

YOUTH EDUCATIONAL ADVENTURES

Have Asked

YE5D · Teacher Edition

Seniors · Year 1: Life of Christ

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

If Chick-Fil-A Can Do It

MEMORY VERSE

“It is the glory of God to conceal things, but the glory of kings is to search things out.” -
Proverbs 25:2

OBJECTIVES

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

1. Talk about the courage it took for the Chick-Fil-A owner to close his businesses on Sunday.
2. Explain that God is not the author of disorder and does not change.
3. Discuss how the Bible shows that a day ends at sunset and a new day begins.
4. Commit to keeping Friday night holy the same as the day light hours of the Sabbath.

TOPICS & THEMES

Creation

Day

Days of Unleavened Bread

Holy Days, Unleavened Bread

Joseph of Arimathea

Nicodemus

Passover

Sabbath

Sabbath Conduct

Tomb

MATERIALS NEEDED

Bible, students' and teacher's books, attendance and memory verse charts, cassette/CD, music player, songbook

HOW TO TEACH THIS LESSON

Begin the class by asking: How many of you have gone to a Chick-Fil-A in the mall or to one of their other restaurants? Do you know what you have in common with S. Truett Cathy, who started the Chick-Fil-A chain?

Tell the class this story. When Mr. Cathy went into the restaurant business he had to make a decision that could cost him big bucks. He knew there could be a lot of money to make by keeping his business open on Sunday. But he believes that Sunday is the Lord's Day and that he should not keep his business open on that day. His belief is so strong that it outweighs the physical benefit of making more money. This decision hasn't always been easy to implement because many of his businesses are in shopping malls. Owners of malls want their tenants open for business seven days a week.

Mr. Cathy teaches a Sunday School class of thirteen-year-old boys and knows how important his example is. He didn't rationalize his way around this situation and say, "well, maybe this time isn't holy." But he's stuck to his guns and has been able to have his restaurants in more than 450 malls across the country. As we all know, his business does well and is prospering.

Mr. Cathy has strong religious convictions about Sunday being holy time. Even though he keeps Sunday as the Lord's Day instead of the seventh day Sabbath, he has remained faithful to his convictions.

Ask: In what way do you feel that the decision you have to make about what you do on Friday night is similar to Mr. Cathy's? Explain: Teenagers asked YEA to write a lesson answering the question "Should days begin at night."

Ask: What are some of the reasons teenagers want an answer to this question? The most honest answer will be, if Friday night is holy, it creates a problem with the types of things they can do that will be pleasing to God.

Say: Okay, let's take a look at when the Bible says a day begins. So let's go through the Scriptures in your YEA book.

Ask one of the students to read Genesis 1:3-5 aloud. Ask: At what time does it say the day begins?

Ask one of the students to read Leviticus 23:26-32 aloud. Ask: What time period does this verse says the Sabbath (Day of Atonement) is to be celebrated? "In the ninth day of the month at even, from even unto even, shall ye celebrate your Sabbath" (KJV).

How do we know what time the evening begins? Ask one of the students to read Deuteronomy 16:4-6 aloud. Ask: When does it say the Passover is to be eaten? "On the anniversary evening just as the sun goes down" (TLB).

Ask one of the students to read John 19:41-42 aloud. Ask: Why did they rush to get Jesus in the tomb? Because the First Day of Unleavened Bread, a holy day, would start as the sun went down. They wanted to complete their work before the Sabbath, this High Day started.

Ask: Is God disorderly? Does He have one day start at evening and another at midnight and another at sunrise? Ask one of the students to read 1 Corinthians 14:33 aloud. “For God is not a God of disorder but of peace.

Can we depend on God to always start a day at evening? Ask one of the students to read Malachi 3:6 aloud. God is consistent.

Since we now know that days start at evening, how will this knowledge impact your life? The Sabbath starts on Friday night and that time is holy. Are there things you feel you can do on Friday night that you would not do on Saturday? Why? Is Friday night less holy than Saturday? Why?

Ask one of the students to read Joshua 24:15 aloud. Ask: If Chick-Fil-A can close the doors of more than 450 restaurants on Sunday, can you say no to things you shouldn’t do on the Sabbath?

TEACHER-DIRECTED ACTIVITY

Assign a partner for each student. Space the partners throughout the room in chairs facing one another. If you have an odd number of students, be one of the partners so no one is left out. Tell them to take their YEA book and Bible with them. Explain that they are to go through every Scripture in the students’ book and take turns explaining what each one means to their partner.

SONG

“This Is the Day” is on page 35 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and hold hands. Ask for a volunteer to lead in prayer thanking God for the encouragement that the Chick-Fil-A story gives them in keeping the Sabbath.

Are You Immortal?

MEMORY VERSE

“Who is the blessed and only Potentate, the King of kings, and Lord of Lords; Who only hath immortality, dwelling in the light which no man can approach unto; whom no man hath seen, nor can see: to whom be honour and power everlasting. Amen.” - 1 Timothy 6:15b,16

OBJECTIVES

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

1. Define “mortal.”
2. Define “immortal.”
3. Explain that man dies just like animals.
4. Discuss that man is mortal and does not have immortality. But he will put on immortality at the resurrection.

TOPICS & THEMES

Death

Eternal Life

Ezekiel

God’s Will

Heaven/Hell

Immortal Soul

Job

Resurrection

Solomon

Trumpet

MATERIALS NEEDED

Bible, students’ and teacher’s books, attendance and memory verse charts, poster depicting a person burning in hell, cassette/CD, music player, songbook, newsprint pad, marker pen

HOW TO TEACH THIS LESSON

Open the class with prayer. Explain that as difficult as it is, at one time or another we all have to look death in the face. We may have lost a friend at school, a grandparent or a pet. Death can be a very difficult experience. Ask the students to select one of the names you have written on the news- print pad and explain what their reaction was when they learned about this death. Was it shock, denial, anger, sadness, emptiness, helplessness, guilt, etc. Did they think this person had gone to heaven, hell, or that they would see them someday in the resurrection? And which Scripture in today's lesson gives them the most encouragement. Give them just a few minutes to look through the Scriptures in their book. Then begin this discussion by selecting one of the names on your newsprint pad and tell your personal experience. Then let each student tell theirs.

By sequentially following the questions below, you will accomplish the objectives of this lesson and should have time to complete each section.

How did the doctrine of the immortal soul come about? Greek philosophers created it to support their belief that at death you go immediately to heaven.

What is the definition of "mortal"? Subject to death. What is the definition of "immortal"? Not subject to death. What did you learn in your lesson that Job, Solomon and Ezekiel believed about death? Man dies just like animals. They all go to one place – they came from dust and they return to dust. Their love hatred and envy perish at death.

Ask one of the students to read Ecclesiastes 9:4-5. Ask: How does this Scripture support man having an immortal soul? If the soul were still alive after death, it would have memories. The dead know nothing, they don't even have their memories.

What does Ezekiel 18:20 say happens to the soul that sins? It dies! What is the definition of immortality? Not subject to death. Often 2 Corinthians 5:1-8 is used to support the doctrine that man has an immortal soul. Ask one of the students to read it aloud from the KJV.

Ask: Does this Scripture tell you when you are absent from the body? Ask one of the students to read 1 Corinthians 15:52-54. What happens at the "last trump"? This mortal puts on immortality. Ask one of the students to reread 2 Corinthians 5:4. When is "mortality" swallowed up? At the last trump. Would you conclude then that we're not really absent from our bodies until our mortality is swallowed up at the last trump?

Ask one of the students to read Romans 2:7. Ask: Why would you seek for immortality if you already have it? Who is it that now has immortality? Ask one of the students to read 1 Timothy 6: 15-16. Does man have an immortal soul? No. When will man become immortal? Those in Christ will become immortal at the resurrection and will live forever with Christ!

The activity is the first portion of this lesson.

SONG

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

CLOSING PRAYER

Ask the students to form a circle and join hands. Let a volunteer lead the class in prayer. Remind this person to thank God for helping us to better understand His wonderful plan and for giving us hope in the resurrection.

Do Sinners God to Hell?

MEMORY VERSE

“But the fearful, and unbelieving, and the abominable, and murderers, and whoremongers, and sorcerers, and idolaters, and all liars, shall have their part in the lake which burneth with fire and brimstone which is the second death.” - Revelation 21:8

OBJECTIVES

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

1. Give the definitions of the four Greek words used in the Bible for “hell.”
2. Explain that God is a merciful God and it is not His will that any perish.
3. Discuss that there is a lake of fire where sinners will be burned up.

TOPICS & THEMES

Death

Eternal Life

God’s Mercy

Heaven/Hell

Immortal Soul

Jesus, Savior

Justice

Punishment

Repentance

Sin

MATERIALS NEEDED

Bible, YEA students’ and teacher’s books, attendance and memory verse charts, newsprint pad, marker pen, cassette/CD, music player, slips of paper, Is There Really a Hell Fire? booklet

HOW TO TEACH THIS LESSON

Before class, write the Scriptures in the third section of the activity in the students’ book on six different slips of paper. After opening the class with prayer, have the students draw one of the slips of paper with a Scripture on it. If there are more than six students, have them partner. If there are less, have them draw more than one slip of paper. Ask the students to turn to the

activity in their book. Go over the first two sections of that activity and get the students' answers. Let the students know that they will not be judged by the rightness or wrongness of their answers – you are wanting to hear their opinions. In the second section, get the students to raise their hands after each question showing how many agree, disagree, or are undecided. Keep score on the newsprint pad.

Start by asking for the person who has Acts 2:31 on his slip of paper to read the Scripture and tell what Greek word he thinks was used for hell.

Ask: How many agree with him? What was in this Scripture that made you select this Greek word for “hell.” Continue with the remainder of the Scriptures in the same manner.

Acts 2:31 - the Greek word is hades which simply means grave. Point out that Jesus was not tormented in hell fire for three days and three nights as some have suggested. The Scripture just says that Jesus was not left in the grave.

James 3:6 - the Greek word is Gehenna. Ask: What does Gehenna mean? It was a specific location, well known to all Jews, on the surface of the earth. Ask: Do you see anything here to tell us one way or the other about an eternal hell fire? If so, what?

2 Peter 2:4 - the Greek word is tartaros that is regarded by both Peter and the classical Greek writers as a place of darkness. Did you notice an inconsistency about it being a place of darkness and the traditional teachings of hell? What was it? Fire gives off light! Whose fate is discussed in this Scripture? This scripture is about the fate of fallen angels, not the fate of wicked men. Their fate is described by Jude as being “reserved in everlasting chains under darkness unto the judgment of the great day” (verse 6), and “wandering stars, to whom is reserved the blackness of darkness for ever” (verse 13). In no way does this Scripture establish the traditional hell fire doctrine.

Revelation 1:18 - the Greek word is hades. Ask: What does hades mean? It means the grave. Does Jesus have the power to unlock the graves, death and to release men in the resurrection? Do you see any support for the traditional doctrines of hell in this verse? If so, what?

Revelation 6:8 - The Greek word is again hades. Ask: In what way does this support the traditional teaching on an ever-burning hell fire? It doesn't. This is a metaphor for describing wide-spread death. Death rides on a pale horse, and the grave follows him.

Revelation 20:13-14 - Ask one of the students to start reading in verse 11 and read through verse 14. The Greek word is hades. Ask: What inconsistency do you see in these verses with the traditional teaching of an ever-burning hell fire? “Hell” is required to deliver up its dead. So this rules out a place of permanent torment from which one cannot be delivered. Ultimately, both death and the abode of the dead are destroyed in a lake of fire.

If the wicked will not burn in hell fire through- out eternity what is their ultimate punishment? Death in the lake of fire.

Ask: How then do we know that there is justice with God? Ask one of the students to read Revelation 20:15. Ask: Who will be cast into the lake of fire? Ask one the students to read Revelation 21:8. List these on the board, and include those not found written in the book of life.

How do we know that the wicked aren't tortured throughout all eternity? Ask one of the students to read Malachi 4:1. God is a merciful and a just God. The wicked will be burned up and be as ashes under the feet of the righteous.

TEACHER-DIRECTED ACTIVITY

Collect all of the strips of paper with the Scripture verses on them and have the students draw again. Have them partner and explain the verse they drew to their partner.

SONG

“Be Not Afraid” is on page 86 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 understanding His justice and mercy. Ask that all of our names will be found written in the Book of Life.

Will You Be Left Behind?

MEMORY VERSE

“Let the Children come to me, for the Kingdom of God belongs to such as they. Don’t send them away.” - Mark 10:14b (TLB)

OBJECTIVES

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

1. Explain that before Christ returns this world will be experiencing enormous trauma.
2. Discuss that Christ’s return will be a rescue mission, that no flesh will be saved alive unless He returns.
3. State what is required for them to enter God’s Kingdom.
4. Exchange views on why it is better for God’s Kingdom to come quickly rather than it being delayed.

TOPICS & THEMES

Baptism
 God’s Kingdom
 God’s Love
 Jesus and Children
 Jesus, Savior
 Repentance

MATERIALS NEEDED

Bible, YEA students’ and teacher’s books, attendance and memory verse charts, newsprint pad, marker pen, pencils, pieces of 8.5x11 paper, songbook, cassette/CD, music player

HOW TO TEACH THIS LESSON

Begin the class by telling this story. One day Joe’s dad made the following proposition: Your mom and I are going on this trip. You can go with us or you can stay here. If you stay, this is what you will have: a five-year-old pickup truck, a college education that will equip you to get a job. You can meet a nice girl and marry her, buy a home and have a family. I can make no guarantees that you won’t divorce, that you won’t have cancer, that your children will not be juvenile delinquents and that you will not be killed in a nuclear war. If you don’t want to be left

behind, you will have to obey me. We will become a member of a super nice family with untold members. We will live in a city whose streets are pure gold. There will be excitement and beauty beyond belief. There will be no limits to where you can travel. You can even visit other planets. You can be a part of a world that will have no wars, no fighting, no hunger, no sickness. Everything you do will prosper and there will be happiness beyond comprehension.

Hand each student a pencil and one of the pieces of paper you prepared before class. Tell students to list all the good and bad things this world offers under "This World." Under "God's Kingdom" list all of the good things it offers and the disadvantages of it coming. If they haven't completed the activity in their book, have them do it at this time. Give them about ten minutes to do this.

When they have finished, go over the activity in their book. Start by asking, "If Jesus Christ does not set up His Kingdom on this earth soon, the world will. . ." List their answers on a newsprint pad. Prompt them, if their list does not include such things as the world could soon self-destruct, there could be nuclear war, millions will die from AIDS, people will become more afraid to go out because of crime. Terrorist actions will become even more prevalent. There will hardly be a family that hasn't experienced at least one divorce, there will be more illegitimate children, more abortions, more homeless people, etc.

Ask: How many of you believe that Christ will return in your lifetime? How many of you doubt that Jesus will ever return? Why should you watch the news and read about world events?

Ask one of the students to read Luke 21:34-36. "Watch out! Don't let my sudden coming catch you unawares; don't let me find you living in careless ease, carousing and drinking, and occupied with the problems of this life, like all the rest of the world. Keep a constant watch. And pray that if possible you may arrive in my presence without having to experience these horrors" (TLB).

Ask: How many of you want God's Kingdom to come sooner rather than later? Why would you prefer that it be delayed? How will continuing the status quo in this life be better than entering into God's Kingdom? What are these "horrors" that were mentioned in the Scripture we just read?

Ask one of the students to read Matthew 24:22. How bad will things get before Christ returns? The world will be on the brink of total annihilation. Why will Christ return? To prevent all flesh from being destroyed. Christ's return is a rescue mission. Without Christ coming back, there would be total destruction on this earth. Then if you were Joe, would you choose to be left behind?

What stands between you and entering God's Kingdom? Believe on Jesus Christ as your Savior, repent and be baptized. What will God's Kingdom be like? Read Isaiah 65:16-25. Do you really want to be left behind when there is a world like this to enjoy? God's Kingdom is coming, what

about the kids? It depends entirely on the choice each one makes. Ask one of the students to read Deuteronomy 28:1-2.

TEACHER-DIRECTED ACTIVITY

The lesson begins with the activity.

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 asking God to help each teenager to focus on the rewards of the Kingdom rather than the temporary glitter this world offers.

Your Most Important Gift

MEMORY VERSE

“For God did not give us a spirit of timidity, but a spirit of power, of love and of self-discipline.” - 2 Timothy 1:7 (NIV)

OBJECTIVES

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

1. Give the last command Jesus gave to the apostles before ascending to heaven.
2. Discuss how the Holy Spirit is the most important gift they can have.
3. Explain ways that the Holy Spirit can help them in their personal lives.
4. Spell out what they must do to get the gift of the Holy Spirit.

TOPICS & THEMES

Baptism

God's Gifts

Holy Day, Pentecost

Holy Spirit

Jesus, Ascension of

Pentecost

Repentance

Sharing the Gospel

Sin

Temptation

MATERIALS NEEDED

YEA students' and teacher's books, attendance and memory verse charts, marker pen, songbook, cassette/CD, music player, newsprint pad

HOW TO TEACH THIS LESSON

Open with prayer. Begin the class by giving each student a piece of paper and a pencil. Ask them to answer the following questions:

1. Will you be married in five years?

2. Will you have a degree in five years?
3. What kind of priorities will you have for family life in five years
4. What kind of relationship will you have with the church in five years?
5. List the three most important gifts someone could give you.

By sequentially following the questions outlined below you will be able to accomplish the objectives of this lesson in the time allotted.

How many of you think that you will be married in five years? How many of you think that you will have at least one degree in five years? What kind of priorities will you have for family life in five years? There are no correct answers to this. Encourage each student to give at least one priority.

What kind of relationship will you have with the church in five years? Listen and encourage discussion. The answers may give you real insight as to how well your students are grounded in the faith and things that may need additional attention.

Ask the students to give their three most important gifts in their order of importance.

How do you think the Apostles felt about Jesus leaving them and going to heaven? They probably had a lot of apprehension. Why do you think they probably looked on this more with apprehension rather than as a positive thing? Jesus presence and leadership gave them a lot of strength and confidence.

Can you think of a Scripture that shows the work the Apostles would be able to do would actually be greater after Jesus went to heaven? Ask one of the students to read John 14:12-14. What were some of the works Jesus did while He was on this earth? He healed the sick, raised the dead, feed over 5000 people with a miracle, cast out demons, etc. Write these on a newsprint pad as the students give them. Ask: What greater gift could you receive than being able to heal someone you know of cancer or some terminal disease? What about some friend or relative you know who has died. What greater gift can you think of than being able to raise someone from the dead? Do you think God will give these gifts carelessly? What kind of relationship would you have to have with God before He could trust you with these gifts?

Have different students read each of the Scriptures in their lesson. Ask after each one: What attribute of the Holy Spirit does this Scripture show? List each one as they give it on the newsprint pad. Ask: What is the most important gift the Holy Spirit can give you? Eternal life! Some of us may never have the gift of healing in this life, but in the resurrection when we attain eternal life, we will be a son of God with His powers. With that kind of power, do you think you can heal the sick or raise the dead? What's it worth to have that kind of power? No sacrifice is too great.

TEACHER-DIRECTED ACTIVITY

The activity is the first part of the lesson.

SONG

“By My Spirit” is on page 56 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Ask one of them to lead in prayer thanking God for His Spirit, the greatest gift of all. Ask God for help that we might submit ourselves to Him so that we can share more in that power.

Sabbath or Sunday?

MEMORY VERSE

"Speak thou also unto the children of Israel, saying, Verily my sabbaths ye shall keep: for it is a sign between me and you throughout your generations; that ye may know that I am the LORD that doth sanctify you." - Exodus 31:13

OBJECTIVES

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

1. Explain that there is no Scripture that says the Sabbath was changed to Sunday.
2. Discuss the magnitude of such a change to Jewish Christians.
3. Show what explanation would have been needed had such a change taken place.
4. State that it was the Roman church that changed the Sabbath to Sunday.

TOPICS & THEMES

Creation

Jesus, Resurrection of

Resurrection

Sabbath

Ten Commandments

Sabbath

MATERIALS NEEDED

Bible, YEA students' and teacher's books, attendance and memory verse charts, cassette/CD, music player, songbook, robe, gavel, desk or table to be used as the judge's bench

HOW TO TEACH THIS LESSON

As the students arrive, give each of them one of the scriptures that you wrote on pieces of paper. If the class is smaller than eight, give the students more than one scripture. If it is larger than eight, assign students to partners. After the students arrive, use your gavel and call the court to order. Explain: "A trial will take place in this courtroom today. 'Has the Sabbath been changed to Sunday' is on trial. Everyone in the class will be a witness. You have all the evidence that Christian churches can find in the Bible showing the Sabbath was changed to Sunday. This

evidence is written on the eight pieces of paper I gave you when you entered the courtroom. Each witness will be called before the judge's bench to present his evidence."

Tell the witnesses to be prepared for cross examination. These are possible questions you will ask in their cross examination: 1) What does your evidence show about why the Sabbath needed to be changed to Sunday. 2) How does your evidence show that the Sabbath was changed to Sunday. 3) At what point or date does it say that Christians should stop keeping the Sabbath and start worshiping on Sunday?

Give the witness a few minutes to read their "evidence" and think about it in relationship to their upcoming cross examination. Now call the witnesses one by one to the bench and ask for them to present their evidence that the Sabbath has been changed to Sunday (The scripture on their paper is the "evidence"). After they read their scripture, cross examine them by asking them the three questions above. Then ask if they have further evidence to support that the Sabbath was changed in the Bible to Sunday.

Explain to the class that the witnesses will now be the jury. They are to decide if the Bible shows the Sabbath was changed to Sunday from the evidence they have just heard. But before they deliberate, they need other vital evidence to reach their decision. Ask one of the students to read Exodus 31:13,16. Then read the statement by W.D. Davis under "Background" to the jury. Dismiss the court and tell the jury they will have about five minutes to reach their verdict. During their deliberations they are to appoint one person to be their spokesperson.

After about five to eight minutes, call the court to order again and ask the jury for their decision. Ask if this is a unanimous decision. If it isn't, ask for the opposing opinions. Allow any opposition to give their evidence without judging them. If the decision is unanimous, use your gavel and say, "The decision is unanimous that there is no biblical support for the Sabbath to be changed to Sunday. Court dismissed."

Now debrief by asking these questions. 1) How long does the Bible say the Sabbath will be a sign between God and Israel? 2) Who are Israelites or Jews? Ask one of the students to read Romans 2:29. 3) Who changed the Sabbath to Sunday and when? (The Roman church. It took place gradually after the fall of Jerusalem in 70 A.D. In 417 Innocent I decreed it so.) The Sabbath is a sign that identifies who your God is, what happens when you lose that sign or identity? (You'll lose sight of who the true God is.)

TEACHER-DIRECTED ACTIVITY

The lesson for today's class is the activity

SONG

"We Will Glorify" is on page 1 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 the Sabbath which is a sign to identify the true God.

Are the Holy Days Jewish?

MEMORY VERSE

“For I am the Lord – I do not change. That is why you are not already utterly destroyed (for my mercy endures forever).” - Malachi 3:6 (TLB)

OBJECTIVES

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

1. Explain that the festivals were God’s appointed time from creation.
2. Discuss that down through history, God has picked the Holy Days to do significant thing on them.
3. Tell that the Holy Days have Jewish and historical significance, but they have meaning and application in Christ’s work and ministry.

TOPICS & THEMES

Appointed Times

Christmas

Easter

Egypt

God’s Plan

Holidays, Christmas

Holidays, Easter

Holy Days

Jesus, Savior

Leavening

Passover

Paul

Pharaoh

MATERIALS NEEDED

Bible, YEA students’ and teacher’s books, attendance and memory verse charts, songbook, cassette/CD, music player, newsprint pad, marker pens, butcher’s paper

HOW TO TEACH THIS LESSON

Begin the class by listing Passover, Days of Unleavened Bread, Pentecost, Trumpets, Atonement, Feast of Tabernacles and the Last Great Day on separate sheets of a newsprint pad. Tell the class that we're going to play a game called "What Does This Day Make You Think About?" Explain that they can use the activity in their book for this lesson to get them started. Encourage every student to participate. They can give Scriptures, "meanings" of the day, explanations of the day, etc. Write a brief summary of what they say on the newsprint pad. Begin with:

Passover - Possible answers will be the original Passover, the Exodus, Abraham going to the mountain to offer Isaac as a sacrifice, the crucifixion of Christ, the means whereby individual's sins can be forgiven, Christ as the Lamb of God that takes away the sins of the world, etc.

Days of Unleavened Bread - Possible answers could be for seven days leavening is a type of sin, putting leavening out of our houses, eating flat bread for seven days, Israel leaving Egypt in such a hurry that they didn't have time for their bread to rise, a reminder to put Christ into our lives.

Pentecost - Possible answers could be: the Feast of first fruits, a harvest festival, count fifty, the Jubilee year, the day the Law was given and possibly the day of creation, the day the church was empowered with the Holy Spirit, Christ the First fruits, Christ as the Wave Sheaf, the converted at Christ's return will be first fruits.

Trumpets - Possible answers could be: blowing of trumpets, the seventh trumpet, the return of Christ, the first resurrection of the dead, etc.

Atonement - Possible answers could be: fasting, two goats – one representing Christ and the other Azazel, the Temple ceremony, the Holy of Holies, communal forgiveness of sin, the year of debts being released – Jubilee year begins.

Feast of Tabernacles - Possible answers could be: Israel dwelling in booths when they came out of Egypt, the best Feast of the year, a time we celebrate for seven days, a time we can spend with friends, a time we leave our homes and live in temporary houses, that this life is only temporary and we look for God's Kingdom, the Millennium, even the Egyptians will keep the Feast in the Millennium, the nations that don't keep the Feast in the Millennium won't get rain.

Last Great Day - Possible answers could be: the new heaven and the new earth, Christ saying there would be rivers of living waters, all things will be new, there will be no more tears, death, sorrow, God will live with man.

Now, attach each sheet of the newsprint, with a different festival on it to the wall. Ask: Which ones of these festivals have "Jewish" and historical significance? Which ones of these festivals points to the work and ministry of Christ?

Give each student a marker pen. Instruct the class to go to the butcher's paper you've attached to the wall. They are to write a "Jewish/historical" significance and "work/ministry of Christ" under each of these festivals in the appropriate place. Explain that they can use the statements on the newsprint pad sheets and the activity in their book. Every festival should have one or more points showing the work and ministry of Christ. Now ask: Do you see any of the festivals of the Bible that do not point in some way to Christ? Do you feel the festivals we celebrate are Jewish or Christian? Why? Do you feel that Christians would learn more about Jesus Christ and God the Father and their plan for mankind if they would celebrate the festivals in the Bible? Why or why not?

SONG

"I Will Celebrate" is on page 49 of The Group Songbook.

CLOSING PRAYER

Ask one of the students to lead in prayer thanking God for His awesome plan shown through the Holy Days in the Bible and for the privilege of celebrating each one of them.

What's Good to Eat?

MEMORY VERSE

“Those who worship idols that are hidden behind a tree in the garden, feasting there on pork and mouse and all forbidden meat – they will come to an evil end, says Jehovah. - Isaiah 66:17 (TLB)

OBJECTIVES

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

1. Explain that God's law is not arbitrary
2. Show that Peter's vision was not intended to nullify the law of unclean meats.
3. Discuss that Peter's vision showed him that no man should be called common or unclean.
4. Talk about God not being a God exclusively for the Israelites, but an inclusive God who extends salvation to all races.

TOPICS & THEMES

Food laws

God's law

Holy Conduct

Peter's Vision

Ten Commandments

Unclean meat/food

MATERIALS NEEDED

Bible, YEA students' and teacher's books, newsprint pad, marker pen, attendance and memory verse charts, songbook, cassette/CD, music player, newsprint pad

HOW TO TEACH THIS LESSON

Before the class begins, write the following statements on a newsprint pad: 1) There is no such thing as an absolute, objective point of view in matters of morality and religion. 2) Common assumption is that you have your truth and I have mine. 3) The only standard for what is good for human beings to consume is how it tastes.

Begin the lesson by having the class group into trios. Have each group go to a different part of the room and brainstorm their reactions to these statements. Have them appoint a spokesman for their group. After about five minutes, have them come back together and be seated in a semicircle with trios together. By sequentially following the questions outlined below, you will meet the objectives of this lesson and have time to complete each section.

What is your reaction to the first statement? (Get the reaction from each of the trio groups for every question.) What is your reaction to the second statement? What is your reaction to the third statement? Allow them to freely answer without condemnation.

Which of the statements do you agree with most? Can a person believe these statements and still be a Christian? Why or why not?

Would you be more tempted to eat pizza with pepperoni on it or a hot dog made of pork than you would to eat a roach, serving of a cat or rat? Most of the students will probably say yes. Why or why not? Everyone eats these things, but you rarely if ever see them eating roaches, cats or rats. What standard would you use to select pepperoni pizza or a hot dog rather than eating a roach, cat or rat? It looks more eatable. Ask one of the students to read Proverbs 16:25 aloud. Ask: How do you think this applies to being more willing to eat pork because everyone does it and it appears to be harmless?

What does the word “arbitrary” mean? Was the law of unclean meats given arbitrarily by God? Why or why not?

Why do you think God felt it necessary to spell out the standard for what is eatable? Without the standards God gave us in Leviticus 11 how would you know whether to eat a beef steak or an earthworm? Which do you think looks more appetizing? Which do you think is better for you. Why?

Ask one of the students to read Deuteronomy 5:32-33. Then do you think the dietary laws were intended to make you look peculiar or make things more difficult for you?

Discuss the activity in the students’ book. What was Peter to learn from the vision God gave him in Acts 10?

Now continue with the questions on that worksheet. What can we learn from the vision God gave Peter? Why do you think someone looks down on people of another race? It is because we like to think we are somehow more special to God than someone else. Is God big enough to love all races and to want them in His Kingdom?

TEACHER-DIRECTED ACTIVITY

Divide the class into partners. Have the partners take their chairs to different parts of the room and sit facing each other. Explain that they are to take turns explaining Peter’s vision in Acts

10:9-28 to each other. They are to explain how we know that this passage does not do away with the law of clean and unclean meats. Tell them that they can use their Bibles and their YEA book.

SONG

“Thy Word” is on page 30 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Ask one of the students to thank God for having such wisdom and love for us that He saw to such details as showing us what is good for us to eat and what is not. Ask God that we might all learn the lesson from Peter’s vision that no man is common or unclean.

The Evil Paradox

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! - Deuteronomy 30:19 (TLB)

OBJECTIVES

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

1. Explain that evil doesn't usually look ugly, it can come in beautiful packages.
2. Discuss that God created Lucifer perfect in beauty and wisdom. It was the choices that he made that turned him into Satan, an evil being.
3. Explain that they are free moral agents who have choices. Their choices will determine what consequences or benefits they receive.

TOPICS & THEMES

Adam and Eve

Adversity

Blessings/Cursings

Choices

Creation

Deception

Evil

Garden of Eden

Goodness

Human Nature

Rebellion

Satan

Tree of the Knowledge of Good/Evil

MATERIALS NEEDED

Bible, YEA students' and teacher's books, attendance and memory verse charts, songbook, music player, cassette/CD

HOW TO TEACH THIS LESSON

Start the lesson by dividing the class into two groups. Give each group a stack of newspapers. Tell them that they are to make as many balls out of the newspapers as they can make in two minutes. Draw a line for the two teams to battle. After the minute is over, say that they are going to have a battle between the two groups. When you say “go” they will have one minute to throw as many newspaper balls onto the other team’s side. At the end of the minute say “stop, drop any left over balls you’re holding and hold your position.” Have each team count the balls that made it onto the other team’s side.

Now instruct the teams to get into separate huddles and create a plan for battle, including defensive and offensive weapons that will help win the battle. Give them additional newspapers and two rolls of tape. Their defensive weapons can include such things as shields, bats or other defensive gear. Give them five minutes to plan their strategies and weapons.

Then let them return to their battle positions. Say “go” and let them play for one minute. Have them count the balls and declare a winning team. Debrief by asking the following questions:

What was your battle strategy? What was your focus, offensive or defensive? Why? Was it better to use strategy and weapons or to just go to battle without a plan? Why? How is resisting evil like a battle?

Ask one of the students to read aloud Ephesians 6:10-18. How will this Scripture help you plan a strategy to resist evil? What are the weapons you should use? Which ones are offensive and which ones are defensive?

How did you feel when you read the Scripture in Isaiah 45:7 that says God created evil? What did you learn about this? That the Hebrew word for “evil” is “adversity.”

What does evil look like? How would you recognize evil?

Is Satan the only source of evil? No. What are other sources of evil? Read the last paragraph under “Background” from People Of The Lie. Ask: How do you see “Image,” “appearance,” and “outwardly” influencing your choices toward evil?

Lucifer was a beautiful, wealthy spirit being who desired absolute power. How do you think his image or appearance might have influenced his lust for power?

What will keep you from becoming evil? The choices you make. Then what kinds of offensive and defensive weapons do you need? Have someone read Ephesians 6:10-18 aloud again.

TEACHER-DIRECTED ACTIVITY

The lesson began with the activity.

SONG

“Change My Heart, Oh God” is on page 53 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 always help them recognize and resist evil when they see it.

Will You Be in God's Family?

MEMORY VERSE

"Now we are no longer slaves, but God's own sons. And since we are his sons, everything he has belongs to us, for that is the way God planned." - Galatians 4:7 (TLB)

OBJECTIVES

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

1. Explain that God wants a large family and He wants them to be a part of it.
2. Discuss the inheritance God has for His sons and daughters.
3. Explain what they must do to be a member of His family.
4. Make a commitment to be in God's family.

TOPICS & THEMES

Baptism
Believe
Creation
Family
God's Family
God's Kingdom
God's Plan
God's Will
Inheritance
Jesus, Savior
Nicodemus
Repentance

MATERIALS NEEDED

Bible, YEA students' and teacher's books, attendance and memory verse charts, songbook, cassette/CD, music player, prizes, newsprint pad, concordance, paper, pencils

HOW TO TEACH THIS LESSON

By sequentially asking the following questions laid out in this lesson, you should meet the objectives and have time to complete each section.

Before class, write your letter to God that is called for in the student's activity.

Begin the class by asking: How did they feel when they wrote God a letter? While you prayed about this, gave it some thought and wrote your letter, did you come to think of God more as a Father? Did you think of Him as Daddy? What made you feel that way?

Have one of the students read Galatians 4:6 aloud. Explain that Abba Father is a very intimate term and it's not wrong to think of the Father reverently as Daddy.

Read your letter to God. Ask: In what way is my letter similar to the letter you wrote to God? How would you best describe your feelings toward God as you wrote your letter? Would you say it was a bonding experience creating more love for God? What made your love for God grow? Was it a worshipful experience with a real sense of awe for the Father? Explain how.

Did you grow in an understanding of God's love for you? Explain in what way?

Ask if anyone would like to share their letter with the class.

How do you think God reveals His spiritual plan through the physical? Ask one of the students to read Romans 1:20.

Go over the first two paragraphs under "Background" with the class. How many comparisons can you make between the physical and the spiritual in today's lesson? As the students give them, write them on the newsprint pad. These should include such things as Father - Daddy, begotten, born or birth, heir, children - sons of God, inheritance.

When you are born into God's family, what do you expect to inherit? Write these on the newsprint pad. They should include such things as eternal life, the animals of the field and forest, birds on the mountains, gold and silver, unbelievable wealth, His Kingdom.

What will you be when you are born of God? A spirit being, a son or a daughter of our Heavenly Father. What did you learn from Nicodemus' visit with Jesus that God requires of you to be a member of His Family?

TEACHER-DIRECTED ACTIVITY

Divide the group into pairs and give each group a piece of paper and a pencil. Explain that this will be like a contest. They will be given several minutes to brainstorm and list every advantage they can think of that being in God's Kingdom will offer them over this physical life. Tell them they can use their lesson, Bible, and a concordance. At the end of this contest, the number of advantages will be tallied and an extra point will be given for each advantage with a Scripture reference.

When the time is up, tally each teams points. Then debrief by asking these questions: How would you compare the physical benefits in this life to the spiritual benefits of being a member of

the King's family? If you are found worthy, through the blood of Christ, to be a member of God's family, do you really want these advantages delayed? Why or why not?

Give a prize to the team with the most points. Also, since this is the last lesson in this book, give awards for perfect attendance and memory verse recitation.

SONG

"Do Lord" is on page 74 in 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 His awesome plan. Ask that every student will be made a member of God's family in the first resurrection.