

YOUTH EDUCATIONAL ADVENTURES

Let My People Go

YE5G · Teacher Edition

Seniors · Year 2: Creation

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

Tying Up Loose Ends

MEMORY VERSE

Luke 17:10 - "So likewise ye, when ye shall have done all those things which are commanded you, say, We are unprofitable servants: we have done that which was our duty to do."

OBJECTIVES

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

1. Detail Joseph's character traits that made him so special to God.
2. Explain the necessity of keeping loose ends tied up in our lives.

TOPICS & THEMES

Forgiveness

God's Plan

Godly Character

Jacob

Joseph

Joseph's birthright

Judah's scepter

Preparation

Responsibility

MATERIALS NEEDED

Bible, YEA Students' and Presenter's books, attendance and memory verse charts, songbook, paper, pencil, chalkboard, chalk

HOW TO TEACH THIS LESSON

After opening the class with prayer, have the students count off 1-2-3-4. Have all the ones form a group, all the twos, etc. Assign a facilitator for each group to draw one of the papers you prepared before class. If your class is small, facilitators may draw more than one.

Explain to the groups that they are to brainstorm their assignments, and come up with an illustration or an answer. Give them a few minutes and then call the class back to sit in a semi-circle. Have each group's facilitator give the answer or illustration they arrived at. After each illustration or answer, ask: In what way do you see today's seminar tying in with your illustration

or answer? How did you see the way Joseph handled the situations with his family tying in with this assignment? Allow the other groups' facilitators to add to the answers or illustrations given.

Debrief - How did you feel about brainstorming these situations and arriving at a decision? What did this assignment mean to you? How is this experience like or unlike some other aspects of your life?

Conflict Resolution - What did you think of the way Joseph resolved the conflict between him and his brothers when they were afraid he was going to pay them back for the evil they had brought on him? Ask a facilitator to read Genesis 50:16-19. How does this illustrate that Joseph didn't feel the major purpose of his family was to meet his needs? Ask another facilitator to read Genesis 50:19-22. What about Joseph's life would make you think that he was the type of person to step back and consider the consequences before making a decision? How do you think the mind set and character Joseph displayed made him a good employee? What things do you see in Joseph's character that contributed to God showering him with blessings that remain with his descendants to the endtime?

Application - What lessons have you learned from Jacob that will help you in your day-to-day life? What lessons have you learned from Joseph that will make you a better member of your family? What have you learned from Joseph that will make you a better employee as you select your life's career? What lessons have you learned from Joseph that will make you a better Christian? How will you begin to implement these character traits in your life?

TEACHER-DIRECTED ACTIVITY

Have a student facilitator go over the Activity in the students' book with the class. As they give you all the loose ends that Jacob and Joseph tied up in their lives before they died, list them on the chalkboard. Now give as many reasons as you can why a person should develop a habit of not letting things go, but keeping loose ends tied up. These should include 1) being a responsible family member; 2) not expecting parents, siblings, or eventually a husband or wife to have to take care of our needs; 3) in the world of business or ministry there's no room for "incompletes."

SONG

"The Holy Book" is on page 10 of The Group Songbook.

CLOSING PRAYER

Ask the class to form a circle and hold hands. Go around the circle and let each student tell the favorite thing they learned about Joseph. Ask a student facilitator to lead in prayer thanking God for such an outstanding role model as Joseph and asking Him to help us to emulate his character.

Saved From Infanticide

MEMORY VERSE

Acts 17:25b, 26 - "Seeing he giveth to all life, and breath, and all things; And hath made of one blood all nations of men for to dwell on all the face of the earth, and hath determined the times before appointed, and the bounds of their habitations."

OBJECTIVES

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

1. Tell the story of how Moses was called of God to set His people free.
2. Explain that God is the Life-giver and to usurp God's prerogative by taking life, as in abortion, will incur severe consequences.

TOPICS & THEMES

Abortion
Burning Bush
Calling
Consequences of Sin
God, Life-Giver
God, One and Only
God's Character
God's Promises
Moses
Murder
Pharaoh
Slaves
Suffering

MATERIALS NEEDED

Bible YEA Students' and Presenter's books, attendance and memory verse charts, songbook, map of the USA, Dollar Store calculators, chalkboard, chalk, push pins

HOW TO TEACH THIS LESSON

Greet each student warmly and open with prayer.

If you have enough students, divide the class into groups of 3-4. Tell them they're going to do some research today to 1) find the current number of US abortions and 2) a way to grasp the enormity of the loss. Let the students choose which of the following options to research. Give them about 20 minutes to do the research and math and come up with a memorable way to present their findings to the rest of the class.

The Population of How Many States? In this scenario, the students will have to look up 1) how many abortions have been performed from 1973 to date; 2) the current total U.S. population; and 3) the current population by state. Then they will have to figure out what percentage of people are missing due to abortion. Once they have that percentage, they can figure out how many states would have their population completely wiped out to reach that percentage.

The Capacity of a College Football Stadium times what? In this scenario, the students will have to look up 1) how many abortions have been performed from 1973 to date; 2) the capacity of a college football stadium; and 3) how many times the stadium could be filled to represent the number of people aborted.

The Distance from NYC to LA - how many times?

In this scenario, the students will have to look up 1) how many abortions have been performed from 1973 to date; 2) the average height of adults in the U.S. Since average height is given for men and women, they can either average the heights or figure out the percentage of US men vs. women and figure out what the average overall height would be; and 3) the distance from NYC to LA. If the adults lay down foot to head, how many times could you go from NYC to LA.

Debrief - Ask: How would you feel if you had heard on the news that the population of all of these states had been destroyed (based on student research)? How would you feel if you lived in one of these states and knew that every person in it was targeted to be destroyed? How is this like or unlike anything else in our world today? What impact do you think destroying the entire population of these states would do to the US economy? What impact would it have on Social Security? Pundits have been warning that Social Security is in danger of being defunct because there are more people drawing from it than paying in. What if [insert number here] stadiums of people were also paying into Social Security? What if we had enough people to stretch from NYC to LA [inset number] times to help our economy by being doctors, police, teachers, inventors, etc?

Ask: Can you think of reasons why there are fewer people paying into Social Security? (Answers should include: Time spent working to climb the corporate ladder, high rates of divorce, climate activist pressure to reduce the birth rate, abortion - all reasons why there are fewer and fewer

people in the U.S.) How does what is happening in the U.S. today relate to the seminar for today? What did Pharaoh do to solve the population problems with the Israelites? Why didn't it work?

Abortion: Let's talk again about the total population equivalent of [insert number] states having their entire population destroyed. All of these people could have been paying into Social Security, had they not been killed by abortion. Do you remember how many people paid into the Social Security system when Ida May received her first check? If we continue this trend of aborting our population, will we be able to support Social Security in the future?

Is There More? - Ask: In what other ways do you think the reduction of population - infanticide - has brought about problems for our nation? Read the remainder of Background. Will abortion work today? Why or why not? What kinds of consequences do you see our nation reaping for killing off [insert number from student research] babies? Do you think we're finished reaping the consequences?

Pharaoh's Wrong Decision - Why was it wrong for Pharaoh to kill off these boy babies? What kind of self-importance do you think he had? What was wrong with him usurping this type of authority? Ask a student to read Exodus 21:22-25. What is the penalty a man incurs if a woman miscarries as a result of his actions? Then how do you think God looks upon abortion? Future seminars will clearly show you what Pharaoh's consequences were. What do you think will be the consequence for our nation? What do you think the consequences are for a woman who had an abortion? Have a facilitator read the following to your class: Washington, DC, Mar. 10 (Culture of Life Foundation/CWNNews.com) "A medical researcher from the University of Michigan Medical School told the US senate last week that 'abortion increases rates of breast cancer, placenta previa, pre-term births, and maternal suicide'."

Dr. Elizabeth Shadigian, testifying before the Senate Sub-Committee on Science, Technology, and Space, said that "statistically, all types of deaths are higher with women who have had induced abortions."

SONG

"I Have Decided to Follow Jesus" is on page 60 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Ask a student facilitator to lead the class in prayer thanking God for life and a knowledge of how important it is to Him. Ask that we will never despise or cheapen life and always value it as He does. Help us to realize that, should a mistake be made, abortion is not the answer.

From Bad to Worse

MEMORY VERSE

1 Peter 1:7 - "These trials are only to test your faith, to see whether or not it is strong and pure. It is being tested as fire tests gold and purifies it - and your faith is far more precious to God than mere gold; so if your faith remains strong after being tried in the test tube of fiery trials, it will bring you much praise and glory and honor on the day of his return."

OBJECTIVES

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

1. Explain that character is built through suffering.
2. Discuss that Jesus Christ had to suffer to become King of kings, and we're no better than He is.

TOPICS & THEMES

Calling
God's Omnipotence
God's Sovereignty
Jesus, King of kings
Jesus, Suffering of
Moses
Pharaoh
Slavery
Suffering

MATERIALS NEEDED

Bibles, YEA Students' and Presenter's books, attendance and memory verse charts, songbook

HOW TO TEACH THIS LESSON

After opening the class with prayer, divide the class into groups of four. Assign a student facilitator for each group to lead the brainstorming and have each come up with a situation in history, or a person or people they know who have been unjustly imprisoned or taken captive. Give them a few minutes to brainstorm and then call them back together to sit in a semicircle.

The facilitator will be responsible for telling the story of how this person, nation, or people were brutally treated, giving as many details as he can. Anyone from their group can contribute other details. Give a prize for the best-told story.

Debrief - Ask: How did you feel when discussing situations about unfair mistreatment and brutality? What does this mean to you? How was this experience of brainstorming like or unlike other experiences that you have had? How many nations or peoples in history can you name that were taken captive and held against their will?

Moses goes to Pharaoh - What similarities do you see in Moses going to Pharaoh asking for God's people to go keep a feast, and you going to your teacher or employer to ask to get out of class or off work for the Feast? Have you ever been treated as harshly as the Israelites were? What were your consequences? How did you feel when Moses went to Pharaoh and told him to "Let my people go," but things only got worse for the Israelites? Why do you think God allowed this to happen when people were suffering? Ask a student to read 1 Peter 2:19. What similar situations have you prayed for that God didn't answer at first? How did you feel? Why do you think God sometimes delays answering our prayers? Ask a student to read James 1:3. What does your memory verse say? If your prayers were answered immediately every time you pray, why would there be any need for faith?

Man's suffering - Ask: Why does God allow Christians to suffer? Ask a student to read 1 Peter 2:21-22. What will it take for you to become like God? Christ had to suffer to give us eternal life. What makes us think we won't have to suffer to gain eternal life? Ask a student to read 1 Peter 3:18. What part did the Israelites' suffering play in God's plan?

The good life - How many people have you known who have obtained excellence without suffering? What character traits does a person usually gain by suffering? (Patience, mercy and compassion.) What kind of President would a person make if he had never suffered and had only experienced the good life? How does suffering make us better people? Christ had to suffer before He could become King of kings. Are we better than He was? What type of suffering are you willing to endure to make it into God's Kingdom?

Background - Ask one of the student facilitators to read Background. Recommend to your class that they read Man's Search for Meaning, by Victor Frankle. There are 69 book titles by Senator John McCain. Among those you should consider reading are Why Courage Matters: The Way to a Brave Life and An American Odyssey: Combat Trauma and the Trials of Homecoming.

TEACHER-DIRECTED ACTIVITY

Have a different student facilitator go over the activity in the students' book with the class. Encourage as many as will to share their stories.

SONG

"How Deep Is Your Compassion is on page 88 in The Group Songbook.

CLOSING PRAYER

Ask the students to form a circle and join hands. Ask each student to give one character trait that they feel they will gain from suffering. Ask one of the student facilitators to lead in prayer thanking God for this lesson and affirming that it's through suffering that we build character and become more like Him.

The Big Picture

MEMORY VERSE

Isaiah 55:8 - “For my thoughts are not your thoughts, neither are your ways my ways, saith the LORD.”

OBJECTIVES

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

1. Explain how the Nile River was so important to the Egyptian's agriculture, economy and religion.
2. Discuss why the Nile River was the place God chose to do the first plague.

TOPICS & THEMES

Aaron
Abortion
Egypt
God's Judgment
God's Plan
God's Promises
Moses
Nile River
Pharaoh
Plagues
Prayer
Serpent

MATERIALS NEEDED

Bible, YEA Students' and Presenter's books, attendance and memory verse charts, songbook, paper, timer

HOW TO TEACH THIS LESSON

After opening the class with prayer, divide the class into three groups. Assign a student facilitator from each group to draw one of the "straws" or strips of paper. Explain that each group is to go to a different section of the room and read the Background you gave them, but

concentrate on the section that is on their strip of paper. When the bell rings they are to come back together and each facilitator is to explain the part that the Nile plays in Egypt's 1) agriculture, 2) economy, and 3) religion. Each portion assigned on the paper they drew is to be presented by the group's facilitator.

Debrief - How did you feel about doing this assignment? How does it help you understand the important role the Nile River played in Egyptian agriculture? The economy? Their religion? Why do you think God elected to systematically destroy Egypt's agriculture through a series of plagues? (They used slave labor to build their economy. Those slaves were God's chosen people. And they mistreated them!) Why do you think God selected the Nile for the very first plague? (Pharaoh had killed innocent Hebrew boy babies by throwing them in the Nile).

Abortion - Who knows how many babies have been killed through abortion since Roe v Wade? What comparison can you draw between Pharaoh killing all the Hebrew boy babies by drowning them in the Nile with the millions of babies having been killed by legalized abortion? Did Pharaoh get by with it? Will God let us get by with it? Why is this so repulsive to God? There are two sides to God. What are they? (God is a God of love and of justice). Can there be justice without penalties? How can you make sure that you receive God's love rather than justice?

TEACHER-DIRECTED ACTIVITY

Ask a student facilitator to go over the students' Activity with the class and allow students to share their scriptures.

SONG

"Amazing Grace" is on page 61 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Ask each student to give one point or thing they learned from this seminar and how it will impact their life or thinking. Ask a student facilitator to lead in prayer thanking God for their new understanding of Him and His word. Ask God to continue to open their minds to deeper things from His Word each day.

More Plagues

MEMORY VERSE

Revelation 14:7 - "Saying with a loud voice, Fear God, and give glory to him; for the hour of his judgment is come; and worship him that made heaven, and earth, and the sea, and the fountains of waters."

OBJECTIVES

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

1. Tell the story of the second plague God brought on the Egyptians.
2. Identify things in their own lives that they are putting before the God of Heaven.
3. Make a commitment to stop putting these things before the God of Heaven.

TOPICS & THEMES

Egypt

God's Omnipotence

God's Plan

Idols/Idolatry

Plagues

Putting God First

Repentance

Ten Commandments

No Other Gods

Putting God First

MATERIALS NEEDED

Bible, YEA Students' and Presenter's books, attendance and memory verse charts, songbook, pencil, paper

HOW TO TEACH THIS LESSON

After opening the class with prayer, divide your students into three groups. Appoint a student facilitator for each group and give each a piece of the paper you wrote before class. Explain that each group is to brainstorm their question(s) and come up with the answer. Give them a few minutes to brainstorm and come to their conclusions. Then bring them back to sit in a

semicircle. State the assignments in order and ask the facilitator from each group to give their answers.

Debrief - Ask: How did you feel about brainstorming worship with a group of young people? What does worship mean to you? How is this experience like or unlike some other aspect of your life? How did you feel about making a list of things that need to be changed in our Sabbath services for you to feel you really worship? What elements of your Sabbath service need to be changed to create a more worshipful atmosphere? How did you feel about making a list of things that young adults can do to put God first in their lives? Describe an experience when you feel that you really worship God? Where do you feel you worship God best? Can you worship God in vain? How? Ask a student to read Matthew 15:9. Will there come a time when people will be forced to worship someone other than God? Ask a student to read John 4:22 and Revelation 13:8-12.

Israel and Egypt worship God - What do you think God expected the Israelites to do when he sent Moses to tell Pharaoh to "Let my people go into the wilderness to worship me?" (Since the Passover was coming up, it was likely that God was speaking of Israel keeping the Passover and First Day of Unleavened Bread.) What time in the future can you think of when the Egyptians will worship God? Ask a student to read Zechariah 14:9-21.

Application - What areas do you feel you need to change in your life to worship God as He would have you do? How important is keeping the commandments in the worship of God? Ask a student to read Matthew 15:9 again. Now that you've identified in the students' Activity some things that you're putting before the God of Heaven, what are you going to do about it? How can this help you to be a better example of Jesus Christ? Ask a student to read 1 Thessalonians 1:7-10. What are changes you will be making in your life to ensure you really are worshiping God and God alone?

Background - Ask a different facilitator to read the Background in the Presenter's Guide to the class.

TEACHER-DIRECTED ACTIVITY

Ask one of the student facilitators to go over the Activity in the students' book with the class.

SONG

"How Majestic Is Your Name" is on page 71 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and hold hands. Ask a student facilitator to read Exodus 20:1-6 aloud and ask a different facilitator to lead in prayer.

Scratch, Scratch, Scratch

MEMORY VERSE

Galatians 6:7 - "Be not deceived; God is not mocked; for whatsoever a man soweth, that shall he also reap."

OBJECTIVES

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

1. Give details and the order of the four plagues studied so far.
2. Have a greater fear to harden their hearts when they are tried or corrected.

TOPICS & THEMES

Aaron

Egypt

God's Mercy

Moses

Pharaoh

Plagues

Punishment

Rebellion

Repentance

MATERIALS NEEDED

Bible, The Living Bible, YEA Students' and Presenter's books, attendance and memory verse charts, songbook, long butchers' paper (save for the next seminar), markers, notebook computer, paper, printer, pencils, prizes, tape

HOW TO TEACH THIS LESSON

As each student enters the classroom, greet them warmly and have them draw one of the papers on which you wrote the name of a plague before class. Try to mix up the kids so good friends won't be in the same group. Open the class with prayer.

Explain to the class that this Activity will help them remember all of the plagues and their order. They are to brainstorm ideas for headlines and work in two separate groups. Students can use the computer to make a separate headline for each of the two plagues they were assigned, using

whatever fonts and colors they would like, or they can do it by hand. Then they are to tape their headlines to the butchers' paper, if they didn't draw directly on it. They can be as creative as they like. Give them a few minutes to complete the project (save space for the last six plagues for later classes). Call the students back to sit in a semicircle.

Debrief - Ask: What's the story behind headline # 1- who are the people and events that were involved? What's the story behind headline #2 - who are the people and events that were involved? What's the story behind headline #3 - who are the people and events that were involved? What's the story behind headline #4 - who are the people and events that were involved? Why did God participate in hardening Pharaoh's heart? What did God do to harden Pharaoh's heart? (He simply removed the plague). What scripture can you think of that warns us against hardening our hearts? Ask a student to read Proverbs 29:1 from The Living Bible.

Lead paragraph - Divide the class into its original groups. Hand out a piece of paper and pencil to each student and ask them to write a lead paragraph about each of the plagues for which they wrote the headline. Explain that a lead paragraph should have a good attention grabber that leads naturally into the subject. Give them a few minutes to write the two paragraphs for their headlines and call them back together. Have both groups read their lead paragraphs, then vote on which one was best. Give a small prize to the group that wrote the best lead paragraph.

Lice - Ask: Has anyone known someone who had lice? If it was you, we don't need to know that. How did the person find out they had lice? What did that person do to get rid of them? How long did it take to be clean of them? Why do you think Pharaoh reneged on his promise to let God's people go to the desert to worship? What were his consequences for reneging?

Flies - Ask: Has anyone seen flies so bad that they made the ground jet black? How many of you have a fly swatter in your house? On a bad day, how many flies have you ever killed? Have you ever had a fly bite you? Why do you think Pharaoh reneged on his promise to let God's people go to the desert to worship?

TEACHER-DIRECTED ACTIVITY

Ask: How many of you wrote out the scriptures in your book and on a separate piece of paper? Take a minute to allow the students who haven't done this assignment to do it now. Ask one of the students who has written the scriptures on a separate piece of paper how he feels that reading them every day will help him to remember the point God is making.

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. Ask a student to read Galatians 6:7-9. Begin with yourself, then ask each student to give one thing about the four plagues studied so far that has made the greatest impression on them. Ask a student facilitator to lead in prayer thanking God for His patience and mercy and asking Him to help us not to harden our hearts when we are tried or corrected.

Strike Five, Six, Seven

MEMORY VERSE

1 Samuel 15:22b-23a - "Behold to obey is better than sacrifice, and to hearken than the fat of rams. For rebellion is as the sin of witchcraft, and stubbornness is as iniquity and idolatry."

OBJECTIVES

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

1. Detail in order what each of plagues five, six and seven were about.
2. Explain Pharaoh's character weakness and why they were bad for a person in his position.

TOPICS & THEMES

Authority

Egypt

God's Omnipotence

Obedience

Perseverance

Pharaoh

Plagues

Rebellion

Stubborn

MATERIALS NEEDED

Bible, YEA Students' and Presenters' book, attendance and memory verse charts, songbook, butcher's paper from with last week's drawings on it, notebook computer, printer, paper, pencils, markers and paper, video camera, desk or table, prizes

HOW TO TEACH THIS LESSON

Greet students warmly and open with prayer. Divide the class into three groups. Assign a student facilitator to each group. Give each group one of the pieces of paper you wrote instructions on, markers, and pencils. Explain that each group is to go to a different part of the room, brainstorm their assignment and write a newspaper headline for the subject on their paper. They can use the computer to make different fonts or use different colors. After they print

out their headline or write it out by hand, they are to attach it to the butcher's paper under the correct plague. Give them a few minutes to do that and call the group back together to sit in the semicircle.

Ask: What's the story behind headline #5 - who are the people and events that were involved? What's the story behind headline # 6 - who are the people and events that were involved? What's the story behind headline #7- who are the people and events that were involved? Vote on the best or most pithy headline and give that group a prize.

Debrief - How did you feel about writing these headlines? Which headline is the hardest for you to take? Why? How did you feel about God hardening Pharaoh's heart? How do you think He did this? (He removed the plague and Pharaoh's heart was hardened again.) Which of these plagues were only on the Egyptians, and not the Israelites. Which one spared some of the Egyptians? How?

TV News - Have the three groups brainstorm again and come up with the story behind the news. The facilitator can be the host and others can be interviewed to get their view on the plague. Give them a few minutes and then have them do their TV News. Use a video camera to tape it.

Pharaoh's Character - Ask: What character weakness did Pharaoh have that helped him to renege on his word every time he said that he would let God's people go? Have you heard the saying, "Power corrupts, and absolute power corrupts completely"? How should Pharaoh have dealt with this situation?

Read the following to your class: In the book Good to Great it says, "Level 5 Executive - Builds enduring greatness through a paradoxical blend of personal humility and professional will. . .

"Level 5 leaders channel their ego needs away from themselves and into the larger goal of building a great company. It's not that Level 5 leaders have no ego or self-interest. Indeed, they are incredibly ambitious - but their ambition is first and foremost for the institution, not themselves."

How would you compare this with the way Pharaoh was? How can this help you in going from "Good to Great"? What are you going to learn from the way Pharaoh treated the Israelites and handled these situations? What lessons can you learn about Pharaoh's attitude toward God?

SONG

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

CLOSING PRAYER

Have the students form a circle and hold hands. Beginning with yourself, have each state one of Pharaoh's character traits they would want to replace. Ask a student facilitator to lead in prayer

thanking God for such a memorable and helpful seminar that can help us in so many ways.

Humility vs. Conceit

MEMORY VERSE

Romans 12:3 - “For through the grace given to me I say to every man among you not to think more highly of himself than he ought to think; but to think so as to have sound judgment, as God has allotted to each a measure of faith!” (NASB).

OBJECTIVES

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

1. Better appraise their own humility vs their conceit.
2. Explain the eighth and ninth plagues.

TOPICS & THEMES

Conceit

Egypt

God’s Character

God’s Omnipotence

Humility

Pharaoh

Plagues

MATERIALS NEEDED

Bible, YEA Students' and Presenter's books, attendance and memory verse charts, songbook, butchers' paper from last week, notebook computer, printer, paper, markers, pencils, prizes

HOW TO TEACH THIS LESSON

As students arrive, give every other student a piece of paper with the eight plague on it and every other one with the ninth plague on it. After opening the class with prayer, tell the students that we will almost finish our headlines this week. Explain those with the eighth plague should group in one corner and those with the ninth plague in another corner. Give them a few minutes to either write their headlines by hand or use the computer and do interesting fonts and colors. Bring students back to sit in chairs in a semicircle.

Ask: What's the story behind headline #8 - who are the people and events that were involved? What's the story behind headline #9 - who are the people and events that were involved? Vote

on the best or most pithy headline and give that group a prize.

Debrief- How do you feel writing these headlines will help you to remember them and their order? Which headline is the hardest for you to take? Why?

Pharaoh - On a scale of one to ten, with ten being the highest, how would you rate Pharaoh's conceit? How much good did Pharaoh's conceit do him in saving his nation from destruction? What would have been a better course of action for Pharaoh?

Now send the class back to their original groups and have them write a short newspaper story that shows how different things would have been for Pharaoh and the nation of Egypt had he humbly submitted to God. Remember, God never said that Pharaoh had no choice. He did say He hardened his heart. Bring the class back together after they have their stories written and have each group read their story.

Background - Ask a student facilitator to read the second through sixth paragraphs under Background to your class. Discuss the virtues of humility. Ask a student to read Isaiah 66:1-3. Ask another student to read James 4:6. Ask yet another student to read Philippians 2:3. Ask: Do you understand the importance of correctly evaluating your abilities and importance? How important is humility in your relationship with God? What have you learned from Pharaoh's example that will change your mindset?

TEACHER-DIRECTED ACTIVITY

Ask a different facilitator to go over the Activity in the students' book with the class.

SONG

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

CLOSING PRAYER

Have the students form a circle and join hands. Ask each student to give one lesson they have learned from the nine plagues we have studied so far. Start with yourself. Ask for a student facilitator to lead in prayer thanking God that He is God, that He made us, and asking Him to help us to always keep that in perspective.

God's Not Finished

MEMORY VERSE

Isaiah 66:2 - "To this man will I look, even to him that is poor and of a contrite spirit, and trembleth at my word."

OBJECTIVES

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

1. List several benefits from being humble vs being conceited.
2. Give examples of Jesus' and Moses' humility.

TOPICS & THEMES

Consequences of Sin

God's Judgment

Humility

Jesus, Character of

Moses, Character of

MATERIALS NEEDED

Bible, YEA Students' and Presenter's books, attendance and memory verse charts, songbook, newsprint pad, marker, gloves, pairs of work socks, gallon size ziplock bags (enough of the last four items for every student to have two each) health food protein bars (enough for every student to have four each)

HOW TO TEACH THIS LESSON

After students arrive, open with prayer. Ask a student facilitator to read the three paragraphs taken from The Purpose Driven Life under Background. Say, "Let's forget ourselves today long enough to lend a helping hand and to serve those who are less fortunate than we are - just studying the Bible isn't enough. We must do good works." Give each student two one-gallon ziplock bags, two pairs of work socks, two pairs of gloves, and four health food protein bars. Explain they are to make two equal packages out of these items by putting them into the ziplock bags. They are to keep these with them wherever they go this week, and look for a poor or homeless person to give their packet. Students, especially girls, should not jeopardize their safety in any way.

Debrief - How did you feel about making these packets for the poor? How do you feel about trying all week to find two needy people to give these packets to? How do see putting your Bible knowledge into practice by helping the poor, changing your attitude to becoming more Christlike? What kind of man have we learned Moses was? Ask one of the students to read Numbers 12:3. What have we learned about how a servant thinks? What is true humility? How do you think trying to find a needy person to give your packets to this week will help you focus on the needs of others rather than yourself?

Moses the man - Describe in detail what type of man you feel Moses was. Who would like to add to that? Which would you rather have: a good name or a high opinion of yourself? Which would you rather have: a high opinion of yourself or great riches? Ask a student to read Proverbs 22:1, 4.

Moses and Pharaoh - Ask one student to give one character trait of Moses and another to give a character weakness of Pharaoh until they exhaust their possibilities. Ask: Who would you rather have as your leader if you were enslaved by a brutal king - Moses or Pharaoh? Who had humility and who had a high opinion of himself?

Application - What do you feel are the advantages or benefits you'll receive from being humble rather than having high self-opinion? Ask a student to read Matthew 5:3. Ask: What benefit does the person "poor in spirit" receive? Write that on the newsprint pad. Ask another student to read Matthew 18:4. Ask: What benefit does the person receive who humbles himself as a little child? Write that on the newsprint pad. Ask a student to read Matthew 23:12. Ask: What benefit does the person receive who humbles himself? Write that on the newsprint pad. Ask another student to read Luke 17:10. Ask: What are we called if we only do our duty? (An unprofitable servant.) Ask another student to read Proverbs 27:2. Who do you rely on to tell you your good points? And finally, ask a student to read Isaiah 66:2. What kind of man does God look to? How do you feel this Bible study on humility will change your actions? What will you do about it?

TEACHER-DIRECTED ACTIVITY

Ask a student facilitator to go over the students' Activity in their books with them.

SONG

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

CLOSING PRAYER

Have the students form a circle and hold hands. Ask each student to read one of the benefits of being humble from the newsprint pad. Ask a facilitator to lead in prayer asking God to help us understand the value of humility and the desire to practice it.

Payday

MEMORY VERSE

Exodus 12:17 - "And ye shall observe the feast of unleavened bread; for in this selfsame day have I brought your armies out of the land of Egypt; therefore shall ye observe this day in your generations by an ordinance for ever."

OBJECTIVES

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

1. Recite the account of the Passover.
2. Relate the instructions given for the Days of Unleavened Bread.
3. Give details about those who left Egypt.

TOPICS & THEMES

Angel, Death
Baptism
Days of Unleavened Bread
Egypt
Egypt, Coming out
Freedom
God's Judgment
Holy Days, Unleavened Bread
Lamb
Passover
Repentance

MATERIALS NEEDED

Bible, YEA Students' and Presenter's books, attendance and memory verse charts, songbook, butchers' paper from classes two through eight. Markers, notebook computer, paper, pencils, tape, prizes, enough copies of Creation Book four for each student to have one, attendance and memory verse awards

HOW TO TEACH THIS LESSON

Hand out the new books to your class. This should be Creation Book 4 for Senior Teens.

Encourage the students to read their seminars before class. After opening the class with prayer, have the entire class brainstorm and decide on a good newspaper headline for God killing all of the firstborn in Egypt, the Israelites leaving Egypt, etc. After they have decided on a headline, allow them to use the notebook computer to design it, using whatever font and color they want and then print it. Tape it on the tenth space on the butcher's paper. Have them return to their seats in a semicircle.

Ask: What's the story behind headline # 10 - who are the people and events that were involved?

Debrief- How do you feel writing these headlines will help you to remember the ten plagues and their order? What in this seminar stands out most in your mind? Who do you think suffered the most with this final plague? How could it have been avoided?

Groups- Divide the class into groups of three or four. Give them a pencil and paper and ask them to write a newspaper article describing the events that happened on the 10th of the month all the way through Israel walking out of Egypt. Give them enough time to write this. Bring the students back together and have them read their newspaper articles aloud. Vote on whose is the best. Give a prize to the group that wrote the best newspaper article. Ask your pastor if this "newspaper article" can be read in the worship service.

Debrief Again - How did you feel about writing an article about the events that took place from the 10th of the month through Israel actually leaving Egypt? How was this experience like or unlike anything else in your life? How was this Activity different from what really goes on at the Passover service? How do you think writing this article will help you remember the details of the Passover season better? Why do you think God was so specific with Passover details? What details do you think we should observe today? What about this seminar made you fear God more? Do you feel that it is wrong to fear God? Why or why not? Ask a student to read Psalm 15:1. Ask another student to read Psalm 33:8. Ask another student to read Psalm 72:5. Ask another student to read Proverbs 1:7. What about this seminar makes partaking the Passover more personal to you? What about this seminar makes you love and trust God more? How would you describe God's character from this seminar? What about this seminar makes you love and appreciate Jesus Christ more? How will this seminar change the way you live your life?

TEACHER-DIRECTED ACTIVITY

Ask a student facilitator to go over the Activity in the Students' Book with the class.

Report on last week's Activity - Ask the students to give a report on the homeless packages they gave out during the week. If they didn't give both packages away, encourage them to try until they do.

Awards - This is the last class for this book. Give attendance and memory verse awards to those deserving them.

SONG

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

CLOSING PRAYER

Ask students to form a circle, join hands, and describe the one thing that hangs in their minds most from this series of seminars on "Let My People Go." Ask: How will these seminars change your life? Ask a student facilitator to lead in prayer thanking God for His mercy and deliverance of Israel from Egypt after 430 years.