

YOUTH EDUCATIONAL ADVENTURES

Explore God's Plan

YE5W · Teacher Edition

Seniors · Year 1: Life of Christ

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

Let Freedom Ring

MEMORY VERSE

“At the end of the 430 years, to the very day, all the LORD’S divisions left Egypt.” - Exodus 12: 41

OBJECTIVES

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

1. Discuss the time and circumstances of the Israelites when God freed them from Egypt.
2. List the ten plagues.
3. Give two reasons why God freed the Israelites.
4. Explain what each Israelite family had to do in preparation for that Passover.
5. Relate Pharaoh’s command to kill all the Israelite boy babies with the first and last plagues.
6. Relate the importation of slaves to this country with American Civil War.
7. Discuss possible future consequences to this nation for killing 40 million babies through abortion.

TOPICS & THEMES

Aaron

Abortion

Abraham

Angel, Death

Burning Bush

Egypt

Egypt, Coming Out

Firstborn

Freedom

God’s Mercy

Justice

Moses

Passover

Pharaoh

Plagues

Slaves

MATERIALS NEEDED

Bible, YEA students' and teacher's books, CD or cassette tape, music player, as many props as you can provide for the play such as styrofoam balls for hail, lots of plastic frogs, maybe a kiddie pool with water, red food coloring, stuffed animal (lamb preferably), etc., pencil, paper, timer

HOW TO TEACH THIS LESSON

Open the class with prayer. Explain to the class that they will be doing today's lesson as a drama. Tell them that they will have 12 minutes to assign parts, write scripts, and put up their props. They can use their lesson and the Bible. The play should include all ten plagues. Parts should include Pharaoh, Moses, Aaron, the Egyptians and the Israelites. Give each one a pencil and a piece of paper and tell them to begin. Start the timer. When the timer goes off, have them act out their play.

Debrief - by asking the following questions: What were two reasons that God wanted to free His people? To keep a Feast and because of His promise to Abraham to make a great nation of his descendants. Why do you think God hardened Pharaoh's heart after each of the first nine plagues? How do you think God hardened Pharaoh's heart? Simply by removing the plague Pharaoh's heart became hardened. Why do you think God turned the Nile River into blood as the first plague? Because Pharaoh had given orders that all boy babies were to be thrown into the Nile. What do you think was the most difficult plague for the Egyptians? Why? How did the Israelites have to prepare for this first recorded Passover?

Kind for kind consequences - Have you seen indications in the Bible that God's justice is brought about with kind for kind? What are they? Ask one of the students to read, Exodus 21:24. What kinds of historical and biblical examples can you give to illustrate this point?

Student's Activity - Have someone read the information in the students' book under Activity before the lines are given for the students to write their paragraph. Discuss how the consequences were kind for kind in the first and last plague, and in the American Civil War.

Abortion - Discuss what happens when a girl becomes pregnant and goes to a Planned Parenthood center. This may seem like a place where birth control will be discussed or maybe even adoption as an alternative to abortion. But these centers are in business to make money. The way they make money is by performing abortions. A great deal of pressure may be brought on a girl to have an abortion at these centers.

National consequences - Discuss the national consequences to killing off over 65 million babies since 1973. What effect is that having on our national talent? Has someone been killed off that

might have discovered the cure for cancer? What kinds of discoveries and inventions might have been made by these people who have been killed off through abortions? What effect is it going to have on our Social Security program? This system was set up on a projection that the babies killed off would be paying into the system. Abortion could bring about a collapse in the Social Security system. What kind of catastrophe might God bring on our nation to execute justice and judgement for killing off over 65 million babies since 1973? Allow the class to come up with their theories and discuss them.

How can you change things? - Emphasize upon the class that the way to make a change is not by killing an abortion administrator or doctor. We've got to realize that individually we have a responsibility to do what we can through prayer, our example and being there to be a loving help when a girl needs it. Encourage the students to share the paragraph they wrote in their books under activity with the class. Do not judge or condemn. Ask one of the students to read aloud John 8:32. Ask: How do you see the truth you've learned today giving you freedom?

TEACHER-DIRECTED ACTIVITY

The activity is the drama at the beginning of How to Teach This Lesson.

SONG

"Shine Down" is on page 22 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and ask for a volunteer to lead in prayer asking God to help them to better understand His mercy and justice. Thank Him for the Passover that gave the Israelites their freedom and pictures our freedom from sin through the sacrifice of Jesus Christ.

[illegible]

Sin Out, Christ In

MEMORY VERSE

“Then Jesus declared, ‘I am the bread of life.’ He who comes to me will never go hungry, and he who believes in me will never be thirsty.” - John 6:35 (NIV)

OBJECTIVES

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

1. Tell that Christians must have all leavening and leavened products out of their homes when the Days of Unleavened Bread start.
2. State that for these seven days, leaven depicts sin.
3. State why they should eat some unleavened bread every day during the Days of Unleavened Bread.
4. Explain that keeping the Days of Unleavened Bread is a Christian discipline.
5. Discuss how Christ is very much in the Days of Unleavened Bread.
6. Tell how many years the Israelites were slaves in Egypt.
7. Explain how we know that the New Testament Church was keeping the Days of Unleavened Bread as late as 55 A.D.

TOPICS & THEMES

Bible Study

Bread and Wine

Days of Unleavened Bread

Eating Unleavened Bread

Egypt, Coming Out

Holy Days, Unleavened Bread

Leavening

Meditation

Prayer

Sin

Slaves

Symbols

Unleavened Bread

Yeast

MATERIALS NEEDED

Bible, YEA students' and teacher's books, CD or cassette tape, music player, popcorn, popcorn popper, paper or plastic bowls, newsprint pad or chalk board, marker, prizes

HOW TO TEACH THIS LESSON

After opening the class with prayer, give each student a bowl of popcorn. Ask them to think about its characteristics as they eat it. The corn was once firm and smaller and now it is puffed up.

Proud – Puffed Up - Explain that you are going to start at the right end of the semicircle, and each person is to give one thing that has caused them to be proud, get the “big head” or be puffed up. If they can't give one, they have to go to the end of the semicircle. They'll have more time to think about it and have a second chance when it's their turn again.

Student's Activity - Ask the students to get out their YEA book and turn to the Activity. Start at the right of the semicircle and tell them that each one is to give a different synonym for “proud.” Continue until everyone has given every word they included in their activity or that they can think of. Write these on the chalk board as they give them. The one who can give the most synonym wins this game. Give them a small prize. Do the same thing using the word boast. Again, the person with the most synonyms wins the game and a prize. Have each student read the verse that they wrote under Activity in their book about “proud” or one of its synonyms that meant the most to them.

The New Testament Church Kept the Days of Unleavened Bread - Say: “Most of the questions and problems that confronted the church at Corinth are still very much with us – problems like immaturity, instability, divisions, jealousy and envy, lawsuits, marital difficulties, sexual immorality and misuse of spiritual gifts” (NIV Study Bible). Paul wrote 1 Corinthians about 55 A.D. and the church was still keeping the Days of Unleavened Bread. How do we know this?

Spiritual Discipline - Read the second paragraph under Background. Ask: In what way do you see the Days of Unleavened Bread as being a spiritual discipline? What kinds of goals should you set for yourself to accomplish during the Days of Unleavened Bread? What does it do for you personally to physically put leavening out of your house? What correlation do you see between pride and putting sin out of your life? What does it mean to you to eat unleavened bread every day for seven days. What part do you see that Christ plays in the Days of Unleavened Bread? How do you think keeping the Days of Unleavened Bread will change your life?

TEACHER-DIRECTED ACTIVITY

The activity is integrated into the lesson under How to Teach This Lesson.

SONG

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

CLOSING PRAYER

Have the students form a circle and hold hands. Ask for a volunteer to lead in prayer asking God to give us greater understanding of the meaning of the Days of Unleavened Bread and how they are Christian disciplines.

[illegible]

Count 50

MEMORY VERSE

“Then Jesus told him, ‘Because you have seen me, you have believed; blessed are those who have not seen and yet have believed.’” - John 20:29

OBJECTIVES

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

1. Discuss the evidence for the Ten Commandments being given on Pentecost.
2. Describe the living conditions for the freed slaves as they left Egypt.
3. Talk about what a Christian is to do on Pentecost.
4. Discuss how Christ was the Wave Sheaf offering presenting Himself to the Father.
5. Explain the events surrounding the giving of the Law.
6. Relate the part faith plays in celebrating Pentecost and the holy days.
7. Explain how to determine when Pentecost is to be celebrated.

TOPICS & THEMES

Counting

Egypt, Coming Out

Faith

God's Protection

God's Provision

God's Voice

Harvest

Holy Days, Pentecost

Israelites

Miracles

Mt. Sinai

Pentecost

Red Sea

Ten Commandments

Trumpet

Two Loaves

Wave Sheaf

MATERIALS NEEDED

Bible, YEA students' and teacher's books, songbook, CD or cassette tape, music player, copies of Background, concordances and two loaves of French bread for the students to use in their presentations, timer, awards

HOW TO TEACH THIS LESSON

After opening the class with prayer, give every student a copy of the Background that you made, and divide the class into four sections. If your class is small, each group can have two parts. Explain that every group can use the Background you gave them from this lesson, their Bible, and their YEA book. They are to brainstorm and prepare to tell the class about the assignment you are going to give them. They can use other information from the Bible to supplement their presentation and they can be creative. (Provide every group with a concordance.) Each group is to decide if everyone, part of their group, or just one person in their group will tell/teach their portion of the lesson and how it will be done. They can do it in the form of a drama, a lecture, discussion or however their particular group determines it should be done. After all four presentations are finished, the class will vote on the best presentation and there will be an award for that group.

Group number one will take the first portion of the lesson in the students' book beginning with paragraph one through the second paragraph. Group number two will do the third and fourth paragraphs. The third group's assignment is the fifth through the eighth paragraphs. The fourth group will pick up with paragraph nine and complete the lesson. Give them eight minutes to brainstorm and prepare to present their portion of the lesson. Start the timer.

Debrief - What do you feel was the most remarkable thing about the group of Israelites that came out of Egypt? What do you think was the most difficult thing for the Israelites to endure the first 50 days of their journey out of Egypt? Can you think of any event in history that was more awesome than everything that surrounded the giving of the Ten Commandments? How do you think you would have felt if you had been there? How do you think it would have changed your life? What future events can you think of that will be more impressive than this one? (The return of Jesus Christ to this earth). Why do you think that God may have chosen the Day of Pentecost to give the Ten Commandments? How do you determine when Pentecost is to be celebrated?

Students' Activity - What part do you think faith plays in celebrating the holy days? What kind of faith is required to celebrate Pentecost and the other holy Days? Why do you feel that so many

Christian young people don't have the faith to celebrate Pentecost or the other holy days? How does Jesus Christ fit into Pentecost?

TEACHER-DIRECTED ACTIVITY

The activity is incorporated in the lesson under How to Teach This Lesson.

SONG

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

CLOSING PRAYER

Have the students form a circle and hold hands. Ask for a volunteer to lead in prayer asking God to give them a greater understanding and appreciation for the Feast of Pentecost and all that it means to us today.



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Are You Ready?

MEMORY VERSE

“Just as a man can prevent trouble from thieves by keeping watch for them, so you can avoid trouble by always being ready for my unannounced return.” - Matthew 24:43-44 (TLB)

OBJECTIVES

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

1. Discuss world conditions at the return of Christ.
2. Explain why Christ needs to return.
3. Contrast the difference in the five wise and five foolish virgins' preparation for the return of Christ.
4. Make the connection with the return of Christ and the Feast of Trumpets.
5. State when the Feast of Trumpets is and what Christians should do on that day.

TOPICS & THEMES

Feast of Trumpets

God's Law

God's Provision

Holy Days

Holy Days, Feast of Trumpets

Jesus, Return of

Miracles

New Moon

Preparing for Jesus' Return

Promised Land

Wandering

MATERIALS NEEDED

Bible, YEA students' and teacher's books, songbook, CD or cassette book, music player, pencils, paper, timer, chalk board or newsprint pad, marker

HOW TO TEACH THIS LESSON

Divide the class into three groups. Explain that they are to go to separate parts of the room, take their Bible, and the pencil and paper you will give to each one. The first group is to turn to Matthew 24 , brainstorm, and outline what the world will be like just before Christ returns. The second group should also turn to Matthew 24. They are to brainstorm and list as many reasons why Christ will need to return as they can find in that chapter. The third group is to turn to Matthew 25:13, read it, and outline what makes some people ready for Christ's return, list the reasons why some will not be ready for Christ's return, and find out what happens to them. Tell them that they will have eight minutes to do this. Set the timer and say go. When the time goes off, bring the students back to their chairs in a semicircle.

Start with Group One - ask them to read their outline showing what the world will be like just before Christ returns to this earth. Ask one of the students in their group to write their points on the chalk board.

Group two - have this group read their list showing why it will be urgent that Christ returns to this earth. Have one of the students in their group list these reasons on the chalk board.

Group three - have this group read their outline of what are the things that make some people ready for Christ's return. Have them read the list of reasons why some will not be ready and tell what happens to those who are not ready. Have one of the students in their group list the reasons on the chalk board.

Debrief - What connections would you make between the Feast of Trumpets and the return of Christ? When does 1 Corinthians 15:50-52 say that Christ will return to this earth? Why is the Feast of Trumpets called the "Jewish New Year?" What month on God's calendar is the Feast of Trumpets in? (The seventh month). Why do you think it will be necessary for Christ to return to this earth? What things do you think the Christian can do or not do that would compare with the virgins falling a sleep? What does that tell us about what our spiritual lives should be like when Christ returns? What was required of the virgins in Matthew 25 to be a part of the wedding? (They had to have oil in their lamps.) What does oil in the virgin's lamps represent? (Having the Holy Spirit.) What does a person have to do to receive the Holy spirit? (They must repent and be baptized.)

Students' Activity - Go around the room and have each student give one thing from their list of things they can do to be prepared for Christ's return. List those on the newsprint pad. If time permits, repeat this until every student has given every thing on their list.

TEACHER-DIRECTED ACTIVITY

The activity is incorporated in the lesson under How to Teach This Lesson.

SONG

“Sing Hallelujah to the Lord” is on page 43 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 their better understanding of the Feast of Trumpets and asking Him to help each one of them to be ready for Christ’s return.

[illegible]

Proclaim Liberty!

MEMORY VERSE

“The LORD said to Moses, The tenth day of the seventh month is the Day of Atonement. Hold a sacred assembly and deny yourselves, and present an offering made to the LORD by fire. Do no work on that day, because it is the Day of Atonement when Atonement is made for you before the LORD your God.” - Leviticus 23:26-28 (NIV)

OBJECTIVES

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

1. Explain the difference between the Passover and the Day of Atonement.
2. State when the Day of Atonement is to be kept.
3. Give three things a Christian is to do on the Day of Atonement.
4. Discuss how the ceremony performed by the High Priest in the Tabernacle or Temple on the Day of Atonement was like a play being acted out on the stage.
5. Tell what part both goats played in the Day of Atonement ceremony.
6. Explain why the scapegoat was taken into the wilderness and let go.

TOPICS & THEMES

Day of Atonement

Faith

Fasting

Forgiveness

Freedom

High Priest

Holy Days

Holy Days, Atonement

Holy of Holies

Jubilee

Obedience

Repentance

Sin

Slaves

MATERIALS NEEDED

Bible, YEA students' and teacher's books, songbook, CD or cassette tape, music player, butchers' paper, marker, paper, pencils, timer

HOW TO TEACH THIS LESSON

After opening the class with prayer, begin with the Activity in the students' book. Allow each student and ask each student to give one of our national sins. Write them on the butcher's paper. Divide into sections with lines so the information can be listed under it. The sins the students give you may include such things as abortion, greed, murder, idolatry, stealing, Sabbath breaking, dishonoring parents, and adultery. Explain that we don't have enough time to adequately discuss all of our national sins today, some overlap, and some break the same commandment. For today's discussion we will limit it to greed/stealing, and abortion/murder.

Before class have these two sins written on separate pieces of paper and turned upside down on a table. Divide the class into two groups. Have a person from each group draw one of the pieces of paper with national sins on it. Explain to the class that each group is to brainstorm and determine the following things about the national sin they drew. 1) Give examples of how this national sin affects the population. 2) What adverse affect does it have on the economy? 3) What adverse affect does it have on safety and security? 4) What adverse affect does it, or can, it have on science and/or research? 5) How can committing this sin effect the emotional health, well being, and/or the character of the individual. Give them about 8 to 10 minutes to finish this project. Start the timer. When it goes off, call the class back together.

Debrief - Start with "greed/stealing." Ask: What example can you give of how greed/stealing have affected our population? Allow the group assigned to the national sin to give their answer, then encourage students from the other group to add to it. Write these on the butcher's paper as the students give their answers. How could greed lead to murder? (In burglaries and embezzling cases, to keep it from being known?) Ask: Who can give a specific example of national greed/stealing? Can you think of any wars that have been started because of greed? (Japan in World War II is one example.) Have one of the students read Ezekiel 22:12 aloud.

What impact has greed had on our economy? Draw the students out to see that greed and steeling had a powerful impact on the stock market when information about corporations such as Enron became public. It dropped to 40 to 50% of the market's high?.

What impact does greed play in your safety and security? (Locks on doors, lockers, lost credit cards, or credit card fraud, etc.) What affect could greed have on science and research? (Research papers are skewed to given an inaccurate result.)

How can greed affect a person's health and character? Have one of the students read Proverbs 1:15-19.

Abortion and Murder - Have this group give the answers to all of the same questions. Allow others to add to them. Write the answers on the butcher's paper as they give them. Ask: What comparison would you make with abortion and murder? What about partial birth abortion? How many know what partial birth abortion is? Explain that the head of the baby is already out of the birth canal when a doctor uses scissor to puncture the back of the skull, then sucks out his brain. Why do some people not consider this baby a real human being when it is fully formed, alive, the head is out of the birth canal and the feet are still in? What difference does it make to God if the feet haven't yet come out? Over 65 million babies were killed while Roe v. Wade was the law of the land. (Look up current statistics prior to class.) What kind of talents or gifts have we destroyed through abortions? Could the person who could have discovered the cure for cancer been killed through abortion? By reducing the population of the United States by over 65 million people in about 50 years, what impact will this have on Social Security benefits? Explain that what today's work force is paying into Social Security makes it possible for their grandparents to receive Social Security. Clarify that their grandparents paid their dues, it is because the Social Security fund doesn't have enough money without receiving it from today's employed people. Having reduced the population more than 65 million from what it would have been will drastically reduce the amount going into Social Security and may even bankrupt the system.

Fasting - What is the purpose of fasting? Why do you think God wants us to fast on the Day of Atonement? Which of the things on the chalk board are so wrong in God's sight that we as a nation should fast and ask forgiveness? Ask one of the students to read Habakkuk 1:13. Have another student read Psalm 103:12 and another read Jeremiah 31:34.

TEACHER-DIRECTED ACTIVITY

The activity is included at the beginning of How to Teach this Lesson.

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. Lead the students in prayer thanking God for the deep significance the Day of Atonement has on our lives. Ask that He will forgive each student's sins and remove them as far as the east is from the west.

[illegible]

Put It Together

MEMORY VERSE

“Be sure to set aside a tenth of all that your fields produce each year. Eat the tithe of your grain, new wine and oil, and the firstborn of your herds and flocks in the presence of the LORD your God at the place he will choose as a dwelling for his Name so that you learn to revere the LORD your God always.” - Deuteronomy 14:22-23 (NIV)

OBJECTIVES

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

1. Explain how they can afford to celebrate the Feast of Tabernacles – the festival tithe.
2. Tell when the Feast of Tabernacles is to be celebrated.
3. Discuss the purpose of going to the Feast of Tabernacles.
4. Show that they are to help others with their festival tithe at the Feast.

TOPICS & THEMES

Feast of Tabernacles

Holy Days

Holy Days, Feast of Tabernacles

Honor God

Tithe

Worship God

MATERIALS NEEDED

Bible, YEA students' and teacher's books, songbook, CD or cassette tape, music player, concordances, timer, pencil, paper, award

HOW TO TEACH THIS LESSON

Open the class with prayer. Divide the class into six groups. Assign each of the six groups one of the questions from the students' Activity for them to brainstorm and explain to the class. If students are able to explain a scripture or doctrine, you know they understand it. If you have less than six students in your class, give each student two or more questions to answer. Encourage the students to enlarge on the question(s) and add additional scriptures to their presentation. Tell them that after the presentation is done, the class will vote to determine the best one. The

group voted to have given the best presentation will receive an award. Allow them about eight minutes to prepare their presentation. Give each group a concordance, pencil and paper. Set the timer and say “go.”

When the timer goes off, have the students do their presentations by explaining the question to the class that they were given.

Debrief - since the students may only brainstorm and answer one question, they need the debriefing session so that every student can be involved in the discussion of every question. Ask: How many days after the Day of Atonement is the Feast of Tabernacles celebrated? What day of the month is it kept? (The 15th day of the seventh month). How many days do we celebrate the Feast of Tabernacles? (Listen for the students to say eight days. Remind them that the eighth day is a separate Feast.)

Put it Together so you can afford to keep the Feast? - Ask: How many of you have put Feast bills on a credit card that you had to pay out months after that? Is that the way God intended for you to celebrate His Feast? What is the difference in the first tithe and the festival tithe? When do you start saving the festival tithe? Does the Bible allow for you to borrow from it? Are there people you should share your festival tithe with? Have one of the students read, Deuteronomy 14: 23.

The purpose - What is the purpose of going to the Feast? (The answers should include that it is a pilgrimage, they are to rejoice, and they are to learn to revere God.) What forums at the Feast are you most likely to rejoice? (Youth activities and singing.) Where are you most likely to learn to revere God? How do you think your YEA lessons help you to revere God? What other things can you do at the Feast to learn to revere God? What can we do to help you do a better job revering God? (Listen closely and send any suggestions to YEA Editorial.)

Festival Observance - Who should celebrate the Feast? Why do you say this? Who should live in temporary dwellings during the Feast? Who will celebrate the Feast of Tabernacles during the millennium? What will be the consequences for not celebrating the Feast of Tabernacles?

Rejoice - What is your favorite thing to do at the Feast? How can you make this year’s Feast celebration better than any other year? What can you do to make someone else’s Feast a real celebration?

Vote - Have the students vote on the best presentation and give that group an award.

TEACHER-DIRECTED ACTIVITY

The activity is incorporated into How to Teach this Lesson.

SONG

“We Will Glorify” is on page one of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Ask for a volunteer to lead in prayer thanking God for the Feast of Tabernacles and all that it means to us.

[illegible]

Want Your Planet?

MEMORY VERSE

“And I have put my words in their mouth, and I have covered thee in the shadow of mine hand, that I may plant the heavens, and lay the foundations of the earth, and say unto Zion, Thou art my people.” - Isaiah 51:16

OBJECTIVES

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

1. Name the Holy Days in order and give a brief meaning of each.
2. Explain that the Last Great Day pictures the completion of God’s plan – eternity.
3. Discuss the two resurrections.
4. Talk about what Ezekiel 37 says.
5. Discuss what is beyond the millennium.

TOPICS & THEMES

Creation

Creator

Eighth Day

Eternity

God’s Plan

Holy Days

Holy Days, Eighth Day

Jesus, Savior

Symbols

Water, Living

MATERIALS NEEDED

Bible, YEA students’ and teacher’s books, songbook, CD or cassette tape, music player, large piece of butcher’s paper, marker pens

HOW TO TEACH THIS LESSON

Greet the students warmly as they arrive, give each one a marker, and have them select one of the strips of paper with a holy day on it. If you have less than seven students, have them select two strips of paper. If you have more than seven, have them work in pairs. Open with prayer. Explain that today's lesson finishes all seven of the holy days and you want them to make a timeline including relevant information about the meaning of each one. Tell them that the first and last day of Unleavened Bread are holy days and we've only taught the meaning once in this book. Since our books are ten lessons each, we combined the two Unleavened Bread holy days so that we could cover the Passover giving a more complete picture of the events.

Ask the students to go to the timeline, write the holy day they selected in the correct square and list as many things as they can remember about its meaning. They can use their students' book and their Bible. When they are finished, have them sit in their chairs in a semicircle.

Debrief - Say: Let's go over this one more time to make sure everyone knows the holy days in order and a brief meaning for each one. Try to involve every student in this discussion and ask them about a holy day that they didn't put on the timeline. Encourage participation from others you have not called on. Start with Passover, the Days of Unleavened Bread, Pentecost, Trumpets, Atonement, the Feast of Tabernacles, and the Last Great Day.

Last Great Day - What was the most interesting thing you learned about the Last Great Day? Why did you find this interesting? What is the most encouraging thing that the Last Great Day pictures? What do you think happens to babies who die? What will happen to the people in third world countries who have never heard the name of Jesus? How is the Last Great Day the best thing that will ever happen? (It begins all eternity and God will come down to live with us.)

Ezekiel 37 - Name three striking things about Ezekiel 37. (1) The people are resurrected to physical life, (verses 4-6). 2) It was a vast army of people, verse 10. 3) They will be converted and receive God's Spirit after being resurrected to physical life (verse 14). Who are these people? (Israelites.) When does this event take place?

Want your Planet? - Say: We don't know what God has in store for us to do for all eternity. Your memory verse indicates at some point God may plant the heavens. We don't know if God will give all of His children a planet to plan and populate. Judging from the way God does things, we wouldn't expect Him to have us sit idly by and do nothing. Have the students share the plan they wrote in their books under Activity.

Eternity begins - How long will Christ reign on this Earth before God comes to live with us? How will "Eternity" be better than the millennium? What happens to the old heaven and the old earth when the new ones come down? Describe what the new heaven and new earth will be like? What does Revelation 21:6-8 say about the completion of God's plan? Ask a student to read those verses. What do you have to do to be in the new heaven and new earth?

TEACHER-DIRECTED ACTIVITY

The activity is the timeline under How to Teach This Lesson.

SONG

“Do Lord” is on page 74 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 awesome, inclusive, merciful plan.



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

It's Not In The Plan

MEMORY VERSE

“See that you do all I command you; do not add to it or take away from it.” - Deuteronomy 12:32

OBJECTIVES

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

1. Explain the origins of Easter.
2. Discuss the disconnect with Easter and the plan of God.
3. Talk about different ways they and others add to the Word of God.
4. Discuss the consequences for following after false gods.

TOPICS & THEMES

Blessings

Covenant

Easter

God's Plan

Holidays, Easter

Miracles

Obedience

Pagan Traditions

Putting God First

Ten Commandments

Putting God First

Worship God

MATERIALS NEEDED

Bible, YEA students' and teacher's books, songbook, CD or cassette tape, music player

HOW TO TEACH THIS LESSON

After opening the class with prayer, begin with playing a game of Bible Trivia. Let the students draw a card. Kids learn from different teaching methods such as games. Explain that they are to ask the person to their left one questions. Then when it's their turn, ask the next question, and

then the next. Don't reveal the answer until the person has a chance to give it. If the person being asked does not answer correctly, the one who asked the question should give the answer. Keep each student's score. The winner should receive an award.

Card #1

Q. Give the month and day of the Passover. A. 14th day of the first month

Q. Where is it said in the Bible that we should not add to or take a way from His Word? A. Deuteronomy 12:32

Q. Who was Astarte or Easter? A. Goddess of fertility, love, and war

Card #2

Q. How many holy days does God command us to celebrate? A. Seven

Q. What are the benefits for "Carefully following the terms of this covenant?" A. Prosper in everything you do

Q. What is the penalty for adding to or taking from God's Word? A. Plagues told about in this book

Card #3

Q. What is the word used in the Bible for Easter? A. Ashtoreth

Q. Name the five patterns Israel went through in Judges. A. Sin, slavery, supplication, salvation, and silence

Q. How long did the Israelite's clothes last? A. Forty years

Card #4

Q. Name God's holy days in order. A. Unleavened Bread, Pentecost, Trumpets, Atonement, Tabernacles, Last Great Day (Passover is technically not a Holy Day.)

Q. How long were the Israelites in Egypt? A. Accept either 400 or 430

Q. What does Pentecost mean? A. Fifty

Card #5

Q. Where were the Ten Commandments given? A. Mt. Sinai

Q. What did the Israelites eat journeying to the Promised Land? A. Manna and quail

Q. Name three things we should do on Atonement. A. Don't work, fast, and have a sacred assembly.

Card #6

Q. How many years did the children wander in the wilderness? A. Forty years

Q. What feast were the Israelites keeping when The Law was given? A. Pentecost

Q. What kind of bread was offered on Pentecost? A. Two leavened loaves

Debrief - Ask: What is the origin of Easter? Explain how you see a disconnect with this day and God's plan pictured in the holy days? What are some ways that people add to or take away from

God's Word? What are some ways that we add to or take from God's law? What are the consequences of adding to or taking away from God's law. How do you treat other people who celebrate Easter? You don't argue with them. You answer their questions if they ask you why you don't keep it. You set the right example before them. Read the Background to the class.

TEACHER-DIRECTED ACTIVITY

The activity is the Bible Trivial game in How to Teach This Lesson.

SONG

"I Am the Resurrection and the Life" is on page 23 of The Group Songbook.

CLOSING PRAYER

Have the students form a circle and join hands. Ask for a student to lead in prayer thanking God for His wonderful plan revealed in the holy days, asking that they will always be the right example to those around them, and not argue the Bible.

[illegible]

Not-so-Good Night

MEMORY VERSE

“I will destroy your witchcraft and you will no longer cast spells.” - Micah 5:12 (NIV)

OBJECTIVES

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

1. Explain where the celebration of Halloween came from.
2. Contrast what Halloween depicts and what the holy days portray.
3. Discuss why God does not want Christians to participate in Halloween.

TOPICS & THEMES

Death

Evil

Fruit of the Spirit

God's Kingdom

God's Plan

Halloween

Holidays, Halloween

Holy Days

Jesus, His Miracles

Healing

Jesus Sets Example

MATERIALS NEEDED

Bible, YEA students' and teacher's books, CD or cassette tape, music player, paper, pencils, dictionaries, concordances, chalkboard or newsprint pad, marker, timer

HOW TO TEACH THIS LESSON

After opening the class with prayer, have the students draw one or more (depending on the size of your class) pieces of paper that you prepared with the words in Background. Divide the class into groups of threes.

Ask each group to take their Bibles with them and go to separate areas of the room to brainstorm. Give each group a concordance, dictionary, pencil, and paper. Explain that this

exercise is to help them contrast Halloween, and the events related to it, with God's holy days. First they are to find the meanings of the words they drew and write them on their paper. They are to find any place in the Bible where their words are used in relation to one of God's holy days and write that on their paper. Then they are to see if they can find a reason why God would not want them to use, participate, or even play with the words they drew. Write the Scripture reference and verse on their paper. Give them about five to eight minutes to complete their assignment. Set the timer and say go. When the timer rings, call the students back to sit in the chairs in the semicircle.

Debrief - Ask: How many of the words on your papers did you find associated with any of the Feast days? What trend, similarity, or tone do you feel the words your group drew reflect? How do you feel this trend or tone expresses God's character? How do you see this trend or tone expressed in God's holy days? Ask one of the students to read Philippians 4:8. As the student reads the verse, list the following words on the chalkboard: true, noble, right, excellent, and praiseworthy. Explain that the words you gave them to brainstorm are all related to Halloween. Ask them to look at their papers and tell you which word matches up with the words on the board.(They should not be able to find any.) What have you discovered from this exercise?

Go over the students' Activity - Situation one: You arrive at a party a little late and find everyone is involved playing with an Ouija board. What would you do and why? Situation two: All of your friends follow their horoscope in the daily newspaper and arrange their lives accordingly. What should you do and why? Situation three: You lost a valuable diamond ring. Your friends encourage you to go to a fortune-teller for help in finding it. What would you do and why? Situation four: You start dating a person and find out that he dabbles in satanic rituals, and goes to seances. What would you do and why? Situation five: You're invited to a Halloween party with someone you'd really like to know better. What would you do and why?

Contrast the effect Halloween vs the holy days has on you - What are the repeated themes for Halloween? What kind of a mood would death, destruction, ghosts, divination, orgies, etc. put you in? Who do you think is responsible for these moods? How do you think God feels about these things? Ask one of the students to read Deuteronomy 18:10. Why do you think God hates witchcraft, mediums, casting spells, etc., so much? This spirit is contrary, or just the opposite to God's Spirit. It's a spirit that is no good and has a negative influence. It can cause you to be depressed, to think about death, destruction and even suicide.

Suicide is far too prevalent among teenagers. How do you see that the spirit of Halloween could make a person more likely to commit suicide? God gives us so much hope in His holy days. These are days of love, happiness, service. God does not want us to allow our minds to dwell on the dark things Halloween depicts. Anytime your mind begins to think on these things or you

become depressed, immediately call on God to help you focus on good, pure, and loving things. Ask a student to read Philippians 4:8. This is the recipe for happiness.

TEACHER-DIRECTED ACTIVITY

The activity is incorporated under How to Teach This Lesson.

SONG

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

CLOSING PRAYER

Have the students form a circle and join hands. Ask for a volunteer to lead in prayer asking God to help us keep our minds focused on the things His holy days and character portray.

[illegible]

Christmas Folklore

MEMORY VERSE

“I have chosen the way of truth; I have set my heart on your laws, I hold fast to your statutes, O LORD; do not let me be put to shame.” - Psalm 119: 30-31

OBJECTIVES

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

1. More confidently face the Christmas season with gracious answers to questions about why they don't keep it.
2. Explain why it is wrong to observe Christmas.
3. Tell the blessings that follow for obedience.
4. Discuss why Christ was never in Christmas.

TOPICS & THEMES

Blessings

Christmas

God's Gifts

Holidays, Christmas

Holy Days

Jesus, Birth of

Pagan Traditions

Ten Commandments

No Other Gods (Idolatry)

Putting God First

MATERIALS NEEDED

Bible, YEA students' and teacher's books, songbook, CD or cassette tape, music player, awards, chalkboard or newsprint pad, marker

HOW TO TEACH THIS LESSON

Open the class with prayer. Begin the class by saying: Be completely honest and tell me what is there about the Christmas season that makes you want to keep it? Listen carefully, but don't condemn or argue. Allow students to be completely honest even to the point of admitting that

they would really like to keep it. You're likely to hear such answers as, all of their friends keep it, it looks like a lot of fun, everything smells so good and looks so pretty.

What about Christmas is good? - Keep in mind that there are some wonderful, charitable acts done at Christmastime. Allow your students to discuss these. Who do you think gains the most from Christmas? (The merchants.) What effect does Christmas have on most families? (They go deeply in debt.) How many people are killed by drunk drivers over the Christmas holidays? (Check the web or your local newspaper for current statistics). Why do you think most people keep Christmas? You're unlikely to hear, "to honor God." Did you notice that no one said that people keep Christmas to honor God? Did you notice that no one in our class said they want to keep Christmas to honor God? Remind the class that there are some Christians who keep Christmas thinking they are honoring God. These people are honest in their beliefs and we should not condemn them.

What is there about Christmas that honor's God - Ask: Should we try to start a trend to start putting Christ back into Christmas? Why not? How do you know that Christ was not born on December 25th? How long have the current traditions been used in celebrating Christmas? What does your Bible say about using these traditions to honor God?

The Santa folklore - Did the Santa folklore come with the birth of Christ in the Bible? Have someone read aloud Luke 2:1-21. When was Christmas adopted by the Roman church? Ask one of the students to read aloud the first paragraph of Background that you handed out. Who made the switch from the winter solstice festival celebrating the sun god to the birthday of the Sun of Righteousness? Ask one of the students to read the second paragraph of Background that you handed out. Ask: How did the "benevolent magician" become known as Santa Claus? Ask one of the students to read the third paragraph of the Background handout aloud. Ask: How is Santa Claus a substitute for God? Why is it wrong to have a substitute for God? What are the consequences for doing that?

TEACHER-DIRECTED ACTIVITY

Have the students draw one of the straws on which you've written one through six. Explain that you want the students to tell the class how they would respond to the particular question on the board that matches their straw. Now have students discuss the Activity in their book.

SONG

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

CLOSING PRAYER

Have the students form a circle and join hands. Lead them in prayer thanking God for young people who are willing to stand true to their faith. Ask God to give them grace and the courage of their convictions, and encourage and lift them through this difficult time of the year.



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.