTIONS

1. What did the Israelites want to do when Moses was gone up on the mountain with God for so long?
2. How did they get the golden calf?
3. What was their behavior like?
4. What can we learn from what the Israelites did?
5. What is wrong with celebrating Christmas?
6. How should you treat people who do celebrate Christmas?

TEACHER-DIRECTED ACTIVITY

Mark the Date

Make bookmarks (to keep or give away). Start with colored construction paper cut in 2 x 6-inch pieces. Decorate with this week's memory verse or another related slogan such as "Celebrate God's Holy Days" or "God's Days Are Best." You may have to help write it for the younger ones. Once words are written on one side, decorate with glitter, stickers, stamps, etc. Cover with clear contact paper. Punch a hole in the center of the top edge and thread an 8-inch piece of ribbon through the hole and tie.

SONG

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

CLOSING PRAYER

Lead the students in prayer thanking God for giving them His holy days to celebrate. Ask for guidance in being gentle, but firm light to the world as we choose not to celebrate Christmas.