

Dear Teacher,

As an Intermediate teacher, you are trying to do everything you can to make each class as good as it can be. Classes will be better and learning improved if all of the students read their lesson, do the Activity in their book, and learn their memory verse before class. Educators tell us that students are more likely to complete their assignments when these are given to them in writing. In order to improve learning and save you time, please select ten different colors of paper (one for each week's lesson), making sure you have enough for each student to have one of each color. Every week give out a different color of paper to differentiate that week's assignment. Our goal is to ensure that all students understand what is expected of them for the next class. Blank spaces are left for you to fill-in and write such information as upcoming social events or Holy Days. Give each student one of these reminders at the end of each class and ask them to give it to their parents.

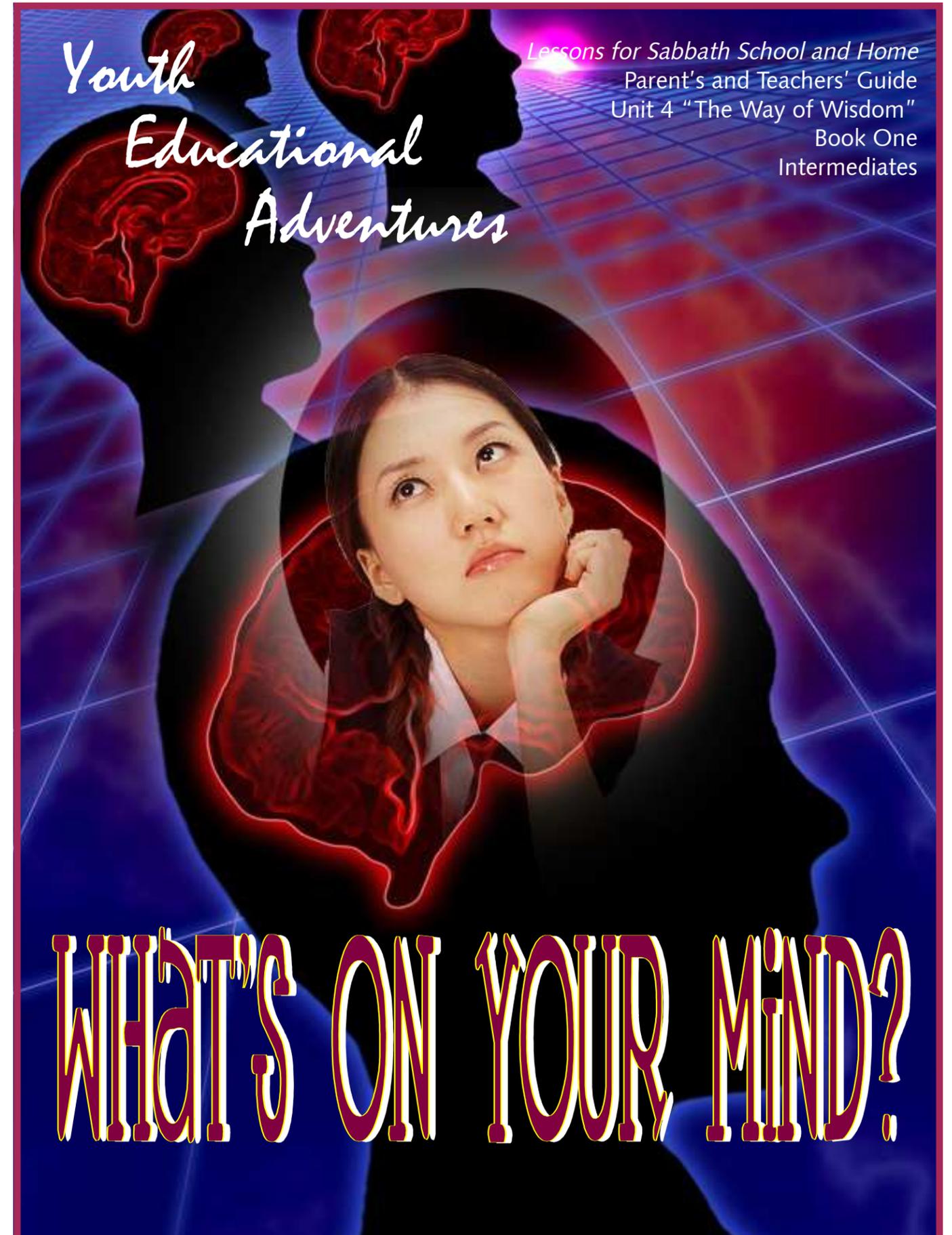
Reminders

Dear Parents,

The goal at YEA is to help your teenager to be biblically literate. Even more than that, we want to introduce your teen to Jesus. We want to instill a love for Him, an awareness of Him as a friend, a guide, a help in time of need, and to lay the groundwork for coming to know Him as Savior. We need your help to do this. Classes will be better and learning improved if all of the students do their assignments. Please assist and encourage your teen to complete the following assignments before next Sabbath or by the indicated time.

1. Read lesson number _____ on pages _____.
2. Learn the memory verse on page _____.
3. Each day, read the Devotional Bible readings on the back of your book for week _____.
4. Bring your Bible and YEA book to Sabbath School.
5. _____
6. Go to www.borntowin.net and download daily YEA! Let's R.E.A.C.H. activities you can do with your child.

Thank you for helping your teen learn and grow!
Sincerely,





The purpose of this series of lessons is to supply Intermediates with the biblical tools to understand that God set laws in motion to make life work. He imparts wisdom to those who seek for it through the study of His Word. We hope to instill an awe and respect for God and His Word that will inspire teens to apply the knowledge they gain to every aspect of their lives. We also want to develop in teens a love for learning about God which will bring them again and again to church and to Sabbath School.

We hope to encourage daily contact with God through prayer and devotional Bible readings. In the process, we also hope to create in each teen an expectation of fully participating as a baptized member in God's church. We also pray that the lessons in this book will translate into knowledge and behavior becoming of a child of God.

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Our vision is to create Christian educational opportunities for all our children so that they will build a lasting relationship with God and experience the joys of salvation and the rewards of God's Kingdom.

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adrenaline do when released? It causes a fight or flight response. An adrenaline dump gives you the energy you need to run or fight in a dangerous situation. It can even give you excess strength. Those who fight tend towards the anger response. Those who run will experience fear. Some types of Anxiety Disorder are situational at first. With more and more trigger situations experienced, the eventual result is called adaptation with the body eventually reacting to the smallest event or the anticipation of those events. Releasing adrenaline and other hormones several times a day, almost constantly, or too often, is hard on the body. Fatigue, body aches, and even fibromyalgia-type symptoms might manifest. . . If a person copes with the adrenaline dump via anger, they may feel better immediately but suffer from the fallout of their reaction. Some people repress the adrenaline response and end up with physical problems such as high blood pressure or irritable bowel syndrome. Neither is healthy" (Michele Haynes).

Before class, write the following questions on separate pieces of paper: 1) What is in this prayer that teaches us about David's humility? (Psalm 51.) 2) What is in this prayer that teaches us how to look upon God? (Psalm 9.) 3) What is in this prayer that teaches us how to pray? (Matthew 6:5-14.) 4) What is in this prayer that gives us hope that God will reward our goodness? (Psalm 103.)

Preparation

Make enough copies of the following for small discussion groups: Many children's stories are similar to the Parables of Jesus. They weave a picture that teaches a lesson. In the story of Chicken Little, she is bonked on the head by a falling acorn. She jumps to conclusions that "the sky is falling," and frantically goes to warn everyone else. In a panic, she gathers a group of animals that believe her and join her efforts. A fox lures them to his den, convincing them that they will be "safe" from the falling sky! This is an example of how worry can get out of hand, and lead to foolish choices. Instead of thinking calmly and evaluating the situation, they ignored the real threat posed by the fox to focus on Chicken Little's foolish conclusion. Your assignment is to

create a brief parable in skit form to emphasize the lesson dealing with worries by trusting God, facing problem situations sensibly, and showing the results when people don't do this.

How to Teach This Lesson

After opening with prayer, divide the class into groups of four. Each group will pick a Facilitator to read the slip out loud and lead the preparation of a skit. After about 20 minutes, call the groups back together to share their skits.

Debrief - Ask: *How much easier is it to see how unnecessary it is to worry when the problem is someone else's? Why do you think this might be so? If you know someone who seems to have an unusual problem dealing with anxiety or worry, what kind of help could you offer them?*

Application- Have someone read Roman 8:28. Ask: *What does this promise? Does that mean that nothing bad will ever happen to a Christian? If not, what do you think it means?*

Call to action - Ask: *What is one way that you could have dealt effectively with recent feelings you had difficulty coping with? How will you apply this lesson the next time you're all anxious and worried about a situation?*

Activity - Ask a student to go over the Activity in the Students' book with the group and let them share answers.

Memory verse - Have students recite their memory verse. Ask: *Does this say that God will give you everything you WANT? What do you think is included in the promise for everything you NEED?*

Song

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

Prayer

Ask students to form a circle and join hands. Encourage each person to share a prayer request, or a praise report about how God has helped them in their life in the past week. Ask a volunteer to lead in prayer thanking God for His promises to help us overcome worry and anxiety.



Lesson
10

WORRY—a TIME WASTER



Scriptures

Proverbs 1:32-33; Isaiah 26:3; Matthew 6:25-34;
Romans 8:28; Philippians 4:6-7

Words to Know

ANXIETY, SERENITY

Materials Needed

Bible, YEA Students' and Teacher's books,
attendance and memory verse charts, songbook,
discussion slips

Objectives

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

1. Explain the meaning of the word "anxiety."
2. Give one example from Jesus' parable about worry in Matthew 6 (birds, flowers).
3. List two symptoms that indicate someone might need help dealing with severe anxiety.

Background

Although having occasional worries and some anxiety is normal for everyone of all ages, it is important to recognize that there are serious mental and emotional anxiety disorders which some individuals, including many teens, may experience that may require special help. The following excerpt is from an article about such disorders. See the complete article at <http://www.christianadhd.com/anxiety.php> for more information.

"When people hear the term anxiety they tend to think that someone is just a worrier. Sometimes that is the case. Some people worry about everything. But is the medical condition Anxiety Disorder the same as just worrying too much? Is the Christian who suffers from Anxiety Disorder just lacking faith? Does she just need to trust the Lord more and cast all of her cares upon Him? Well, yes and no! I have received emails from Christians who equate Anxiety Disorder with worry and send me a list of Scriptures that will "cure" me of my disorder. I do wish it were that simple. . . [Anxiety] is a temporary condition that occurs when an event is looming that seems overwhelming or upsetting, or it could just be a state of mind that persists over a period of time regarding the future. . . Anxiety Disorder, on the other hand, is a physiological response to triggers. The symptoms can be mild to severe and debilitating: heart palpitations, racing heart, sweating, uncontrollable shivering or shaking, insomnia, vision and hearing problems, headaches, fatigue. . . [See article for an extensive list of symptoms.] Let us consider the physiology of Anxiety Disorder. There is a little organ located in every person's brain called the amygdala. This organ is responsible for prompting the release of adrenaline as well as other hormones into the bloodstream. The amygdala is responsible for reactions to danger and threats. Without the amygdala, we might not react when needed to someone threatening us or experience healthy fear in dangerous situations. What does

Dear Parents and Teachers,

You hold in your hands the first book in the Wisdom series, designed for use by parents and Sabbath School teachers to instruct teenagers in principles that will give them a better understanding of God, His character, how He expects us to live to gain the supreme character trait of wisdom. This book contains valuable lessons to be built on in successive books. Every lesson is important in turning teens into winners. These lessons are more than isolated stories about biblical characters. Into each lesson is woven a strong life application.

Realizing that teenagers are as much in need of ministry as adults, CEM has formed an arm called Youth Educational Adventures (YEA) to underwrite and expedite the teaching and nurturing of the children and youth of God's people. YEA has developed an ongoing curriculum so that when a child passes age seven, age 11, or age 18, he will know the things he should know at that age and will have come as far as maturity will allow.

One of the first goals of YEA is the biblical literacy of children and teenagers, but that is not nearly enough. Which of you parents does not hope for your teenager to be baptized? If you can hope for it, then it is only right that you work for it, and YEA stands ready to help you. We want your teenager to not only know about God, but to know Him. We want him to not only know about Jesus, but to believe in Him, and to commit his life to Him.

A passage from a Psalm haunted me over the days when we were putting the finishing touches on our very first book. "For you, O Lord, are my hope, my trust, from my youth," said David. "Upon you I have leaned from my birth" (Psalm 71:5, 6 NRSV). What David is saying is that he could not remember a time when he had not trusted and leaned on God.

If only all of our children and teens would grow up with the same faith—that they would not be able to remember a time when they did not pray, have faith in God, follow His teachings as best they knew, and love Jesus Christ as their friend.

After these words in the Psalm comes this beautiful affirmation: "O God, from my youth you have taught me, and I still proclaim your wondrous deeds. So even to old age and gray hairs, O God, do not forsake me, until I proclaim your might to all the generations to come" (verses 17, 18).

Parents should encourage their teenagers to read the lesson prior to Sabbath School. This will help them reach their comfort level more quickly in class. It will enable them to participate in class discussions and benefit more from the lesson. Parents are encouraged to follow through after class with a discussion about what their teen learned in class. Show that you are interested by asking questions and making comments. Giving a lot of positive reinforcement will help your teenager to love Sabbath School and enjoy learning about God's Word.

We regret being unable to include the music for the suggested songs. For your convenience, Christian Educational Ministries stocks *The Group Songbook*. To order, either write to P.O. Box 560, Whitehouse, TX 75791, or for credit card orders telephone 1-888-BIBLE-44.

The fourth book in the Wisdom series will complete the Intermediate curriculum. When a teen has his 16th birthday, he or she should be promoted into the Senior Teens seminars to continue his or her study in God's Word. We hope and pray that God Himself will teach our teenagers. It is our task to present His message to teens with love, clarity, persuasion, and even passion. For if we do not teach as people who love God, how can we hope to pass on that love to teenagers?

May God bless our teenagers, and may He do it through you.

Ronald L. Dart



WANT TO BE a WISE GUY?



Scriptures

Proverbs 1:1-6; 2:11-15; 4:6-9; 1 Kings 3:16-28

Words to Know

PROVERB, PERSONIFICATION

Materials Needed

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, discussion slips

Objectives

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

1. Explain what a proverb is, and why this form is helpful for teaching.
2. Name three ways your life will be blessed if you are always growing in wisdom.
3. Explain what it means to "fear God" as the foundation of getting wisdom.

Background

Many principles in the Bible are expressed as proverbs. These are similar to wise sayings by secular non-fiction writers throughout history, such as Benjamin Franklin in his *Poor Richard's Almanac* or the Chinese philosopher, Confucius. People have understood for thousands of years that short, to-the-point statements that can be easily memorized are a useful teaching tool. They are one of the most effective ways that wisdom has been passed down from generation to generation in societies all over the world, from the Native Americans to tribes in Africa. Unfortunately, many modern young people seldom get around to reading this kind of material. By age 12 to 15, most students today are deeply steeped in contemporary "popular culture" and tend to get their world view from TV and movies. It may help to draw their attention to the proverbs of the Bible by first pointing out that this method of passing on extremely useful wisdom is not old-fashioned. . . it is used by contemporary fiction writers, such as George Lucas of *Star Wars* fame, because they understand the power of the method. For instance, in the movie *The Empire Strikes Back*, Yoda's proverbial statement "Size matters not" has likely been memorized by millions of young *Star Wars* fans! Students need to be helped to understand that the wisdom in the Book of Proverbs and other writings in the Bible packs an even stronger punch because it actually comes from God Himself, and really can change their lives for the better.

Preparation

Before class, write the following questions on a piece of paper and make enough copies for each small discussion group to have one: 1) When people call someone a "wise guy" it usually

means they think he is a jerk. What do you think the term "wise guy" means when it is used like this? 2) Have you ever known someone whom you would describe with the term "wise guy"? What was he/she like? Did you enjoy being

Preparation

Make enough copies of the following for small discussion groups: A person who is "arrogant" exaggerates his own importance, and puts down other people to make himself seem even more important. Your assignment is to create two very short skits about each of the situations listed here. In the first, show the main character acting in an arrogant, prideful way toward others. In the second, show the same character acting in a humble way. 1) Darin just got the highest grade in class on his final exam in English. His best friend Tom only got a C. 2) Hailey just noticed that her math teacher has made a mistake on a problem he is writing on the board. She is the only one in class who is good enough at math to recognize the mistake. 3) Steve and his two older brothers all submitted paintings for an art contest at the local university. Only Steve's was picked as a winner, and will be displayed at the art museum—and he's the youngest winner the contest has ever had.

How to Teach This Lesson

After opening with prayer, divide the class into small discussion groups of four or five. Each group will pick a Facilitator to read the slip out loud and coordinate the creation of the skits. Allow about 20 minutes for discussion, then call the students back together and have them share their skits.

Debrief - Ask: *How do you feel when you are around someone who is acting arrogantly? Is it wrong to feel pride—to feel good about yourself—if you've done something good or admirable? What do you think is the first sign someone has the wrong kind of pride about their accomplishments?*

Interpretation - Ask: *How can you correct someone for a mistake he or she has made, without appearing arrogant, and without making the other person feel stupid? Sometimes people who have made a mistake take correction from another*

person as evidence that the other person is arrogant, even if that person tried very hard to make the correction politely and gently. Ask: *Why do you think we are tempted to lash out in anger at someone who has politely offered correction for something we did wrong? How do you think the other person felt? Why do you think you may have reacted that way? Ask a student to read James 4:6. What two things are pointed out that God does? Could your pride be why someone resists taking the correction you're trying to give them? How might you respond to them instead of angrily? How much better do you think your relationship would be with that person if you were gracious?*

Application - Have someone read 1 Peter 5:5-6. Ask: *What does the word "favor" mean? Why do you think God "favors the humble"? Six things God hates are listed in Proverbs 6. What is the first one? Ask a student to read Proverbs 6:17.*

Call to action - Think of an incident in which you have acted less than humbly in the past. Ask: *What do you think caused you to act that way? If something similar happens again, how would you handle it differently?*

Activity - Invite students to share one or more answers to the Activity in the Students' book.

Memory verse - Have students recite Matthew 23:12. Ask: *What is one way someone could "exalt his or her self"?*

Song

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

Prayer

Ask students to form a circle and join hands. Encourage each person to give thanks for one way in which God has blessed them in the past week. Ask for a volunteer to lead in prayer asking God to help everyone to grow in humility.



PATH TO GREATNESS



Scriptures

Proverbs 16:18-19; 29:23; Matthew 18:1-5;
1 Peter 5:5-6

Materials Needed

Bible, YEA Students' and Teacher's books,
attendance and memory verse charts, songbook,
discussion slips

Words to Know

EXALT, PRIDE, HUMILITY, HUMILIATE

Objectives

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

1. Define the difference between humility and the wrong kind of pride.
2. Explain what it means to exalt someone.
3. Tell one way in which a truly humble person will react to having a special gift from God.

Background

The following excerpts are from "Instilling Humility in Children," an article on a Jewish website. The complete article, which includes many excellent principles and guidelines, can be seen at: http://www.aish.com/family/mensch/Instilling_Humility_in_Children.asp. "A humble person is not someone who thinks he's nothing. A humble person knows he's something, but he recognizes God as the source of his greatness. Thinking one is something without recognizing God as the source leads to arrogance. And who would want to raise arrogant children? . . . Since the humble person recognizes his inner strengths, he has the confidence to recognize greatness in others. An arrogant 10-year-old thinks he's better than his friends, because (for example) he is such a great reader, whereas the child who has humility knows he's a great reader but also recognizes that other kids are good at things like sports, math, science and history. Only the biggest among us can acknowledge the bigness in others. It's the small-minded person who puts others down. Really big people make others feel big too. We all want our children to know and appreciate who they are, and to respect others. . . Tools For Instilling Humility in Children: #1: *Don't let parental power go to your head.* The best way to teach our children is by example. An arrogant person can never teach humility. Since being a parent means we're in a position of authority, it's easy to slip into arrogance. "HOW DARE YOU DISOBEY ME?" is not the right way to react to a child who is not listening. Our job is to teach patiently and respectfully. The very manner in which we deal with our children's misbehavior can be one of the strongest tools for teaching humility. When we educate quietly, without yelling or insulting, we model humility. Maimonides, the 12th century scholar and philosopher said, "Speak gently to all people at all times." Children are people too, even when they disobey you. Speak gently, maintain your dignity and theirs. If you think that the only way they will listen is if you yell, then you are not disciplining properly" (Sarah Chana Radcliffe, M.Ed., C.Psych.Assoc.).

around him/her? Why or why not? 3) What do you mean if you say sincerely that someone is "wise" (not a "wise guy")? Do you know anyone like that? Do you enjoy being around him/her? Why or why not?

How to Teach This Lesson

After opening with prayer, divide the class into small discussion groups of no more than four scattered around the room. Each group will pick a Facilitator who will read the questions out loud and lead a ten to 15 minute discussion about everyone's answers. When time is up, call the students back together to sit in a semicircle. Let each group comment on their answers.

Debrief - Ask: *How do you feel about people you think are "wise guys"?* (This usually means that someone arrogantly acts like he "knows it all"—when he really doesn't.) *Has anyone ever called you that name? Do you think you deserved it? How would you feel about someone saying you were wise in some decision you made? How is that different from being a wise guy?*

Interpretation - Ask: *Can you think of a choice you made recently that caused you a lot of trouble because it wasn't very wise? Looking back on it, do you think things would have turned out better if someone had helped you ahead of time to get the wisdom you needed to make a better decision? What wisdom do you feel you gained through seeing how things turned out? What type of person do you look for when you want sound and wise advice? What about them makes you think of them as "wise"?* Ask someone to read Proverbs 2:11-15. Ask: *What might be one way that becoming truly wise might keep you safe?* Ask someone to read Proverbs 4:6-9. Comment: This passage uses "personification" to talk about wisdom. Ask: *What does personification mean? What do you think it means that, if you develop good judgment, wisdom will give you a wreath and a crown?* (These were given in ancient times to winners of battles or sporting events like races, or to honor those with special roles in joyous

occasions like feasts and weddings. It is like saying that if you actively seek to grow in wisdom you will be a winner in life!)

Application - Comment: Wisdom doesn't just come naturally to you as you grow older—many old people have very little wisdom. You must actively work at developing wisdom and understanding, and ask God to help you in the process.

Call to Action - Pick one specific small area in your life in which you'd like to have more wisdom and understanding. (Examples: Making better choices in nutrition, or spending habits; staying out of arguments; using time wisely.) Name some things you can do this week that may help you grow in wisdom in that topic. (Examples: Reading the Bible; spending time with people who have wisdom in the topic; choosing to learn something new about the topic without being assigned to, perhaps by watching the Discovery or History Channel on TV, or researching it on the Internet.)

Memory Verse - Pick a student to read Psalm 111:10. Ask: *When it says we need to "fear" the Lord, do you think that means we have to be scared of Him, always worried that He might punish us for every little thing we do wrong? Why or why not? What do you think the word fear means in this passage?* (To show proper honor and respect.) *Why would fearing God be the foundation for building wisdom in your life?* (If you really respect Him, you will be eager and willing to look to Him for the wisdom you need.)

Song

"Walkin' in the Light" is on page 105 of *The Group Songbook*.

Prayer

Ask students to form a circle and join hands. Encourage each person to share one area of life in which they would like to have more wisdom. Ask for a volunteer to lead in prayer asking God to help each person understand the importance of growing in wisdom.



NO FOOLING!



Scriptures

Proverbs 3:11-12; 12:1, 15; 15:5, 22, 31-32; 19:20

Words to Know

FOOL

Materials Needed

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, discussion slips

Objectives

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

1. Explain that the opposite of wisdom is foolishness.
2. Explain the difference between ignorance and foolishness.
3. List three sources of guidance to help them grow in wisdom and avoid being foolish.

Background

“ . . . not all ‘fools’ are alike. For this reason, Proverbs uses different words to discuss different kinds of fools. . . There is the *teachable* fool. He is called ‘the simple one.’ The Hebrew word, *phethaim*, comes from a term that means ‘to be open’. . . we say that some are naive, gullible, or too trusting. This individual is untrained; he cannot discern what would cause him great harm. He ‘lacks sense’ (Prov. 7:7, ESV). He is easily persuaded by a strong influence, or he is easily controlled by a domineering personality. But ‘the simple’ can be taught. If he will listen, he can be instructed in wisdom—skill for living. Accordingly, Solomon said that proverbs are designed ‘to give prudence to the simple’ (Prov. 1:4). There is also the *hardened* fool. He is *ewil* and *kesil*—Hebrew terms for thick and stupid. He makes foolish decisions, but he is not young or naive. . . He ‘despises wisdom and instruction.’ . . The hardened fool has developed his character by a series of foolish decisions—a life of folly. He will continue in foolishness, because changing would be too difficult. He hates instruction, is quick to be angry and contentious, can be explosive, is the center of controversy, has loose lips, and associates with evil. . . As a related Hebrew term (*nabal*) illustrates, the fool is a wicked person. ‘The fool hath said in his heart, There is no God’ (Ps. 14:1). . . Then there is the *arrogant* fool. He is the *letz*—the scoffer. ‘Scoffer’ is the name of the arrogant, haughty man who acts with arrogant pride. . . Solomon encouraged his reader to: ‘Drive out a scoffer, and strife will go out, and quarreling and abuse will cease’ (Prov. 22:10, ESV). The scoffer is not content with going his own way; he delights in the ruin of others” (http://www.christiancourier.com/articles/read/some_fools_in_proverbs).

Preparation

Make enough copies of the following to distribute to small discussion groups: A “hypocrite” is someone who makes others think that they have a high standard of behavior for themselves, by their words. They may even actually expect others to live up to that standard, and try to make them feel guilty if they don’t. But, behind the scenes, they live by a double standard, and are careful to hide the fact that they actually go against those high expectations all the time. Your assignment is to come up with short descriptions of two situations in which someone has acted like a hypocrite. They can be from TV shows, movies, books, real-life news stories, or a fictional story you come up with together.

How to Teach This Lesson

After opening with prayer, have someone read out loud the definition of a “double standard” from the Student’s lesson. Divide the class into discussion groups of four or five. Each group will pick a Facilitator to read the slips out loud and lead a discussion of 15 to 20 minutes. When time is up, call the students back together. Have each group share their examples.

Debrief - Ask: *How do you feel about other people who act unfairly on a double standard? Do you think that there is ever a time when it is “fair” to have a double standard?* (Sometimes standards are based on the age and maturity of people.)

Interpretation - Ask: *Can you think of any areas of your life (besides telling the truth) in which you expect more of others than of yourself?* (Samples: Being generous with money or time, being patient with the mistakes of others.)

Application - Have someone read Ephesians 4:25. Comment: This passage is about relationships in the Church. Ask: *What do you think it means that we are “parts of the same body”?*

Comment: All the members of that Body are representing Jesus, who is called the “head” of that Body. If we tell lies, we are showing that not only can’t we be trusted individually, we can even give a bad reputation to the whole Church! If a new Church member discovers he has been lied to by one member, he may then wonder if he should trust anyone in the Church. Have someone read Psalm 15:1-2. Ask: *How do you think “worship in your sanctuary” and “enter your presence” would apply to modern Christians, since we don’t have a Temple on a holy hill?* (Who can expect to receive God’s blessings and be in fellowship with Him spiritually?) *What do you think it means to speak the truth “from a sincere heart”?* (Some tell the truth only if it’s a situation in which they want to for their own reasons. A truly sincere person tells the truth because it is the right thing to do.)

Call to Action - Ask: *Can you think of one situation coming up soon which you may feel tempted to be less than truthful about? If so, share one way you could deal with it that would allow you to remain truthful.*

Activity: Encourage each student to share their answers about the three examples in the Activity.

Memory verse – Recite Psalm 25:4-5. Ask: *What do you think it means for God to “lead us by His truth”?*

Song

“Open Our Eyes” is on page 50 of *The Group Songbook*.

Prayer

Ask students to form a circle and join hands. Encourage each student to share one area of concern that they’d like to have the members of the group pray about. Ask for a volunteer to lead in prayer particularly asking God to help each student grow in truthfulness.



DITCH THE DOUBLE STANDARD



Scriptures

Proverbs 6:16-19; 8:7; 12:19; Psalm 15:1-2; Isaiah 59:4, 14-15; Ephesians 4:25

Materials Needed

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, discussion slips

Words to Know

DECEPTIVE, HAVING A "DOUBLE STANDARD"

Objectives

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

1. Define a "double standard."
2. Explain how a double standard applies to being truthful.
3. Describe two ways in which being truthful will help you in life.

Background

The following excerpt is from "A Little Fib or a Big Fat Lie? - Teaching Kids Honesty." The full article can be seen at <http://www.montville.net/cedarhill/cedarhill/resources.asp?CategoryID=520>.

"So How Do You Confront a Lie?"

- Set clear expectations and strive to meet them yourself. Julie, a single mother of two, says her children know that she expects honesty. 'I always say to both of them that I expect them to always tell the truth because they want that from me,' she says. 'I really make a point of not lying to them, and I tell them so,' she says. 'Adults lie a lot. Once in a while, I catch myself starting to lie to them, but I remind myself that I need to live by the same expectations.'
- Explain to the child that he will be respected more if he tells the truth than if he lies, even if the truth might make him feel uncomfortable.
- Talk to children about the importance of honesty at home and in the community; about the difference between make-believe and reality; and about alternatives to lying.
- Give children examples of why honesty is important. 'You can not just talk about it abstractly . . . You need to show it through stories and examples. You need to show how lying has consequences and give them examples from things that are safe and at a distance, like stories, artwork, music and film.' Such examples, she says, help bring the issue into focus.
- When a child is caught lying, talk to her about the consequences, how she might have acted differently, and how she should act going forward.
- Avoid browbeating and punishing when broaching the subject of dishonesty. 'Children need a compassionate adult who encourages them to tell the truth no matter what . . . Lying is often treated in a negative way, so a compassionate conversation does more to alter the behavior than anything.'
- If it appears that a child has a serious problem with lying, seek professional help from a counselor, psychologist or psychiatrist.

"When it comes to honesty, ultimately, you want children to choose the path that is wise and just and courageous . . . They also need an opportunity to practice being honest to the point that lying becomes uncomfortable because it is not in their character" (Matthew Robinson, freelance writer and preschool teacher, from *United Parenting Publications*, March 2005).

Preparation

Write the following on a piece of paper, and make enough copies for each small discussion group: Discuss whether you think each person below made a wise or foolish choice, why or why not, and what they could have done differently, if you think they made an unwise choice. 1) Ninth graders Ami and Kelli have been best friends since kindergarten. They have been planning a big surprise birthday party for Kelli's little sister, Beth, for weeks. The night before the party, Shawn, a handsome new boy at school, asks Ami to go to a movie with him the same afternoon as the party. Ami is afraid if she turns him down, he'll never ask again. So she tells Kelli that Kelli will have to handle the party by herself. 2) Tom has to choose an elective class for his first semester in high school by next week. His choices are art and typing. Although he knows he'll need to be able to type to do well at writing papers for many of his classes, he finally chooses art because he has dreams of being a professional cartoonist someday. 3) Jeff only has one hour to do homework tonight. He has a book report due in two days, and a science project due in two weeks. He enjoys science much more than writing, so he decides to put off the book report until tomorrow night and do an experiment for the science project instead.

How to Teach This Lesson

After opening with prayer, divide the class into small discussion groups of four or five each. Each group will pick a Facilitator to read the slip out loud and lead a ten to 15 minute discussion. When time is up, call students back together to sit in a semicircle. Ask: *How did you feel about this assignment as a way to help you learn to make wise decisions? How do you feel about Ami's decision to go with Shawn and leave Kelli without the help she said she would give her? How do you think Kelli felt? Is there a particular word that you would use to describe Ami? (Foolish.) How was Ami's decision foolish? Was her friendship with Kelli that started in kindergarten likely to last longer than the relationship with Shawn?*

Debrief - Ask: *In what ways do you feel more confident about making wise decisions for other*

people, such as those in the discussion, than you feel about having to make the same kind of decision for yourself? (It's sometimes easier to advise others than ourselves, because our emotions of the moment may cloud our ability to make wise decisions.)

Interpretation - Ask: *Is it possible for people to make different decisions in the same situations, and yet both make a wise choice? Why or why not? (Even in the same situation, factors about both people can alter the circumstances.)*

Application - Have someone read Proverbs 19:20. Ask: *If you aren't sure how to make a decision about something important to you, what sources might you look to for wise advice? (Examples: The Book of Proverbs, parents or grandparents, teachers, school counselors, other kids you know who are successful in the area you are dealing with, self-help books for teens such as *The 6 Most Important Decisions You Will Ever Make: A Guide for Teens*, by Steven Covey.)*

Call to Action - Ask: *When thinking of a decision you may have to make this coming week, what one thing can you do to plan ahead and avoid being led by your emotions into possibly making a foolish decision?*

Memory Verse - Have students recite their memory verse. Ask: *Is it always foolish to think that your way about something may be correct? Why might it be wise to listen to others even when you are pretty sure you are right on some particular situation? (Having a habit of paying attention to the opinions of others will assure that you are open to hearing when it may be most important, when you really are wrong and need to know it.)*

Song

"Change My Heart, Oh God" is on page 53 of *The Group Songbook*.

Prayer

Ask students to form a circle and join hands. Encourage each to mention one area of their life in which they feel they could use guidance to make wiser choices. Ask for a volunteer to lead in prayer asking God to help them to make wiser choices.

Lesson 3



TAMING THE TONGUE!



Scriptures

Proverbs 4:20-24; 13:3; 17:14; 18:2, 13; 20:3;
1 Timothy 4:12; James 3:7-10

Words to Know

PERVERSE, CORRUPT

Materials Needed

Bible, YEA Students' and Teacher's books,
attendance and memory verse charts, songbook,
discussion slips

Background

"The Bible mentions many kinds of tongues. There is a flattering tongue (Psalm 5:9), a proud tongue (Psalm 12:3, 73:9), a lying tongue (Psalm 109:2, Prov. 6:17), a deceitful tongue (Psalm 120:2), a perverted tongue (Prov. 10:31, 17:20), a soothing tongue (Prov 15:4), a healing tongue (Prov. 12:18), a destructive tongue (Prov. 17:4), a mischievous and wicked tongue (Psalm 10:7), a soft tongue (Prov. 25:15), and a backbiting tongue (Prov. 25:23). James also talks about the tongue. He says it's a small part of the body, and yet it boasts of great things. He calls the tongue a fire, the very world of iniquity. James says it is untamable, a restless evil full of deadly poison, used both to bless God and to curse men. But James also told us that a man who doesn't stumble in what he says is a perfect man. (James 3:2-10). . . I wonder how startled James would be today to find out how much man has 'conquered.' We've put men into big, fancy tin cans, and shot them off into space. We've sent men into submarines without coming up to the surface for months. Man has had the moon under his feet and he's left his footprints on the ocean floor as well. . . What incredible power man has over his world! And yet, he has still not conquered his own tongue. . . I helped at a funeral once where there were several teenage children. They sobbed and groaned and carried on as I'd never seen anyone do at a funeral. I said to my senior pastor, 'Oh, how much they loved their mother!' He said, 'No, they're just crying in remorse. They were the most disobedient, backbiting, sarcastic children ever. They always abused their mother with their words. They gave her an awful time. They just cut her to pieces with their tongues.' Many of us suddenly feel this same unbearable guilt when someone dies and we can't take back the words we've spoken or heal the wounds we've made" (Leonard Ravenhill, *The Taming of the Tongue*, (<http://www.lastdayministries.org/article/tamingofthetongue.html>)).

Objectives

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

1. Explain what "guard your heart" means.
2. List two ways to guard what goes into your heart so what you say reflects godly thoughts.
3. Describe two ways to avoid useless arguments.

Preparation

Make enough copies of the following to distribute to small discussion groups: Courage isn't limited to huge situations like saving people in battles or fires or floods. Small acts of courage, such as standing up to a bully in school who is making fun of someone with a handicap, can make a big difference in another person's life. Your assignment is to make a "public service advertisement" that could be used in a grade school to promote the value of small acts of courage. Focus the ad on one example of a courageous act. You can create a poster, a script for a radio announcement, or a skit for a TV ad.

How to Teach This Lesson

After opening with prayer, divide the class into small groups of four or five. Each group is to pick a facilitator to read the assignment out loud and coordinate the efforts of the group to come up with an ad. Allow 15 or 20 minutes for the project. When time is up, call the students back together. Have each group share their ad.

Debrief - Ask: *What type of actions deserve to be labeled courageous? Have any of these ads helped you change your mind about that? Can you think of other kinds of small but courageous acts a young person might do?*

Interpretation - Say: Some people look at sports stars as "heroes." Ask: *If a hero is someone you admire because they do courageous things, do you think that the best kind of heroes are wrestlers or football players? Who are some less famous people, or types of people, who have shown more courage than athletes? (Sample suggestions: Firefighters, soldiers, policemen.) What situations require courage other than physical danger? (Emotional situations.) What kinds of emotional situations require courage for you to deal with? (Suggestions: Confronting someone whose lies have hurt another person; losing a job and having to find another one; getting past embarrassment and apologizing to someone you have done something wrong to.)*

Application - Ask: *What do the words "timid" and "timidity" mean? (A timid person tends to be fearful of just about everything.) What do you think is meant by a "spirit of fear"? Have someone read 2 Timothy 1:7. What do you think could help a timid person believe that he or she can gain confidence by trusting in God? (Sample suggestions: Reading the Bible regularly and learning about and memorizing some of God's promises; talking to others who have had God intervene in their lives to help them.)*

Call to action - Ask: *What is a situation where a person could feel fearful? What one thing can you do to be prepared to react with more courage should you face a similar situation?*

Activity: Invite students to share their answers to the questions in the Students' Activity.

Memory Verse - Have students recite Joshua 1:9. These words were said by God to Joshua when he became the leader of the Israelites just as they were getting ready to go into the Promised Land. Ask: *How do you think Christians can apply them to their lives? Does God really promise to be with us wherever we go? Call on someone to read Hebrews 13:5-6. Ask: Name some places that would be included in the word "wherever" for you personally, places and situations where you have felt fearful in the past.*

Song

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

Prayer

Ask students to form a circle and join hands. Encourage each to share one kind of situation that has left them feeling fearful in the past, and for which they'd like prayer to become more courageous in the future. Ask a volunteer to lead in prayer thanking God for His promise of protection, and asking Him to help everyone in the class grow in wisdom and courage.



COURAGE COUNTS



Scriptures

Proverbs 3:21-26; 28:1; Joshua 1:9;
Ephesians 6:10; 2 Timothy 1:7; Hebrews 13:5-6

Materials Needed

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, discussion slips, large sheets of poster paper, marking pens, lined paper, pencils or pens

Words to Know

COURAGE

Objectives

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

1. Explain the difference between courage and recklessness.
2. Give one reason the Bible says we can be courageous.
3. Explain the difference between the fear of God and other fears.

Background

The Bible gives a number of examples of young people who showed courage in the face of danger, in order to serve God. These examples can be used in discussions with teens. Here is an excerpt from an article by one writer regarding how the stories of Daniel and Shadrach, Meshach, and Abednego in Babylon apply to the lives of modern Christian teens. The whole article is available at: <http://www.wolfborobible.com/teen11.html>.

"These young men stood up against a whole nation that was trying to make them be unfaithful to the only One True God. Sound familiar? It sounds a lot like the culture that American Christian teens have to face. Yet will you face it as Daniel and his three friends did? Is there any thing out there that will stain and pollute you? Sure there is! This world is no friend to the Christian that wants to serve God. This world entices people and encourages activities that defile. At a young age you must purpose to do what is right before God. Think about the relationship that Daniel and his friends had with the Lord. The pressure around them was certainly to conform to the ungodly Babylonian ways. But even as teens, as young men, they were already committed to doing the right thing before God. . . God wants you to obey His word at whatever age you know His Word. Do you know to do right as a teen? Then do it! Purpose in your heart to please God. Keep yourself from things that offend our Lord. Christian teens need to know that God is not just preparing them for a Future of serving Him. God is expecting and desiring that they serve Him NOW. You're learning God's word. You know what is right and wrong. You know what will defile you. You know what will offend our Lord. Be like Daniel. . . purpose to keep yourself from things that will pollute your body or mind. Stand firm even if the society is doing something different than what God has called Christians to do. Don't bend to the world's way of thinking. Do what is right before God."

Preparation

Make enough copies of the following to distribute to small discussion groups: The memory verse for this lesson says, "A gentle answer turns away wrath, but a harsh word stirs up anger." Consider the words of each angry person below, then come up with and practice some gentle answers that might calm that person down. 1) Parent: You stupid kid! You left the milk carton out on the kitchen counter all night and now it's sour. How can you be so careless? 2) Kid brother: You promised you would take me to the movie to-night! What do you mean you can't because you have to finish a book report? You always break promises to me. You don't care about me at all. 3) Friend: I've been planning the party for tomorrow night for over a month. I figured you'd play your guitar for the sing-along after we have pizza. And now you tell me you won't even be able to come? I thought we were best friends. How can you let me down at the last minute like this?

How to Teach This Lesson

After opening with prayer, divide the class into small discussion groups of four, or so. Each group will pick a Facilitator to read the slip out loud, lead a ten to 15 minute discussion, and come up with responses to the angry people in the examples. When time is up, call the students back to sit in a semicircle. Have members of each group role-play situations on the slips, in which one person acts as the angry person, and another uses a gentle reply to defuse the anger.

Debrief - Ask: *How did you feel about trying to soften people's anger in these situations? Would you prefer sometimes to just yell back at them? Why or why not?*

Interpretation - Ask: *Do you think the Proverb about a gentle answer applies only when you really deserve the other person's anger? Why or why not? When you are right, do you think it isn't fair that you would have to be the one who tries to make peace? Why do you think God might expect you to be gentle even when the other*

person is being mean and nasty? (If the person is in a rage because he can't control his emotions, it is unlikely that he would calm down on his own. If you answer him in an angry way, you'll just make the situation worse, and perhaps even lead to it getting totally out of control.)

Application - Have someone read James 3:7-10. Ask: *What do you think it means to "tame the tongue"? What situations in your daily life cause you the most problem in taming your tongue?* Describe a situation in which you were proud of yourself for keeping your tongue under control even though you were tempted to fly off the handle because you were being picked on unfairly by a family member or friend.

Call to Action - Think of one area in which *Taming the Tongue* has been a recent problem for you. Ask: *What kind of situation triggered the problem? What one way can you plan ahead to avoid letting the problem get out of hand?*

Activity - Invite anyone who is willing to share any comments from their lesson activity about "guarding your heart."

Memory Verse - Recite Proverbs 15:1 together. Ask: *Do you think it is always necessary to talk gently to a person who is angry?* (Sometimes you have to stand up to an angry person for godly reasons, and you may have to talk strongly when you do. But getting into a shouting match with such a person is never the answer to solving problems.)

Song

"A Perfect Heart" is on page 33 of *The Group Songbook*.

Prayer

Ask students to form a circle and join hands. Encourage students to mention one way they have a hard time *Taming the Tongue*. Ask a volunteer to lead in prayer asking God to help each one to tame their tongue, and guard their heart and mind, so that the things they say will be clean and pure.



CONTROL YOUR TEMPER



Scriptures

Proverbs 14:17, 29; 16:32; 19:11, 19; Ephesians 4:26; 1 Corinthians 13:4-5

Materials Needed

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, discussion slips

Words to Know

IRRITABLE, HOT-TEMPERED or **SHORT-TEMPERED**

Objectives

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

1. Explain why it's not always wrong to get angry.
2. Describe two ways of handling anger before it gets out of control.
3. Explain what it means to not "keep a record of wrongs."

Background

Here is a useful resource for more information about helping children and teens deal with anger in healthy ways: http://www.kidshealth.org/teen/question/emotions/deal_with_anger.html. An excerpt: *Tools to Tame a Temper: Self-Awareness and Self-Control:*

"Because anger can be powerful, managing it is sometimes challenging. It takes plenty of self-awareness and self-control to manage angry feelings. And these skills take time to develop. Self-awareness is the ability to notice what you're feeling and thinking, and why. Little kids aren't very aware of what they feel, they just act it out in their behavior. That's why you see them having tantrums when they're mad. But teens have the mental ability to be self-aware. When you get angry, take a moment to notice what you're feeling and thinking. Self-control is thinking before you act. It puts precious seconds or minutes between feeling a strong emotion and taking an action you'll regret. Together, self-awareness and self-control allow you to have more choice about how to act when you're feeling an intense emotion like anger. Getting ready to make a change? Deciding to get control of your anger—rather than letting it control you—means first taking a good hard look at the ways you've been reacting when you get mad. Do you tend to yell and scream or say hurtful, mean, disrespectful things? Do you throw things, kick or punch walls, break stuff? Hit someone, hurt yourself, or push and shove others around? For most people who have trouble harnessing a hot temper, reacting like this is not what they want. They feel ashamed by their behavior and don't think it reflects the real them, their best selves. Everyone can change—but only when they want to. If you want to make a big change in how you're handling your anger, think about what you'll gain from that change. More self-respect? More respect from other people? Less time feeling annoyed and frustrated? A more relaxed approach to life? Remembering why you want to make the change can help. It can also help to remind you that making a change takes time, practice, and patience. It won't happen all at once. Managing anger is about developing new skills and new responses. As with any skill, like playing basketball or learning the piano, it helps to practice over and over again."

Preparation

Make enough copies of the following to distribute to small discussion groups: Peer pressure can be either positive or negative. Positive peer pressure is when your peers share your standards and values, and encourage you through their words and actions to stick to those standards and values when tempted to go against them. Your group is to create a small skit in which a main character is tempted by some circumstance to go against their conscience, and do something they believe to be wrong. Others in the group play the part of members of a "positive peer group" that encourage the main character to resist the temptation.

How to Teach This Lesson

After opening with prayer, divide the class into small discussion groups of at least five people. Each group will pick a facilitator to read the slip out loud and coordinate preparation of a short role-playing skit. Allow 10 to 15 minutes for this and then call students back together. Have each group present their skit, and allow comments from the class on how each relates to the topic of peer pressure.

Debrief - Say: Put yourself into each of the situations shown in the skits. Ask: *How do you feel positive peers would have been helpful to you in the real world? How do you think you would react if you were in one of those situations and you had a negative peer group around you?*

Interpretation - Ask: *What role should you play if a friend is being tempted to go against his conscience? What reasons might cause you to hesitate to get involved? (It may be hard to get involved without seeming obnoxious and pushy, and "sticking your nose in where it doesn't belong.") Have you ever told a friend to "mind your own business" who was sincerely trying to help you avoid a serious problem? Why do you think a person would do this? Who would like to tell us about a situation where you felt strongly tempted to do something wrong, but you hoped no one would interfere*

because you wanted to do it? Looking back, how different do you think things would have been if you hadn't caved in to peer pressure?

Application - *Why should you, as a teenager, stay away from angry people? Have someone read Proverbs 22:24-25. How do you think this statement relates to peer pressure? (If the "peers" you surround yourself with are hot-tempered people, you may find yourself subconsciously feeling pressure to try to be like them to fit in. You won't want them to think of you as a pushover.) Who can tell us about a person whose goal seems to be to get someone to do wicked things with him? Have someone read Proverbs 4:14-16. Ask: What satisfaction do you think they get out of encouraging other people to do wrong things?*

Call to action - Think of a situation which could happen in the near future when you might influence someone you know as part of a "positive peer group." Ask: *What one thing might you be able to do or say that could be effective, without seeming like you are just being pushy?*

Activity - Read each of the three activity scenarios in the Students' book. Encourage students to share suggestions to help the friend.

Memory Verse - Have students recite Exodus 23:2. Ask: *What do you think it means to "twist justice"?*

Song

"On Eagles' Wings" is on page 68 of *The Group Songbook*.

Prayer

Ask students to form a circle and join hands. Encourage everyone to share one area of negative peer pressure that they struggle with. Ask a volunteer to lead in prayer asking God to help each student to resist negative peer pressure, and to be a positive influence on their peers.



WHO'S IN CHARGE?



Scriptures

Proverbs 2:11-22; 4:14-16; 22:24-25; Exodus 23:2

Words to Know

PEER PRESSURE

Materials Needed

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, discussion slips

Background

The following excerpt is from the article "Peer pressure on teens is often misunderstood" by Colleen Gengler, University of Minnesota Extension Service. See the full article at <http://www.extension.umn.edu/extensionnews/2005/peerteens.html>.

"Parents of teens typically talk about peer pressure a lot. They sometimes blame peer pressure when teens make poor choices. But, peer pressure is often misunderstood in a number of ways. Peer pressure isn't always negative. Peers may pressure others into negative behaviors or away from positive behaviors, but can push in positive directions as well. One of the best examples is peer pressure not to smoke. According to parenting expert Laurence Steinberg, "It is not a question of whether or not teens will experience peer pressure, but rather what kind of pressure."

"Peer pressure exists in many forms. Parents think it is very direct—in your face. In reality, peer pressure can be much more subtle. It might happen when teens model a certain way to act or is supportive of what someone says or does as opposed to a directive.

"Here is how one teen described a social situation in which alcohol was involved: 'It's there if you want it, but nobody gives you a hard time if you don't. Like, no one comes up and shoves a beer in your hand and says, Here, drink it! Of course, if everybody else is drinking you may feel a little weird just sipping a soda.' Peer pressure comes from within and how much pressure teens place on themselves.

"Not all teens react to peer pressure in the same way. Gender and age are factors. For example, boys are more susceptible than girls to peer pressure, particularly in risk situations. Younger teens are more easily influenced than older teens, with peer pressure peaking in about eighth or ninth grade. Individual characteristics such as confidence level, personality and degree of maturity make a difference. Peer pressure varies according to the situation: being with one close friend, in the small clique of friends, or seeing what the larger peer group is doing in school. . . understanding peer pressure better will help parents understand their teen."

Objectives

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

1. Give a definition of peer pressure.
2. Explain one key to resisting negative peer pressure.
3. Describe one situation in which peer pressure could be positive.

Preparation

Make enough copies of the following to distribute to small discussion groups: It would be understandable to feel angry about each situation below. How should you handle your anger in each case? Why? 1) You just finished an important term paper for one of your classes, left it on the table, and your younger sister spilled pop on it. 2) You come around a corner and find an older kid picking on and pushing your younger sister, making her cry. 3) You discover someone in your school has stolen a poem you wrote a long time ago, passed it off as their own, and won a poetry contest with it. 4) You didn't tell your parents the truth about where you went last night after school, and you found out that your younger brother tattled on you and told them where you really went. Now you are in BIG trouble.

How to Teach This Lesson

After opening with prayer, divide the class into small discussion groups of about four. Each group will pick a Facilitator to read the slip out loud and lead a 10 to 15 minute discussion in which the group comes up with responses to the situations described. When time is up, call the students back to sit in a semicircle. Have each group share some of their suggestions for handling anger.



Debrief - Ask: *How did you feel about this activity as a way to discover how to handle situa-*

tions that make you angry? How were the suggestions you made for ways to handle anger the same as how you handle it in real life? In what situations do you feel you have a right to get angry? What types of things do friends or members of your family blow up at you about? How do you feel when this happens and you didn't intend to do it?

Interpretation - Ask: *Do you think that it is okay to show your anger strongly sometimes? Give some examples of situations in which that might be true.*

Application - Have someone read Proverbs 19:11. Ask: *What do you think it means by "overlooking wrongs"? Why do you think that overlooking wrongs will earn respect from others?*

Call to Action - Ask: *What is one area of your life that frequently causes you to feel angry? What could happen this week to make you angry? How do you plan to handle your anger if it does?*

Activity - Invite any willing person to share comments from their lesson Activity about how to handle the situations described.

Memory Verse - Have students recite 1 Corinthians 13:4-5. Ask: *What do you think it means to "keep no record of wrongs"? (Not always keeping in mind mistakes others have made in the past, and reminding them over and over about them.) How do you feel when others drag up past wrongs you've done, and criticize you for them? What steps can you take to let go of the "record of wrongs" you may have kept in your mind about friends or family members? Why do you think it is important to do this?*

Song

"Change My Heart, Oh God" is on page 53 of *The Group Songbook*.

Prayer

Ask students to form a circle and join hands. Encourage each to mention one thing that makes them feel irritable. Ask for a volunteer to lead in prayer asking God to help each person grow in the ability to control their anger.



Lesson
5

DARE TO BE TRUTHFUL



Scriptures

Proverbs 2:7-11; 19:1; 20:11; Matthew 7:12

Words to Know

INTEGRITY, RIGHTEOUS, HONORABLE

Materials Needed

Bible, YEA Students' and Teacher's books, attendance and memory verse charts, songbook, discussion slips

Objectives

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

1. Explain what the term "integrity" means.
2. Give two reasons why being honest is important for success in life .
3. Tell in their own words what the "Golden Rule" is and how it applies to honesty.

Background

The following list is from "What's Up With the Cheating?" an article from *Living With Teenagers* magazine, quoted on the Center for Parent and Youth Understanding website at <http://www.cpyu.org/Page.aspx?id=77185>. The article contains many tips on dealing with the issue of honesty.

"Some Facts on Cheating:

** A 1998 survey of almost 21,000 students by the Josephson Institute of Ethics, found that 70 percent of high school students and 54 percent of middle school students admitted to cheating in the previous 12 months - an increase of six percent over the 1996 survey. **The annual Who's Who Among American High School Students survey of the nation's best and brightest 16-18 year-olds revealed even more alarming results: 80 percent of our nation's top students admitted to cheating! ** The Center for Academic Integrity estimates that at least 75 percent of college students resort to cheating on tests. **Ace Alibi is a company that provides cover-up stories and services for spouses who want to pursue adulterous relationships without getting caught. For \$25 and up, Ace Alibi will help you cheat "successfully" by taking your calls, issuing fake receipts, and mailing you invitations to non-existent social and sporting events. **For a mere \$10, students can secure a copy of *Cheating 101: The Benefits and Fundamentals of Earning the Easy A*. The 87-page best-selling guide teaches kids how to plagiarize, steal exams, and pass notes along with dozens of other cheating methods. **The worldwide web has sites where students can find and purchase term papers and essays on just about any topic imaginable. Two of the most popular sites are *The Evil House of Cheat* and *School Sucks* (motto: "Download your workload!"). **Cheating has gotten so bad on college campuses that professors are using an online software product called "Plagiarism.org" to electronically check students' papers. During a study of the

product's effectiveness, 45 plagiarized papers were filtered out of 300 submitted by students in one university science class. . . **One of the most alarming reports on cheating comes out of the New York City School District, where 52 educators (including some principals) provided their elementary school students with answers and help on a standardized test, all in an effort to boost scores and make their school appear more successful. **Many kids say cheating is unavoidable and even necessary in a world where the pressure to succeed is enough to make them crack. Too many are growing up in homes where they perceive their value and worth in mom and dad's eyes to hinge on the grades they bring home from school. Competition for grades, the race to get into a good college, pressure from instructors, large workload, and juggling a heavy schedule of activities all figure into the picture as well. In this kind of world, cheating is incredibly easy to justify and very difficult to resist."

Preparation

Make enough copies of the following to distribute to small discussion groups: Your assignment is to come up with a short skit of two or three minutes in which the main character is presented with a situation in which one might be tempted to be less than honest. When the groups come back together, you will present your skit, and the whole class will discuss what decision they think the main character should make.

How to Teach This Lesson

After opening with prayer, divide the class into small discussion groups of four or five. Each group will pick a Facilitator to read the assignment out loud and coordinate the creation of a short skit. When time is up, call the students back together to sit in a semicircle. Have each group present their skit, and have the whole class suggest the best course of action for the main character.

Debrief - Ask: *How did this assignment help you compare your real life honesty with the way you think people in fictional situations should act? What factors do you think cause you to make different choices?*

Interpretation - Ask: *Have you ever been the victim of someone in school who made a choice to be dishonest? What were the circumstances? What do you think happened to cause that person to make that choice? How do you think that person should have acted, to avoid the problem it caused for you?*

Application - Have someone read Proverbs 2:7-11. Ask: *What do you think Solomon meant by, "Wise choices will watch over you"?*

Call to action -Think of a type of situation that comes up regularly in your life in which you may feel tempted to avoid making the honest choice of action. Ask: *What one thing could you do ahead of time to help you be ready to make the right choice when such a situation happens again?*

Activity - Encourage class members to share their answers to the situations involving the Golden Rule. Ask: *How do you feel your understanding of the Golden Rule will change how you act when you're tempted to do wrong?*

Memory Verse - Have students recite their memory verse: Philippians 4:8. Ask: *Who can give an example of someone doing an "honorable" act—worthy of respect?*

Song

"Walkin' in the Light" is on page 105 of *The Group Songbook*.

Prayer

Ask students to form a circle and join hands. Encourage each person to share one area of their daily life where they sometimes struggle being totally honest. Ask for a volunteer to lead in prayer asking God to help all to seek to grow into people of integrity.