

YOUTH EDUCATIONAL ADVENTURES

One Man's Family

YE5F · Teacher Edition

Seniors · Year 2: Creation

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

Out of the Closet

MEMORY VERSE

Romans 1:27 (TLB) - “And the men, instead of having a normal sex relationship with women, burned with lust for each other, men doing shameful things with other men and, as a result, getting paid within their own souls with the penalty they so richly deserved.”

OBJECTIVES

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

1. Explain how the homosexual culture distorts the plan of God.
2. State the Bible's view toward homosexual behavior.

TOPICS & THEMES

Abraham
Angels
God's Family
God's Judgment
God's Law
God's Mercy
God's Sovereignty
Homosexuality
Lot
Lot's Wife
Marriage
Peer Pressure
Purity
Rape
Salt
Sodom/Gomorrah

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 the students a piece of paper and pencil and ask them to write at least one or more questions they would like to ask the panel about homosexuality. Introduce each panel member and ask them to give their bio and tell about their experience with the homosexual community. Prepare prior to class with six questions to ask the panel before calling on the students to ask their questions. This will help stimulate their questions. The following are possible question you might ask them:

1. Would you please elaborate on how crazy it is for the government to crack down on smoking and at the same time promote homosexual behavior when both practices damage people's health? How much more is the average gay man's life likely to be shortened compared with smoking?
2. Please elaborate on what kind of impact a heterosexual marriage has on a person's health and well being?
3. How does legalizing same-sex marriage impact our society?
4. What kind of rate of domestic violence does the heterosexual couple have compared with the homosexual couple?
5. How can we dispel the argument that homosexual behavior is natural and should not be limited?
6. Would you please elaborate on the premise that homosexual behavior is claimed to be pathological and therefore practitioners are unable to control it?

Now call on each student to ask the panel their questions.

Debrief - Ask: How did you feel about this method for gaining a more accurate perspective about the homosexual lifestyle and its consequences? What did this discussion mean to you? How is this like or unlike other experiences you've had?

Distortion of God's plan - Ask: How do you see a homosexual relationship distorting God's plan for mankind? What scriptures can you think of to support that? Ask for a student to read Genesis 1:27-28 and Deuteronomy 23:17. How does the Bible look upon "uncleanness" or homosexual behavior? Ask a student to read Romans 1:21-32. What does verse 32 say they are worthy of? Is the homosexual lifestyle worth the consequences?

TEACHER-DIRECTED ACTIVITY

Go over the students Activity in their book and encourage the panel to add their thoughts.

SONG

"Thy Word" is on page 30 of The Group Songbook.

CLOSING PRAYER

Have the students and panel visitors form a circle and join hands. Ask one of the visitors to lead in prayer thanking God for young people who want to keep themselves pure and follow God's teachings.

Answer the Call

MEMORY VERSE

Genesis 22:11-12 (TLB) - “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.’”

OBJECTIVES

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

1. Tell the story of Abraham going to Mount Moriah to offer Isaac.
2. Explain that God has different types of callings and list some of them.
3. Discuss what the consequences could be if they fail to hear God's call and answer it.

TOPICS & THEMES

Abraham

Baptism

Blessings

Calling

Faith

Follow God

God's Leading/Guidance

God's Promises

God's Provision

Isaac

Jesus, Sacrifice of

Mt. Moriah

Obedience

Relationship with God

Repentance

Sarah

Trusting God

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, CD or cassette tape of music, music player, two cell phones, newsprint pad, marker

HOW TO TEACH THIS LESSON

After opening the class with prayer, begin explaining that our lesson today was a test. By this time your phone should be ringing. But ignore it. Continue to read or explain Background above as the phone rings. Explain to the class that if this is an important call, they will call back, and ask the class to ignore the ringing. Keep on teaching until someone asks you to answer the phone. Then ask: Why should I answer the phone? How is this like or unlike other experiences you may have had?

Debrief - Ask: How did you feel about having the phone ringing while I was trying to teach the class? Was it a distraction? How did you feel about me letting the phone keep on ringing and never answering it? What did it mean to you when I ignored the ringing?

Abraham- In today's lesson, how soon did Abraham answer God's call to take his only son to Mount Moriah to sacrifice him? Who would like to tell us how hard you think this was for Abraham to do? Would you say it was harder for him to take a three or four day trip with servants to Mount Moriah and make all the preparations to kill his son than for you not to go to a movie on the Sabbath? How much easier was this for Abraham than it is for you not to yield to peer pressure to use bad language?

Calling - Who did God "call" in today's lesson? What did God call him to do? How many different types of callings can you think of that are in the Bible? Write these on a newsprint pad as the students give them. They should include a calling to repentance, baptism, and salvation, a call to be a minister or an Apostle, a call to prayer, a call to obedience, etc. Who are some people God called to do a specific job? These should include Abraham, Moses, Paul, Jesus, Mary to be the mother of Jesus, etc. Can you think of any scriptures that say God called people, but they didn't answer? Ask a student to read Jeremiah 7:13. Ask: What did these people do when God called them? (They didn't listen and they didn't answer.) Then what was God's reaction when they refused to listen and to answer? Ask a student to read Jeremiah 7:14.

Application - How was Abraham able to come to be so obedient to God that he was willing to offer his only son as a sacrifice? (It was a deep relationship of trust that was built over many years.) What kind of calling do teenagers have from God? Are teenagers called now to repent of their sins and be baptized? Ask a student to read Matthew 20:16. Ask: Since many are called, what are the chances that God is not calling you when you're already attending church and your parents are likely in the church? Would a merciful God not call the children of His children? How do you answer this call? What are the consequences for not listening to this call and answering God? What will be the consequences if Christ should come before you are baptized or

you die before He returns to this earth? (At best they will be in the second resurrection, which is not the better resurrection. This means they miss 1000 years in God's Kingdom.) Will you answer God's call or let the phone keep on ringing like I did at the beginning of class?

TEACHER-DIRECTED ACTIVITY

Go over the activity in the students book with the class.

SONG

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

CLOSING PRAYER

Ask the students to form a circle and join hands. Have each student give one thing they learned from this lesson. Ask for a volunteer to lead in prayer thanking God for Abraham's example and for their own calling to follow Christ. Ask for God's help each day to listen carefully for God's calling and to always answer Him.

The Last Shall Be First

MEMORY VERSE

Matthew 13:45-46 (NIV) - “Again the kingdom of heaven is like a merchant looking for fine pearls. When he found one of great value, he went away and sold everything he had and bought it.”

OBJECTIVES

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

1. Define the value of being the recipient of the birthright.
2. Count the cost before they make such life changing decisions.
3. Have a plan to ensure they are in God’s Kingdom.

TOPICS & THEMES

Birthright

Blessings

Choices

Chosen

Esau

God’s Kingdom

God’s Plan

Inheritance

Isaac

Jacob

Rebekah

Treasure

MATERIALS NEEDED

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

HOW TO TEACH THIS LESSON

After opening the class with prayer, hand out pieces of paper and a pencil to each student. Explain that they are to write a short paragraph about how important making it into God's

Kingdom is to them, and what they are willing to do to make it. Ask them not to put their name on the paper. Give them a few minutes to complete this project and take up their papers. Shuffle them and hand them out again so no student will know who wrote each paper.

Go around the semicircle where the students are sitting and have each student read the paper they have in their hands, and ask them not to speculate on whose paper it is. Make two columns on the chalkboard. Title one "Importance" and the other "Will Do." As the students read these papers, list the reasons for wanting to make it into the Kingdom under "Importance" and the things they will do to make it under "Will Do."

Debrief - Ask: How did you feel about this activity as a means of helping you focus on the importance of your birthright - the Kingdom of God? How did you feel about this activity as a means of putting together the things you need to do to make sure you gain your birthright - the Kingdom of God? Can you earn salvation by anything you do? (No! No one can earn salvation. Jesus Christ paid the full penalty for our salvation. Lead the students to see that they must repent of their sins and bury the old self in the waters of baptism.) What does the Kingdom of God mean to you? How was this activity like or unlike other things in your life?

Esau's Attitude vs Jacob's - Ask: What character weaknesses did you see in Esau that made him want to sell his birthright? At what point do you think Esau became this type of person? Ask a student to read Malachi 1:2-5. Why do you think God hated Esau? What were the consequences of his actions that are shown in verse 4? How do you feel about God's attitude towards Esau? Is there anything that was in your lesson that helped you to understand this? "We are left with no doubt that the writer saw in this story of Jacob's trickery a larger lesson, that Esau, though he had the right of the firstborn, did not value it over a small bowl of soup. Thus, when in God's plan Esau lost his birthright and consequently his blessing, there was no injustice dealt him. The narrative has shown that he did not want the birthright. He despised it" (The Message, page 184).

Ask: What character traits did you see in Jacob that would cause God to look upon him with favor and reward him? List these on your chalkboard. Ask a student to read Genesis 32:24-28. How different is this from how easily Esau gave up his birthright?

Pearl of Great Price - Ask: How much do you think a huge, perfect cultured pearl, let's say six inches in diameter, would cost at some place like Tiffany's in New York? What if you were walking across another man's field in some rural area and you stumbled over this huge pearl. What would you do to get this pearl? How would you compare this pearl of great price with the Kingdom of God? How much more valuable would you say the Kingdom would be to you? In what ways? What are you going to do to make it into God's Kingdom? Ask a student to read Acts 2:38, 39. Ask another student to read Matthew 10:22.

SONG

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

CLOSING PRAYER

Have the students form a circle and join hands. Start with yourself and go around the circle giving one thing you are going to do to make sure you make it into God's Kingdom.

Lost Out Again

MEMORY VERSE

Isaiah 55:6-7 (NIV) - "Seek the LORD while he may be found; call on him while he is near. Let the wicked forsake his way and the evil man his thoughts. Let him turn to the LORD, and he will have mercy on him and to our God, he will fully pardon."

OBJECTIVES

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

1. Explain that God is God and can select whoever He wishes to bless and receive His promises.
2. Discuss things students can do to be fit to receive God's blessings.

TOPICS & THEMES

Abraham

Blessings

Esau

God's Plan

God's Promises

God's Sovereignty

Hatred

Holy Conduct

Inheritance

Isaac

Jacob

Lying

Rebekah

MATERIALS NEEDED

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

HOW TO TEACH THIS LESSON

Divide the class into three groups and give each one blindfolds to put on. Explain that three students they know will come into the classroom and walk by them. They are to ask the first one

a question that can be answered with one word. They are to feel the hand of the second person. And they are to smell of the third person. After the tests are made, these three students are to leave the room before the blindfolds are removed.

Allow each group time to brainstorm and come to a decision as to who the person was who answered their question, who the person was whose hand they felt, and who the person was they smelled. After they have arrived at their three decisions, have them return to their seats in a semicircle.

Debrief - Ask: How did you feel about doing this activity? What did this activity mean to you? How was this experience like or unlike some other aspect of your life? How was it like anything you've read about in the Bible? How did you feel about Rebekah encouraging Jacob, her favorite son, to deceive his elderly father, Isaac? Ask a student to read Genesis 25:33. Ask: Do you think Rebekah helping Jacob deceive Isaac was providential? Why? Should Rebekah and Jacob have waited on God to work things out rather than deceiving Isaac as they did? What were the consequences for Jacob deceiving his dad to get the blessing? Ask a student to read Genesis 27:31-45. Who were the people who suffered because of this deception?

Background - Read the first paragraph in Background to the class. Ask: How does this show that God chose Jacob over Esau to receive the blessings? What are some of the character traits that Esau had that made him unsuited to receive the blessings of Abraham and become the father of many nations? List these on the newsprint pad. They should include such things as not appreciating the value of his birthright and selling it for a mere bowl of soup, Esau held a grudge against Jacob (Genesis 27:41), he was an angry man (v. 45), and he married at least three different women - none of whom worshiped God (Genesis 26:34; 28:8-9).

Application - Ask: Should you be angry with God for selecting someone other than yourself to receive a blessing? Why or why not? What have you learned today that makes you realize that God can select whoever He wants to receive His blessings? Ask a student to read Romans 9:14-16. How can you make yourself fit to receive God's blessings? Ask a student to read Isaiah 55:6-9. What qualities is God looking for in a Christian so He can bless you? Ask a student to read Isaiah 66:2,3. What is the difference between self-esteem and humility? (Being humble is to be meek, modest, unassuming, lacking pride, aggressiveness, and self assertion. It's putting others before yourself, not thinking more highly of yourself than you should.) List these on the newsprint pad. Self-esteem is highly lauded today, but is it in keeping with godly character? (Self-esteem is how an individual perceives and values himself, his abilities, skills, and accomplishments. Accurate valuation is crucial. Under valuation hinders the productivity of a person. Overvaluation is often equated with pride, arrogance, conceit, self-admiration, and self-glory. This also hinders the productivity of a person.) How will you change your life to be fit to receive God's blessings?

TEACHER-DIRECTED ACTIVITY

Go over the activity in the students' book allowing each teen to give at least one answer.

SONG

"Create in Me a Clean Heart" is on page 36 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 us to have a humble heart so that we will be fit to receive God's blessings.

Celebrity Rape Case

MEMORY VERSE

Proverbs 4:23 - "Keep thy heart with all diligence; for out of it are the issues of life."

OBJECTIVES

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

1. Make the necessary changes in their lives that will make the world safer from rapists.
2. Resist reading porn and unseemly materials that lead to lust.

TOPICS & THEMES

Consequences of Sin

Rape

Temptation

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, CD or cassette tape, music player, pencils, paper, chalkboard and marker

HOW TO TEACH THIS LESSON

After opening the class with prayer, divide the class into groups of fours and give each section a piece of paper and pencil. Explain that each section is to be polled to determine how many in their group believe that porn can be a contributing factor in rape. How many believe the woman is generally at fault in a rape situation. Brainstorm and list as many contributing factors that they can think of that would bring a man to rape a girl. Also list four things they've learned from things they have seen. These can be things they have seen on TV, at the movie, at a play, at school, or something they've read. Give them several minutes to do this and bring the groups back to sit in a semicircle. Ask one person from each group to give the number in their group who feel that porn can be a contributing factor in rape. Write all of the answers from their brainstorming session on the chalkboard. Ask one person from each group to give the number in their group who feel that the woman bears some fault in a rape situation. Then have one person from each group read the list of contributing factors that would bring a man to rape a girl, and another person from each group to list what they came up with that they have learned from things they have seen.

Debrief - Ask: How did you feel about participating in these polls? How did this activity help you focus on the correlation between what we see and what we learn? How was this like or unlike other things in your life?

Sesame Street - Do you think rapists are born or made? What things do you think contribute to the making of a rapist? How many of you have ever watched Sesame Street? What were some of the things those little kids were learning? How were they learning? (They were learning to count and do other things by what they saw.) What is a person learning when they watch porn on the Internet or read a porn magazine. Would this type of thing make a man more or less likely to rape a girl? Why? Ask a student to read aloud Proverbs 23:7. What does that tell you that a man who reads or looks at porn is more likely to do?

Women and Rape - What is rape? (An act of power and dominance.) What part do you think the way a man speaks of a woman plays in rape or sexual assault? What part do you think the way a woman dresses plays in a woman being raped? What do you think led to Shechem raping Dinah? How did you feel about the consequences that all the men in Shechem's and King Hamor's families and community suffered as a result of this rape?

Stopping Rape - What can be done to stop or reduce the number of rapes that are committed?

Ask a student to read Proverbs 20:9. Then what can we all do about our wicked hearts? Ask a student to read aloud Acts 8:22. King David committed adultery and realized what a terrible thing he had done. Ask a student to read his prayer aloud in Psalm 51. Then what kind of vigilance do you have to maintain daily to keep from slipping into sexual sins? Ask a student to read Proverbs 4:23. What can girls do to prevent being raped? What can men do to protect our ladies? Are sex and love synonymous?

TEACHER-DIRECTED ACTIVITY

Go over the activity in the students' book discussing each subject.

SONG

"Create in Me a Clean Heart" is on page 36 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and hold hands. Go around the circle and let everyone give one thing they can do to make the world safer from rapists. Ask a student to lead in prayer asking God to increase their awareness of this problem, show them how to be vigilant, and ask that God will protect our girls from rapists.

Sold Into Slavery at 17

MEMORY VERSE

Matthew 10:22 - "All men will hate you because of me, but he who stands firm to the end will be saved."

OBJECTIVES

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

1. Be a good Christian example when things don't go their way.
2. Set their affections on things above and not on this world.
3. Practice humility in a world where they have virtually everything.

TOPICS & THEMES

Adversity

Authority

Example

Follow God

Holy Conduct

Humility

Joseph

Joseph's Brothers

Potiphar

Slavery

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory charts, CD or cassette tape, music player, long butcher's paper or newsprint pad, pencils, crayons, and markers

HOW TO TEACH THIS LESSON

Before class secure a long piece of butcher's paper or newsprint pad to the wall. After opening class with prayer, explain that the students are going to draw a mural depicting the story in today's lesson. Tell them that they are to include all 12 brothers, Jacob, the Ishmaelite traders, and Potiphar in it. Allow them to have the bulk of the class to do this, saving only enough time for the debriefing, prayer, song, and reciting their memory verse. Have a collection of crayons,

pencils, and markers for them to use. Let them know that they can use their YEA book to follow the story, if they need to.

Debrief - How did you feel about this method of learning an important story with many essential lessons in it? What details do you feel that you will remember about this story from having drawn it? What does this story mean to you? What was the strongest lesson you drew from doing this mural? How is it like or unlike other things in your own life?

Joseph is sold - Why do you think Joseph's brothers wanted to kill him? Why do you think they sold him? Have you ever experienced someone thinking that you were arrogant because you keep the Sabbath and won't go out partying with your friends on Friday night? Is there anything you can do to change their perceptions of you, without damaging your relationship with God? Remember that it will help our teens enormously to know that others are experiencing the same feelings of isolation because of their resolve to obey God.

Lessons to learn - What lessons did you learn from this teenager that you can use? How would you act if God singled you out to give you a couple of dreams? Do you realize that Joseph was actually prophesying what would happen 20+ years in the future? What a witness to the entire family that the whole thing had been orchestrated by God from the very beginning! How would you have acted if you had been sold into slavery? Would you have maintained your resolve to follow God despite experiencing adversity? There is coming a time of testing that will surpass all the great earthquakes of the past. The question God is resolving is what will last and what will not. Alternatively we could ask, "Who will last and who will not?" Are you resolved to stand firm in your conviction and your decision to follow God?

Action step - What can you do to prepare yourself to remain a good Christian example when things don't go your way? What if things in this world really get bad, what can you do now to have the spiritual strength to remain faithful to God come what may?

TEACHER-DIRECTED ACTIVITY

Go over the Activity in the students' book with the students.

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. Go around the circle and let each student give the names of one of Jacob's sons and tell who their mother was.

Determined Woman

MEMORY VERSE

Proverbs 7:24-25 (TLB) - “Listen to me, young men, and not only listen, but obey; don't let your desires get out of hand; don't let yourself think about her. Don't go near her; stay away from where she walks, lest she tempt you and seduce you.”

OBJECTIVES

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

1. Commit to memory the pattern Joseph gave when Potiphar's wife came on to him.
2. Tell the story of what got Joseph thrown in prison and explain how it was the lesser of the two evils.

TOPICS & THEMES

Adultery

Authority

Adversity

Consequences of Sin

Follow God

God's Presence

Joseph

Potiphar's Wife

Prison

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, CD or cassette tape of music, music player, laminated cards with Joseph's pattern on it, pencils and paper.

HOW TO TEACH THIS LESSON

Before class do the following things: (On card stock the size of business cards, write the steps that Joseph followed and left for us to follow as well. Have the cards laminated.) Attach a map to the wall. Write the following statements on different pieces of paper and, depending on the size of your class, let the students draw one or more as they enter the classroom:

- 1) What are the pros and cons of school-based sex education?

- 2) How do you think standards for males and females differ in regards to sex? Should permissive boys also be called sluts?
- 3) Do teens really make up their own minds about what sexual behavior is right or wrong, or does their reference group or group they run with have the determining factor?
- 4) Compare sexual standards that most teens act on with the actions Joseph took when Potiphar's wife came on to him.

Open the class with prayer. Then ask your class: How many of you have ever felt that your dad would rather get lost than to look at a map to see where he should be going? Why do you think a person is reluctant to drag out a map to see the route he should take? What relationship can you draw between this and people experimenting with life and never checking out the instruction book? How is this like creating your own do-it-yourself manual as a guide to morals, how to live your life, and what will bring happiness or pain?

Now divide the class into groups of threes or fours, depending on the size. Explain they are to go into different areas of the room to brainstorm the questions they drew when they came into the classroom and come up with a consensus to bring back to the class.

Call on the groups to explain their answers or consensus in the order of the questions.

Group -1 What are the pros and cons of school-based sex education? Solicit input from those who were not in this particular group. Ask: What do you think a home schooled student may be missing by not having a public school sex class? Do you feel he's better off from not attending one of these classes or really missing some beneficial teachings? What?

Group 2 - How do you think standards for males and females differ in regards to sex? Should permissive boys also be called sluts? Can you think of any different standards in the Bible for men and for women? Allow participation from all groups.

Group 3 - Do teens really make up their own minds about what sexual behavior is right or wrong? If not, how are their reference group, or group they run with, the determining factor?

Group 4 - Compare sexual standards that most teens act on with the actions Joseph took when Potiphar's wife came on to him. Who can give us the pattern to follow that Joseph laid out for anyone who may have someone trying to tempt them to have sex? How was Joseph being thrown into prison a lesser evil than committing adultery with Potiphar's wife?

Now give each student one of the laminated cards you made with Joseph's pattern to follow when tempted. Explain that the girls should keep this in their purse and the boys should keep it in their wallet to review often, especially before they are likely to be in a situation that could lead to temptation. Ask: What will you do when a boy or girl comes on to you?

Go over the students' activity with the class.

SONG

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

CLOSING PRAYER

Ask the class to form a circle and join hands. Go around the circle and have the students give one thing Joseph did when Potiphar's wife came on to him that prevented him from committing fornication and reaping a worse consequence. Don't worry that the statements will be repetitious. This needs to be stamped firmly onto their minds. Lead in prayer.

Prisoner to Administrator

MEMORY VERSE

Hebrews 11:6 (NIV) - “And without faith it is impossible to please God, because anyone who comes to him must believe that he exists and that he rewards those who earnestly seek him.”

OBJECTIVES

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

1. Tell the story of Joseph interpreting Pharaoh's dreams.
2. Recognize that God shows that we as a nation and individually need to repent of our sins.
3. Follow the character traits that God gave Joseph through His Spirit.

TOPICS & THEMES

Authority

Dreams

Famine

Joseph

Pharaoh

Prosperity

Repentance

Sin

Wisdom

MATERIALS NEEDED

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

HOW TO TEACH THIS LESSON

After opening the class with prayer, divide the class into four groups. Explain that the students will be teaching the lesson today and that group number one will be responsible for teaching the portion of the lesson of the first dream. Group number two will be responsible for the second dream. Group number three will be responsible for the interpretation of the dream. Group

number four will be responsible for teaching the class about what kind of person Joseph was, how he prepared for the famine, and the physical rewards he received.

Each group can use their creativity in the way they decide to teach their portion of the class. It can be in the form of them telling the story, acting it out, or however they choose. The class will vote on who did the best job by taking into consideration the creativity, biblical accuracy of the story, additional supportive materials used, and how good their presentation was. Send the groups to different corners of the room and give them a few minutes to decide how they will teach their portion of the class.

When their time is up, call them back together and have group one teach their portion to the class, then two and so forth. Now hand out pencils and pieces of paper for the students to grade the groups according to the standards above. They can give them an A, B, C, D, or F. Tally the scores and give an award to the group that rated the highest grade.

Debrief - Ask: How did you feel about having your YEA class taught in this manner? What did this lesson mean to you? How was Joseph's experience like or unlike some other aspects of your life? What did you admire most about Joseph? How many feel this story is real or just a fable?

Background - Read the Archeological findings from Halley's Bible Handbook under Background to your class. Ask: What character traits do you think Joseph had acquired to be able to stand before the King of Egypt and interpret his dreams for him? (Their answers should include humility (Genesis 41:25 - it was God who was telling him), wisdom, administrative abilities, how to handle authority, prudence, filled with God's Spirit). How can you support your answers from the Bible?

Preparation paid off - Say: When hurricanes are approaching the coast, warnings are given for people to evacuate. When Hurricane Charlie approached the Florida coast in 2004, people were warned to get out of there. Yet many did not heed the warning and a number of people needlessly died. Ask: What do you think would have happened to the Egyptian people had Joseph not heeded the God's warning that there would be seven years of famine? God's warning is going out to us today that our nation must repent or we're going to suffer the consequences. Ask a student to read 2 Chronicles 7:13-16. What should we as a nation do? How soon should we do it? What should you individually do? Will you repent of your sins before it is too late?

TEACHER-DIRECTED ACTIVITY

Go over the Quiz in the student's book. Give the one with the most correct answers an award.

SONG

"Thy Word" is on page 30 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Go around the circle and let each student give one character trait in this lesson that Joseph had that helped him. Lead the students in prayer asking that God's Spirit will help the students to develop the godly character traits that Joseph had acquired. And ask God to help your students become increasingly aware of the need for them to take the lessons of the Bible seriously and to repent of their sins before it is too late.

Seven Hard Years

MEMORY VERSE

Genesis 45:7 - "And God sent me before you to preserve you a posterity in the earth, and to save your lives by a great deliverance."

OBJECTIVES

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

1. Tell the story of how the Israelites got into Egypt, where they became slaves, and how God had to deliver them with the Exodus.

TOPICS & THEMES

Drought

Egypt

Famine

God's Plan

Israelites

Jacob

Joseph

Joseph's brothers

Slaves

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, CD or cassette tape, music player, 1 grain bags, silver cup, rope, other props for the drama

HOW TO TEACH THIS LESSON

After opening the class with prayer, hand every student a copy of the drama below. Explain that they will be acting out the parts that you will assign them. Tell them they can read their scripts. Give them a few minutes to read over the drama and get it in their minds.

Narrator: The seven years of plenty came to an end and the seven years of famine began, just as Joseph had predicted. Egypt, along with all the surrounding countries had crop failure. When crops fail there's little or no food to eat and people go hungry. Because of the ingenuity God gave Joseph, Egypt had food. News traveled throughout the world that there was grain in Egypt.

Jacob: (Speaking to his 11 sons. Our food supply is getting low. I hear there is plenty of grain in Egypt. I want all of you except Benjamin to go to Egypt and buy grain before we all starve.

Ten Brothers: (With sacks over their shoulders, they hug Jacob and Benjamin and say:) Dad and Benjamin, goodbye. We'll do our best to buy as much grain as we can and bring it back to you.

Jacob: Goodbye! God's speed, and be careful.

Narrator: Jacob was afraid that some harm might come to his ten sons as he thought it had to Joseph. Benjamin and Joseph were Rachel's children. She died in childbirth when Benjamin was born. Rachel was Jacob's favorite wife, and her two boys were Jacob's favorite children. The ten brothers arrived in Egypt with their sacks over their shoulders. They go straight to Joseph and never recognize him, but he instantly knew who they were.

Ten Brothers: (The ten brothers bow to Joseph with their face to the ground.)

Narrator: When the ten brothers bowed, Joseph remembered one of the first dreams he had. He was in the field binding sheaves. His sheaf stood up, and the other sheaves bowed low before him. Joseph wondered, "Did that dream mean that my ten brothers would bow before me?"

Joseph: (Demanding roughly) Where are you from? You're a bunch of spies.

Reuben: We are ten of 12 brothers. One is with our father, and the other is dead.

Joseph: That's very interesting. I won't allow you to leave Egypt until you bring your youngest brother here. If you don't, I'll know you are spies. And you're all going to jail.

Narrator: Joseph throws all of them in jail. Three days later Joseph goes to see the men in jail.

Joseph: I'm a God-fearing man. I'm going to keep Simeon in jail while you other nine brothers go home and bring Benjamin back to prove your story. (Joseph binds Simeon with a rope.)

Nine Brothers: We're being punished because we sold Joseph to be a slave.

Reuben: I tried to tell you not to sin against Joseph, but you wouldn't listen.

Joseph: (Turns away from them and weeps.)

Narrator: The men leave for home with sacks full of grain over their shoulders. They stop for a night's rest. One brother reaches in his bag for grain and discovers the silver intended to pay for the grain in his sack. The brothers know they are in big trouble.

Nine Brothers: (All of them are so afraid they start trembling, and they say:) What is this that God has done to us?

Narrator: The nine brothers go on home and try to convince Jacob to let them take Benjamin back to Egypt. He'll have nothing to do with it. But the famine becomes so bad that Jacob agrees

and the brothers head back to Egypt with gifts for Joseph. When they arrive, the steward takes the men into Joseph's house where Simeon is. He gives them water to wash their feet and food for their donkeys. The men prepare their gifts for Joseph. Joseph enters. They bow to him and give him their gifts.

Joseph: How are all of you? How is your aged father? Is he still alive?

Eleven Brothers: Your servant, our father, is alive and well. (The brothers bow to Joseph.)

Joseph: (He looks around and sees Benjamin, whom he loves so deeply.) Is this your youngest brother? God be gracious to you, my son. (Joseph is filled with deep emotions and has to leave the room and cries. He washes his face and returns.) Serve the food.

Narrator: The servants give Benjamin the largest portions and puts a silver cup in his bag of grain. The 11 brothers leave for home with their bags. Joseph sends a servant to catch and search the men. They find the silver cup in Benjamin's bag. The other men are scared to death because he is Jacob's favorite son. All the men return to Egypt to see Joseph. Judah explained what had happened. He proclaimed their innocence, and pled for mercy because of his father, Jacob. Joseph couldn't stand it any longer and confessed to being their brother. He wept so loudly that the Egyptians and Pharaoh's household heard him. He asked the men not to be angry with themselves and sent them back with carts of food, supplies, clothing, and 300 shekels of silver and five sets of clothes for Benjamin. And all of Israel's family (God had changed Jacob's name to Israel) moved to Egypt. This is how the Israelites went to Egypt, then became slaves, and God had to deliver them.

SONG

Hear, Oh Israel" is on page 100 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 His Sovereignty and plan, for putting Joseph in a place to protect all of his family.

Sons With a Promise

MEMORY VERSE

2 Peter 3:9 - "The Lord is not slack concerning his promise, as some men count slackness; but is longsuffering to us-ward, not willing that any should perish, but that all should come to repentance."

OBJECTIVES

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

1. Name the 12 sons (tribes) of Israel and give information about each one.
2. State how they feel they benefit from the blessing given to Joseph and his descendants because of Abraham's obedience.

TOPICS & THEMES

Abraham
Asenath
Blessings
Ephraim
Israelites
Joseph
Joseph's brothers
Manasseh
Obedience

MATERIALS NEEDED

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, CD or cassette tape, music player, paper, pencils, chalkboard, chalk, awards

HOW TO TEACH THIS LESSON

After opening the class with prayer, pass out a piece of paper and a pencil to each student. Ask them to list the 12 tribes of Israel, or sons of Jacob, on their paper and give any information they remember from doing their activity about each one. Tell them not to put their name on the paper. Give them a few minutes to complete this exercise. When time is up, take up the papers and shuffle them. Now pass them out one to every student. Have that student add any missing

sons or information they can remember about each son or tribe to their new paper. Give them a few minutes to complete this exercise.

Debrief - Ask: How did you feel about doing this exercise as a means of learning more about prophecies of the Bible? What does this mean to you? How was this experience like or unlike other aspects of your life?

Jacob's 12 sons - Now take up all of the papers again. Shuffle them and hand them out one last time. This should keep your students from being embarrassed at reading their own answers.

Ask: How many of you know what Jacob's other name is? (Israel). Work your way from your right to your left. Let the first person give one of the 12 sons, or tribes of Israel and give the information on their paper about this son. Ask that person: Can you add anything to that? Ask the class if they have any other information to add about that person. Write the name and the information on the chalk board as the students give it. Encourage the students to either write this in their book under Activity, or on their paper. Continue with the next student, and so forth and let him (them) give the name of another tribe of Israel from the information on his paper. Continue this until all 12 sons' names have been given and information collected about each one of them. What other scriptures can you think of where God reiterates or amplifies these blessings? Ask a student to read Deuteronomy 33:13-17. Ask another student to read Isaiah 49:1, 3, 19-21. Ask: What impact do you feel the blessings given to those sons have on your life today? Which son's blessing do you think you're participating in? How should you live your life as a result of this knowledge?

TEACHER-DIRECTED ACTIVITY

Now review by going over the Student's Activity. Ask: How do we know that God carried through with these promises? Have the students recite their memory verse.

Award - Give each student the opportunity to name all 12 tribes of Israel. Give an award to everyone who can and an award for perfect attendance for the last ten weeks.

SONG

Hear, Oh Israel" is on page 100 in The Group Songbook.

CLOSING PRAYER

Ask the students to form a circle and join hands. Go around the circle and let each student name one of Jacob's sons and what impressed them most about the blessing they are receiving or what will befall them in the last day. Ask for a student to lead in prayer thanking God for giving those blessings to Jacob's sons and for any benefit we derive from them.

