

YOUTH EDUCATIONAL ADVENTURES

Relationships

YE5B · Teacher Edition

Seniors · Year 1: Life of Christ

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

Great Stuff

MEMORY VERSE

“He sat down and called them around him and said, ‘Anyone wanting to be the greatest must be the least – the servant of all.’” - Mark 9:35

OBJECTIVES

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

1. Explain that to be great, you must live a life of service and sacrifice.
2. Discuss the benefits to others and to yourself for sacrificing for Christ.
3. Relate the approximate time and events of the transfiguration.

TOPICS & THEMES

Disciples, Peter

God’s Voice

Humility

Jesus, Messiah

Peter

Servant

Transfiguration

MATERIALS NEEDED

Bible, YEA students’ and teacher’s books, pencils, paper, newsprint pad, marker, songbook, CD or cassette tape, music player, timer

HOW TO TEACH THIS LESSON

Before class, arrange the seats in a semi-circle. Begin the class by starting at one end of the semicircle having the students count to the middle. Then start at the opposite end of the semicircle and have the students count to the middle. Now have the students pair according to numbers. Give each pair a pencil and piece of paper. Explain that each partner is to pick a particular field of greatness such as music, baseball, track, basketball, football, entertainment, acting, etc. Then each pair is to brain- storm their field of greatness, make a list of the sacrifices required to become great and plan how they will pantomime this field of greatness. Tell them they will have seven minutes to do all of this. Set the timer and say go. When the timer rings call

them back together and have each pair do their pantomime and other students guess the field of greatness.

Debrief - Have each pair state the field of greatness they selected, and list the sacrifices they had to make to be great. Write these on the newsprint pad as they are given. Ask: How many of these sacrifices are the same for every field of greatness? What sacrifices have you made to be great in your field of choice? How would you compare the sacrifices Michael Jordan, Tiger Woods and Larry Bird have made with those you'll have to make to be great in God's sight.

The disciples didn't get it - When Jesus was transfigured on the mountain and Elijah and Moses appeared, what was the main concern of Peter, James and John? (Who would be the greatest in the Kingdom.) What was wrong with their focus? What did Jesus say that you have to do if you want to truly be great? How would you compare this to the lasting good you can do by visiting a diabetic lady in the nursing home, who has both legs amputated, and is almost blind? How does the disciples' reward compare with the reward God has in store for you if you make sacrifice in service to others.

Student activity - Go over the activity in the students' book. Make sure each student gets to give their three activities that excite them most. List these on the newsprint pad. Have the students vote on each activity to determine which one the class will do. Appoint a committee to follow through in making arrangements to do the activity and report back next week.

TEACHER-DIRECTED ACTIVITY

The activity for this lesson is under "How to Teach This Lesson."

Larger Memory Work

The memory work to be recited at the end of this book (in ten weeks) is Matthew 5:1-16 in the King James Version. See lesson 10 in this book for details.

SONG

"The Greatest Thing" is on page 17 of The Group Songbook

CLOSING PRAYER

Have the students form a circle and join hands. Ask for a volunteer to lead in prayer asking that God will give us the proper perspective on being great and lead us in our sacrifice and service to others.

Let's Rest

MEMORY VERSE

“If you keep the Sabbath holy, not having your own fun and business on that day, but enjoying the Sabbath and speaking of it with delight as the Lord’s holy day, and honoring the Lord in what you do, not following your own desires and pleasure, nor talking idly - then the Lord will be your delight, and I will see to it that you ride high, and get your full share of the blessings I promised to Jacob, your father.” - Isaiah 58:13-14

OBJECTIVES

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

1. Explain that four purposes for the Sabbath are: 1) a holy time 2) a day for physical rest, 3) a time to spend with God, 4) a time to do good.
2. Discuss the physical benefits of keeping the Sabbath.
3. Recite the memory verse.

TOPICS & THEMES

Blessings

Jesus, His Ministry

Jesus, His Miracles

Jesus Without Sin

Obedience

Reward

Sabbath

Sabbath Conduct

Ten Commandments

Sabbath

MATERIALS NEEDED

Bible, YEA students’ and teacher’s books, attendance and memory verse charts, CD or cassette tape, music player, songbook, straws, strips of paper with questions, paper and pencils

HOW TO TEACH THIS LESSON

This class is to be a panel discussion composed of the students in this class or three people from your congregation. If your class is small, it would be better to have people from your congregation on the panel. Allow any or all of the panel members to give answers to the student's questions. Listen, but don't condemn.

If you are using students for the panel, as they arrive for class, have enough straws for every student to draw one. All of them will be blank except three. On these three straws write, "Panel."

Open the class with prayer. Begin by instructing the students to write one or more questions they have about Sabbath observance on a piece of paper. Tell them if they don't have any questions of their own, they are to look in their book and find a question to ask. Give them a few minutes to do this.

Start the discussion by asking for volunteer students, from the audience, to ask their questions of the panel. Make sure every student asks their question of the panel. When they run out of questions, have the panel ask the students the six questions on the papers they were given. The teacher should facilitate this by drawing all of the students into this discussion.

Debrief - Why do you think God gave His law to us? Ask one of the students to read Psalm 119:105 aloud. How did things go for Todd when he decided to give up celebrating the Sabbath in order to be like his friends and make more money? Did Todd lose God's protection when he went against the teachings of his parents and the teachings of the Bible? Ask a student to read Deuteronomy 5:33.

The Sabbath is a time to do good. Is the Sabbath a can't-do day or a can-do day? Isn't it a matter of making right choices about what you do that day?

Students' activity - Go over the activity in the students' book with the class allowing time for discussion of each point. Call on the committee you appointed last week to give a report and finalize all the arrangements with time and date to do good by giving back to your community.

TEACHER-DIRECTED ACTIVITY

The activity for this lesson is under "How to Teach This Lesson."

SONG

"Be Not Afraid" is on page 8 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Ask for a volunteer to lead in prayer asking that God will give each student the courage to celebrate the Sabbath in a way that is pleasing to Him.

You and the Law

MEMORY VERSE

“For the wages of sin is death; but the gift of God is eternal life through Jesus Christ our Lord.” - Romans 6:23

OBJECTIVES

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

1. Explain that Jesus did not come to do away with any portion of the Law, but to add deeper meaning to it.
2. Discuss ways in which the world would be a much better place to live if everyone kept God's law.

TOPICS & THEMES

Anger

Attitude

Beatitudes

God's Law

Jesus, His Ministry

Obedience

Relationship with God

Sacrifice and Offerings to God

Sermon on the Mount

Sin

Ten Commandments

Adultery

Murder

Sabbath

MATERIALS NEEDED

Bible, YEA students' and teacher's books, songbook, CD or cassette tape, music player, marker pens, paper, tape, timer

HOW TO TEACH THIS LESSON

Before class, write each one of the abbreviated Ten Commandments lengthwise on a different 36 inch strip of paper. (See “You and the Law” under “Activity” in the students’ book.) Along the left side of each strip of paper draw lines across and write numbers one to ten to make it look like a ruler. (Write one at the bottom and ten at the top). Tape all ten strips of paper to a wall or to the floor.

Give each student a pen as they arrive. Open the class with prayer. Begin the class by telling them that each strip of paper represents one of the Ten Commandments. Ask them to use their marker pen and make a check mark by the number that indicates how they feel each commandment should be kept on a scale from one to ten – number ten being the greatest and number one being the least.

Now tell them they will have three minutes to think about how they personally keep each commandment on a scale from one to ten. Are you keeping each commandment the way Jesus would have you keep it? Is there room for improvement? Do you do a better job with some than with others? Do you need to improve the way you keep some of the commandments? As you think about these questions, isolate the commandments you’re most inclined to break. Think about why you break it, how you can avoid breaking it, and what plan of action you will take to prevent breaking it in the future. Remind students that they have three minutes to think about this assignment. Say go and set the timer.

Debrief - When the timer rings, ask one of the students to read James 4:17 aloud. Ask another student to read 1 John 3:4 aloud. Ask: How do you think God looks upon us when we break His commandments? Now have a student read Romans 6:23 aloud. Ask: What are the consequences for breaking God’s law? What does God promise to those who follow Him? Have students share their plan of action to do a better job of keeping the commandments.

Use the activity in their book and the information under “Background,” to discuss how they will benefit from keeping each commandment and how much better the world would be if everyone kept all ten of the commandments. Then ask: Which of the Ten Commandments have been abolished? Why do you feel the way you do? Ask one of the students to read Matthew 5:17-19 aloud.

TEACHER-DIRECTED ACTIVITY

The activity for this lesson is under “How to Teach This Lesson.”

SONG

“This Is My Commandment” is on page 51 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and hold hands. Invite a volunteer to lead in prayer thanking God for revealing such a wonderful law to us – a holy, just and good law.

Peer Admiration

MEMORY VERSE

“Nothing is covered up that will not be revealed, or hidden that will not be known. Whatever you have said in the dark shall be heard in the light, and what you have whispered in private rooms shall be proclaimed upon the housetops.” - Luke 12:2-3 (RSV)

OBJECTIVES

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

1. Explain that hypocrite means play acting or pretending to be something you are not.
2. Discuss how fleeting peer admiration is and what it is worth.
3. Discuss how God looks on the heart and doesn't want any pretense.
4. Demonstrate how God expects us to pray.

TOPICS & THEMES

Holy Conduct

Humility

Hypocrite

Jesus, His Ministry

Obedience

Prayer

Prayer, The Lord's

Relationships

Reward

MATERIALS NEEDED

Bible, YEA students' and teacher's books, black and white construction paper, popsicle sticks, songbooks, CD or cassette tape, music player, glue or tape

HOW TO TEACH THIS LESSON

Open the class with prayer. Have the students form pairs. Give every student a black and a white mask. Explain that the white mask represents a Christian and the black mask represents a hypocrite. You want them to hold the appropriate mask in front of their faces for the character they will be portraying as they discuss each subject with their partner. They are to change the

mask back and forth as they change characters. Start by saying, “You are a Christian. Talk with each other about the Sabbath.” Now say, “You are a hypocrite. Talk with each other about the Sabbath.” Then give them such subjects as morality, drugs, cheating on exams to discuss with their partner as Christians and as hypocrites.

Debrief - Ask: How did you feel about being a Christian as you discussed these subjects with your peers? What feelings did you have when you changed your mask and character to being a hypocrite? How are these masks similar to the way some Christians live their lives? How does it trouble you when you see hypocrisy? Why do you think we are one way when we’re out with our peers and another way at church or in Sabbath School? What does Jesus think about this?

Praise of peers - Ask : How many of you have ever performed in a play? What kind of response did you get from the audience? How did you feel about the applause and accolades? How did you feel about pretending that you were someone else. The applause Eric experienced at competition was only temporary. How would you compare his experience with your play acting experience? Why do you think it was so important to receive that standing “O.” How does that applause compare with receiving the approval from God for doing good deeds or obeying Him?

Deeds done in secret - Why do you think Jesus wants us to do our kind deeds secretly? Since Jesus doesn’t want us to give to be seen of men, then what motives should prompt us to give? (Compassion for the person we are giving to and to honor and obey God.)

Prayer - Why did Jesus tell us to go to a private place to pray? How does it benefit you to pray if you take that opportunity to impress people? How much more honest will you be in your prayers when they are done in private? What kinds of things would you not want to pray about in public? Is it wrong to have public prayers? (No.) What public prayers in the Bible can you think of? (Solomon’s prayer at the dedication of the Temple, Elijah’s prayer on Mount Carmel before the priests of Baal, Jesus blessed the bread and wine at the Passover service with His disciples, etc.)

Peer Admiration - How long will the approval of your peers last? What happens when it’s gone? How long will God’s approval last? Why is having God’s approval so much more important than having the admiration of a mere human being?

TEACHER-DIRECTED ACTIVITY

The activity is the first portion in “How to Teach This Lesson.”

SONG

“Humble Thyself in the Sight of the Lord” is on page 38 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Lead them in prayer thanking God that He has provided a way that they can be completely honest with Him and no one will ever know what they have said.



Give vs. Get

MEMORY VERSE

“Bring ye all the tithes into the storehouse, that there may be meat in mine house, and prove to me now herewith, saith the LORD of hosts, if I will not open you the windows of heaven, and pour out a blessing, that there shall not be room enough to receive it.” - Malachi 3:10

OBJECTIVES

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

1. Explain that tithing is giving back to God the first tenth of their increase.
2. Discuss that God owns everything and He can give or take it away.
3. Demonstrate that it is God who gives us power to get wealth.

TOPICS & THEMES

Attitude

Generosity

Greed

Jesus, His Ministry

Money

Putting God First

Reward

Tithes

Treasure

Wealth

Widow's Mite

Women

Widow's Mite

MATERIALS NEEDED

Bible, YEA students' and teacher's books, paper, pencils, songbooks, CD or cassette tape, music player

HOW TO TEACH THIS LESSON

After opening the class with prayer, divide the class into groups of threes or fours.

Have each group brainstorm and come up with as many bumper stickers as they can about greed. They can be ones they have seen or ones they make up. Here are a couple of starters: “A woman’s place is in the mall,” “He who dies with the most toys wins.” Give them five minutes to do this, bring them back together, and seat them in a semicircle. Have all of the students read their “bumper stickers.”

Debrief - What are some likely pitfalls of a greedy person? How would a greedy person be more likely to fall prey to a con man’s scam? What makes him/her more vulnerable? How much money do you think is lost every year by these scams? What can you do to protect yourself from falling prey to one of them? How much money do you think the average person spends a year on the lottery? How many winners do you think still have their millions after three years? (Most are broke again.) Why do you think this is so? What laws do you think those participating in the lottery might break?

The widow’s mite - Do you feel that the widow who put her last coins in the Temple treasury box gave excessively? Why or why not? How do you feel about her as a person?

Who should tithe? - Does Jesus require that you give Him the very last coins in your pocket? Then what kind of tithe and offering does He require of you? Are the obligations for a teen-ager different from your parents or minister when it comes to tithing? How does God determine what your tithe should be? Ask one of the students to read aloud Deuteronomy 14:22. Then ask: What did God stipulate for determining when a tithe is due? (It’s due on the “increase” of what God gives us).

Who benefits from your tithe? - Does God become richer when you tithe or give an offering? Why or why not? When did tithing begin? Ask one of the students to read Genesis 14:20. Point out that Abraham was tithing before there was ever a Temple. So that having a Temple is not a requirement for us to tithe to God. Ask: Have you ever wondered why people have continual financial problems and don’t seem to dig their way out? Why do you think that is? Ask one of the students to read aloud Malachi 3:8- 10. Then what does this say is God’s promise to those who bring their tithes to Him? Have the student continue reading verses 11 and 12. Ask: Why do you think people don’t tithe? (A lack of faith or unbelief and greed.) Discuss the cause/ effect relationship of financial problems and not tithing. Ask one of the students to read Haggai 1:3-9.

Greed Barometer - Remind the students of the Greed Barometer they did in their book. What was the lesson you learned? (The greedier you become, the more vulnerable you are to the con men of our time.

You can’t out give God - Ask: Who made the earth and everything in it? Who owns everything? Who gave you your life, your health, your talents, your mom and your dad, the ability to make

money? Then who is the most generous being there is? (God!) He could have asked that you give Him back everything like the widow lady did. But what does He ask that you give back? How much do you have left for yourself?

The first tenth - Ask: When should the tithe be given? (The tithe is the first tenth of your increase. It should be given before you are tempted to borrow from it.) What does God promise to those who bring all the tithes into the store house? Have one of the students to read aloud Malachi 3:8. Ask: Is the word tithe singular or plural? Then say: Before you can be sure of this blessing, another ten percent must be saved to get you to the Feast and to celebrate.

TEACHER-DIRECTED ACTIVITY

Divide the groups into pairs and have each one explain to the other person: What is a tithe? Was a tithe required before the Temple was built? How do we know? (Genesis 14:20) Who should tithe?

SONG

“More Precious than Silver” is on page 25 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Ask for a volunteer to lead in prayer thanking God for being so generous and giving us everything we have. Thank Him for the opportunity and blessings that come from tithing.

Fair Treatment

MEMORY VERSE

“Don’t criticize, and then you won’t be criticized. For others will treat you as you treat them. And why worry about a speck in the eye of a brother when you have a board in your own?” - Matthew 7:1-3 (TLB)

OBJECTIVES

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

1. Explain that they can expect to be treated as they treat others.
2. Make clear that judging from appearances is wrong and hurtful.
3. State the three step remedy for overcoming the need to judge others.

TOPICS & THEMES

Attitude
Divorce
Fairness
Forgiveness
Golden Rule
Jesus Sets Example
Judging Others
Mercy
Perfume
Relationship with God
Relationships

MATERIALS NEEDED

Bible, students’ and teacher’s books, newsprint pad or chalk board, marker, rose, songbook, CD or cassette tape, music player

HOW TO TEACH THIS LESSON

After the class is opened with prayer, pass around a rose and ask each student to give a one-word description of the rose, i.e. fragrant, beautiful, pretty, etc. Then pass the same rose back around and have each student pluck a petal from the rose.

Debrief - Ask - What happened to the rose when you picked it apart? How would you compare this with picking another person's appearance or character apart? What does it do to them? (You destroy that person in your own eyes.) What does judging and criticizing do to you?

Parents Divorce - How did you feel about Chad's parents divorcing and fighting for custody of their two kids? How do you think this trauma may have effected Chad's behavior? How do you think it affected his behavior with Kelli?

Kelli's behavior - What would have been a better approach for Kelli to have taken when she learned that Chad had discussed her secrets with Tall Tim? Ask one of the students to read aloud John 8:7. How do you see this applying to Kelli? (Kelli had told her friend, Betsy, what Chad had said about her being fat.)

Sinful woman - How do you feel about the sinful woman, who may have been a prostitute, washing Jesus' feet with her tears? Why? How would you describe Simon's attitude toward this woman? List these on the board. They should include such things as a lack of humility, judgmental, self-righteous, condemning, and hypocritical. Ask: How would you contrast Jesus attitude with Simon's? List these on the board as well.

Our attitudes - What harm does having a critical attitude do to you? List these things on the board. They should include such things as alienation from God, destroys relationships, keeps your prayers from being answered, stunts your spiritual growth, prevents people from liking you. Is allowing yourself to maintain a critical attitude worth paying all of these penalties? Why or why not? How will others treat you relative to the way you treat them?

Overcoming critical attitudes - What steps can you take to overcome being critical or judgmental of others? List these on the pad. They should include: an honest assessment of our self, admitting our weakness, asking for God's forgiveness, and His strength to overcome it and change our behavior. Ask one of the students to read aloud Matthew 12:34-37. Ask: How can you change your heart? Then ask a student to read aloud Psalm 51:10.

Go over the activity in the students' book. Have the students look up each scripture and give a better way to behave toward the offending person. Encourage the students to use the answers they wrote in their book.

1. Kelli ran away from Chad and screamed, "How dare you tell my secrets." What should Kelli have done? Proverbs 15:1.
2. Betsy jabbed Chad in the ribs and said, "Better climb that next flight of stairs in a hurry. I'm going to the second floor." What should Betsy have done? Proverbs 26:4.
3. Chad's parents were divorcing and fighting for the kids. What should Chad's parents have done? Ephesians 5:33.

4. Tall Tim said about Kelli, “I see you can’t stay away from ‘Big Nose.’ Has she learned how to stay out of the ditch yet? What should Tall Tim have done? Titus 3:2.
5. Chad was undergoing some very stressful times at home because of his parent’s divorce. What encouragement can you give him? 1 Peter 1:6-7.

TEACHER-DIRECTED ACTIVITY

The activity for this lesson is under “How to Teach This Lesson.”

SONG

“Here I Am, Lord” is on page 85 of The Group Songbook.

CLOSING PRAYER

Ask the students to form a circle and hold hands. Invite a volunteer to lead the group in prayer thanking God for the lessons they have learned in this lesson and asking for wisdom in treating other people as they want to be treated.

Persistent Prayer Pays

MEMORY VERSE

“For everyone who asks receives; he who seeks finds; and to him who knocks, the door will be opened.” - Luke 11:10

OBJECTIVES

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

1. Explain the importance of being persistent in prayer.
2. Discuss how persistence can change the outcome of things in their lives.
3. List five essential elements to answered prayer.

TOPICS & THEMES

Faith

God's Love

God's Will

Jesus, His Ministry

Parables

Persistent Widow

Perseverance

Prayer

Prayers, answered

Relationship with God

MATERIALS NEEDED

Bible, YEA students' and teacher's books, newsprint pad or chalk board, attendance and memory verse charts, marker, prize, songbook, CD or cassette tape, tape player, large sheet of butcher's paper

HOW TO TEACH THIS LESSON

After opening the class with prayer go over the activity in the student's book – You're Not the Only One Praying. Poll the class for each question and have a student keep track of individual students' answers. That student should determine who has the percentage that is closest to the

correct answer for every question. The one with the most close answers should get a prize. Be sure to have done the research prior to class to find the most recent statistics.

Debrief - What kind of surprises did you have when you did this activity? How does this impact your feelings about being a religious person? How will this knowledge affect your relationship with other Christians at school? How will it affect your prayer life?

Wilma Rudolph - Say: "Eleanor Roosevelt said, 'You gain strength, courage, and confidence by every experience in which you stop to look fear in the face. You must do the thing which you think you cannot do.'" Ask: What deterrents or disadvantages do you think Wilma Rudolph had? What kinds of feelings did you have about Wilma Rudolph's achievement? As the students give answers, list them on the newsprint pad. They should include: being one of 22 children in the family, born with polio, in a brace until she was 11, and she lost the 200 meter race in the Olympics in Melbourne, Australia. Would you have given up with such handicaps or deterrents? What lessons did you learn from her? List these on the pad as the students give them.

The widow lady - How did you feel about the widow lady going to the judge for help? What kinds of deterrents did she have? List these on the pad. If you had been the widow lady, how would you have felt about going to the judge and asking for help? Had she decided to throw a pity party, what excuses for not persisting could she have come up with? (She was a widow, men had little respect for women in that society, she was a victim.) What would you have done? Why?

Your prayer life - Since God is all-powerful and can make things happen that are impossible for us to do, how does this affect your prayer life? How long do you think you should continue praying for something if you don't get an answer? You learned in your lesson that God's not the Easter Bunny or Santa Claus. He expects certain things from you before He will answer your prayers. Let's put this puzzle together. Ask one of the students to read Matthew 6:9-13 aloud. Then ask: To whom do we address our prayers? How are we to forgive others? Whose prayers are answered? Ask one of the students to read James 5:16 aloud. What can hinder your prayers from being answered? Ask one of the students to read Isaiah 58:1-2 aloud. Ask: Do you think an unforgiving spirit is sin? Write on the pad: "Keys to Answered Prayer." Under it write: 1. Sin prevents God from hearing prayers. 2. Unforgiving spirit equals unrighteousness. 3. Effectual fervent prayer of a righteous man avails much. Now ask: What other ingredients have you learned from this lesson? Write on the pad, 4. God's will must be done and, 5. Pray without ceasing. Ask: How do you think this lesson will change your life? How will it change your prayer life? What do you plan to do about it?

TEACHER-DIRECTED ACTIVITY

Create a prayer wall with butcher's paper. Have kids write prayer request on it throughout the year. Encourage them to spend some time each week silently praying for every individual who is

put on the prayer wall. When prayers are answered, circle the person's name. At the end of the year have the students look at all of the circle and thank God for answering their prayers.

SONG

"I Love You, Lord" is on page 46 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Ask one of the students to lead in prayer asking God to help the class to put into practice the things we've learned in today's lesson.

The Golden Rule

MEMORY VERSE

“So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.” - Matthew 7:12 (NIV)

OBJECTIVES

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

1. Make clear that the blessings they receive will be in direct proportion to what they give.
2. Explain that The Golden Rule is God’s code of conduct that excels all others.
3. Discuss why they should not expect to be repaid for what they lend or give to others.

TOPICS & THEMES

Gold

Golden Calf

Golden Rule

Holy Conduct

Jesus, His Ministry

Relationship with God

Relationships

Sermon on the Mount

MATERIALS NEEDED

Bible, YEA students’ and teacher’s books, attendance and memory verse charts, video or brochures of hands on service ideas, songbook, CD or cassette tape and music player, poster paper, markers

HOW TO TEACH THIS LESSON

After opening the class with prayer, begin at one end of the semicircle having the kids count off 1 - 2 - 3, and repeat it until every student has said a number. Have all of the ones form a group, the twos form a group, and the threes form yet another group. Let each group draw one of the scriptures you wrote on separate pieces of paper. Give each group a piece of poster board and markers. Explain that each group is to plan and design something like an advertisement portraying the message found in the scripture they drew. They can use words and drawings. Give

them a few minutes to brainstorm and do their poster. When time is up, ask them to sit back in the semicircle. Have each group display and explain the message in their poster.

Debrief - Ask: Do you ever feel like the rich people these scriptures talk about? Why or why not? Describe what makes the message in your poster relevant today? What is the difference between the world's riches and God's riches?

Your debtors - Would you find it difficult to pray for God to bless someone who curses you or does ill to you? Why or why not? How could God turn your prayers into a blessing for you? Do you feel good when you make a loan to a needy person? What if he doesn't pay you back? What are your options if you lend him \$500 and he never pays you back? Ask a student to read Luke 6:34 aloud. What could be the benefits if you pray about it and leave it in God's hands? Ask a student to read Luke 6:46 aloud. What hope does that scripture give you for listening to God and obeying Him?

Tell the Story - In John Grisham's book, *The Street Lawyer*, Michael Brock, a young successful attorney, was thrown in a jail cell with a bunch of thugs. He was scared and they knew it. They could have beaten him into a bloody pulp. Thugs, like these, prey on clean-cut, first time offenders. They began to harass him. His jacket and cross-trainer Nikes were expensive and the thugs knew it. First they wanted his jacket and then his shoes. What would you have done had you been Michael? Why? What scripture would you have called to mind at a time like this? (Luke 6:27; Proverbs 15:1). Ask a student to read these scriptures aloud.

Share stories - Get the students to share their stories of personal insults, threats, harm or mistreatment by others. After each story, encourage the other students to suggest how The Golden Rule can be applied. If anyone has applied The Golden Rule in a similar situation, get them to share their results. Ask: How do you see living The Golden Rule will turn enemies into more friends? If you live The Golden Rule and love your enemies, what does God promise you? Have one of the students read Luke 6:35-38 aloud.

TEACHER-DIRECTED ACTIVITY

Before class, contact your local library or places such as the United Way to get a video and/or brochures to inform the class of hands-on service ideas to practice The Golden Rule. After viewing these, have a discussion and let the class select a project to volunteer their services. The Association for Retarded Citizens, the Special Olympics, etc. have on-going projects for the students to serve and enjoy. They often need help getting out mailings or volunteering in other ways.

SONG

"Love Round" is on page 15 of The Group Songbook.

CLOSING PRAYER

Have the class form a circle and hold hands. Invite one of the students to lead in prayer asking for enough faith to apply The Golden Rule as Jesus did.

The Narrow Way

MEMORY VERSE

“Enter by the narrow gate; for the gate is wide and the way is easy that leads to destruction, and those who enter by it are many. For the gate is narrow and the way is hard, that leads to life, and those who find it are few.” - Matthew 7:13

OBJECTIVES

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

1. Explain the dangers of following their peers through the wide gate.
2. Make clear that the disapproval of peers is a small price to pay for being a winner.
3. Discuss the benefits of living a disciplined life and staying on the path through the narrow gate.
4. Recite their memory verse.

TOPICS & THEMES

Blessings/Cursings
Consequences of Sin
God's Law
Holy Conduct
Narrow Gate
Obedience
Persecution
Reward
The Way

MATERIALS NEEDED

Bible, YEA students' and teacher's books, attendance and memory verse charts, songbook, CD or cassette tape, music player, paper, newsprint pad or chalk board, marker, timer, NIV Bible

HOW TO TEACH THIS LESSON

Open the class with prayer. Begin with the “Activity” in the students' book. Write “Simple Mathematics” at the top of the board followed by “Temptation + Yielding = a fool.” Number one to seven underneath this caption so students' answers can be added beside each one. Ask the

students to open their books to the “Activity” for today’s lesson and to turn to Proverbs 1:20. Ask a student to read verses 20-25. Ask: Who would like to give us what you wrote in your book for the number one consequence for yielding to temptation? (By number one write: “God will laugh at their disaster.”) Is there anyone here who would like for their friends to laugh at their disasters? Then how do you think you would feel if the all-wise, all-loving God who created you started laughing at your disaster?

What was the second consequence you found for yielding to temptation? (By number 2 write: “God will mock when calamity overtakes you.”) Will you feel God has now added insults to injury? Why or why not? Ask a student to read Proverbs 1:26-27 aloud. How would you describe the progression of the consequences for yielding to temptation? (Add to number 2: a storm, whirlwind overwhelms you.)

What was the third consequence you found for yielding to temptation? (By number 3 write: “God won’t answer their prayers.”) How do you think you would feel if you were alone, in terrible pain, no hope of talking with anyone, and God refused to hear your prayers?

What was the fourth consequence you found for yielding to temptation? (Write: “They couldn’t even find God.”) Ask a student to read Isaiah 55:6. What does this say to you? How would you feel if you’re scared within an inch of your life and you can’t find God to help you?

What was the fifth consequence you found for yielding to temptation? (Write: “Filled with their schemes.”) How do you see that in real life?

What was the sixth consequence you found for yielding to temptation? (Write: “Their ways will kill them.”)

What was the seventh consequence you found for yielding to temptation? (Write: “Complacency of fools will destroy them.”) Are you predestined to be this way because of your family, disability, or economic status? Why or why not? Say: Here are the current statistics for the number of the CEOs of the Fortune 500 companies are from lower middle-class or poor families, 2) how many of the millionaires in America are first-generation millionaires, and 3) how many of the three hundred world-class leaders were raised in poverty, had been abused as children, or had some serious physical disability. How does this fit with the idea that most successful people are born with silver spoons in their mouths? What character traits did you see in John Johnson that showed his wisdom? If John Johnson could attain success, what excuses do you think God will accept for not following The Narrow Way of wisdom to success?

Write “God’s Word + Careful Obedience = Wisdom.” As the students read them from their activity, list the seven things found in Proverbs 4:5-15 that wisdom will do for them. These should include: 1. Protection, 2. Exalt you, 3. Honor you, 4. Garland of grace on your head, 5. Present you with a crown of splendor, 6. Long life, 7. Make your path straight and unhampered.

Contrast the way of a fool with wisdom. Ask: What are the benefits of perhaps suffering teasing, jeering, and lampooning for living your religious beliefs? Say: Do you remember the principle we discussed in the second lesson in this book? How do you see the principle of deferred gratification playing a role in gaining an eternal reward through The Narrow Way?

TEACHER-DIRECTED ACTIVITY

Divide the students into three groups and give each group one of the “situations” you wrote out before class. Explain that each group has a painful situation teenagers are likely to encounter on their paper with three possible ways they may handle the problem. They will have five minutes to discuss the situation and come up with Christian ways to cope with the pain. Set your timer. When the timer rings, bring the students back together and debrief.

SONG

“Seek Ye First” is on page 67 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Ask for a volunteer to lead in prayer asking God to help them to do the things that will give them wisdom.

Walk the Talk

MEMORY VERSE

But if someone causes one of these little ones who believe in me to lose faith – it would be better for that man if a huge millstone were tied around his neck and he were thrown into the sea.” - Mark 9:42

OBJECTIVES

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

1. Explain their awesome responsibility to set the right example.
2. Discuss the consequences of causing someone to stumble.
3. Describe how our actions must match our words.

TOPICS & THEMES

Consequences of Sin

Eternal Life

Holy Conduct

Influencing Others

Letting Your Light Shine

Relationship With God

Relationships

Responsibility

Stumble

Temptation

MATERIALS NEEDED

Bible, YEA students' and teacher's books, awards, attendance and memory verse charts, 3 x 5 cards, pen, CD or cassette tape, and music player, newsprint pad or chalk board, marker, awards

HOW TO TEACH THIS LESSON

After opening the class with prayer, let each student draw one card. If you have more students than cards, let the class work in pairs. If you have fewer students than cards, let them draw more than one card. Give the students a few minutes to think about how to answer these three

questions using the word or phrase on their card. Then let the students answer the three question on the newsprint pad.

Cody - Ask: How did you feel about Cody's admiration for her big sister and the way she imitated her? How often do you think Amanda weighed the possible impact her behavior would have on her little sister? How did you feel when you read that Cody contracted AIDS? Do you think that Amanda ever considered that her promiscuous behavior would lead to the death of her little sister? Why or why not? How do you think Amanda felt when she learned that Cody had AIDS? What effect do you think this had on Amanda's relationship with Cody?

Consequences - What does Jesus say are the consequences for causing someone to stumble? In what way do you think our lives could become like the Pharisees or Sadducees? How does it make you feel to know others are listening to your words and watching your behavior? What difference will it make in your behavior to realize someone could be imitating the way you live your life? What are the consequences for causing someone to stumble because of your behavior?

Responsibility - Have you ever noticed that sin is often compounded when others are involved? Why do you think that is? Ask one of the students to read Proverbs 4:14-19 aloud. Ask: What does this add to our understanding? How do you see this scripture applying to shooters in our schools/communities? What is your responsibility in setting the right example to your siblings? Your friends? Ask one of the students to read Proverbs 4:23-27 aloud. What does this say about walking the talk? How will this change your behavior? How will this lesson strengthen your relationship with your friends? How will this lesson strengthen your relationship with God? How will your actions match your words? End by reading Psalm 69:5-6 aloud.

Larger Memory Work

Have the students recite their larger memory work, Matthew 5:1-16 from the King James Version. Give an award to those who can recite it. Hand out the new YEA book three to every student.

TEACHER-DIRECTED ACTIVITY

Divide your class into groups of twos. Have each group again draw one or more of the 3 x 5 cards, depending on the size of the class. Each group is to use the word on their card(s) and explain to their partner what they've learned in this class about it. For instance, the word could be honesty. They are to explain to each other what they have learned about honesty in this lesson. Give them a few minutes to do this. Then ask the students to explain to their partner about one area of their own life where they find it difficult to follow God's will regarding the word on their card, such as being honest. Their partner can provide any helpful clues in obeying God in regards to the word on their card.

SONG

“Give Me Oil in My Lamp” is on page 59 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Ask for a volunteer to lead in prayer asking for God’s help in walking the walk.