

Dear Teacher,

As a Senior Teens 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 how many weeks are left before they have to recite the longer memory work given in lesson one, and 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.

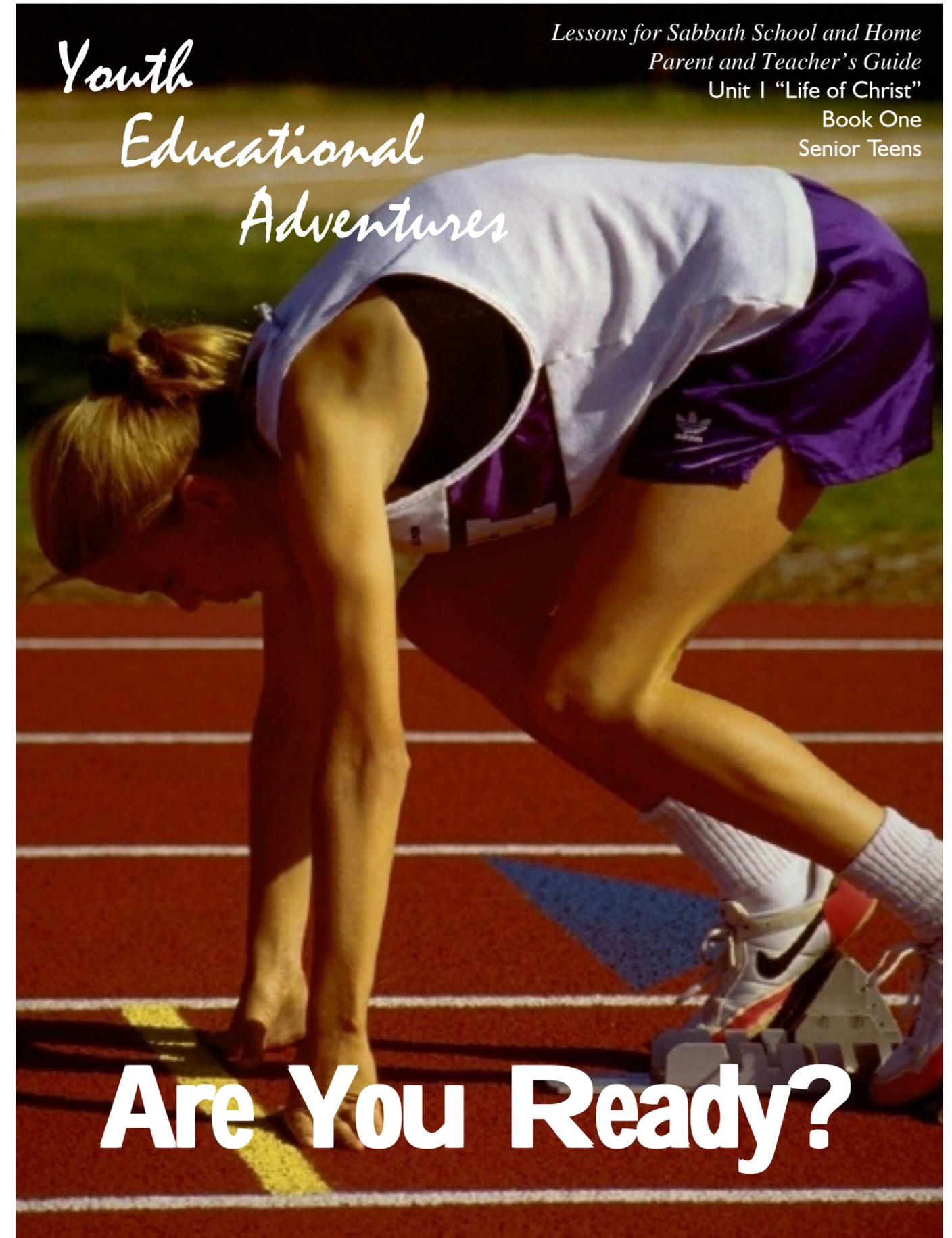
Reminders

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. _____

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



Youth Educational Adventures
The Life of Christ
Book One
Senior Teens

The purpose of this series of lessons is to introduce each teen to Jesus. We hope to instill a love for Jesus, 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 also want to develop in the youth 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 hope to create in each teenager 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 the King.

Ronald Dart - Publications Editor
 Allie Dart - Managing Editor
 Joe Weicks - Contributing Editor
 Kitty Watkins - Contributing Editor
 Sandi McCaskill - Associate Editor
 Camery Pollard - Layout and Design

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.

Christian Educational Ministries
 P. O. Box 560
 Whitehouse, Texas 75791
 phone: 1.888.BIBLE.44
 fax: 903.509.1139
 website: www.borntowin.net

Copyright © Christian Educational Ministries
 All Rights Reserved

12/00



Index of Lessons

Lesson 1
 The Greatest Risk Ever.4

Lesson 2
 A King is Born.6

Lesson 3
 Join the Family.8

Lesson 4
 Defeating Temptation10

Lesson 5
 The First Miracle12

Lesson 6
 Lazarus is Raised 14

Lesson 7
 Would You Touch Him? 16

Lesson 8
 A Walk on Water18

Lesson 9
 Is God Fair?20

Lesson 10
 Who Should I Love?22

they will do the right thing. Do you see a contradiction between tough love and the Parable of the Good Samaritan? Give an illustration of when you would use tough love and how you would do it. A person gets drunk and passes out. They are in a safe place so you leave them there and throw a blanket or coat over them, rather than putting them to bed.

- ◆ **How many people do you think are in your circle of friends?** (Let every student give their estimate.) **What different races and religions are included in your circle of friends? Do you think your groups of friends would be considered by others as a clique? How often do you reach out to others and try to include them in your social life? How often do you reach out to others and try to include them in your religious life? What ways could they be included?**
- ◆ **How many families on your block do you really know?** (Let each student give an answer to this.) **Have you ever visited any of them when they were sick? Do you have any elderly or lonely people living alone on your block or nearby your home? When you visit them, what kinds of questions could you ask to help get acquainted? What was life like for you when you were my age? What kind of work did you do? How many children do you have? How many grandchildren do you have? Were you in World War II, the Korean War, etc. Where were you stationed? Tell me about your most frightening experience. What was it like for you during the Great Depression? How much did you make an hour? Where do you attend church?** Encourage your students to set goals to visit elderly and lonely people. If they have none living near them, they can find plenty of people to visit in a nursing home. This type of visit will not only help the person visited, but the student as well. *Remind them to graciously thank the person they visit and to keep them in their prayers.*
- ◆ **When you get to know an elderly or lonely person, do you think you have a responsibility to check on them from**

time to time? Why or why not? Yes, they are my neighbor.

Song

"I'm Yours" is on page 65 of "The Group Songbook."

Prayer

Ask for a volunteer to lead in prayer. Suggest that they remember to thank God for their friends and ask Him to provide them with even more friends so they can share God's message and love with them.

Activity

Buy enough balloons for each student to have two. Before class, write the following characteristics that will build friendships on separate pieces of paper and put one in each balloon: "honest," "forgiving," "supportive," "fun to be with," "trustworthy," "has a sense of humor," "listens well," "loyal," "dedicated Christian," "caring person," "understanding," and "encouraging."

Place the deflated balloons on the floor and have the students form a circle around them. Each one can select two balloons, blow them up and tie them off. Then get them to compare the balloons with friendships – they come in different sizes, colors, they are fun and you must treat them carefully. After this discussion is finished, let them burst their balloons and read aloud the characteristics that will build friendships.

This is the week for each student to recite 1 Corinthians 13. Allow time in class for this. It would be good if you gave those who can repeat it an award, even if it is no more than a book marker or a ribbon. You might ask the minister if your students would be allowed to recite this chapter during the worship service. You may also want to consider video taping these presentations.



Lesson 10

Scriptures

Matthew 22:34-40; Mark 12:28-34; Luke 10:25-37

Materials Needed

Bible, Yea students and teacher's books, balloons, paper, pencils, attendance and memory verse charts, songbooks, cassette tape, tape player and rewards for recitation

Background

"There are two sides to a morality of respect for individual persons. One says, 'Don't hurt, don't interfere with other people's rights.' The other says, 'Do help. Offer aid to those in need'" (*Raising Good Children*, page 231).

Our senior teens should be challenged to reach a mature stage of moral development where they respect and value people. This leads them to feel a measure of responsibility for their welfare even if they don't have a personal tie to them. These are things which will give them inner qualities of a responsible Christian.

How to Teach This Lesson

The Parable of the Good Samaritan helps answer the question, "Who should I love?" By sequentially following the questions laid out below, you will be better equipped to complete every section, stay on track and meet the objectives of this lesson. The questions are in bold letters and possible answers are italicized.

- ◆ **Who can tell us of an incident you have seen or heard about where someone got**

Who Should I Love?

Objectives

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

1. Describe their God given responsibility to help human beings regardless of their nationality, religion or gender
2. Explain the value that God places on human life.
3. State that if we know that we should do good, it is a sin not to do it.

hurt and people ignored them, or refused to help? Do you know if any of these people professed to be Christian? Ask one of the better readers to read Luke 10:25-37 aloud. **What is the greatest commandment?** *To love God. What is the second greatest commandment?* *To love your neighbor as much as yourself. What will you do when you learn of a "neighbor" who is hurting?* *You'll do your best to help him.*

- ◆ **What does the term "tough love" mean to you?** *It may entail withholding something from a person for their own good to bring them to their senses so that*

Dear Parents and Teachers,

A passage from a Psalm haunted me over the days when we were putting the finishing touches on our 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 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).

As we continue this project, we hope and pray that God Himself will teach our teens. It is our task to present His message to teenagers 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 our teens?

You hold in your hands the first revised book in the "Life of Christ" series designed for use by Senior Teens, parents and Sabbath School instructors in teaching your teens the ways of God. As far as we know, no one in our tradition has ever done anything quite like this – a fact that is astonishing all in itself.

There are those who say that if you give them a child until he is six years old, the child will remain in their faith for life. There is a lot of truth in that statement. The reason is that children are more open to faith at that age than they ever will be again. Children also tend to fulfill our expectations. If we do not expect them to know God at that age, then they may well fall into a habit of assuming that God may be important to the church or their parents, but that He need not be important to them.

Realizing that children and teens 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.

One of the first goals of YEA is the biblical literacy of the children, but that is not nearly enough. Which of you parents does not hope for your children 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 them not only to know about Jesus, but

to believe in Him and to commit their lives to Him.

The lessons are more than an isolated story about a biblical character. Into each lesson is woven a strong life application. With all of this in mind, we are trying to develop an ongoing curriculum so that when a child passes age seven, age eleven, or age eighteen, he will know the things he should know at that age and will have come as far as maturity will allow.

Parents are encouraged to have their teens read the lessons 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. If you will follow through after class with a discussion about what your teenager has learned, he will feel good about sharing it with you. Show that you are interested by asking questions and making comments. Giving a lot of positive reinforcement will help him to love Sabbath School and enjoy learning about God's word.

It would be good for the parents to join their teens in reading the devotionals on the back of their book each day and to kneel with them and pray. Doing this habitually can build a foundation of biblical knowledge that will last throughout all eternity.

These lessons were designed to take about 45 to 50 minutes. Ideally, Sabbath Schools could be taught at the same time as an adult Bible Study. If your church area schedules Sabbath Schools during the sermonette, perhaps Sabbath School could begin thirty minutes before the song service starts. We hope that every section of the lesson can be completed. If there is not enough time allotted for Sabbath School, the teachers should work with the parents to encourage the teenagers to complete the activities at home. The activities are designed not only to add pleasure to the learning experience, but to reinforce the lesson as well and to complete the learning process.

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.

We are striving to improve each successive book in this developing project by making them even more teen centered. We want your evaluation of the lessons in order to help us do a better job.

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

Ronald L. Dart

The Greatest Risk Ever

Lesson 1

Scriptures

John 1:1-14, 3:16; Philippians 2:2-8

Materials Needed

Bible, YEA students and teacher's books, songbook, tape recorder, tape player, memory verse and attendance charts (these can be made or purchased from an educational supply store)

Background

You have an awesome and wonderful opportunity to introduce teens to Jesus, to instill a love for Him and an awareness of Him as a friend, a guide, a help in time of need. You can lay the groundwork for teens to know Him as Savior. Don't assume these teenagers are too young for conversion. Hardly a time in history has existed when teens have needed the help of the Holy Spirit more than today. Much prayer and thought should be given as you teach these lessons on the "Life of Christ."

Working with youth is 80 percent loving kids and 20 percent methodology. Your love and care for them will be remembered far longer than the specifics of any class. So don't be nervous. They don't want you to behave as a teenager. Be an example of faith and the things you teach. Wisdom, discipline and being honest enough to admit you too struggle to please God will be reassuring.

Each class should help move teens one step closer to understanding who God is and the part He should play in their lives. It should teach wisdom, values and how to develop healthy relationships. These teens will soon leave home and go on to college, start a career, get married and start a family. Look for opportunities to teach things that will prepare them to take on these responsibilities.

Encourage the class to read their lesson and all the scriptures prior to class. This prepares them for a lively interactive discussion.

Each YEA book will have one larger memory work assignment to be recited. Explain to the students that they will be expected to know the entire chapter of 1 Corinthians 13. Suggest that they memorize a few verses each week so they will be ready to recite this beautiful chapter in ten weeks. Ask them to use the King James Version for this memory work.

Objectives

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

1. Give an explanation of the risk God took in having Jesus create the world and put people on it.
2. Explain what Jesus gave up and why.
3. State what we must do to be a part of His Family.

feel about this? Did you think this was just a little unfair? Why or why not?

- ◆ **Who would like to tell us about a time when you were envious of another person? How did you handle it? Did it affect you negatively? What can you do to counteract negative feelings?**
- ◆ **How is the Parable of the Laborer in the Vineyard an illustration of God's kingdom?** *The first shall be last and the last first.*
- ◆ **Which part of the parable do you feel represents you?**
- ◆ **How would you feel if you had been the early worker? If you had been the late worker would there have been any empathy for the early worker?**
- ◆ **Why did it seem unfair that some were paid more than others?** *The early workers worked more hours. What did the parable point out to show the landowner really wasn't being unfair?* *The early workers agreed to work all day for a denari and the landowner had a right to be generous with whomever he chose. Why was the land owner really very kind and not unfair?* *The late workers wanted to start early, but no one hired them. They probably had a family to support and needed the money. The landowner was really a very generous and merciful man to provide them with a whole day's pay.*
- ◆ **Do you think this landowner could in type represent God and His Kingdom? Why or why not?**
- ◆ **Ask a student to read Job 34:12-15. How does this fit into this puzzle?** *God cannot be unjust, all things belong to Him and are His to do with as He pleases. As the scripture says, if He should take back His spirit and His breath, all flesh would perish. Then none of us would even be around to complain that God is unfair!*

Song

"Pass It On" is on page 26 of *The Group Songbook*.

Prayer

Keep in mind that the prayer in the students book is to give them something to think about and perhaps improve their prayer life. Ask one of the student's to lead in prayer, using the prayer in the book as a guideline for his prayer.

Activity

Tell the class that this activity has to do with making and keeping promises. Divide the class into two equal groups. Assign them to talk to students in the other group and ask them to finish this sentence: "The hardest promise I ever kept was. . ." After this assignment is completed by everyone, send the two groups to separate corners of the room. Give each student in the group a sheet of paper and a pencil and have them write their name at the top. Quietly tell them to title their paper, "I Promise."

Ask them to write a promise for a person from the other group. Some examples are, "I promise to read my Bible," or "I promise to clean my room." while they are writing, go to the other corner of the room and quietly tell group two they will be asked by the other group to make a promise. They are to agree to keep the promise, but when asked to sign their name to it, they can back out. Ask half of them to not sign their name. Bring both groups together and have them form two lines facing the other. Have group number one read the promise to the person directly across from them and ask, "Do you promise?" The people in group two should all say that they promise. Some will sign and some won't.

Debrief by discussing how the activity made everyone feel. How easy was it to promise to commit to something and then back out? How did it feel when people did sign the paper and committed to their promise? How does God feel when we promise to do something and then change our minds?



Lesson 9

Is God Fair?

Scriptures

Matthew 20:1-16; 27:18; Job 34:12-15; Revelation 22:13

Materials Needed

Bible, YEA students and teacher's books, attendance and memory verse charts, paper, pencils, songbooks, tape player, and cassette tape

Background

Some authorities suggest that the parable of the Laborers in the Vineyard shows that some who think they are first in this world are going to find themselves last in the Kingdom of God.

It is also interesting to note Revelation 22:13 where Jesus calls Himself both the first and the last, the Alpha and the Omega. In the context of this parable, Jesus may have been saying that He is the first and the last, all in all, and that God can do whatever He chooses to do. God is just and fair even if it doesn't appear that way to us.

There are a number of life-applications you can bring out in this lesson. The student's lesson focuses on envy, covetousness, and desire to be important.

How to Teach This Lesson

By sequentially following the questions laid out below, you will be better equipped to complete every section, stay on track and meet the objectives of this lesson. The questions are in bold letters and possible answers are italicized.

- ◆ **Have you ever had a job**

Objectives

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

1. Explain how the Parable of the Laborers in the Vineyard is an illustration of God's kingdom.
2. Tell you how they might fit into the Parable of the Laborers in the Vineyard.
3. Identify with those workers who came late in the overall time scheme, yet still received the same reward.
4. Give examples of envy, how it is harmful and how it can be overcome.
5. Elaborate on the different ways God shows kindness to His children.

where you worked really hard and a fellow employee got paid as much as you did, yet he goofed off all day long? Did you have problems with your attitude towards him? Was he liked or despised?

- ◆ **In our lesson a worker came just one hour before the work was finished and received the same amount that the men who worked all day long received? How did you**

How to Teach This Lesson

By sequentially following the questions laid out below, you will be better equipped to complete every section, stay on track and meet the objectives of this lesson. The questions are in bold letters and possible answers are italicized.

- ◆ **How did you feel about Dan's attitude toward life? Do you feel that playing it safe and not taking the risk of loving others served him well? Why or why not? What kind of person do you think Dan's conclusions made him?** *He wasn't willing to love so he was friendless. He squelched his ambition so he must have been a failure. He was unwilling to give to the poor or help the needy so he must have had a miserable existence. He certainly didn't have God's blessings.*
- ◆ **What difference would it make to you if God had decided to play it so safe that He never took the greatest risk ever?** *We wouldn't be here.*
- ◆ **Then what if Jesus Christ had created the world and been unwilling to love you enough to give His all? Sin entered the world through Adam and Eve. What is the consequence of sin?** *"The wages of sin is death."* **Then what does that mean for mankind as a whole and for you individually?** *It means that we are eternally lost without hope.*
- ◆ **Did God leave us without hope or was He willing to take the risk? What did this risk entail?** *Giving the life of His only Son.*
- ◆ **Who was John the Baptist and what role did He play in all of this?** *He was a forerunner or witness to the fact that Jesus is the "light" of the world.*

- ◆ **How would you feel if your father was an important person and no one in your town recognized you as being his son, you had no importance? How do you think Jesus felt when He walked the streets of Jerusalem and around the shores of the Sea of Galilee and no one recognized Him as the Son of God?**
- ◆ **What benefits can you derive from God and His Son taking the greatest risk ever?** *You can become God's son (or daughter) and share in all the benefits that come with it.*
- ◆ **What do you have to do to become God's son (or daughter)?** *Repent of your sins, believe on Jesus Christ and follow His every way.*
- ◆ **When should you do that?** *The sooner the better.*

Song

"Abba Father," is on page 76 of *The Group Songbook*

Prayer

Since this is the first class, lead the students in prayer asking that God will help them to share in God's vision and not be like Dan. Ask that God will give them the strength to love God and their fellow man regardless of the cost.

Activity

Since this is the first YEA lesson and you may not have had Sabbath School before, have a little fun with an icebreaker game. Include yourself in it. Go around the room and ask each teen to give one-word answers to the following questions:

Age, favorite color, shoe size, favorite sport, favorite class, career hope, best day of the week.

A King is Born

Lesson 2



Scriptures

Luke 1:26-38, 2:1-20; Matthew 1:18-26; Isaiah 7:14

Materials Needed

Bible, YEA students and teacher's books, attendance and memory verse charts, paper, pencils, cards, songbook, cassette tape and player

Background

"It (the birth of Christ) is now celebrated on December 25th. There is nothing in the Bible to indicate that this is the correct date. This date first appears as Jesus' birthday in the 4th century, in the West. The Eastern church date is January 6th" (*Halley's Bible Handbook*, page 490-491).

There's hardly a celebration that gets the juices going more than Christmas. Commercialism exploits it with great advantage. Music, decorations, special foods and dress, parties, gifts, aromas, hearth and home are all used to create this feeling and excitement for two or three months out of the year. Teens' self-image can ebb pretty low because they can't participate in all the Christmas trappings their peers enjoy. The Festival Supplement will have a lesson on the nonobservance of Christmas to help them cope with this holiday with greater confidence.

Even though Christ was not born on December 25th, there is no reason our teens should not be able to converse knowledgeably with their peers about the joyous events of Christ's birth. Rather than adopting an adversarial approach with their friends, this lesson helps by giving them a commonality in understanding how important the birth of Christ (not Christmas) is to all of us.

How to Teach This Lesson

By sequentially following the questions laid out below, you will be better equipped to complete every section, stay on track and meet the objectives of this lesson. The questions are in

Objectives

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

1. Explain the events surrounding Jesus' birth.
2. Relate why it was necessary for Jesus to give up everything to be born as a baby.
3. Define the principles of "deferred gratification."

bold letters and possible answers are italicized.

- ◆ **How did you feel about Angie turning up pregnant by another guy when she was engaged to Kyle? If that had happened to you, what would you have done? Why? Do you**

(KJV). **Are there other ways to "slew a master" than killing him? What are they? *Destroying his reputation, character, etc.* What if you work for an owner of a company and you know he's doing something either illegal or immoral. Is it your place to expose him or should you simply resign if he will not repent?**

- ◆ **How many of you have been in a boat on the water when a thunderstorm came up? Who would like to tell their story? Include in your story that you see a figure in the distance walking on water. What is the first thing you would have done?**
- ◆ **Do you think that you would have had as much faith as Peter had when he asked Jesus to let him walk on water? How far do you think that you would have walked before you started sinking?**
- ◆ **What kind of difference can faith make in your life?** President Franklin D. Roosevelt said, "The only limit to our realization of tomorrow will be the doubts of today. Let us move forward with strong and active faith." **What does that say to you?** *Doubts limit us and active faith moves us forward.*
- ◆ Patrick Henry once said, "I have now disposed of all my property to my family. There is one thing more I wish I could give them and that is faith in Jesus Christ. If they had that and I had not given them one shilling, they would have been rich; and if they had not that, and I had given them all the world, they would be poor indeed." **What is a shilling?** *It is an English coin that became in disuse when England's monetary system was converted to the decimal system in the 1970's. It was worth about twelve cents in American money at that time.*
- ◆ **How would you paraphrase what Patrick Henry said?** *Faith in Jesus Christ is the most valuable possession we can have.*
- ◆ **Is faith something you get once and always have, or is it something that can come and go? How do you know? Does it disturb you that you can lose faith? What are some things you can do to have more faith and to strengthen the faith you have?** *Study your Bible, pray and exercise your faith by believing God and stepping out on faith.*

- ◆ **Can anyone quote a scripture that tells us that we are saved by grace?(Ephesians 2:8-9) Can you trust Christ to forgive you of your sins and give you eternal life? Does this mean that you don't have to do anything, that Jesus did it all for you? Ask one of the students to read James 2:17. What does this scripture say to you? *A faith that will save you must produce works.***
- ◆ **How can faith help you in school, with your home life or on your job? What kind of "works" can you do to ensure your faith is not a dead faith? *Obey God's commandments, and take care of human needs.* How can faith help you share the gospel with others? *Knowing that God rewards those who spread the gospel should motivate us and increase our faith. Asking God for a passion and a concern for the eternal life of others.***

Song

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

Prayer

Ask one of the students to lead in prayer. Suggest that they thank God for a very helpful lesson on faith.

Activity

Before class, cut enough 8.5 x 11 sheets of paper in half to have one for each student. Write one of the following names on each piece of paper: Patrick Henry, Franklin D. Roosevelt, Herod, Peter, John the Baptist, Herodias, Herodias' daughter. After the lesson is finished, pin one piece of paper with a name on it to the back of each student without them seeing which name is there. Each student is to find out which name is on their back by asking other students questions. All they should know is the name on their back is one of the characters mentioned in today's lesson. They are allowed to ask only questions that can be answered by "yes" or "no." If there are more than seven students present, duplicate some of the names.



Lesson 8

A Walk on Water

Scriptures

Matthew 14:1-33

Materials Needed

Bible, YEA students and teacher's books, attendance and memory verse charts, 8.5 x 11 sheets of paper, marker pen, songbook, cassette tape, tape player, safety pins

Background

"Some of the most dramatic and permanent changes in life usually occur during those ten short years (16-26). A person is transformed from a kid who's still living at home and eating at their parent's table, to a full-fledged adult who should be earning a living and taking complete charge of his or her life. Most of the decisions that will shape the next fifty years will be made in this era, including the choice of an occupation, perhaps the decision to marry, and the establishment of values and principles by which life will be governed" (*Life on the Edge*, page 1). With this in mind, the teacher of highschool students has an enormous responsibility to ensure that each Sabbath School class is taught in the most productive manner.

How to Teach This lesson

By sequentially following the questions laid out below, you will be better equipped to complete every section, stay on track and meet the objectives of this lesson. The questions are in bold letters and possible answers are italicized.

- ◆ **Tell me, how would you feel if you attended a birthday party and one of your teenage girl friends brought someone's head in to her mother as a gift? Do you remember why Herod had John the Baptist**

Objectives

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

1. Recognize that even a disciple, such as Peter, lacked faith.
2. Explain that Jesus is compassionate in spite of our lack of faith and will help us if we try.
3. Demonstrate the importance of faith in our lives.

murdered and beheaded? *Because John condemned his incestuous marriage.*

- ◆ **Was Herod so important that a prophet of God couldn't tell him what he had done wrong?**
- ◆ **Is there, deep within each one of us, the same kind of resentment towards someone who points out a mistake or sin in our life? Why is this?** *We would rather always be right than wrong. What can you do to ensure that this resentment doesn't build and cause you to do something bizarre like Herod did?*
- ◆ **Do you think Herod might have been haunted by taking John's life? Why do you think so?** *Have one of the students read Matthew 14: 5 and 2 Kings 9:31*

think Kyle would have done the right thing if he had married Angie?

- ◆ **Joseph had a similar thing happen to him, but there was a big difference. What was the difference? How do you think Joseph felt when Mary turned up pregnant? Did he do the right thing by staying with Mary? Why or why not?**
- ◆ **What kinds of feelings do you get when all of your friends are exchanging presents, going to Christmas parties and celebrating Christmas? Your friends may celebrate the birth of Christ on the wrong day and in the wrong way. Do you think that having an understanding of the events surrounding the birth of Christ will help you? How?**
- ◆ **What do you think it was like for the shepherds when they saw the sky light up like the fourth of July and an angel talking with them? Why do you think God made such a show of this event?** *His first Son was being born. This was such a necessary and important part of the plan of God. It was a most joyous occasion.*
- ◆ **Ask one of the students to read 1 John 4:2, 3. What does this say to you?** *It is a false spirit, even the spirit of antichrist that says Jesus was not born as a baby – in the flesh.*
- ◆ **Why was it important and even necessary that Jesus give up eternity and His glory to become a little baby?** *Jesus had to come in the flesh so that He could understand the pain, suffering and problems we face. He learned what it was like to say no to sex. He learned what it was like for His religious beliefs to be different from other kids His age. He learned what it was like to give up recreational pleasures to keep the Sabbath holy. He had to come in the flesh so that He could pay the ultimate penalty for our sins by dying in our stead. He had to come in the flesh so he could be our intercessor with His Father.*

To intercede for us when we've sinned, He has to understand what it is like.

- ◆ **What does deferred gratification mean to you?** *It means to give up a smaller thing now for a greater reward later. How did Jesus do this?* *He gave up everything to become the King of kings and Lord of lords. What kinds of things does He want you to defer?* *Sex until marriage, recreational activities on the Sabbath, etc. What greater things will you receive if you defer these gratifications?* *Being a son of God in His Kingdom.*

Song

"Emmanuel" is on page 63 of *The Group Songbook*.

Prayer

Ask one of the students to lead in prayer thanking God for His Son coming in the flesh. Also ask for God's help in deferring gratifications for a greater and better reward.

Activity

Before class, write the following Old Testament scriptures on one card and the New Testament scriptures on another: Isaiah 9:6-7, 53:2-5; Jeremiah 23:5-6; Micah 5:2; Matthew 11:3-6; 16:15-16; Luke 23:39-43 and John 4:25-26. Divide the class into two groups and give the card with the Old Testament scriptures on it to one group and the card with the New Testament scriptures to the other. Give each student a piece of paper and a pencil. Tell them to use their Bibles and look up the scriptures on their card. Their assignment is to discover and list the ways these writers viewed the Messiah. Then they are to write a resume listing Jesus' references and qualifications to be our Messiah.

Have each group present the resume they composed.



Lesson 3

Join the Family

Scriptures

Matthew 3:3-17; Mark 1:4-11;
Acts 2:38-39; Isaiah 40:3

Materials Needed

Bible, YEA students and teacher's books, attendance and memory verse charts, songbook, cassette tape and player, decorations for activity

Background

The Holy Spirit leads teens to make a commitment to Christ at different ages. Up until now, many of our youth have looked upon the church as their parent's religion. These lessons are designed to help each student look upon these teachings as their own religion, to love and believe them. Our objective is to create in each teen an expectation of fully participating as a baptized member of God's church. Each lesson is one step along the way to bringing our youth to know Jesus Christ as Lord and Savior. Other lessons will cover repentance more in depth. If teenagers in your class have not already been baptized, what better time is there than now for them to begin anticipating baptism? Our prayer is that everyone of them will become convicted of their sins and see the need for salvation.

Encourage teens to share their struggles about life's choices without feeling condemned. Allow them to interrupt at any time with their questions. The teacher and parent should be ready to listen and respond with simple honest answers to their questions and objections.

Teens may shy away from participating in a discussion because they are afraid of being embarrassed in front of their peers. If a student has difficulty putting his thoughts into words, try rewording what he has said so that it makes a good contribution to the class. Give positive reinforcement often. Teens like to know their question or response was good. Mention that their statement was helpful, relevant, interesting, correct, etc. This will reassure others that they can voice their opinions without condemnation.

Many teenagers in other churches are already baptized. Some are very dedicated to their church and their beliefs. These kids can make excellent friends for our teens because they share many of the same beliefs and values. Remind your teenagers not to focus on the differences in their beliefs and their friend's beliefs. By not being judgmental, the doors of opportunities for friendships and to invite other teens to come with them to Sabbath School and services will be wide open.

Objectives

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

1. Explain that Jesus was baptized to fulfill all righteousness.
2. Explain that repentance is a change of heart and behavior.
3. Describe the benefits of repenting and being baptized.
4. Recognize that they are not too young to be baptized.

ter. Is it easier for Jesus to heal a common cold than to heal someone with cancer or a person who is at the point of death? Why or why not?

- ◆ Ask another student to read Mark 5:25-32. In a crowd such as this, how many people do think might have touched Jesus' garment? Do you think the woman thought she could be healed without Jesus knowing it? *Probably.* How do you think she felt when she got caught in the act? *She seemed afraid and humbled because she fell to the ground in front of Jesus, yet she was completely honest.*
- ◆ **How did Jesus show His love and compassion to this woman?** *Her healing remained and He called her "daughter" an intimate term that He didn't use anywhere else in the New Testament.*
- ◆ **When you are ill, do you find it difficult to trust that Jesus will heal you? Why or why not?**
- ◆ **Since Jesus made it clear that the woman's faith had healed, not only her hemorrhaging, but she had been healed spiritually, what impact do you think that had on her life?**
- ◆ **Can time and chance happen to you the same as it did to Kevin? What would change in your life if you learned you had terminal cancer?** *I would try to have a closer relationship with God.*
- ◆ **Would things that didn't seem so important suddenly become more important and things that are now important become lower on your list of priorities? What things do you think would suddenly become more important?** *A good relationship with God, family and friends. Sabbath School, keeping the Sabbath, obeying God, repentance and baptism would be of greater importance as well.*
- ◆ **What are the elements of a close relationship with God?** *Knowing God through Bible study and prayer. Living the Christian life.*
- ◆ **What can you do to build a better relationship with Jesus?**
- ◆ **Just because you're healthy today, does that promise you that you'll never have**

cancer as Kevin did? *No.* How would it change the way you live your life?

I would try to please and obey God better.

Since we've learned that time and chance happen to all men, why should we please and obey God in the same way as we would if we had terminal cancer?

Song

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

Prayer

Have the students form a circle and join hands as a volunteer leads in prayer. Suggest that he thank God for being concerned with human needs. Ask that God will help them to have a close relationship with Him, their family and friends.

Activity

Have the students gather in the center of the room. Divide them into two groups. Tell them that you're going to have your own talk show today. Half of the class will be the audience and the other half are celebrities who make up the panel. All of the panel has a common denominator – they have all been betrayed. Assign each panelist the job of selecting a pretend name and a story of betrayal. In the meantime, the audience is to compile a list of very difficult questions to ask the panelists. These could include "What happened to you?" "How did you feel about it?" "What aspect of this betrayal was the most difficult for you?" "How did this affect your relationship with the person who betrayed you?" The teacher can act as the talk show host. Each member of the panel should be introduced before the audience begins to ask their questions. After the talk show is over, ask, 1) What elements were common in virtually every story? 2) Which of these stories was similar to a betrayal you have experienced? 3) Do you fully trust anyone to never betray you? 4) Did the compassion God showed to the woman who was bleeding and Jairus' daughter have any affect on your trust in God?



Lesson 7

Scriptures

Mark 5:21-34; Romans 8:35-39; Ecclesiastes 9:10

Materials Needed

Bible, YEA students and teacher's books, attendance and memory verse charts, songbooks, cassette tape, tape player

Background

This is written especially for parents. It may be difficult for teens to devote precious free time to building family relationships. Within a secure and consistent Christian family life lies a model of our relationship with God. The family provides the opportunity for building character and the right kind of self-esteem. As important as it is to share your home with your kid's friends, there are times when a family needs to be together alone.

Meals eaten together and time to relax or watch TV together can be as important as planning something special. The same is true with the Christian and God – The Christian needs to spend time alone with their Maker. Use your family devotional time to ask for guidance and help to support one another. Before or after meals may be a convenient time for family worship. Mention such things in your prayer as upcoming tests for kids, the breakup with a boyfriend or girlfriend, etc. Let your family know you care about what is important to them and that you rely on God for strength in every aspect of your life.

How to Teach This Lesson

Teens rarely reflect on their mortality. They can drive fast and reckless, but somehow they think death won't touch them. Begin the class by asking each student to relate his or her stories about teens who have died or friends or relatives who have had cancer. Ask them to tell about

Would You Touch Him?

Objectives

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

1. Explain that time and chance happen to all men and life is temporary even for teens.
2. Discuss that real peace can only come from a close relationship with God and what that relationship consists of.
3. Talk about the importance of first going to a compassionate and all powerful God when we are sick and in trouble.

the impact this had on their family and how they reacted to it. By sequentially following the questions laid out below, you will be better equipped to complete every section, stay on track and meet the objectives of this lesson. The questions are in bold letters and possible answers are italicized.

- ◆ **How did it affect their relationship with God and their family?**
- ◆ Ask one of the students to read Mark 5:21-24. **Why do you think Jairus thought Jesus could heal his daugh-**

How to Teach This Lesson

By sequentially following the questions laid out below, you will be better equipped to complete every section, stay on track and meet the objectives of this lesson. The questions are in bold letters and possible answers are italicized.

- ◆ **When you attend a baptismal service, what kinds of feelings do you have? How old do you think a person should be before he or she is baptized? Driving a car carries a great deal of responsibility and maturity. Do you think that a person who is mature enough to get a driver's license is old enough to be baptized? Why or why not? What about a person who is old enough to select the college or university he wants to attend, do you think he or she is old enough to decide to repent and follow Christ in baptism? Why or why not? What about a person who is old enough to decide what job or profession he wants to spend his life working at, is he old enough to chose to repent and follow Christ in baptism? Why or why not?**
- ◆ **Why would a teenager not want to be baptized? He would be afraid of missing out on fun things in life? What makes you think that life wouldn't be even better after baptism? The Holy Spirit is a force that pulls us toward God's way – to do what God wants us to do. Satan wants to pull us the other way. Would it be the Holy Spirit or could it be Satan who makes you think that you should put off baptism?**
- ◆ **What are the possible consequences of delaying being baptized? Life is uncertain and death is inevitable. If a teenager dies before he's baptized, he would miss being in the first resurrection. Ask one of the students to read I Corinthians 15:50. What resurrection is this? The first. Who are in this resurrection? Christians. When will the rest of the dead live again? Ask one of the students to read Revelation 20:5. What does this tell us about those who haven't repented of their sins and been baptized? They stay in the grave for one thousand years longer than repentant, baptized people.**
- ◆ **Can your parent's baptism take you into God's Kingdom? The Bible does say if one person**

in a marriage is converted, their children are holy. But it doesn't say that teenagers who are mature enough to make major decisions in their lives aren't responsible for their own repentance and baptism. Remember the students' lesson pointed out that the Pharisees thought that they had it made because of who they were related to. Is this really different?

- ◆ **Isn't baptism an experience that opens up other avenues for growth and benefit? What other benefits does God promise to those who repent and are baptized beside not staying dead for an extra one thousand years? He promises to give you a wonderful gift – the gift of His Spirit. It's like a seed that grows within you as you yield yourself to Christ. You become a better person. You become Christlike! It will lead you into His kingdom.**

Song

"I Believe in Jesus" is on page 24 in *The Group Songbook*.

Prayer

Have the students join hands and lead them in prayer asking that God would soon bring all of the students present to repentance and give them the courage to be baptized and follow Christ.

Activity

Bring decorations such as flower arrangements, pictures, etc. to decorate the room. Tell the students that a special guest is coming and you want them to use the supplies you've brought and make the room as attractive as they can. When they are finished, have the group form a circle and ask these questions.

While you were decorating, how did you feel about having a special guest? Are there other preparations you feel we need to make to be ready for this special guest? Then tell them that our guest has been with us throughout the entire class. That guest is Jesus Christ. There is even better news. One day soon He will be coming back to this earth and we will all see Him.

What changes would you make in your life if you knew He was coming back today? Would you be baptized?

Defeating Temptation

Lesson 4

Scriptures

Matthew 4:1-11; Luke 4:1-13; James 1:14-15

Materials Needed

Bible, YEA students and teacher's books, attendance and memory verse charts, songbook, cassette tape and player, paper and pencils for activity

Background

Social consciousness of teenagers should be raised in Sabbath School. Exposure should be given to human needs beyond their own family. Teens should be encouraged to be good, concerned citizens. For this to really be a part of them, they need to experience a wider social world. When Eleanor Roosevelt was just a little girl, her father took her to help serve Thanksgiving dinner in one of the Newsboy's clubhouses which her grandfather had started. Her father explained that many of these ragged little boys had no homes and lived in wooden shanties on empty lots, or slept in the vestibules of houses or public buildings. They slept any place where they could be warm. This made her conscious that people around her suffered.

Teenagers should learn that their actions, both good and bad, have consequences that reach beyond them and often their families. They should be encouraged to develop an independent conscience based on the Bible, self-respect and social responsibility. Inspire your students to make a worthy contribution to society and to be a good citizen. Things such as getting involved with crisis center counseling, helping with a daycare center or a program for the handicapped children would be ways to learn, grow and make a contribution.

How to Teach This Lesson

By sequentially following the questions laid out below, you will be better equipped to complete every section, stay on track and meet the objectives of this lesson. The questions are in

Objectives

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

1. Recognize the steps leading up to sinning.
2. Show that sins such as shoplifting, have an effect on them and the entire community.
3. State that because, "Everybody does it," is no reason to give birth to sin.
4. Explain that Jesus set the perfect example for resisting sin by having a close relationship with His Father.

bold letters and possible answers are italicized.

- ◆ **What would you do if you were with a friend and she grabbed a beautiful Dooney and Bourke handbag and hid it in a shopping bag. As your friend slips out the door of the store, the security officer learns she**

have been better used if it had been given to the poor? Why or why not?

- ◆ Ask one of the students to read John 11:1-5 from a modern or teen translation. **What kind of relationship do you think Jesus had with Mary, Martha and Lazarus?** *They were close friends and Jesus loved them very much.* Point out that friendships were important to Jesus the same as they are to them.
- ◆ **Since Jesus loved these friends so much, why did He delay going to Lazarus until he had died?** *To glorify God.*
- ◆ Ask a student to read John 11:6. **Do you have a friend that you love enough to return to a dangerous area where someone had tried earlier to kill you? If Jesus asked you to go where your life might be threatened, what would you do?**
- ◆ Ask a student to read John 11:9-10. What specific things in today's world would you identify as darkness and which things depict light? *The light of God's presence gives us wonderful fellowship and joy with each other. That fellowship is a relationship or friendship we have with other Christians.*
- ◆ **Tell me, how does the right kind of friendship add value to your life? What is the greatest friendship of all?** *God and His Son Jesus Christ.*
- ◆ Let's compare a relationship with a friend to our relationship with God. **What things do you do with or for a friend that you can do with or for God that will deepen that relationship?** *Spending time talking with God and listening to Him as He speaks through Bible study.*
- ◆ **If you had been with Mary and Martha when Lazarus died, would you have had faith that Jesus would raise Him from the dead? What kind of faith do you have that Jesus will raise you from the dead?**

- ◆ How can you show a Christlike behavior in your life at school or on your job? How will this affect your relationship with your friends and your parents? Will it change what you do on a date or on the Sabbath? How will it make a difference in your life today?

Song

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

Prayer

Ask one of the students to lead in prayer giving thanks for our friends and especially Jesus Christ who paid the supreme price that we might have eternal life.

Activity

Before class, prepare a Frisbee for this game by writing "Round and Round with Miracles" on it. Have your class form a circle and tell them you are going to conduct a round-table discussion about miracles. Tell them to begin thinking about whether miracles happen today as they did in Bible times. Then pass the Frisbee around the circle as everyone says, "Round and round with miracles." The person holding the Frisbee when you finish the words answers the question, "Do miracles happen today? Why or why not?" Continue in this same manner and ask other questions such as, "What constitutes a miracle? Have you ever seen a miracle? Why would God perform a miracle today? Why would He not?"

Lazarus is Raised

Lesson 6

Scriptures

John 1:6, 3:16, 11:1-45

Materials Needed

Bible, YEA student's and teacher's books, attendance and memory verse charts, fragrance, Frisbee, songbook, cassette tape, tape player

Background

Because of crime, illegal substance abuse, broken homes, illicit sex, teen pregnancy and every other sin that abounds in our society today, highschool students often adopt a certain mind-set for survival. This attitude can clash with obeying God. They may find themselves in a battle of two wills – theirs and God's. The teacher has the opportunity to show the class that competing loyalties are normal and even a necessary part of the Christian life. Your students can be torn between wanting one thing while recognizing that God wants them to do or have something else. You can help your class to grasp critical life choices – the choice to follow God. Listen to their struggles without condemning them.

You will have a better interactive discussion if you will give a lot of positive reinforcement. Follow responses to questions with such things as “interesting thought,” “good point,” “good thinking,” etc. Piggyback on answers by getting everyone to voice their opinion.

Teenage girls love perfume. Apparently boys like for girls to wear it or else the girls wouldn't spend so much on it. To set the stage for the opening statement, spray the room with a pleasant fragrance.

How to Teach This Lesson

By sequentially following the questions laid out below, you will be better equipped to complete every section, and meet the objectives of this lesson. The

Objectives

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

1. Explain Jesus' statement “I am the resurrection and life.”
2. Explain that if they are to be a friend of Jesus, they must live in the light of His presence and not live in spiritual darkness.
3. Explain that Jesus loved them so much that He died for their sins.
4. Recognize the need for faith that is consistent with Christlike behavior.

questions are in bold letters and possible answers are italicized.

- ◆ **What is your favorite fragrance? How do you feel about Mary pouring expensive perfume on Jesus' feet and wiping them with her hair? Do you feel the money would**

has taken it, but he doesn't catch her. Then he comes to you and questions you because he thinks you know her. **How would you handle it?** *Everybody does it. I'd pretend I didn't know her. I wouldn't squeal on a friend. The store makes so much money, they would never miss this one bag.*

- ◆ **Would you turn in your friend if the security officer never suspected that your friend had taken the bag? Would you be willing to pay the penalty for your friend? Why or why not?**
- ◆ **Would you become engaged to a person who cheats on his or her income taxes or shoplifts? Why or why not?**
- ◆ **Does God consider it less serious to just take the little things?** Ask one of the students to read Luke 16:10. **Would you say that this scripture suggests that small infractions show your character the same as larger ones?**
- ◆ **What would be the consequences if everybody shoplifted?** *Prices would go up even further because of increased security guards and loss of inventory. It might become common place for everyone to be searched as they left the store. Think of the humiliation and inconvenience.*
- ◆ **What motivated these teenage thugs to shoplift?** *They wanted to look cool and feel important.*
- ◆ **What are the most likely ways that Satan will tempt you?** *Satan will most likely tempt teenagers with drugs and alcohol, sex, stealing or shoplifting, breaking the Sabbath, lying, disobeying or speaking disrespectfully to parents and cheating on exams.*
- ◆ **When are you most likely to be tempted to commit fornication?** *When a boy and girl are alone. How can it be avoided?* *Don't allow the other person to be intimate with kissing and embracing. Always*

have someone else with you. Group date.

- ◆ **If you give in to the temptation of having sex outside of marriage, what are the consequences?** *The girl can get pregnant. Both parties have the potential of contracting many STDs. They have stolen something from the person they will marry. Sex only belongs to the person you marry.*
- ◆ **What things can you do to be spiritually strong when Satan tries to tempt you?** *Know the Scriptures. Remove yourself from a tempting environment. Pray daily for God's strength.*

Song

“I Will Call Upon the Lord” is on page 28 of *The Group Songbook*.

Prayer

After the activity, bring the class back together and have them join hands. Ask for a volunteer to lead in prayer asking God to strengthen each teenager with their commitment to resisting temptations.

Activity

Give each student a piece of paper and a pencil. Have them go to separate isolated places in the building for a few minutes. Ask them to close their eyes for a moment and think of themselves being completely alone with God. Request that they list three temptations that they struggle with most then say a silent prayer. Ask God for insight as to what they should do to overcome these temptations. Next to each temptation, suggest that they write three steps that they will commit to taking every time they experience these temptations.

Ask them to use their Bible and concordance to find a scripture that will help them overcome each temptation.



Lesson 5

Scriptures

Matthew 4:1-11; Luke 4:1-13;
James 1:14-15

Materials Needed

Bible, YEA students and teacher's books, attendance and memory verse charts, tape of the wedding march, tape player, songbook, cassette tape, reminders for the activity

Background

"And though his subsequent miracles were wrought largely to relieve suffering, this first miracle was done at a wedding feast, on a festive occasion, ministering to human joy, making people happy, as if Jesus wanted to announce, right at the start, that the religion which he was now introducing into the world was no religion of asceticism, but a religion of natural joy. It was Jesus' 'blessing' on marriage" (*Halley's Bible Handbook*, page 533).

The contrast with the joyful use of wine at a wedding and the caution given to teens about abstinence shouldn't pose a problem. Ecclesiastes 3:1-8 shows there is a time for everything. Facts such as teens lacking the maturity to make major decisions, becoming intoxicated easier than adults and being addicted much faster is evidence that teens shouldn't be drinking. Also, the number one killer for teens is drinking and driving. The lesson and activity are designed to help kids analyze, compare and draw the right conclusions. They are much more likely to believe and accept the teachings in this lesson if they are led to discover these facts for themselves.

How to Teach This Lesson

Have a tape recording of the wedding march playing to set an atmosphere as students arrive. The kids will probably comment about what they are hearing. Follow up with leading ques-

The First Miracle

Objectives

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

1. Tell what Jesus' first miracle was and give a possible significance.
2. Explain that alcoholic beverages are for adults and give reasons why teens should not drink them.
3. Explain that it takes less alcohol for teens to become intoxicated and addicted.
4. Analyze and compare self-defeating behavior with positive Christlike behavior.

tions. By sequentially following the questions laid out below, you will be better equipped to complete every section, stay on track and meet the objectives of this lesson. The questions are in bold letters and possible answers are italicized.

- ◆ **When you came into the room, what did the music make you think**

about? Did you kind of expect to see a bride walking down the aisle dressed in a gorgeous white gown? How many months do you think usually go into planning a big wedding? What about the wedding we read about in today's lesson? Do you think more or less time went into planning that wedding than in most weddings today? **Why?** *Weddings in that day were community celebrations lasting for days.*

- ◆ Jesus Himself attended this wedding. **What significance can you draw from Jesus' performing His first miracle, not by healing the sick, but at a wedding?** (Try to draw everyone into the discussion by asking if they can think of any other possible significance or how they feel about the answers already given.)
- ◆ **What are your feelings when you see adults drinking alcoholic beverages and you're not allowed to have any. Why is it okay for adults to have a glass of wine while teens shouldn't?** *It is illegal for teens to drink. Their bodies are not mature enough to handle alcohol.*
- ◆ **What risks are involved in starting to drink at a young age?** *Teens get drunk on less alcohol than adults and they become alcoholics faster.*
- ◆ **How many of you have seen one or more of your friends drunk? What behavior did they display and how did they feel the next day? How did their sober friends react to them? Did their behavior make them more likable? Were they embarrassed when they knew their friends had seen them act like they did?**
- ◆ **Have you noticed a correlation between substance abusers and kids with low self-esteem? Do you usually find that kids who have experienced disappointments or failure rely on alcohol or drugs**

to escape the situation rather than facing it courageously? How did their actions compound the problem rather than solve it?

- ◆ **What does the Bible have to say about drunkards?**

Song

"I Have Decided to Follow Jesus" is on page 60 of *The Group Song Book*.

Prayer

After the activity, join hands as you pray and ask God to give each student the help and strength to stand up against the use of drugs and alcohol. Before class, find some small reminder of this and give it to each person to help them remember to fight the problem of drugs and alcohol abuse.

Activity

Scatter the teenagers around the room so that each one stands alone. Repeat this sentence to each one of them and have them complete it. Say: I can get tough on drugs and alcohol alone by . . .

After everyone has completed the sentence, have the teenagers come together forming a circle. Then say: We can get tough on drugs and alcohol together by . . .let each one give an answer.

