

YOUTH EDUCATIONAL ADVENTURES

Divine Drama

YE5E · Teacher Edition

Seniors · Year 2: Creation

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

There Was Nothing!

MEMORY VERSE

John 1:1 - "In the beginning was the Word, and the Word was with God, and the Word was God. He was with God in the beginning."

OBJECTIVES

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

1. Tell that evil has been here since the fall of Satan.
2. Explain how a beautiful archangel became evil.
3. Give some of the effects on the world today because of Satan's fall.
4. Explain that Jesus is the Word and He was with the Father when the earth was created.

TOPICS & THEMES

Attitude

Babylon

Choices

Creation

Evil

God's Love

Jesus, the Word

Satan

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, CD or cassette tape, music player, chalkboard or large piece of newsprint, marker

HOW TO TEACH THIS LESSON

After opening the class with prayer, write Satan at the top of the chalkboard or newsprint pad. Make two columns with the headings of "Fact" and "Fiction" with a vertical line between them. Ask the class to give you aspects or characteristics of Satan and tell you if they are fact or fiction. List these on the board as they are given. Students can use the Activity in their book to help with ideas if necessary. Allow time for the class to debate each one. Don't allow your group to get

polarized over such issues as heavy metal music. This debate is designed for the class to hear other young people's opinions and thoughts about Satan's influence.

Beyond crystals, Ouija boards, tarot cards, and witchcraft - take the discussion beyond these things. Ask: How did evil enter the world? When did it happen? What was life like for Satan before he was kicked out of heaven? How would you describe Satan's attitude that brought about his fall? What kind of mind do you think it takes to think that you can overthrow God?

The continuing results of Satan's fall - Say: We've seen in other YEA lessons how sin has a lingering effect and the consequences can go on endlessly. Ask: On a scale of one to ten, with ten being the worst, how would you rate the consequences of Satan's sin? How many people do you think it has impacted? (Everyone!) How do you see Satan influencing our culture today? How does it influence entertainment? How is he influencing marriage and the family? How do you see Satan's involvement in politics? How do you see Satan's involvement in world affairs?

Your responsibility - Do you think that you can outsmart Satan? Why or why not? What is your defense against Satan and his demons? Ask one of the students to read Ephesians 6:10-18. What impact will this have on your daily prayer life?

Is there an end to this? - What holy day depicts an end to Satan's influence on this earth? How will it come about? Ask one of the students to read Revelation 12:9 aloud.

SONG

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

CLOSING PRAYER

Have the students form a circle and join hands. Go around the circle and ask each student to give one area where they need help in fighting Satan's influence. Lead in prayer asking for God's help for each student. If the class is small you may want to pray for each student.

Clearly Seen

MEMORY VERSE

Romans 1:20, 25 - "For the invisible things of him from the creation of the world are clearly seen, being understood by the things that are made, even his eternal power and Godhead; so that they are without excuse. ..Who changed the truth of God into a lie, and worshiped and served the creature more than the Creator, who is blessed for ever."

OBJECTIVES

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

1. Be familiar with the terms that Darwinist and evolutionist use.
2. Tell why evolutionists reject God as Creator.
3. Explain that our universe requires a Designer and a Creator.

TOPICS & THEMES

Creation

Evolution

Intelligent Design

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, CD or cassette tape, music player, chalkboard or large piece of newsprint, marker

HOW TO TEACH THIS LESSON

After opening the class with prayer, select two team captains and have them alternate turns in choosing their team from the class until all have been selected. Explain that you are going to be asking questions mainly from their lesson. They are to stand in two separate lines facing one another. The first person on the team that the question is addressed to, who knows the answer, is to step forward and give it. If no one on the team knows the answer, the team can call timeout for 90 seconds to brainstorm and come up with an answer. The other team can cross-examine all answers and anyone on his team can assist him. Or the opposite team can add information not given to the answer. This will give them three extra points. The team will be given three points for excellent answers, two points for good answers, and one point for timeout answers. The team

that gets the most points will be taken for pizza. The following are the questions to alternately ask the teams:

1. How do we know that life on earth did not evolve from a pool of slime? (Life requires a life giver.)
2. List five things that make your body more complex than a computer. (Mind or intelligence, digestive system, sex and gender, nervous system, cell division, ability to grow, etc.)
3. What was involved in putting your computer together? (Designer and creator)
4. Explain what photosynthesis is.
5. Give illustrations of a plant or animal being interdependent on another for survival.
6. Explain why the earth could not have evolved over billions of years.
7. What do you get when you break a molecule down to the smallest denominator? (DNA.)
8. What does DNA contain? (Information.)
9. What does DNA do? (It insures that kind produces after its kind.)
10. How can evolutionists say that the universe could slowly be collected in lumps of hot solids and gases, and cool into planets? (First, this theory doesn't start with nothing. It begins with hot solids and gases. Even a computer can't create itself. The complexity of the universe requires a Designer and a Creator.)
11. For the universe to collect in lumps of hot solids and gases, and cool into planets, what else had to be in existence? (Laws such as gravity. And laws require a lawgiver.) Give the reason and scripture for people choosing not to believe that God is Creator.
12. Now ask one of the students to read Romans 1:19-25 aloud.

Tally the scores and tell which team is the winner. Say: "We'd like for everyone to enjoy pizza with us. So we'll give the team that didn't win one more chance." Go over the Activity in the Students' book and let that team answer all of the questions to redeem themselves.

Encourage the students to read such books as *Refuting Evolution* by Jonathan Sarfati, Ph.D., and *Defeating Darwinism by Opening Minds* and *Darwin on Trial* by Phillip E. Johnson.

SONG

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

CLOSING PRAYER

Have the students form a circle. Read the first paragraph under Background to the class. Ask each student to give one proof of God. Then ask for a volunteer to lead in prayer thanking God

for such a brilliant and intricate creation and asking Him to help them never to forget who created us and the earth.

The Drama Unfolds

MEMORY VERSE

Psalm 19:1-2 "The heavens declare the glory of God; the skies proclaim the work of his hands. Day after day they pour forth speech; night after night they display knowledge" (NIV).

OBJECTIVES

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

1. Explain that our universe couldn't have come about without an intelligent Designer and Creator.
2. Tell that certain elements of creation were interdependent upon others and couldn't have survived without them.
3. Explain what happened on the first six days of creation.

TOPICS & THEMES

Creation

Creator

Intelligent Design

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, CD or cassette tape, music player, such things for the activity as newsprint pages, paper, pencils, water, dirt, crayons, markers, feathers, glitter, tiny plants, grass sprigs, kiddie pool, flash light, awards, timer, tape

HOW TO TEACH THIS LESSON

Open the class with prayer. Place the six assignments face down on a table and divide the class into six groups. Have each group come to the table and draw one paper sight unseen. If your class is smaller than six have them draw more than one. If one is left over, do it yourself. Explain that we are going to put the drama of the first six days of creation together in six steps. Each group is to have ten minutes to draw, design, or write a paper explaining their assignment. Don't be afraid to be creative or original. The more complete or thorough the better. The class will vote

on the best scene when they are completed and an award will be given. They can use any of the supplies you provide or anything on their person to accomplish this. Set the timer and say go.

When the timer rings, bring the class back together. Have Scene One show and tell what they have. Then Scene two, etc. Have students tape their completed assignments to the wall in order.

Debrief - Ask: How difficult was it to plan and design your scene? What did you have difficulty doing? What are some things that were interdependent upon something else and would not have survived even a year without other necessary items? What things did you learn from designing your scene? How would it have helped if you had even greater intelligence? Why? What reason did you learn in Lesson Three for evolutionists choosing not to believe in a Creator? (Romans 1:20). What will this do to improve your respect for your Creator? How will it improve your worship of Him?

TEACHER-DIRECTED ACTIVITY

Have the students read the poem they wrote about creation. Vote on who wrote the best poem and who gave the best presentation. Give them awards. You may want the student with the best poem to present it in the worship service or have it printed in the church bulletin.

SONG

“Morning Has Broken” is on page 7 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Go around the circle and ask each student to give one illustration of how they grew in awe and respect for God as the Creation Drama unfolded. Ask for a volunteer to lead in prayer thanking God for going to all of this trouble so we would have an amazing world in which to live.

THE CREATION

AND God stepped out on space,
And He looked around and said,
"I'm lonely -
I'll make me a world."

And far as the eye of God could see
Darkness covered everything,
Blacker than a hundred midnights
Down in a cypress swamp.

Then God smiled,
And the light broke,
And the darkness rolled up on one side,
And the light stood shining on the other,
And God said, "That's good!"

Then God reached out and took the light in His hands,
And God rolled the light around in His hands
Until He made the sun;
And He set that sun a-blazing in the heavens.
And the light that was left from making the sun
God gathered it up in a shining ball
And flung it against the darkness,
Spangling the night with the moon and stars.
Then down between
The darkness and the light
He hurled the world;
And God said, "That's good!"

Then God Himself stepped down -
And the sun was on His right hand,
And the moon was on His left;
The stars were clustered about His head,
And the earth was under His feet.
And God walked, and where He trod
His footsteps hollowed the valleys out
And bulged the mountains up.

Then He stopped and looked and saw
That the earth was hot and barren.
So God stepped over to the edge of the world
And He spat out the seven seas;
He batted His eyes, and the lightnings flashed;
He clapped His hands, and the thunders rolled;
And the waters above the earth came down,
The cooling waters came down.

Then the green grass sprouted,
And the little red flowers blossomed,
The pine tree pointed his finger to the sky,
And the oak spread out his arms,
The lakes cuddled down in the hollows of the ground,

And the rivers ran down to the sea;
And God smiled again,
And the rainbow appeared,
And curled itself around His shoulder.

Then God raised His arm and He waved His hand
Over the sea and over the land,
And He said, "Bring forth! Bring forth!"
And quicker than God could drop His hand
Fishies and fowls
And beasts and birds
Swam the rivers and the seas,
Roamed the forests and the woods,
And split the air with their wings.
And God said, "That's good!"

Then God walked around,
And God looked around
On all that He had made.
He looked at His sun,
And He looked at His moon,
And He looked at His little stars;
He looked on His world
With all its living things,
And God said, "I'm lonely still."

Then God sat down
On the side of a hill where He could think;
By a deep, wide river He sat down;
With His head in His hands,
God thought and thought,
Till He thought, "I'll make me a man!"

Up from the bed of the river
God scooped the clay;
And by the bank of the river
He kneeled Him down;
And there the great God Almighty
Who lit the sun and fixed it in the sky,
Who flung the stars to the most far corner of the night,
Who rounded the earth in the middle of His hand;
This Great God,
Like a mammy bending over her baby,
Kneeled down in the dust
Toiling over a lump of clay
Till He shaped it in His own image;

Then into it He blew the breath of life,
And man became a living soul.
Amen. Amen.

"The Creation" is reprinted from *The Book of American Negro Poetry*. Ed. James Weldon Johnson. New York: Harcourt, Brace and Co., 1922.

God Wants a Family

MEMORY VERSE

Romans 6:23 - "For the wages of sin is death, but the free gift of God is eternal life through Jesus Christ our Lord" (TLB).

OBJECTIVES

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

1. Explain that God wanted a family, and even though man sinned, God provided a way through the death of His Son for us to become His sons.
2. Contrast the two different worlds - the one in Eden and the one afterwards.
3. Discuss why God put the tree of the knowledge of good and evil in the Garden of Eden and the freedoms and consequences it gave Adam and Eve.

TOPICS & THEMES

Adam and Eve

Consequences of Sin

Garden of Eden

God's Family

Jesus, Death of

Jesus, God the Son

Jesus, Savior

Sin

Tree of Life

Tree of the Knowledge of Good/Evil

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, CD or cassette tape, music player, newsprint, markers

HOW TO TEACH THIS LESSON

After opening the class with prayer. Divide the class into three groups. Assign each group a heading and give them a marker. Explain that they are to go to the board and list as many things

as they can think of that show what this period of time was like. Give them six minutes to complete this.

Debrief - Ask each group: How did you feel about the particular period of time you worked on? Ask each group: How was this experience like or unlike some other aspect of your life? How do you feel the choice Adam and Eve made impacts your world today? Ask each group: What will you do about the things that you learned from this activity? How will you change your life because of this lesson?

Background - Read the Background to the class. Ask: Which world would you rather live in - the Garden of Eden or our world? What are the differences? Why is our world no longer like the Garden of Eden? What has to happen before our world will return to a utopian place? What do you personally have to do before you will be in this utopian Kingdom as a member of God's family? Will you make the commitment to be there?

TEACHER-DIRECTED ACTIVITY

Go over the Activity in the Students' book. The answers are: 1) T; 2) T; 3) F; 4) F (We don't know.); 5) T (Romans 8:7-9; Eph. 2:1-3) Man's nature had to have changed; it wasn't this way from the beginning.; 6) none; 7) to give them a choice; 8) a. They knew they were naked and were ashamed. b. They were driven out of the Garden of Eden. c. Childbirth would be painful. d. Earning a living would be difficult; 9) He wanted a family; 10) He sent His Son to die for our sins.

SONG

"As the Deer" is on page 34 of The Group Songbook.

CLOSING PRAYER

Have the students form a huddle and put their right hand inside it. Without looking they are to grab the hand of one other person and form a pair. Before the prayer is said, each person is to give one good choice they will be praying their partner will make concerning their relationship with God. Ask for a volunteer to lead in prayer as everyone else prays silently.

Divine Rest

MEMORY VERSE

Isaiah 56:2 - "Blessed is the man who refuses to work during my Sabbath Days of rest, but honors them; and blessed is the man who checks himself from doing wrong" (TLB).

OBJECTIVES

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

1. State specific curses that come about because we, as a nation, forget to keep the Sabbath holy.
2. State specific blessings that an individual or nation receives from remembering to keep the Sabbath holy.
3. Look upon the Sabbath as a very positive thing rather than a bunch of don'ts.

TOPICS & THEMES

Blessings/Cursings

Consequences of Sin

Creation

God's Judgment

Sabbath

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, CD or cassette tape, music player

HOW TO TEACH THIS LESSON

After opening the class with prayer, give each student two pieces of paper and a pencil. Explain that they are to write one thing that pleases God they enjoy doing on the Sabbath on one piece of paper. On the other piece of paper they are to write one thing they hate that they cannot do on the Sabbath because it displeases God. Divide the class in two sections - one group to shout the blessings and the other to shout the curses. Give each person on the first team one of the "Blessings" sheet you made before class. And give everyone on the other team a copy of the "Curses sheet you made before class. Have the teams form a line facing each other. Explain that in Deuteronomy 27 there is an account of Moses preparing the Israelites to enter the Promised Land. Part of the tribes were to stand on Mount Gerizim to proclaim the blessings the tribes

would receive if they obeyed God. The other tribes were to stand on Mount Ebal and shout the "Curses" that would follow for disobedience across the valley. Tell them that you will stand in the "valley" between them and read one of the things they wrote on their paper that they enjoyed doing on the Sabbath that pleases God. Say: "The students on my right are standing on 'Mount Gerizim' and the students on my left are standing on 'Mount Ebal.' After I read one of the statements that pleases God for you to do on the Sabbath, the students on 'Mount Gerizim' are to shout their number one blessing. The second time I read a statement that pleases God they are to shout their number two blessing, and so forth." Have additional statements to read in the event students don't have 12 things they like to do on the Sabbath, or should not do on the Sabbath. When you read a statement that they want to do on the Sabbath that does not please God, have the students on "Mount Ebal" shout the number one curse. The next time you read a statement that displeases God they are to shout the second curse, etc.

Debrief - Ask: How did you feel about shouting out blessings that will follow for obedience? How did you feel about shouting out curses that will follow for disobedience? What did you learn from this activity? How will this activity affect the way you celebrate the Sabbath?

TEACHER-DIRECTED ACTIVITY

Go over the students' Activity point by point and allow the teens to share their thoughts on how God's love, image, or divine evidence can be seen in other people, give the positive things they can do on the Sabbath, and their favorite Scripture about the Sabbath. Ask: How did you feel about doing this Activity? What did you learn from it? How can you make the Sabbath a positive thing rather than a bunch of don'ts?

SONG

"This is the Day" is on page 35 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Ask each student to give one way our nation is under a curse for not remembering to keep the Sabbath holy. Ask for a volunteer to lead in prayer thanking God for the Sabbath blessing.

Was Noah “Nutty?”

MEMORY VERSE

Proverbs 29:1 - "He that being often reproofed hardens his neck, shall suddenly be destroyed, and that without remedy."

OBJECTIVES

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

1. Show on a map where Noah lived and where the Ark rested.
2. Compare Noah's world with our world today.
3. Give the names of the person identified in each of the ten generations from Adam to Noah.
4. List things they can do to make our world better.

TOPICS & THEMES

Adam

Ark (Noah's)

Consequences of Sin

Flood

God's Judgment

Holy Conduct

Noah

Obedience

Peer Pressure

Rebellion

Trusting God

MATERIALS NEEDED

Bible, YEA Students and Teacher's books, attendance and memory verse charts, songbook, CD or cassette tape, newsprint, markers, map that includes the area of where Noah lived (70 miles from the Garden of Eden) and Mt. Ararat

HOW TO TEACH THIS LESSON

After opening the class with prayer, divide the class into ten groups. Have the groups draw one of the straws to determine which section they will work on. If the class is smaller than ten, have

each group draw two or more straws for sections to work on. Give each student a marker. Explain that Genesis 5 gives the chronology of these ten generations. They are to be as descriptive and creative as they would like. Use the Bible for this project to fill-in the sections with words and/or writing to explain 1) who lived during your time frame, 2) how long, 3) what happened, 4) what was the world like during that time. Give the class 20 minutes to work on this project.

Debrief - Ask: How did you feel doing this assignment? What things did you learn? Was there anything unique about your time-frame? If so, what? What person lived the longest of any? Did he die in the flood? How did these things you learned about in your time-frame affect society at that time? How did they affect their relationship with God? What did you learn that will impact your life? What are you going to do about it?

Background - To help your students gain a broader picture of this area of the world and what happened, read or explain the information under Background. Explain that Noah's home, according to Babylonian tradition, was at Fara, on the Euphrates, about 70 miles from the site of the Garden of Eden. Show students on the map where these places were. Point out that Mt. Ararat is 17,000 feet high.

Memory Verse - Have the students recite their memory verse. Ask: What application do you see in your memory verse for us today?

TEACHER-DIRECTED ACTIVITY

Ask: In what way do you feel our world today is similar to Noah's day? Encourage every student to participate in this discussion. Do you think that God will be more or less tolerant of the sins in our world today than He was with Noah? Why? In what ways do you feel that you can change the world to make it more pleasing to God? What Scripture that was listed gives you the most encouragement?

SONG

"Be Not Afraid" is on page 86 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Start with yourself, go around the circle and have each student give one sin that is prevalent today that most likely dominated the society during Noah's day. Ask for a student to lead in prayer asking God to help us to never harden our hearts when He is correcting us or dealing with us in any way, but to submit to His will.

What Did You Say?

MEMORY VERSE

1 John 2:16-17 - "For all that is in the world - the lust of the flesh, the lust of the eyes and the pride of life - is not of the Father but is of the world . . . but he who does the will of God abides forever."

OBJECTIVES

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

1. Explain the events of the origin of languages.
2. State who the founder and builder of Babylon was.
3. Discuss that great accomplishments without God are meaningless.
4. Explain the effects of pride and arrogance.

TOPICS & THEMES

Babylon
Consequences of Sin
Dominion Mandate
Flood
Giving Thanks to God
God's Plan
Gratitude
Humility
Nimrod
Noah
Obedience
Pride
Rebellion
Tower of Babel

MATERIALS NEEDED

Bible, YEA Students and Teacher's books, attendance and memory verse charts, songbook, CD or cassette tape, music player, cards, timer, concordances

HOW TO TEACH THIS LESSON

After opening the class with prayer, have the students draw one card from the stack you made in English. Go around the semicircle and ask the students to follow the instructions given on their card. Now have them draw one of the cards in Spanish. Have each student tell what their card says and follow the instructions on it.

Debrief - Ask: How easy was it to follow the instructions written in English? How difficult was it to pronounce the sentence you drew in Spanish? How difficult do you think it would be to work on a complicated project with someone who only spoke Spanish, if you didn't speak it? How much faster do you think these people built this tower when they all spoke the same language? How effective do you think confusing the languages was in stopping the building of the Tower of Babel? What was the root of confusing the languages so the people couldn't build the tower? What could be the consequences for us when we become proud and disobedient?

Background - To give your students additional understanding of the people and times when the tower was built, read the first sentence, and paragraphs three, four, and five of the background to your class. Ask: Who knows what imperialism means? We learned in what I've just read that Nimrod was ambitious. Being ambitious is not wrong, in and of itself. Name three bad character traits Nimrod had. (He wanted to control others, he allowed himself to become a god - be deified, and he was disobedient to God.)

Second Activity - Say: Our nation finds itself to be much like the people were at the time the Tower of Babel was built. With the talents God has given mankind there have been many advances in technology and science in recent years. Some of these advances have caused serious ethical debates in Congress and courtrooms. Ask a student to read aloud Genesis 11:6. As you do this Activity, I would like for you to think about where our advances could lead. Divide the class into groups of four. Each group is to select a spokesperson to present the group's views. Explain that each group is to discuss and look up relevant scriptures to determine what guidance God has given in making right decisions and staying obedient to Him. The following are the circumstances and topics:

- 1) Scientists are proud of having cloned sheep and are working to clone human beings. Should we support and condone the cloning of human life? Where could this lead?
- 2) Many women in America are proud of the medical techniques and progressive legislation that had legalized abortion nationally until June 2022. Should we as Christians support abortion? If not, why not? Where could this lead?

Give each group a concordance and tell them they will have five minutes to brainstorm and two minutes to present their viewpoint and answers. Set the timer and say, "Go."

TEACHER-DIRECTED ACTIVITY

Go over the Activity in the Students' book with your class. What caused multiple languages? Ask a student to read Proverbs 16:18. What's the remedy? Read James 4:10.

SONG

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

CLOSING PRAYER

Have the students form a circle and hold hands. Ask for a volunteer to lead in prayer asking that God will help us to see our own arrogance and to obey Him in everything He says to do.

A Remarkable Man!

MEMORY VERSE

Psalm 23:1-3 "BECAUSE THE LORD is my Shepherd, I have everything I need! He lets me rest in the meadow grass and leads me beside the quiet streams. He restores my failing health. He helps me do what honors him the most. Even when walking through the dark valley of death I will not be afraid, for you are close beside me, guarding, guiding al the way" (TLB).

OBJECTIVES

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

1. Explain that God is merciful. He is willing to lead us, even though we sin, if we trust in Him.
2. Discuss that sins can be forgiven, but that does not mean that consequences won't stalk us and our children, grandchildren, and great-grandchildren for many years.
3. Explain that Christ is the light of the world and that is the Light needed to guide our Christian walk.
4. Give their favorite Scripture verse that inspires them to let God lead their lives.

TOPICS & THEMES

Abraham

Blessings

Children

Consequences of Sin

Faith

Forgiveness

God's Leading/Guidance

God's Mercy

Hagar

Ishmael

Light

Obedience

Pharaoh

Plagues

Sarah

Sin

Trusting God

Wait on God

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, CD or cassette tape, music player, enough rope for every student to have a three-foot piece and a blindfold for everyone

HOW TO TEACH THIS LESSON

If weather permits and you have a place to take your class, do this object lesson outside. After opening the class with prayer, have your students form a circle and put on blindfolds. Place one piece of rope in each student's hands for him to hold on to. Tell them to form a straight-sided square. They can tug on the rope and use their voices to accomplish this, but can't look. Tell them to let you know when they feel that they have a perfect, straight-sided square. When they say they've accomplished this task, have them take off their blindfolds to see if they have.

Debrief - Ask: How did you feel trying to make a perfect square without being able to see where you were going or what you were doing? How would a guide have helped? How much easier would it have been if you could have seen where you were going and what you were doing? What did it take to say you had made the perfect square? (Faith.) How does this Activity resemble Abram getting his entire entourage - his family, servants, animals, etc. together and leaving home without knowing where he was going? (Without knowing where they were going it was like preparing in the dark.) Who did he have to guide him each step of the way? How did God's guidance make a difference? What would you compare God's guidance to? (Shining a light on his path.) Ask one of the students to read Psalm 119:105 aloud.

Out of the light and into darkness - Ask: How many times did Abram get off the path and into darkness in today's lesson? (Twice.) Why do you think he left the lighted path? (Weakness, pressure from his wife, and a lack of faith in God.) What happened when he left the path? Even though Abram made these mistakes, God took him out side to look at the stars and promised "Your descendants will be like that - too many to count!" Why did God make Abram this promise? (Abram believed God; then God considered him righteous on account of his faith.) How does Abram's experience change your impression of God? (Even though we sin, He's merciful and forgiving. If we have the kind of faith Abram had in God He will bless us too.)

Background - Ask: How do you picture Abram's society- what do you think it was like? Start with the sentence toward the end of the second line under Background and read the remaining part of

that paragraph to your students. Ask: What do you think it meant for that civilization and culture to reach a high level? Now how would you visualize it?

TEACHER-DIRECTED ACTIVITY

Pass out the copies of the Activity you made before class and ask the students to complete the first two questions and turn them in without their names on them. Ask them to be completely honest since no one will know who completed each Activity. When they have completed it, take up their papers. Doing such measurements will give you an idea of how much progress you are making in your classes and how students really feel about God leading their lives.

Now have the students form partners and arrange the seats far enough apart so that talking softly won't disturb another pair. Explain that they are to read the Scripture verse to their partner they wrote under number three that inspires them to follow God and tell how it does. Someone has said that you really don't understand something unless you can explain it to someone else. This is one step in teenagers gaining confidence in talking about the Bible to someone else and explaining their beliefs.

SONG

"Shine on My Life With Your Love" is on page 5 of The Group Songbook.

CLOSING PRAYER

Ask the students to form a circle and join hands. Ask for a volunteer to lead in prayer thanking God for Abram's faith and for the blessings we receive because of it today.

National Contract

MEMORY VERSE

Genesis 22:12 - “Lay down the knife; don’t hurt the lad in any way,” the Angel said, “for I know that God is first in your life - you have not withheld even your beloved son from me” (TLB).

OBJECTIVES

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

1. Explain what the National Contract between God and Abraham was.
2. Explain the importance of God keeping His promise to Abraham and Sarah and giving them a son.
3. Make the connection of Abraham going up the mountain to offer Isaac as a sacrifice to God as a type of God the Father offering His only Son to be sacrificed for our sins.

TOPICS & THEMES

Abraham

Covenant

God’s Promises

God’s Provision

Isaac

Jesus, Death of

Relationship With God

Rewards

Sarah

Trusting God

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, CD or cassette tape, music player, timer, markers

HOW TO TEACH THIS LESSON

After opening the class with prayer, divide the class into three sections. Have each group appoint a leader for their team. Explain that the leader is to draw one of the subjects written on the three

pieces of paper on the table. Her team is to brainstorm and depict what that subject is about. It can be done with a drawing on one of the three newsprint sheets. It can be expressed in words and/or drawings. Or students may plan a skit and act it out. Encourage them to be creative. Where emotions and feelings are needed, try to add them to their depiction. Give them 15 minutes to brainstorm and complete their depiction of the subject if they decide to draw or write it. Or they can use the 15 minutes to plan the skit and then act it out when time is up. Explain that they will vote on the best depiction and the one who wins will get to select the community service they will do next week.

Ask group number one: How did you feel about God blessing a 90 year-old woman with a child? What impact do you think that has had on history? What impact does it have on us today? What lessons can you learn from it? What will you do about these lessons?

Ask group number two: How did you feel depicting Abraham taking this three-day journey up Mt. Moriah with Isaac and his two servants to sacrifice his son of promise? How do you think Abraham felt? Why do you think he was willing to actually kill his son of promise after waiting 100 years for him? Can you think of another incident in the Bible similar to this? (God the Father offering His Son as a sacrifice for our sins.) How do you think God felt when His only Son was killed for the sins of the world? How did this impact the world? (We would have no forgiveness of our sins had God not allowed this to happen and would be without hope.) How will Christ's sacrifice change your life? How did Abraham's willingness to trust God to the point of actually sacrificing his son of promise change his life? Ask one of the students to read Genesis 22:15-18 aloud.

Ask Group number three: What was God's part of the National Contract He made with Abraham? What was Abraham's part in this contract? (Genesis 17:1-16.) How did you feel about Abraham and Sarah laughing when God told them He would give them a son at their ages? How did this one thing change the world? How will it change you?

Service Project- Use the remainder of the class to discuss and prepare a service project for the class to do next week, if possible. It can be such things as painting a widow's house, adopting a highway, visiting kids in the hospital or senior citizens in a nursing home. Encourage them to think out of the box and be original. Assist them with details that need to be taken care of for this to be a success. Then allow the winning team to decide what the class will ultimately do.

TEACHER-DIRECTED ACTIVITY

Go around the room and ask the students the "If" questions. They may use their books. If one student can't come up with the answer, ask the next student.

SONG

"Be Not Afraid" is on page 86 of The Group Songbook.

CLOSING PRAYER

Ask the students to form a circle and join hands. Begin with yourself and have every student tell one life-changing lesson they've learned from Abraham. Ask for a volunteer to lead in prayer thanking God for our father Abraham, his example and the blessings we receive because of his obedience.

A Love Story

MEMORY VERSE

Proverbs 11:16-17 - "Honor goes to kind and gracious women, mere money to cruel men. Your own soul is nourished when you are kind; it is destroyed when you are cruel" (TLB).

OBJECTIVES

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

1. Appreciate this love story and apply the principles in selecting their mate for marriage.

TOPICS & THEMES

Abraham

Bride

Isaac

Marriage

Prayer

Prayer, Answered

Rebekah

Sarah

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, CD or cassette tape, 16"-square poster board, five different color markers, dice, paper, different color chips or pieces from a board game, chalk, and chalkboard.

HOW TO TEACH THIS LESSON

Open the class with prayer. Give every student one of the different colored chips/pieces and tell them to put it on "Start" with instructions to remember their piece. The rules of the game are as follows: you roll the dice and move your chip the number of spaces it shows. If you land on a person, you get to roll again. If you land on a word(s) you are to tell who had this particular characteristic and how they showed it. The teacher will give you a slip of paper with the same word(s) on it. Write your name on this paper for the tally and put it under the corner with that person's name. If more than one of the corner people had this characteristic, you are to write that characteristic on as many blank slips as it requires and put your name on them. Put them under the corner of the person's name(s). Any student may challenge you. They get an extra roll

if they are right, but they must be able to show why your decision is wrong or they miss their next turn. At the end of the game, the teacher will tally the scores and the person who wins gets an award.

Debrief - How did you feel about this game? What did it do to help you learn the kinds of character traits these great people in the Bible had? Who do you think was the greatest of the four - Abraham, Isaac, Rebekah, or the servant? Why? What did you admire most about Abraham? What did you admire most about Isaac? What did you admire most about Rebekah? What did you admire most about the servant? Which one would you like to imitate most in your life? How will this story change your life?

The Dating Game - How do you feel about Abraham sending his servant to select a wife for Isaac? What do you think are the advantages of selecting a mate this way? (List these on the chalk board. They should include such things as: wisdom should come with age and experience; Abraham had more wisdom than Isaac; going to his kin was for religious reasons, not race; it was to ensure Isaac had a wife who worshiped the true God.) What do you see as disadvantages? (List these on the chalk board.) How do you think the divorce rate in Isaac's and Rebekah's day compared with our divorce rate today? So do you think having your parent's input on the people you date is wise? What is the goal in selecting a mate for marriage? (Finding someone a) that you love and loves you; b) that you're compatible with religiously and every other way; c) who will accept you for who you are and not try to change you; d) who will stick with you through thick and thin and never divorce you; e) who will make you a greater person. Accept other reasonable answers. Write all answers on the board.) How do you see Abraham's servant selecting a wife for Isaac making him a winner or loser? How do you see Abraham's servant selecting a husband for Rebekah making her a winner or the loser? Do you really think Abraham's servant selected Rebekah for Isaac, or did God? Why do you think this? How much do you think God should be included in the selection of your life's mate? Are you willing to pray, "Not my will, but God's will be done" concerning the person you date and marry?

SONG

"Here I Am, Lord" is on page 85 in The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Lead them in prayer asking God to show each one of them who the right mate for marriage is for them, and that He would give them wisdom in this most important selection.