

YOUTH EDUCATIONAL ADVENTURES

Empowered to be Proactive

YE5C · Teacher Edition

Seniors · Year 1: Life of Christ

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

Forgive and Forget

MEMORY VERSE

“You evil-hearted wretch! Here I forgave you all that tremendous debt, just because you asked me to – shouldn’t you have mercy on others, just as I had mercy on you? . . . So shall my heavenly Father do to you if you refuse to truly forgive your brother.” - Matthew 18:32b-35 (TLB)

OBJECTIVES

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

1. Explain the consequences of an unmerciful and unforgiving spirit.
2. Discuss that Jesus expects us to forgive an unlimited number of times.
3. Illustrate ways to prevent renegeing on our forgiveness.
4. Explain the benefits of forgiving others.

TOPICS & THEMES

Forgiveness

Mercy

Parable

Unforgiving Servant

Sin

MATERIALS NEEDED

Bible, YEA students’ and teacher’s books, attendance and memory verse chart, music player and music tape/CD, songbook, pencils, paper, marker pen, newsprint pad, Living Bible

HOW TO TEACH THIS LESSON

By asking the sequential questions, you will keep the class on track, accomplish the objectives, and have time for every section of the lesson to be completed.

How would you feel if you found your grandmother crying because you had accidentally let her parakeet out? How easy would it be for you to admit that you were the guilty culprit? If someone let your bird or pet out, would you generously forgive him as Butch’s grandma did? Would you have no feelings of animosity towards the person who let your bird or animal out? Why or why

not? When a friend or a sibling keeps on fouling up, how hard is it to completely forgive him? What are some of the easiest words to say when that happens? Write these on the news- print pad. Possible answers are, “How many times do I have to tell you?” “I told you so.” “How can you keep forgetting when I’ve told . . .” And, “How can you be so dumb or careless?”

Do you think it’s excessive for Jesus to expect you to forgive someone seventy times seven? Why or why not? What does that say about what Jesus expects from you? He expects you to forgive unlimited times.

How many times in a week do you think that you hurt someone intentionally or unintentionally, drop the ball or even sin? Get the kids to make a stab at a figure and write it on the pad.

Does Jesus say, I’ll forgive you 70 times, but 71 times is just too much? Ask one of the students to read Isaiah 1:18-20. How forgiving is God? What are the conditions? Does He renege on His forgiveness or carry a grudge against you? Have one of the students read aloud Psalm 103:8-16 from the Living Bible. Ask: Then what have we learned about God’s forgiveness from this Scripture? List these attributes on the pad – merciful, tender toward those who don’t deserve it, slow to anger, full of kindness and love, never holds grudges, doesn’t remain angry forever, He’s like a father to us – tender and sympathetic to those who reverence Him, He understands that we’re but human beings.

Look at the Activity in the students’ lesson. Are any of these things missing that should be added to your Plan of Action? Give them a minute to add any of these to their Plan of Action.

How did you feel about the man who was forgiven millions of dollars and then demanded immediate payment from the fellow who only owed him \$2,000? Do you think he might just have thought that the king would never learn about this? What does God say will be the consequences if you truly refuse to forgive your brother or someone who harms you? God will not forgive you if you refuse to forgive others (Matthew 6:15).

It may be easy to just mouth the words, “I forgive you.” But why do we find it so difficult to forgive and forget? Ask one of the students to read Jeremiah 17:9. Do you think your heart or mind plays games with you sometimes? How do you think it does it? Our ego wants to protect our self image.

What are the benefits of forgiving and forgetting? List those on the pad. Freedom from grudges, freedom to love, and freedom to get on with our lives.

TEACHER-DIRECTED ACTIVITY

Give each student a piece of paper and let them have five minutes to write a brief scenario of the worst offense that has happened to them. They are not to use the person’s name or give details which will identify the problem to the extent that other students will recognize the person. Now

shuffle the papers and give one to everyone ensuring that no one has the same story they wrote. Give two minutes for the students to read the story they were given and think about what Jesus would do if someone treated Him this way. Ask for a volunteer to read his or her story and tell how Jesus would react to this situation. Now ask the class for Scriptures to support this solution. Ask for another volunteer to do the same as the first person. If you get no volunteers, go around the room and get each student to read his story and give a Christ-like solution.

SONG

“Change My Heart, Oh God” is on page 53 of The Group Songbook.

CLOSING PRAYER

Ask one of the students to lead in prayer, asking for God’s help to forgive and forget.

Triumphal Entry

MEMORY VERSE

“Whosoever would be great among you must be your servant, and whoever would be first among you must be slave of all. For the Son of man also came not to be served but to serve, and to give his life as a ransom for many.” - Mark 10:43-45

OBJECTIVES

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

1. Explain that Jesus coming on a donkey was at His first coming, and coming on a white horse is at His second coming.
2. Contrast riding on a donkey and a horse as forms of transportation and its relationship to humility.
3. Discuss that Jesus gave up everything in order to qualify to be our Savior.
4. Explain what humility can do for human relationships and our relationship with God.

TOPICS & THEMES

Donkey

Horse

Humility

Jesus Sets Example

King of kings

Passover

Relationship with God

Relationships

Servant

Triumphal Entry

MATERIALS NEEDED

Bible, students’ and teacher’s books, songbook, cookies, music player and music tape/CD, attendance and memory verse chart, Living Bible

HOW TO TEACH THIS LESSON

Start the lesson by asking a good reader to read Zechariah 9:8-10 aloud. Then sequentially follow the questions to aid in staying on track, accomplishing the objectives and giving time to complete every section of the lesson.

How could Zechariah have prophesied this 400 years before the birth of Christ? God revealed it to him. Piggyback on each answer, striving to involve everyone in this discussion. Encourage participation with remarks such as “good comment,” “interesting thought.”

Historically, royalty rides on horses. How do you think King Charles III would have felt if he had to ride on a donkey to Westminster Abbey for his coronation as king? Why do you think Jesus decided to ride into Jerusalem on a donkey rather than a horse? His first coming was to set us an example in humility and to die for our sins. His second coming will be to set up His Kingdom and be King of kings.

Down through the ages, wars have been fought on horses – they have been instruments of war. Does anyone know what tanks are called? Armored cavalry.

Did you notice anything that seemed a little contradictory when Zechariah 9:8-10 was read? It mentions “your King is coming! He is the Righteous One, the Victor! Yet he is lowly, riding on a donkey’s colt!” When He came to this earth and was crucified, would you say that was victorious? Death wasn’t victorious for Him personally, but it was victory over death for those who believe and follow Him.

How do you reconcile Him being your King, the Righteous One, the Victor and yet He is lowly, riding on a donkey’s colt? (Ask one of the students to read aloud Revelation 19:11-16 from the Living Bible.)

What would you conclude when you compare Zechariah 9:8-10 and Revelation 19:11-16? These are two different comings of Christ. How was He depicted when He walked this earth? Why do you think He was depicted as being lowly and humble? What was the purpose of His first coming? To qualify to be our King. How did He qualify?

You may have heard the song that goes, “Oh Lord, it’s hard to be humble, when you’re perfect in every way.” Well, surely none of us thinks that we are perfect. But when you’re good looking, make good grades and everything from your love life to your job is going well, it may be a little difficult to see why humility is a good thing. Ask: What can humility do to build better relationships? Ask one of the students to read aloud Philippians 2:3. Ask: How can applying that Scripture improve relationships?

Do you find yourself getting turned off by someone who is conceited, cocky or arrogant? Ask one of the students to read James 4:6 aloud. Ask: Since God resists the proud, how do you think people will react to us if we’re conceited, cocky or arrogant?

How can humility build a better relationship with God? Ask one of the students to read Isaiah 66:2 aloud. What does the Bible say comes before honor? Humility. Ask one of the students to read Proverbs 15:33 aloud. How does Jesus coming into Jerusalem on a donkey tie in with this Scripture? What will be Jesus' reward for humbling Himself even to the death on the stake? He will return as King of kings. What will be your reward if you follow His example? You can be a child of the King.

TEACHER-DIRECTED ACTIVITY

Before class set this activity up for a student or other person besides the teacher to lead it. Have that person ask the students to line up behind him and put their hands on the shoulders of the person in front of him, making a human train. He tells them that he will be taking them on a trip around the grounds of the building where you meet. If you get back in four minutes they can all have chocolate chip cookies. The students are taken out the door, through the hall, into the parking lot and between every car, as he stops and picks flowers, if any, delaying any way he can. When the students begin to protest, he says: "I'm the leader and it's my call." After the four minute time period is up, he can lead them back into the building and say: "It's too bad that we didn't make it back in time to have cookies. I'm going to take them home and eat them myself." Now have someone read Philippians 2:3-11 (NIV). Ask: How did you feel with this activity? How did the leader's attitude compare to the attitude Jesus described in the Scripture we just read. When you're arrogant and act like "it's my way or no way," how do you think your friends will feel about you? What effect would it have on your life if you acted as humbly as Jesus did?

SONG

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

CLOSING PRAYER

Ask one of the students to lead in prayer, asking God to help them follow Jesus' example in humility.

The Moneychangers

MEMORY VERSE

“And his disciples remembered that it was written ‘The zeal of thine house has eaten me up.’” - John 2:17

OBJECTIVES

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

1. Describe the physical layout of the Temple.
2. Discuss the utter confusion that existed in the Temple when Jesus cleansed it.
3. Give two reasons why Jesus was angry when He walked into the Temple.
4. Explain what probably bothered Him most about the misuse of the Temple.

TOPICS & THEMES

Anger, Jesus

Attitude

Gentiles

Humility

Temple, Cleansing

MATERIALS NEEDED

Bible, YEA students' and teacher's books, attendance and memory verse chart, music player and music tape/CD, songbook, newsprint pad, marker pen, poster or diagram of the Temple, bird cages, crates, hay, cash box, paper money or other items to create an atmosphere for the story to be acted out

HOW TO TEACH THIS LESSON

By sequentially following these questions, you will be better equipped to stay on track, meet the objectives and finish every section of the lesson.

Who knows who built this Temple that Jesus cleansed? It was built by Herod. How do you envision the Temple looked? It was made of marble and gold and was magnificent beyond imagination. Surrounded by four courts, on lower successive levels: for priests, Israel, women,

Gentiles. Describe what you think the daily activities were like at the Temple at this time. (See Background.)

What reasons can you give for Jesus' anger as He entered the Temple? See Background and list these on the newsprint pad. Do you think His anger was justified? Why? How would you feel if your father owned a palace with marble floors and walls of gold and local merchants and farmers came in with their animals and set up markets in it? Can you imagine the noise and smell from all of those birds and animals?

Who do you think benefited from the merchandising that went on in the Court of the Temple? The profit went to enrich the family of the High Priest.

What do you think was the underlying reason for Jesus' anger? The Gentiles had no place to worship Him. Ask one of the students to read aloud Isaiah 56:6-7.

Do you think the Pharisees and Jewish leaders may have felt superior to the Gentiles? Yes. What affect might this have on the way they treated the portion of the Temple given to the Gentiles for worship? Since they felt superior to the Gentiles, they didn't see a need for their place of worship to be as good as theirs.

Do you think our belief that we are Israelites may have any bearing on our attitude towards Gentiles? How do we see this playing out in the Church? It would be easy for us to fall into the trap of thinking we are God's chosen people, therefore more special to Him than Gentiles. How do you see this affecting your relationships with them? We could begin to think we are better than they are. What Scriptures can you think of that will show we are all equal before God? Ephesians 3:6, 1 Corinthians 12:13, Acts 28:28, Ephesians 3:1, 8-9. List the ones the students give along with these on the pad. Then ask different students to read each Scripture aloud.

Explain that it's easy to become arrogant about being "God's chosen people" or members of God's church. God looks on the heart, not who we are. It's the attitude that counts with God. God loves all of us regardless of our nationality or heritage.

TEACHER-DIRECTED ACTIVITY

Have the students act out this scene with Jesus entering the Temple with markets set up everywhere. Bring as many items as you can for the students to use as props. Then discuss: 1) Why Jesus came to this earth. 2) Who He came to save. 3) What our attitudes should be toward all people. 4) What our responsibility is in reaching both Israelites and Gentiles.

SONG

"I Will Enter His Gates" is on page 87 of The Group Songbook.

CLOSING PRAYER

Ask one of the students to lead in prayer, asking God to help us to always have the attitude of Christ.

The Last Supper

MEMORY VERSE

“Let a man examine himself, and so let him eat of that bread, and drink of that cup.” - 1 Corinthians 11:28

OBJECTIVES

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

1. Explain the order of the Passover service.
2. Discuss the meaning of the bread and wine.
3. Examine their attitude and heart before partaking of the Passover.
4. Explain the connection between the death of the firstborn and Jesus Christ as our Passover.

TOPICS & THEMES

Angel, Death
Betray
Blood
Bread and Wine
Covenant
Disciples
Judas
Peter
Egypt, Coming Out
Examination
Firstborn
Footwashing
Fruit of the Spirit
High Priest
Jesus, Crucifixion of
Jesus Sets Example
Judas
Lamb
Leavening
Passover

Peter

Plagues

MATERIALS NEEDED

Bible, YEA students' and teacher's books, attendance and memory verse chart, songbook, music player and music tape/CD, newsprint pad, marker pens

HOW TO TEACH THIS LESSON

By sequentially asking the following questions you will more likely stay on track, meet the objectives and complete each portion of this lesson.

Who would like to describe the average Egyptian family the night of the first Passover? What correlation can you make between the blood on the doorpost and the crucifixion of Christ? The blood of a lamb they put on the doorpost saved lives, and the shed blood of the Lamb of God saves us from our sins. What message is common to both incidents? Deliverance.

Why do you think Peter didn't want Jesus to wash his feet? He didn't think he was worthy. How many of you have attended a Passover service? Did it, or would it bother you to have your feet washed? What significance is there in the foot washing service? Following Jesus' example. What does the foot washing service symbolize? Humbly serving others. What types of things can you do to "wash each other's feet?"

How would you feel if one of your best friends betrayed you? What if someone was looking for you to kill you, and your best friend told that person where you were? Do you think that you have a friend who would betray you for 30 pieces of silver? What amount would be enough for you to betray a friend?

What does the unleavened bread symbolize in the Passover service? Jesus' broken body. Ask one of the students to read aloud 1 Corinthians 11:29-30. Why are some weak, sickly and even sleep or are dead? Because they do not recognize the importance of Jesus' body being broken for our healing.

What does the wine symbolize? His blood. Ask one of the students to read Hebrews 9:22 aloud. Then, why did Jesus have to shed His life's blood? There is no forgiveness of sin without the shedding of blood. Do you see a type of this in the first Passover? Yes. What is it? Without the shedding of blood there is no forgiveness of sin, and we would be under the death penalty. How do we go about renewing our covenant with Christ? Examine ourselves and repent of our sins.

TEACHER-DIRECTED ACTIVITY

Remind the students that the foot washing service at the Passover pictures humble service. Have the students decide on some service they can perform as a group within the next week. They

should consider such things as helping a needy person in the church, cleaning the house or taking a meal to an elderly or sick church member or neighbor, painting an elderly person's house, visiting the children's wing of the hospital, working in a soup kitchen, helping with special Olympics, etc. Write ideas on the newsprint pad as the students come up with them. Since nursing homes are most often selected, think outside the box and come up with other ideas and try to make it personal, if possible. Delegate responsibilities to students. Get them to set deadlines and a time, make appointments, make a menu, if meals are being prepared, and decide who cooks what, etc.

SONG

"One Bread, One Body" is on page 48 of The Group Songbook.

CLOSING PRAYER

Ask one of the students to lead in prayer, asking God to help us to personally and fully understand the significance of the death of Christ and to forgive us for our part in it.

In the Garden

MEMORY VERSE

“For the wages of sin is death, but the free gift of God is eternal life through Jesus Christ our Lord.” - Romans 3:23 (TLB)

OBJECTIVES

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

1. Explain the events that took place in the Garden of Gethsemane.
2. Discuss steps they can take to be more supportive of others who are being tried or tested.
3. Make clear that what they give up to serve Christ is not nearly as much as He gave up for them.
4. Explain the significance of what Jesus wrestled with in the garden that night.

TOPICS & THEMES

Disciples

Falling Asleep

Gethsemane

God's Will

Jesus, Crucifixion of

Jesus, Savior

Jesus, Suffering of

Passover

Prayer

Repentance

Seeking God

Sin

Temptation

Ten Commandments

Test

MATERIALS NEEDED

Bible, YEA students' and teacher's books, songbook, music player and music tape/CD, attendance and memory verse chart, 3x5 cards, and pencils

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.

Even though the linguist was equipped with a calculated variety of ammunition, did he really feel qualified for this awesome task?

After the Passover, when Jesus walked over to the Garden of Gethsemane with His disciples and started praying, do you think they felt qualified to give the support Jesus needed? Why do you think that? If they felt inadequate, what should they have done? Prayed fervently.

How did you feel about the disciples going to sleep while Jesus was praying? Have you ever fallen asleep when you were praying? Why does this happen? Going to sleep isn't always the problem. Sometimes we're just plain insensitive to the needs of others.

What steps can you take to develop a sensitivity to the needs of others? Being a good listener, not being so wrapped up in our own needs that we forget about others, praying for sensitivity, etc. Write these on the newsprint pad.

Jesus prayed three times that "this cup pass from me." Why do you think that Jesus wanted an alternative way for His Father to fulfill the redemption of man? He was human and didn't want to die such a horrible death. What were your feelings about Him praying so hard that His sweat was as great drops of blood? (Luke 22:44). How would you have felt if you knew that you would die a most humiliating and painful death the next day?

Did Jesus have any help from His Father as He agonized over this decision that night? Ask one of the students to read Luke 22:43 aloud.

What would have happened if Jesus had decided that He would not give up His life as a sacrifice for our sins? Ask one of the students to read Acts 4:12 and Romans 6:23 aloud. What is the significance or importance of the decision that Jesus made in the garden that night? It made forgiveness of sin possible for all man-kind. How important was it for Jesus to pray, "Not my will but your will be done"?

How often do you wrestle with a decision when you really want your way, but you know it's not God's will? Have you ever faced a decision that had such enormous consequences as Jesus' did? Jesus passed the test and did it without any help from a human being.

How would you feel if you were facing death the next day and your friends, who came to support you, went to sleep? It's not often the test we face is death. Our test will most likely come in other forms. What are some of the tests or temptations you face almost daily? Lying, breaking the Sabbath, using foul language, disobeying parents, sex, drugs, smoking (Write these on the pad).

What should you do when faced with tests and temptations? Pray and come to the point where you can say as Jesus did, “Your will be done.” Write that on the pad. Could this mean that you will have to give up some things that you would really like to do in order to obey Christ? Will it hurt? How does giving up these things compare with the suffering Christ went through for your sins? Are you willing to make a commitment to follow Jesus regardless of the cost? Ask one of the students to read Philippians 3:7-12 aloud.

TEACHER-DIRECTED ACTIVITY

Give each student a 3x5 card and a pencil. Say: Each day we face a crossroad in our lives. Will we choose God’s way or will we follow our peers who don’t live according to His Word. Jesus faced the ultimate test. He was willing to give His life that you might have forgiveness of your sins. Take a minute, say a silent prayer and think about one sin that seems to dog your steps. Write it on one side of the 3x5 card. Use your Bible and write out 1 Peter 1:6-7 on the reverse side. Post this card on your wall or some place where you can see it frequently. When the students have finished, say: It wasn’t easy for Jesus to say, “Not my will but yours be done” to His Father. Ask: Are you better than your Master? Ask one of the students to read aloud Hebrews 5:8.

SONG

“What a Friend We Have in Jesus” is on page 16 of The Group Songbook.

CLOSING PRAYER

Ask one of the students to lead in prayer, asking God to help each student to fully understand how important it is to seek God’s will in our lives.

Betrayal

MEMORY VERSE

“Whosoever therefore shall confess me before men, him will I confess also before my Father which is in heaven. But whosoever shall deny me before men, him will I also deny before my Father which is in heaven.” - Matthew 10:32-33

OBJECTIVES

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

1. Discuss the events that took place in the Garden of Gethsemane leading up to Jesus’ arrest.
2. State the amount of money Judas got for betraying Jesus.
3. Explain that all of these events were a fulfillment of prophecy.
4. Give illustrations of ways they are likely to betray Christ.

TOPICS & THEMES

Betray

Disciples

Judas

Peter

Forgiveness

Fulfillment of Prophecy

Hypocrite

Jesus, Suffering of

Judas

Obedience

Peter

Sword

MATERIALS NEEDED

Bible, YEA students’ and teacher’s books, attendance and memory verse chart, music player and music tape/CD, songbook, construction paper, newsprint pad, marker pen, Living Bible

HOW TO TEACH THIS LESSON

By following the sequential questions you will be able to stay on track, accomplish the objectives and u complete every section of the lesson.

If you had engineered the appointment of a friend so that he could be placed in positions of authority and responsibility, and then he betrayed you, how would you feel? What one word can you think of that would best describe Benedict Arnold? Write “traitor” in large letters on the newsprint pad.

Have you ever had a friend who seriously betrayed you? How did you react? How long did it take you to get over it? Does it still bother you?

How would you describe Jesus’ relationship with Judas? Jesus looked upon him as a friend. What position of authority did Judas have? Treasurer. For him to be the treasurer, Jesus must have trusted him as Washington trusted Benedict Arnold. How much money do you think it would take for you to betray a friend? How would you define betrayal? Write the definition of betrayal on the pad, see Words to Know.

How long do you think Judas harbored ill feelings before he betrayed Christ? Give a scenario of events that might have brought Judas to the point of betrayal? Lack of respect for Jesus. Perhaps doubting that He was the Messiah. It fulfilled prophecy.

In what ways do you think money was a factor? Do you think that familiarity bred contempt for Jesus? Do you think Judas began to judge Jesus? List all of the factors they give, including “familiarity breeds contempt,” money and judging. Ask one of the students to read Romans 14:4 aloud. Who was Jesus’ Master? Then what right did Judas have to judge Jesus?

Since Jesus had spent a lot of time with His disciples, including Judas, what do you think they knew about Jesus’ purpose on this earth? What Scriptures can you think of that would indicate they should have known that He came to die for our sins? Write whatever Scriptures they give on the pad and add these to them: Matthew 26:12; Mark 14:6-8; Luke 22:15-16; Isaiah 53. Let different students read each Scripture aloud except Isaiah 53. Read it aloud to them from the Living Bible.

It’s so easy to criticize Judas and say, “How could he do such a thing?” But what about us? What are ways that we betray Jesus each day? List these on the pad. They will probably include such things as: lying, breaking the commandments, not praying, not studying the Bible, not serving others, etc.

Since Jesus doesn’t physically live with us as He did with His disciples, how do we show our loyalty to Him? End by reading aloud Matthew 25:40, 45.

TEACHER-DIRECTED ACTIVITY

Tell the students that some of the most common ways that we betray Christ are by lying, breaking one of the commandments, such as the Sabbath, not praying, not studying our Bible, not honoring our parents and not serving others. Then give each student a piece of construction paper and have them tear out a silhouette of themselves. On one side have them write out a commitment not to betray Jesus Christ. And on the other side list three things they will do when they are tempted to betray Him.

SONG

“Jesus My Lord” is on page 75 of The Group Songbook.

CLOSING PRAYER

Ask one of the students to lead in prayer, realizing and confessing times that each of us has been guilty of betraying Christ.

Jesus is Crucified

MEMORY VERSE

“I call heaven and earth to witness against you that today I have set before you life or death, blessing or curse. Oh, that you would choose life; that you and your children might live! Choose to love the Lord your God and to obey him and to cling to him, for he is your life and the length of your days.” - Deuteronomy 30:19-20a (TLB)

OBJECTIVES

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

1. Discuss the event that took place with Jesus’ trial and crucifixion.
2. Make clear that Jesus’ blood sacrifice would have been necessary if they had been the only person who had ever sinned.
3. Explain the significance of Jesus’ blood being shed.
4. List the steps they must take to be saved.

TOPICS & THEMES

Baptism

Fulfillment of Prophecy

Jesus, Crucifixion of

Jesus, Death of

Jesus, Messiah

Jesus, Savior

Jesus, Suffering of

Jesus Without Sin

Passover

Pilate

Repentance

Sin

MATERIALS NEEDED

Bible, YEA students’ and teacher’s books, attendance and memory verse chart, music player and music CD/tape, songbook, newsprint pad and marker pen, props for the activity

HOW TO TEACH THIS LESSON

Start the class by saying: Let's visualize the high drama in today's lesson. It was late on that spring night when Jesus and His disciples took the Passover. All of them except Judas retreated to the Garden of Gethsemane where Jesus agonized in prayer. He asked His Father that if there was any way that you and I could have salvation without the excruciating suffering He was to go through the next day, let it be. But He came to grips with the situation and submitted His will to His Father's. Then the chief captain of the Roman army, Jewish religious leaders and about 500 people streamed out of the East Gate of the Temple down the Kedron road to the garden with Judas. Jesus identified Himself to them and they all fell backwards to the ground. Judas kissed Jesus to ensure they knew exactly who He was. Peter quickly pulled out his sword and cut off the right ear of Malchus, the High Priest's servant. Jesus put the man's ear back on and restored it. The soldiers and religious leaders arrested Jesus and took Him to the High Priest's residence where He was interrogated until the early hours of the morning.

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

How do you feel about all of these events? Why do you think Barabbas, a criminal, was let go instead of Jesus who was completely innocent? What were your feelings when Pilate gave in to the screams of the mob to crucify Jesus?

What do you think was the symbolism when Pilate washed his hands? He wanted nothing to do with the decision and did not want to be held accountable. Have you ever been more humiliated than Jesus was? Do you know of anyone who has been?

Why do you think Jesus went through all of this humiliation, suffering and even death yet put up no resistance when He was arrested? (John 3:16)

Not only did Jesus suffer pain and humiliation, even His Father turned His back on Him at His very darkest hour. Why? He alone had to bear the sins of the whole world. Ask one of the students to read Isaiah 53 aloud. Who else besides God the Father turned their back on Jesus? We too have turned our backs on Him. How do we turn our back on Him? By not believing Him and obeying Him.

As you studied the lesson, did you ever think how cruel and awful the Roman soldiers and Jewish leaders were who killed Jesus? How do your sins fit into this picture? Every one of us is as guilty as the Roman soldiers and Jewish leaders. Ask one of the students to read Acts 2:36, 4:10 aloud. Now have someone read Romans 6:23 and 3:23. Then all of us are under the death penalty. How do we get out from under it? Only through repentance. Ask one of the students to read aloud Acts 2:38.

How old do you think a person should be before he is baptized? As soon as he or she is old enough to recognize that he is a sinner and can come to repentance. What are the advantages of being baptized? You will receive the greatest gift you can have, the Holy Spirit. It is the Spirit of power. It gives you the power to resist sin, to overcome sin and to grow spiritually. It is the power to keep you faithful to God until He returns and you become a member of His family. How important is it that you make this commitment? It makes the difference between your having eternal life or eternal death. End the lesson by having one of the students read Deuteronomy 30:19-20 aloud.

TEACHER-DIRECTED ACTIVITY

Have the students select parts and act out this story. The scene could be at Pilate's house or in the Garden of Gethsemane. Bring appropriate props such as sticks for torches, crown of thorns, sponge, etc.

SONG

"Victory Chant" is on page 44 of The Group Songbook.

CLOSING PRAYER

Ask one of the student to lead in prayer, asking God to help each one of us to fully grasp the significance of this lesson and to act accordingly.

He Lives!

MEMORY VERSE

“An evil and adulterous generation seeks after a sign; and there shall no sign be given to it, but the sign of the prophet Jonas. For as Jonas was three days and three nights in the whale’s belly; so shall the Son of man be three days and three nights in the heart of the earth.” - Matthew 12:39-40

OBJECTIVES

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

1. Explain that the only sign that Jesus gave to this evil and adulterous generation was the length of time He would be in the grave.
2. Demonstrate that there are not three days and three nights from Friday sunset to Sunday morning.
3. Outline the events that took place from the time Jesus was crucified until He was resurrected.
4. Explain that we have no hope of eternal life unless Jesus was resurrected.

TOPICS & THEMES

Angel

Days of Unleavened Bread

Emmaus

Eternal Life

Fulfillment of Prophecies

Jesus, God the Son

Jesus, Resurrection of

Joseph of Arimathea

Passover

Resurrection

Salvation

Spices

Temple

Three days/nights

Tomb

MATERIALS NEEDED

Bible, YEA students' and teacher's books, attendance and memory verse chart, music player and music tape/CD, songbook, newsprint pad, marker pen, concordances and rewards

HOW TO TEACH THIS LESSON

Begin by telling this story. Philip and his friend were at the lake the day before graduation. He was depressed because he failed a course which would keep him from graduating from high school. Several beers were consumed while they were at the lake. When Philip drank he got mean and angry. His mother was home as he and his friends walked in. She immediately knew that Philip was legally drunk. She began questioning him about his drinking and he grabbed a gun. His friend tried to protect Philip's mother, so Philip shot and injured him. Seeing his friend fall to the floor with blood gushing all over the breakfast room, even his inebriated mind became frightened. He pointed the gun to his head and blew his brains out right in front of his own mother. Philip was dead before the helicopter arrived to take his friend to the hospital and his body to the morgue. Two days later the funeral home chapel was filled with sobbing teenagers as Philip was eulogized and then put to rest.

Let's assume that you had attended Philip's funeral, then three days later Philip joined you and your groupies as you walked in the mall. As you walked, Philip even chimed in on your conversation. What kinds of thoughts would have gone through your mind. And how would you have felt?

Do you think you would have recognized Philip? Do you think Mary, Martha and the disciples were mentally prepared to see Jesus alive after His crucifixion? Why do you think Mary, Martha and the other ladies didn't recognize Jesus after His resurrection? Why was Jesus able to disappear and then reappear?

In a hostile environment, Joseph of Arimathea, a very wealthy and devout man, went to Pilate and asked for Jesus' body. At a time like this, could you have mustered the courage to ask Pilate for Jesus' body, prepared it for burial and then placed it in your own tomb? Why or why not?

At noon the earth became dark as pitch and stayed that way for three hours. Then the earth began to rumble and shake underneath their feet. Rocks broke and tombs opened, and many godly dead men and women came back to life. What if you had been in a crowd of people and your friend, Philip came out of his grave. Do you think this would have made any difference as to how it impacted you? What feelings do you think the Roman soldiers, the High Priest and religious leaders felt with the events taking place, and the curtain in the Temple ripping in two?

Ask one of the students to read Hebrews 9:22 aloud. Say: What does this Scripture say? Jesus had to die and shed His blood or we would have no forgiveness of our sins. But why did He have

to be resurrected? To give us eternal life. Ask one of the students to read aloud 1 Corinthians 15:12-20. Write on the pad: “Christ had to be resurrected in order that we too can be resurrected to eternal life.”

When did Mary and Martha purchase the spices to embalm Jesus’ body? After the Sabbath was over (Mark 16:1). Did they do this on Sunday? No, on Friday. How do you know? Luke 23:54-56 shows that after the “Sabbath” the ladies saw the sepulcher, prepared spices and rested on the Sabbath. Then how could there be two Sabbaths in a week? Because the First Day of Unleavened Bread is a Sabbath or High Day. How do you know that? John 19:31. Ask one of the students to read Luke 23:56 aloud. This says they prepared the spices and rested all day on the Sabbath. Is this a contradiction? No. Then how do you explain these three Scriptures?

Summary: Draw five adjoining boxes on the newsprint pad and divide each box into halves. Write “day” in small letters at the top and “night” in small letters at the bottom. Then above or beside the boxes write the days of the week, beginning with Wednesday. Ask the students to help as you write in the boxes the events that took place each day. Wednesday: “Passover, the preparation and crucifixion day.” Thursday: “First day of Unleavened Bread - High day or Sabbath.” Friday: “The women brought spices and prepared them.

Sabbath: “The women rested.” Sunday morning: “The women took their spices and went to the tomb. Jesus was not there.” On the pad write in big letters: “The third day He lives!”

TEACHER-DIRECTED ACTIVITY

Divide the class into two groups and give each group at least one concordance. Tell them to pretend that a friend has asked why they don’t believe Jesus was crucified on Friday and resurrected on Sunday. Give the two groups five minutes to find as many Scriptures as they can to prove their beliefs. The team that has the most Scriptures gets to present what they found and gets a small reward that you provide.

SONG

“He’s Alive” is on page 70 of The Group Songbook.

CLOSING PRAYER

Call on one of the students to lead in prayer and to thank God for the resurrection of Jesus.

Rolling Stone

MEMORY VERSE

“You believe because you have seen me. But blessed are those who have not seen me and believe anyway.” - John 20:29 (TLB)

OBJECTIVES

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

1. Define type and prototype.
2. Make the relationship between the wave sheaf and firstfruits.
3. Explain that Christ is the first of the firstfruits.
4. Discuss the advantage a “firstfruit” has of being in the first resurrection.
5. Identify Scriptures showing there are two resurrections.

TOPICS & THEMES

Belief/Believe

Disciples

Thomas

Eternal Life

Firstfruits

Jesus, Resurrection of

Mary

Passover

Resurrection

Thomas

Unleavened Bread

Wave Sheaf

Women

Mary

MATERIALS NEEDED

Bible, YEA students’ and teacher’s books, attendance and memory verse chart, music player and music tape/CD, songbook, long sheet of wrapping paper, marker pen

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.

If you had a very good friend who was unjustly put to death by the law of the land, the body was buried, and at the end of three days when you came to visit the grave, the body was missing, how would you feel? If this friend of yours, who had been given a lethal injection, electrocuted or gassed in the chamber, suddenly appeared while you were there to visit his grave, how would you feel? What would be your first inclination? To give him a big hug. Would you be disappointed if he wouldn't even allow you to touch him?

Why wouldn't Jesus let Mary touch Him, when later that same day, He asked the disciples to handle Him? (Luke 24:39) "For I haven't yet ascended to the Father." Then would you conclude that between the time Mary saw Jesus and that evening when the disciples were gathered together, that Jesus actually went to heaven to His Father?

What was the reason for Jesus going to heaven if He was going to come back to earth for forty-something days? He was the literal wave sheaf offering which was typified in the ceremony offered on the Sunday during the Days of Unleavened Bread. He was presented to the Father and accepted as a pure sacrifice for you.

What did the wave sheaf offering picture? The first of the firstfruits of the harvest. Then how would you relate this to Christ going to the Father after His resurrection? He was the first of the firstfruits. What Scripture can you think of that shows that? 1 Corinthians 15:23.

What significance does the wave sheaf ceremony and Christ going to His Father on the Sunday after He was resurrected have for you? Baptized believers of Christ are a kind of firstfruit. What Scripture or Scriptures can you think of that shows that? James 1:18 and Revelation 14:4. Then when do we become a firstfruit as Jesus did? When we are resurrected at Christ's return.

Does the fact that Christians are called firstfruits, at Christ's return when they are resurrected, imply that there are other "fruits?" How can you know this? Revelation 20:5 says, "the rest of the dead lived not again until the thousand years were finished." What does "lived not again" imply? They will be resurrected. When? After the thousand years were finished. What's the "thousand years?" It's what we call the millennium. Then would you say there is one resurrection before the millennium and another after the millennium?

Which resurrection do you want to be in? Why? You'll be alive one thousand years earlier. Then what do you have to do to be in that resurrection? You have to repent, be baptized and endure to the end (Matthew 24:13). What is your action plan?

TEACHER-DIRECTED ACTIVITY

Before class, tack a long sheet of wrapping paper to the wall and write “Rolling Stone” across the top. Draw a “rolled stone” and a wave sheaf on the paper. Tell the class that musicians often think they have made it when they have their pictures on the cover of Rolling Stone magazine. This kind of popularity is fleeting. Jesus was popular with some people when He performed a miracle, but wasn’t very popular when He was arrested, tried and crucified. God showed how important each one of us is to Him when the stone was rolled away and Jesus walked out of that tomb. Then He ascended to the Father to be accepted for us. Give each student a marker pen and have them draw a self portrait on the sheet of paper with the stone and wave sheaf. Say: Jesus died for your sins. The stone was rolled away from the tomb and He was resurrected the third day. He then ascended to the Father to be accepted for you. Now follow with the prayer.

SONG

“Change My Heart, Oh God” is on page 53 of The Group Songbook.

CLOSING PRAYER

Ask one of the students to lead in prayer, thanking God for each one of us being important to Him and for having the potential of being a firstfruit.

Empowered to be Proactive

MEMORY VERSE

“Verily, verily I say unto you, He that believeth on me, the works that I do shall he do also; and greater works than these shall he do also; be- cause I go to the Father.” - John 14:12

OBJECTIVES

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

1. Discuss the advantages of having God’s Spirit in their lives.
2. Explain the events surrounding the ascension.
3. Explain how teenagers can be pro-active in personal evangelism.

TOPICS & THEMES

Disciples
God’s Kingdom
Great Commission
Holy Days, Pentecost
Holy Spirit
Jesus, Ascension of
Jesus, Intercessor
Loving God
Loving Others
Pentecost
Work

MATERIALS NEEDED

Bible, YEA students’ and teacher’s books, attendance and memory verse chart, music player and music tape/CD, songbook, newsprint paper, marking pen, rewards, gift bows for each student

HOW TO TEACH THIS LESSON

By sequentially going through the following questions in class, you will stay on track, meet the objectives laid out and have time to complete each section of the lesson.

How many of you have spent time on a farm? (If no one has, ask:) How many of you have spent time with grandparents or someone you enjoyed, and when you returned home you really

missed them? Who would like to tell us about the thing you loved most about this visit?

Do you think Peter was hedging when Jesus asked him if he loved Him? Why do you think Peter had any reservations about wholeheartedly saying that he loved Jesus? A lack of total commitment. Since Peter denied Jesus three times before He was crucified, what impact do you think this could have had on Peter's answer? Peter may have understood his own weakness and was afraid to commit so profoundly as he had done before.

How do you think the disciples must have felt when they stood in the field watching Jesus disappear into the clouds? What concerns do you think they had? They had lost a friend they had come to love and know so well after spending three and a half years with Him. They could no longer draw on the strength and power that He exuded. There would be no more miracles or healings. And maybe, the work of a Christian is over.

Since Jesus had returned to heaven, what kinds of doubts or disappointments do you think the disciples may have experienced because Jesus didn't set up His Kingdom while He was on earth? If you had been standing there with the disciples, would you have been disappointed that Jesus did not set up His Kingdom? Why or why not? Some students may want the Kingdom delayed because they want more time to enjoy the things this world has to offer. What's going to change when Christ sets up His Kingdom? There will be no more wars, death, disappointments, sickness, etc.

Ask one of the students to read John 14:12 aloud. Have you seen that promise fulfilled in the church today? Why or why not? Do you think the Holy Spirit will do these greater works for us or through us? Through us. Then what things are required of us before we can expect to see greater works done in the church today than Jesus did? We must be empowered with God's Spirit. To make ourselves ready to receive that gift, we must repent of our sins, believe on Jesus Christ as our Savior, and be baptized. Then we must be pro-active by doing those things Christ told Peter to do – feed and care for His sheep.

So what's in it for you if you do these things? Ask one of the students to read Matthew 5:19 aloud.

TEACHER-DIRECTED ACTIVITY

Tape three sheets of newsprint to the wall. Label the first sheet "Family," the second sheet "Friends," and the third sheet "Others." Give the students a marker pen and have each one write on the newsprint ways they can serve these people this week. Then have someone read all of the ideas on the sheets aloud. After the person finishes, tape a gift bow on each student and say, "God's Holy Spirit is a gift to pro-actively empower you." Then close in prayer.

Have the students recite John 3, their memory work for this book, and give those who can recite it a reward.

SONG

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

CLOSING PRAYER

Ask one of the students to lead in prayer, asking for God’s gift to empower us to do the job He wants us to do in serving others.