

YOUTH EDUCATIONAL ADVENTURES

Are You Ready

YE5A · Teacher Edition

Seniors · Year 1: Life of Christ

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

The Greatest Risk Ever

MEMORY VERSE

“The Word became flesh and dwelt among us. We have seen His glory, the glory of the One and Only, who came from the Father full of grace and truth.” - John 1:14

OBJECTIVES

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

1. Give an explanation of the risk God took in having Jesus create the world and put people on it.
2. Explain what Jesus gave up and why.
3. State what we must do to be a part of His Family.

TOPICS & THEMES

Belief (Faith)
Creator
Eternal Life
God's glory
God's plan
Jesus, Birth of
Jesus, Death of
Jesus, God the Son
Jesus, Savior
John the Baptist
Obedience
Redeemer
Repentance
Sin

MATERIALS NEEDED

Bible, YEA students and teacher's books, songbook, CD and player, memory verse and attendance charts (these can be made or purchased from an educational supply store)

HOW TO TEACH THIS LESSON

By sequentially following the questions laid out below, you will be better equipped to complete every section, stay on track and meet the objectives of this lesson.

How did you feel about Dan's attitude toward life? Do you feel that playing it safe and not taking the risk of loving others served him well? Why or why not? What kind of person do you think Dan's conclusions made him? He wasn't willing to love so he was friendless. He squelched his ambition so he must have been a failure. He was unwilling to give to the poor or help the needy so he must have had a miserable existence. He certainly didn't have God's blessings.

What difference would it make to you if God had decided to play it so safe that He never took the greatest risk ever? We wouldn't be here.

Then what if Jesus Christ had created the world and been unwilling to love you enough to give His all? Sin entered the world through Adam and Eve. What is the consequence of sin? "The wages of sin is death." Then what does that mean for mankind as a whole and for you individually? It means that we are eternally lost without hope.

Did God leave us without hope or was He willing to take the risk? What did this risk entail? Giving the life of His only Son.

Who was John the Baptist and what role did He play in all of this? He was a forerunner or witness to the fact that Jesus is the "light" of the world.

How would you feel if your father was an important person and no one in your town recognized you as being his son, you had no importance? How do you think Jesus felt when He walked the streets of Jerusalem and around the shores of the Sea of Galilee and no one recognized Him as the Son of God?

What benefits can you derive from God and His Son taking the greatest risk ever? You can become God's son (or daughter) and share in all the benefits that come with it.

What do you have to do to become God's son (or daughter)? Repent of your sins, believe on Jesus Christ and follow His every way.

When should you do that? The sooner the better.

TEACHER-DIRECTED ACTIVITY

Since this is the first YEA lesson and you may not have had Sabbath School before, have a little fun with an icebreaker game. Include yourself in it. Go around the room and ask each teen to give one-word answers to the following questions: Age, favorite color, shoe size, favorite sport, favorite class, career hope, best day of the week.

SONG

"Abba Father," is on page 76 of The Group Songbook.

CLOSING PRAYER

Since this is the first class, lead the students in prayer asking that God will help them to share in God's vision and not be like Dan. Ask that God will give them the strength to love God and their fellow man regardless of the cost.

Love is . . .

If I can speak beautifully and can sing like an angel,
but don't love others, I sound like a child banging on a piano or screeching radio.

If I'm very smart, almost a genius, if I can figure out the hardest math problems
and understand sentence diagrams, but don't love others, I am nothing.

Love will stand in line and wait its turn.

Love looks for the good in others.

Love doesn't always want what others have,
and it doesn't brag about what it does have.

Love is polite, even when the other person is rude.

Love doesn't always have to be first.

Love doesn't get angry over the small things, and it doesn't
remember one reason after another to be hurt.

Love isn't happy when someone else fails but is happy with the truth.

Love will always protect others, especially those who are
often picked on or teased.

Love always believes the best about others and is steady and true.

Love never gives up. Preaching will stop someday. So will speeches.

Knowledge will come to an end.

Today we only know part of what there is to know.

We can preach and speak only with a small part of understanding,
but when perfection comes then what is imperfect will go away.

I am now young, and so I talk and think and speak like a teenager.

When I become an adult I will put adolescent ways behind me.

Now we see only a poor reflection, like in a mirror;

Then we will see face to face. Now I only know part of what there is to know;
then I will know fully and will be fully known.

Only three things really matter in life;

Faith, Hope and Love.

But the greatest of these is LOVE.

A King is Born

MEMORY VERSE

“And she brought forth her first born son, and wrapped him in swaddling clothes, and laid him in a manger; because there was no room for them in the inn.” - Luke 2:7

OBJECTIVES

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

1. Explain the events surrounding Jesus' birth.
2. Relate why it was necessary for Jesus to give up everything to be born as a baby.
3. Define the principles of “deferred gratification.”

TOPICS & THEMES

Angel(s)

Bethlehem

Caesar Augustus

Census

Christmas

Donkey

Feast of Tabernacles

Fulfillment of Prophecy

Gabriel

Holy Spirit

Jesus, Birth of

Jesus, Messiah

Jesus, Savior

Jesus Sets Example

John the Baptist

Mary and Joseph

Nazareth

Purity

Rome/Roman

Shepherd(s)

Stable
Virgin

MATERIALS NEEDED

Bible, YEA students and teacher's books, attendance and memory verse charts, paper, pencils, cards, songbook, CD and player

HOW TO TEACH THIS LESSON

By sequentially following the questions laid out below, you will be better equipped to complete every section, stay on track and meet the objectives of this lesson.

How did you feel about Angie turning up pregnant by another guy when she was engaged to Kyle? If that had happened to you, what would you have done? Why? Do you think Kyle would have done the right thing if he had married Angie?

Joseph had a similar thing happen to him, but there was a big difference. What was the difference? How do you think Joseph felt when Mary turned up pregnant? Did he do the right thing by staying with Mary? Why or why not?

What kinds of feelings do you get when all of your friends are exchanging presents, going to Christmas parties and celebrating Christmas? Your friends may celebrate the birth of Christ on the wrong day and in the wrong way. Do you think that having an understanding of the events surrounding the birth of Christ will help you? How?

What do you think it was like for the shepherds when they saw the sky light up like the fourth of July and an angel talking with them? Why do you think God made such a show of this event? His first Son was being born. This was such a necessary and important part of the plan of God. It was a most joyous occasion.

Ask one of the students to read 1 John 4:2, 3. What does this say to you? It is a false spirit, even the spirit of antichrist that says Jesus was not born as a baby – in the flesh.

Why was it important and even necessary that Jesus give up eternity and His glory to become a little baby? Jesus had to come in the flesh so that He could understand the pain, suffering and problems we face. He learned what it was like to say no to sex. He learned what it was like for His religious beliefs to be different from other kids His age. He learned what it was like to give up recreational pleasures to keep the Sabbath holy. He had to come in the flesh so that He could pay the ultimate penalty for our sins by dying in our stead. He had to come in the flesh so he could be our intercessor with His Father. To intercede for us when we've sinned, He has to understand what it is like.

What does deferred gratification mean to you? It means to give up a smaller thing now for a greater reward later. How did Jesus do this? He gave up everything to become the King of kings and Lord of lords. What kinds of things does He want you to defer? Sex until marriage, recreational activities on the Sabbath, etc. What greater things will you receive if you defer these gratifications? Being a son of God in His Kingdom.

TEACHER-DIRECTED ACTIVITY

Before class, write the following Old Testament scriptures on one card and the New testament scriptures on another: Isaiah 9:6-7, 53:2-5; Jeremiah 23:5-6; Micah 5:2; Matthew 11:3-6; 16:15-16; Luke 23:39-43 and John 4:25- 26. Divide the class into two groups and give the card with the Old Testament scriptures on it to one group and the card with the New Testament scriptures to the other. Give each student a piece of paper and a pencil. Tell them to use their Bibles and look up the scriptures on their card. Their assignment is to discover and list the ways these writers viewed the Messiah. Then they are to write a resumé listing Jesus' references and qualifications to be our Messiah.

Have each group present the resumé they composed.

SONG

“Emmanuel” is on page 63 of The Group Songbook.

CLOSING PRAYER

Ask one of the students to lead in prayer thanking God for His Son coming in the flesh. Also ask for God's help in deferring gratifications for a greater and better reward.

Notes

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across most of the page width. On the far left edge, there is a vertical strip of colorful, abstract patterned paper, which appears to be part of a notebook or binder cover. The main body of the page is otherwise completely blank and white.

Join the Family

MEMORY VERSE

“Peter replied, ‘Repent and be baptized, every one of you, in the name of Jesus Christ for the forgiveness of your sins. And you will receive the gift of the Holy Spirit. The promise is for you and your children and for all who are far off – for all whom the Lord our God will call’” (TNAB). - Acts 2:38

OBJECTIVES

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

1. Explain that Jesus was baptized to fulfill all righteousness.
2. Explain that repentance is a change of heart and behavior.
3. Describe the benefits of repenting and being baptized.
4. Recognize that they are not too young to be baptized.

TOPICS & THEMES

Angel
Baptism
Consequences of Sin
Egypt
Fulfillment of Prophecy
God’s Voice
Herod
Holy Spirit
Jesus, Childhood of
John the Baptist
Obedience
Priorities
Repentance

MATERIALS NEEDED

Bible, YEA students and teacher’s books, attendance and memory verse charts, songbook, CD and player, decorations for activity

HOW TO TEACH THIS LESSON

By sequentially following the questions laid out below, you will be better equipped to complete every section, stay on track and meet the objectives of this lesson.

When you attend a baptismal service, what kinds of feelings do you have? How old do you think a person should be before he or she is baptized? Driving a car carries a great deal of responsibility and maturity. Do you think that a person who is mature enough to get a driver's license is old enough to be baptized? Why or why not? What about a person who is old enough to select the college or university he wants to attend? Do you think he or she is old enough to decide to repent and follow Christ in baptism? Why or why not? What about a person who is old enough to decide what job or profession he wants to spend his life working at? Is he old enough to chose to repent and follow Christ in baptism? Why or why not?

Why would a teenager not want to be baptized? He would be afraid of missing out on fun things in life. What makes you think that life wouldn't be even better after baptism? The Holy Spirit is a force that pulls us toward God's way – to do what God wants us to do. Satan wants to pull us the other way. Would it be the Holy Spirit or could it be Satan who makes you think that you should put off baptism?

What are the possible consequences of delaying being baptized? Life is uncertain and death is inevitable. If a teenager dies before he's baptized, he would miss being in the first resurrection. Ask one of the students to read 1 Corinthians 15:50. What resurrection is this? The first. Who are in this resurrection? Christians. When will the rest of the dead live again? Ask one of the students to read Revelation 20:5. What does this tell us about those who haven't repented of their sins and been baptized? They stay in the grave for one thousand years longer than repentant, baptized people.

Can your parent's baptism take you into God's Kingdom? The Bible does say if one person in a marriage is converted, their children are holy. But it doesn't say that teenagers who are mature enough to make major decisions in their lives aren't responsible for their own repentance and baptism. Remember the students' lesson pointed out that the Pharisees thought that they had it made because of who they were related to. Is this really different?

Isn't baptism an experience that opens up other avenues for growth and benefit? What other benefits does God promise to those who repent and are baptized beside not staying dead for an extra one thousand years? He promises to give you a wonderful gift – the gift of His Spirit. It's like a seed that grows within you as you yield yourself to Christ. You become a better person. You become Christlike! It will lead you into His kingdom.

TEACHER-DIRECTED ACTIVITY

Bring decorations such as flower arrangements, pictures, etc. to decorate the room. Tell the students that a special guest is coming and you want them to use the supplies you've brought and make the room as attractive as they can. When they are finished, have the group form a circle and ask these questions:

While you were decorating, how did you feel about having a special guest? Are there other preparations you feel we need to make to be ready for this special guest? Then tell them that our guest has been with us throughout the entire class. That guest is Jesus Christ. There is even better news. One day soon He will be coming back to this earth and we will all see Him.

What changes would you make in your life if you knew He was coming back today? Would you be baptized?

SONG

"I Believe in Jesus" is on page 24 in The Group Songbook.

CLOSING PRAYER

Have the students join hands and lead them in prayer asking that God would soon bring all of the students present to repentance and give them the courage to be baptized and follow Christ.

Defeating Temptation

MEMORY VERSE

“Temptation is the pull of man’s own evil thoughts and wishes. These evil thoughts lead to evil actions and afterwards to the death penalty from God. So don’t be misled, dear brother” (TLB). - James 1:14-15

OBJECTIVES

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

1. Recognize the steps leading up to sinning.
2. Show that sins such as shoplifting, have an effect on them and the entire community.
3. State that because, “Everybody does it,” is no reason to give birth to sin.
4. Explain that Jesus set the perfect example for resisting sin by having a close relationship with His Father.

TOPICS & THEMES

Consequences of Sin

Fasting

Jesus Sets Example

Jesus Without Sin

Prayer

Relationship With God

Temptation

Temptation by Satan

Ten Commandments

Stealing

MATERIALS NEEDED

Bible, YEA students and teacher’s books, attendance and memory verse charts, songbook, CD and player, paper and pencils for activity

HOW TO TEACH THIS LESSON

By sequentially following the questions laid out below, you will be better equipped to complete every section, stay on track and meet the objectives of this lesson.

What would you do if you were with a friend and she grabbed a beautiful Dooney and Bourke handbag and hid it in a shopping bag. As your friend slips out the door of the store, the security officer learns she has taken it, but he doesn't catch her. Then he comes to you and questions you because he thinks you know her. How would you handle it? Everybody does it. I'd pretend I didn't know her. I wouldn't squeal on a friend. The store makes so much money, they would never miss this one bag.

Would you turn in your friend if the security officer never suspected that your friend had taken the bag? Would you be willing to pay the penalty for your friend? Why or why not?

Would you become engaged to a person who cheats on his or her income taxes or shoplifts? Why or why not?

Does God consider it less serious to just take the little things? Ask one of the students to read Luke 16:10. Would you say that this scripture suggests that small infractions show your character the same as larger ones?

What would be the consequences if everybody shoplifted? Prices would go up even further because of increased security guards and loss of inventory. It might become common place for everyone to be searched as they left the store. Think of the humiliation and inconvenience.

What motivated these teenage thugs to shoplift? They wanted to look cool and feel important.

What are the most likely ways that Satan will tempt you? Satan will most likely tempt teenagers with drugs and alcohol, sex, stealing or shoplifting, breaking the Sabbath, lying, disobeying or speaking disrespectfully to parents and cheating on exams.

When are you most likely to be tempted to commit fornication? When a boy and girl are alone. How can it be avoided? Don't allow the other person to be intimate with kissing and embracing. Always have someone else with you. Group date.

If you give in to the temptation of having sex outside of marriage, what are the consequences? The girl can get pregnant. Both parties have the potential of contracting many STDs. They have stolen something from the person they will marry. Sex only belongs to the person you marry.

What things can you do to be spiritually strong when Satan tries to tempt you? Know the Scriptures. Remove yourself from a tempting environment. Pray daily for God's strength.

TEACHER-DIRECTED ACTIVITY

Give each student a piece of paper and a pencil. Have them go to separate isolated places in the building for a few minutes. Ask them to close their eyes for a moment and think of themselves being completely alone with God. Request that they list three temptations that they struggle with most then say a silent prayer. Ask God for insight as to what they should do to overcome these

temptations. Next to each temptation, suggest that they write three steps that they will commit to taking every time they experience these temptations.

Ask them to use their Bible and concordance to find a scripture that will help them overcome each temptation.

SONG

“I Will Call Upon the Lord” is on page 28 of The Group Songbook.

CLOSING PRAYER

After the activity, bring the class back together and have them join hands. Ask for a volunteer to lead in prayer asking God to strengthen each teenager with their commitment to resisting temptations.

The First Miracle

MEMORY VERSE

“Wine gives false courage; hard liquor leads to brawls; what fools men are to let it master them, making them reel drunkenly down the street!” (TLB). - Proverbs 20:1

OBJECTIVES

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

1. Tell what Jesus’ first miracle was and give a possible significance.
2. Explain that alcoholic beverages are for adults and give reasons why teens should not drink them.
3. Explain that it takes less alcohol for teens to become intoxicated and addicted.
4. Analyze and compare self-defeating behavior with positive Christlike behavior.

TOPICS & THEMES

Alcohol

Consequences of Sin

Jesus, His Miracles

Water to Wine

MATERIALS NEEDED

Bible, YEA students and teacher’s books, attendance and memory verse charts, recording of the wedding march, music player, songbook, CD, reminders for the activity

HOW TO TEACH THIS LESSON

Have a tape recording of the wedding march playing to set an atmosphere as students arrive. The kids will probably comment about what they are hearing. Follow up with leading questions. By sequentially following the questions laid out below, you will be better equipped to complete every section, stay on track and meet the objectives of this lesson.

When you came into the room, what did the music make you think about? Did you kind of expect to see a bride walking down the aisle dressed in a gorgeous white gown? How many months do you think usually go into planning a big wedding? What about the wedding we read about in today’s lesson? Do you think more or less time went into planning that wedding than in

most weddings today? Why? Weddings in that day were community celebrations lasting for days.

Jesus Himself attended this wedding. What significance can you draw from Jesus' performing His first miracle, not by healing the sick, but at a wedding? (Try to draw everyone into the discussion by asking if they can think of any other possible significance or how they feel about the answers already given.)

What are your feelings when you see adults drinking alcoholic beverages and you're not allowed to have any. Why is it okay for adults to have a glass of wine while teens shouldn't? It is illegal for teens to drink. Their bodies are not mature enough to handle alcohol.

What risks are involved in starting to drink at a young age? Teens get drunk on less alcohol than adults and they become alcoholics faster.

How many of you have seen one or more of your friends drunk? What behavior did they display and how did they feel the next day? How did their sober friends react to them? Did their behavior make them more likable? Were they embarrassed when they knew their friends had seen them act like they did?

Have you noticed a correlation between substance abusers and kids with low self-esteem? Do you usually find that kids who have experienced disappointments or failure rely on alcohol or drugs to escape the situation rather than facing it courageously? How did their actions compound the problem rather than solve it?

What does the Bible have to say about drunkards?

TEACHER-DIRECTED ACTIVITY

Scatter the teenagers around the room so that each one stands alone. Repeat this sentence to each one of them and have them complete it. Say: I can get tough on drugs and alcohol alone by .

..

After everyone has completed the sentence, have the teenagers come together forming a circle. Then say: We can get tough on drugs and alcohol together by . . .let each one give an answer.

SONG

"I Have Decided to Follow Jesus" is on page 60 of The Group Songbook.

CLOSING PRAYER

After the activity, join hands as you pray and ask God to give each student the help and strength to stand up against the use of drugs and alcohol. Before class, find some small reminder of this

and give it to each person to help them re- member to fight the problem of drugs and alcohol abuse.

Lazarus is Raised

MEMORY VERSE

“Jesus said to her, I am the resurrection and the life. He who believes in me will live, even though he dies; and whoever lives and believes in me will never die. Do you believe this?” - John 11:25-26

OBJECTIVES

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

1. Explain Jesus’ statement “I am the resurrection and life.”
2. Explain that if they are to be a friend of Jesus, they must live in the light of His presence and not live in spiritual darkness.
3. Explain that Jesus loved them so much that He died for their sins.
4. Recognize the need for faith that is consistent with Christlike behavior.

TOPICS & THEMES

Bethany
Holy Conduct
Jesus, Anointing of
Jesus, Miracles of
Resurrection
Jesus, Savior
Lazarus
Mary
Obedience
Resurrection

MATERIALS NEEDED

Bible, YEA student’s and teacher’s books, attendance and memory verse charts, fragrance, Frisbee, songbook, CD and music player

HOW TO TEACH THIS LESSON

By sequentially following the questions laid out below, you will be better equipped to complete every section, and meet the objectives of this lesson.

What is your favorite fragrance? How do you feel about Mary pouring expensive perfume on Jesus' feet and wiping them with her hair? Do you feel the money would have been better used if it had been given to the poor? Why or why not?

Ask one of the students to read John 11:1- 5 from a modern or teen translation. What kind of relationship do you think Jesus had with Mary, Martha and Lazarus? They were close friends and Jesus loved them very much. Point out that friendships were important to Jesus the same as they are to them.

Since Jesus loved these friends so much, why did He delay going to Lazarus until he had died? To glorify God.

Ask a student to read John 11:6. Do you have a friend that you love enough to return to a dangerous area where someone had tried earlier to kill you? If Jesus asked you to go where your life might be threatened, what would you do?

Ask a student to read John 11:9-10. What specific things in today's world would you identify as darkness and which things depict light? The light of God's presence gives us wonderful fellowship and joy with each other. Fellowship is a relationship or friendship we have with other Christians.

Tell me, how does the right kind of friendship add value to your life? What is the greatest friendship of all? God and His Son Jesus Christ.

Let's compare a relationship with a friend to our relationship with God. What things do you do with or for a friend that you can do with or for God that will deepen that relationship? Spending time talking with God and listening to Him as He speaks through Bible study.

If you had been with Mary and Martha when Lazarus died, would you have had faith that Jesus would raise Him from the dead? What kind of faith do you have that Jesus will raise you from the dead?

How can you show a Christlike behavior in your life at school or on your job? How will this affect your relationship with your friends and your parents? Will it change what you do on a date or on the Sabbath? How will it make a difference in your life today?

TEACHER-DIRECTED ACTIVITY

Before class, prepare a Frisbee for this game by writing "Round and Round with Miracles" on it. Have your class form a circle and tell them you are going to conduct a round-table discussion about miracles. Tell them to begin thinking about whether miracles happen today as they did in Bible times. Then pass the Frisbee around the circle as everyone says, "Round and round with miracles." The person holding the Frisbee when you finish the words answers the question, "Do miracles happen today? Why or why not?" Continue in this same manner and ask other

questions such as, “What constitutes a miracle? Have you ever seen a miracle? Why would God perform a miracle today? Why would He not?”

SONG

“Shine Down” is on page 22 of The Group Songbook.

CLOSING PRAYER

Ask one of the students to lead in prayer giving thanks for our friends and especially Jesus Christ who paid the supreme price that we might have eternal life.

Would You Touch Him?

MEMORY VERSE

“Who shall separate us from the love of Christ? Shall trouble or hardship or persecution or famine or nakedness or danger or sword? As it is written: ‘for your sakes we face death all day long; we are considered as sheep to be slaughtered’” (The NIV Study Bible for Kids). - Romans 8:35-36

OBJECTIVES

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

1. Explain that time and chance happen to all men and life is temporary even for teens.
2. Discuss that real peace can only come from a close relationship with God and what that relationship consists of.
3. Talk about the importance of first going to a compassionate and all powerful God when we are sick and in trouble.

TOPICS & THEMES

Death

Faith

God’s Omnipotence

Jairus

Jesus, His Miracles

Healing

Resurrection

Obedience

Pain

Prayer

Relationship with God

Resurrection

Temporary

MATERIALS NEEDED

Bible, YEA students and teacher’s books, attendance and memory verse charts, songbooks, CD and music player

HOW TO TEACH THIS LESSON

By sequentially following the questions laid out below, you will be better equipped to complete every section, stay on track and meet the objectives of this lesson.

Teens rarely reflect on their mortality. They can drive fast and reckless, but somehow they think death won't touch them. Begin the class by asking each student to relate his or her stories about teens who have died or friends or relatives who have had cancer. Ask them to tell about the impact this had on their family and how they reacted to it.

How did it affect their relationship with God and their family? Ask one of the students to read Mark 5:21-24. Why do you think Jairus thought Jesus could heal his daughter. Is it easier for Jesus to heal a common cold than to heal someone with cancer or a person who is at the point of death? Why or why not?

Ask another student to read Mark 5:25-32. In a crowd such as this, how many people do think might have touched Jesus' garment? Do you think the woman thought she could be healed without Jesus knowing it? Probably. How do you think she felt when she got caught in the act? She seemed afraid and humbled because she fell to the ground in front of Jesus, yet she was completely honest.

How did Jesus show His love and compassion to this woman? Her healing remained and He called her "daughter" an intimate term that He didn't use anywhere else in the New Testament.

When you are ill, do you find it difficult to trust that Jesus will heal you? Why or why not?

Since Jesus made it clear that the woman's faith had healed, not only her hemorrhaging, but she had been healed spiritually, what impact do you think that had on her life?

Can time and chance happen to you the same as it did to Kevin? What would change in your life if you learned you had terminal cancer? I would try to have a closer relationship with God.

Would things that didn't seem so important suddenly become more important and things that are now important become lower on your list of priorities? What things do you think would suddenly become more important? A good relationship with God, family and friends. Sabbath School, keeping the Sabbath, obeying God, repentance and baptism would be of greater importance as well.

What are the elements of a close relationship with God? Knowing God through Bible study and prayer. Living the Christian life.

What can you do to build a better relationship with Jesus?

Just because you're healthy today, does that promise you that you'll never have cancer as Kevin did? No. How would it change the way you live your life? I would try to please and obey God

better. Since we've learned that time and chance happen to all men, why should we please and obey God in the same way as we would if we had terminal cancer?

TEACHER-DIRECTED ACTIVITY

Have the students gather in the center of the room. Divide them into two groups. Tell them that you're going to have your own talk show today. Half of the class will be the audience and the other half are celebrities who make up the panel. All of the panel has a common denominator – they have all been betrayed. Assign each panelist the job of selecting a pretend name and a story of betrayal. In the meantime, the audience is to compile a list of very difficult questions to ask the panelists. These could include “What happened to you?” “How did you feel about it?” “What aspect of this betrayal was the most difficult for you?” “How did this affect your relationship with the person who betrayed you?” The teacher can act as the talk show host. Each member of the panel should be introduced before the audience begins to ask their questions. After the talk show is over, ask, 1) What elements were common in virtually every story? 2) Which of these stories was similar to a betrayal you have experienced? 3) Do you fully trust anyone to never betray you? 4) Did the compassion God showed to the woman who was bleeding and Jairus' daughter have any affect on your trust in God?

SONG

“I Exalt Thee” is on page 39 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands as a volunteer leads in prayer. Suggest that he thank God for being concerned with human needs. Ask that God will help them to have a close relationship with Him, their family and friends.

A Walk on Water

MEMORY VERSE

“For by grace are ye saved through faith; and that not of yourselves; it is the gift of God; Not of works, lest any man should boast.” - Ephesians 2:8

OBJECTIVES

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

1. Recognize that even a disciple, such as Peter, lacked faith.
2. Explain that Jesus is compassionate in spite of our lack of faith and will help us if we try.
3. Demonstrate the importance of faith in our lives.

TOPICS & THEMES

Disciples

Peter

Faith

Herod

Jesus, His Miracles

Calming the Storm

Feeding of 5000

Healing

Walking on Water

John the Baptist

Peter

Prayer

Storms

Temptation

Trusting God

MATERIALS NEEDED

Bible, YEA students and teacher's books, attendance and memory verse charts, 8.5 x 11 sheets of paper, marker pen, songbook, CD and music player, safety pins

HOW TO TEACH THIS LESSON

By sequentially following the questions laid out below, you will be better equipped to complete every section, stay on track and meet the objectives of this lesson.

Tell me, how would you feel if you attended a birthday party and one of your teenage girl friends brought someone's head in to her mother as a gift? Do you remember why Herod had John the Baptist murdered and beheaded? Because John condemned his incestuous marriage.

Was Herod so important that a prophet of God couldn't tell him what he had done wrong?

Is there, deep within each one of us, the same kind of resentment towards someone who points out a mistake or sin in our life? Why is this? We would rather always be right than wrong. What can you do to ensure that this resentment doesn't build and cause you to do something bizarre like Herod did?

Do you think Herod might have been haunted by taking John's life? Why do you think so? Have one of the students read Matthew 14: 5 and 2 Kings 9:31 (KJV). Are there other ways to "slew a master" than killing him? What are they? Destroying his reputation, character, etc. What if you work for an owner of a company and you know he's doing something either illegal or immoral. Is it your place to expose him or should you simply resign if he will not repent?

How many of you have been in a boat on the water when a thunderstorm came up? Who would like to tell their story? Include in your story that you see a figure in the distance walking on water. What is the first thing you would have done?

Do you think that you would have had as much faith as Peter had when he asked Jesus to let him walk on water? How far do you think that you would have walked before you started sinking?

What kind of difference can faith make in your life? President Franklin D. Roosevelt said, "The only limit to our realization of tomorrow will be the doubts of today. Let us move forward with strong and active faith." What does that say to you? Doubts limit us and active faith moves us forward.

Patrick Henry once said, "I have now disposed of all my property to my family. There is one thing more I wish I could give them and that is faith in Jesus Christ. If they had that and I had not given them one shilling, they would have been rich; and if they had not that, and I had given them all the world, they would be poor indeed." What is a shilling? It is an English coin that became in disuse when England's monetary system was converted to the decimal system in the 1970's. It was worth about twelve cents in American money at that time.

How would you paraphrase what Patrick Henry said? Faith in Jesus Christ is the most valuable possession we can have.

Is faith something you get once and always have, or is it something that can come and go? How do you know? Does it disturb you that you can lose faith? What are some things you can do to

have more faith and to strengthen the faith you have? Study your Bible, pray and exercise your faith by believing God and stepping out on faith.

Can anyone quote a scripture that tells us that we are saved by grace?(Ephesians 2:8-9) Can you trust Christ to forgive you of your sins and give you eternal life? Does this mean that you don't have to do anything, that Jesus did it all for you? Ask one of the students to read James 2:17. What does this scripture say to you? A faith that will save you must produce works.

How can faith help you in school, with your home life or on your job? What kind of "works" can you do to ensure your faith is not a dead faith? Obey God's commandments, and take care of human needs. How can faith help you share the gospel with others? Knowing that God rewards those who spread the gospel should motivate us and increase our faith. Asking God for a passion and a concern for the eternal life of others.

TEACHER-DIRECTED ACTIVITY

Before class, cut enough 8.5 x 11 sheets of paper in half to have one for each student. Write one of the following names on each piece of paper: Patrick Henry, Franklin D. Roosevelt, Herod, Peter, John the Baptist, Herodias, Herodias' daughter. After the lesson is finished, pin one piece of paper with a name on it to the back of each student without them seeing which name is there. Each student is to find out which name is on their back by asking other students questions. All they should know is the name on their back is one of the characters mentioned in today's lesson. They are allowed to ask only questions that can be answered by "yes" or "no." If there are more than seven students present, duplicate some of the names.

SONG

"Open Our Eyes" is on page 50 of The Group Songbook.

CLOSING PRAYER

Ask one of the students to lead in prayer. Suggest that they thank God for a very helpful lesson on faith.

Is God Fair?

MEMORY VERSE

“So the last will be first, and the first last. For many are called, but few chosen” (NKJ). -
Matthew 20:16

OBJECTIVES

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

1. Explain how the Parable of the Laborers in the Vineyard is an illustration of God’s kingdom.
2. Tell you how they might fit into the Parable of the Laborers in the Vineyard.
3. Identify with those workers who came late in the overall time scheme, yet still received the same reward.
4. Give examples of envy, how it is harmful and how it can be overcome.
5. Elaborate on the different ways God shows kindness to His children.

TOPICS & THEMES

Envy

Generosity

Humility

Kindness

Parables

Workers in Vineyard

Promises, Oaths

Ten Commandments

Coveting

MATERIALS NEEDED

Bible, YEA students and teacher’s books, attendance and memory verse charts, paper, pencils, songbooks, CD and music player

HOW TO TEACH THIS LESSON

By sequentially following the questions laid out below, you will be better equipped to complete every section, stay on track and meet the objectives of this lesson.

Have you ever had a job where you worked really hard and a fellow employee got paid as much as you did, yet he goofed off all day long? Did you have problems with your attitude towards him? Was he liked or despised?

In our lesson a worker came just one hour before the work was finished and received the same amount that the men who worked all day long received? How did you feel about this? Did you think this was just a little unfair? Why or why not?

Who would like to tell us about a time when you were envious of another person? How did you handle it? Did it affect you negatively? What can you do to counteract negative feelings?

How is the Parable of the Laborer in the Vineyard an illustration of God's kingdom? The first shall be last and the last first.

Which part of the parable do you feel represents you?

How would you feel if you had been the early worker? If you had been the late worker would there have been any empathy for the early worker?

Why did it seem unfair that some were paid more than others? The early workers worked more hours. What did the parable point out to show the landowner really wasn't being unfair? The early workers agreed to work all day for a denari and the landowner had a right to be generous with whomever he chose. Why was the land owner really very kind and not unfair? The late workers wanted to start early, but no one hired them. They probably had a family to support and needed the money. The landowner was really a very generous and merciful man to provide them with a whole day's pay.

Do you think this landowner could in type represent God and His Kingdom? Why or why not?

Ask a student to read Job 34:12-15. How does this fit into this puzzle? God cannot be unjust, all things belong to Him and are His to do with as He pleases. As the scripture says, if He should take back His spirit and His breath, all flesh would perish. Then none of us would even be around to complain that God is unfair!

TEACHER-DIRECTED ACTIVITY

Tell the class that this activity has to do with making and keeping promises. Divide the class into two equal groups. Assign them to talk to students in the other group and ask them to finish this sentence: "The hardest promise I ever kept was. . ." After this assignment is completed by everyone, send the two groups to separate corners of the room. Give each student in the group a sheet of paper and a pencil and have them write their name at the top. Quietly tell them to title their paper, "I Promise."

Ask them to write a promise for a person from the other group. Some examples are, "I promise to read my Bible," or "I promise to clean my room." while they are writing, go to the other corner

of the room and quietly tell group two they will be asked by the other group to make a promise. They are to agree to keep the promise, but when asked to sign their name to it, they can back out. Ask half of them to not sign their name. Bring both groups together and have them form two lines facing the other. Have group number one read the promise to the person directly across from them and ask, “Do you promise?” The people in group two should all say that they promise. Some will sign and some won’t.

Debrief by discussing how the activity made everyone feel. How easy was it to promise to commit to something and then back out? How did it feel when people did sign the paper and committed to their promise? How does God feel when we promise to do something and then change our minds?

SONG

“Pass It On” is on page 26 of The Group Songbook.

CLOSING PRAYER

Keep in mind that the prayer in the students book is to give them something to think about and perhaps improve their prayer life. Ask one of the student’s to lead in prayer, using the prayer in the book as a guideline for his prayer.

Who Should I Love?

MEMORY VERSE

Though I speak with the tongues of men and of angels, and have not charity, I am become as sounding brass, or a tinkling cymbal. And though I have the gift of prophecy, and understand all mysteries, and all knowledge; and though I have all faith, so that I could remove mountains, and have not charity, I am nothing. And though I bestow all my goods to feed the poor, and though I give my body to be burned, and have not charity, it profiteth me nothing. Charity suffereth long, and is kind; charity envieth not; charity vaunteth not itself, is not puffed up, Doth not behave itself unseemly, seeketh not her own, is not easily provoked, thinketh no evil; Rejoiceth not in iniquity, but rejoiceth in the truth; Beareth all things, believeth all things, hopeth all things, endureth all things. Charity never faileth: but whether there be prophecies, they shall fail; whether there be tongues, they shall cease; whether there be knowledge, it shall vanish away. For we know in part, and we prophesy in part. But when that which is perfect is come, then that which is in part shall be done away. When I was a child, I spake as a child, I understood as a child, I thought as a child: but when I became a man, I put away childish things. For now we see through a glass, darkly; but then face to face: now I know in part; but then shall I know even as also I am known. And now abideth faith, hope, charity, these three; but the greatest of these is charity. - 1 Corinthians 13

OBJECTIVES

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

1. Describe their God given responsibility to help human beings regardless of their nationality, religion or gender.
2. Explain the value that God places on human life.
3. State that if we know that we should do good, it is a sin not to do it.

TOPICS & THEMES

Eternal Life

Loving God

Loving Others

Parable

Good Samaritan

Samaritan

MATERIALS NEEDED

Bible, Yea students and teacher's books, balloons, paper, pencils, attendance and memory verse charts, songbooks, CD, music player and rewards for recitation

HOW TO TEACH THIS LESSON

The Parable of the Good Samaritan helps answer the question, "Who should I love?" By sequentially following the questions laid out below, you will be better equipped to complete every section, stay on track and meet the objectives of this lesson.

Who can tell us of an incident you have seen or heard about where someone got hurt and people ignored them, or refused to help? Do you know if any of these people professed to be Christian? Ask one of the better readers to read Luke 10:25-37 aloud. What is the greatest commandment? To love God. What is the second greatest commandment? To love your neighbor as much as yourself. What will you do when you learn of a "neighbor" who is hurting? You'll do your best to help him.

What does the term "tough love" mean to you? It may entail withholding something from a person for their own good to bring them to their senses so that they will do the right thing. Do you see a contradiction between tough love and the Parable of the Good Samaritan? Give an illustration of when you would use tough love and how you would do it. A person gets drunk and passes out. They are in a safe place so you leave them there and throw a blanket or coat over them, rather than putting them to bed.

How many people do you think are in your circle of friends? (Let every student give their estimate.) What different races and religions are included in your circle of friends? Do you think your groups of friends would be considered by others as a clique? How often do you reach out to others and try to include them in your social life? How often do you reach out to others and try to include them in your religious life? What ways could they be included?

How many families on your block do you really know? (Let each student give an answer to this.) Have you ever visited any of them when they were sick? Do you have any elderly or lonely people living alone on your block or nearby your home? When you visit them, what kinds of questions could you ask to help get acquainted? What was life like for you when you were my age? What kind of work did you do? How many children do you have? How many grandchildren do you have? Were you in World War II, the Korean War, etc. Where were you stationed? Tell me about your most frightening experience. What was it like for you during the Great Depression? How much did you make an hour? Where do you attend church? Encourage your students to set goals

to visit elderly and lonely people. If they have none living near them, they can find plenty of people to visit in a nursing home. This type of visit will not only help the person visited, but the student as well. Remind them to graciously thank the person they visit and to keep them in their prayers.

When you get to know an elderly or lonely person, do you think you have a responsibility to check on them from time to time? Why or why not? Yes, they are my neighbor.

TEACHER-DIRECTED ACTIVITY

Buy enough balloons for each student to have two. Before class, write the following characteristics that will build friendships on separate pieces of paper and put one in each balloon: “honest,” “forgiving,” “supportive,” “fun to be with,” “trustworthy,” “has a sense of humor,” “listens well,” “loyal,” “dedicated Christian,” “caring person,” “understanding,” and “encouraging.”

Place the deflated balloons on the floor and have the students form a circle around them. Each one can select two balloons, blow them up and tie them off. Then get them to compare the balloons with friendships – they come in different sizes, colors, they are fun and you must treat them carefully. After this discussion is finished, let them burst their balloons and read aloud the characteristics that will build friendships.

This is the week for each student to recite 1 Corinthians 13. Allow time in class for this. It would be good if you gave those who can repeat it an award, even if it is no more than a book marker or a ribbon. You might ask the minister if your students would be allowed to recite this chapter during the worship service. You may also want to consider video-taping these presentations.

SONG

“I’m Yours” is on page 65 of The Group Songbook.

CLOSING PRAYER

Ask for a volunteer to lead in prayer. Suggest that they remember to thank God for their friends and ask Him to provide them with even more friends so they can share God’s message and love with them.