

DISCOVERY LAND

Teens Curriculum

Adapted for use in Africa

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A Note About Curriculum Adaptations

With permission from Discovery Land Global, the original creator of this curriculum and resources, a team from Awana Africa has adapted the content, contextualizing it for use across Africa.



A Message from Kris Smoll

Dear leaders,

Get ready for an amazing year as we equip our students to become resilient disciples. We recognize this is a big time of transition for these students. They will be going through many physical, emotional, and spiritual challenges that may make them stronger or may cause confusion. We will be there to encourage, love, and coach them to remain focused on God, and our goal for them is to become confident in applying the Know Right, Think Right, Do Right, and Feel Right points to their everyday lives.

This curriculum reinforces what was taught in the elementary curriculum, while using new teaching methods that will create a paradigm shift for how students see and study the Bible. The classroom format will move from a teacher-led classroom to a leader-facilitated small group discussion-based space. Please get to know your students, pray for them, and study your curriculum in advance, so when you arrive you are an effective leader in your classroom.

During this critical year we will study the New Testament timeline from a new point of view, emphasizing apologetics, missions, and the Church. Additionally, we'll study topical lessons that are relevant to this age group and are practical for life application (relationships, service, media, world religions, and sharing your testimony). Students should end this year with a clear understanding of their place in the Bible timeline, the global Church, and their own local church. They will understand key passages of Scripture and how to apply God's Word to their lives. As your students build friendships with their classmates this year, encourage them to have spiritual conversations, pray with each other, and hold each other accountable.

Keep striving to lead with excellence as we bring the Bible to life for these teenagers!

Kris Smoll
Executive Director of Discovery Land Global

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Note: The Teens curriculum contains 36 lessons, including a topical lesson to be used for Easter and two topical lessons to be used around Christmas and New Year's see appendix). If one lesson is taught per week, this curriculum will take approximately nine months to complete. However, some of these lessons may be taught for more than one Sunday. A chart at the bottom of the Table of Contents includes suggestions for lessons that may be expanded to cover multiple weeks. Additionally, you may choose to use topical lessons from the Elementary curriculum if more lessons are needed.

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This chart suggests lessons that may be expanded to cover multiple weeks. Additionally, you may choose to use topical lessons from the Elementary curriculum if more lessons are needed.

Lesson:	Notes about ways to expand:
2, 14, 26 (Missions)	Spend two weeks on each Mission Lesson; first using the Mission Lesson, then going deeper by discussing related world religions and how you could share the Gospel with and pray for people who have those worldviews.
3 (The Bible...)	Take two weeks to cover the Scriptorium.
8-9 (Court Case)	Add a lesson prior to Lesson 8 for additional preparation/practice, and a lesson after Lesson 9 for more thorough debriefing.
11 (Baptism & Communion)	Expand to two lessons; cover Baptism one week and Communion the next.
15 (Paul's Missionary Journeys)	Expand to two weeks, providing more time to read the passages and discuss.
16 (Revelation)	Expand to two weeks and provide more time for questions and discussion.
23 (Friendship, dating, marriage)	Expand to two weeks and provide more time for questions and discussion.
24 (Writing your testimony)	Expand to two weeks and provide more time for questions and discussion.
29 (Using your gifts and talents)	Expand to two weeks and provide more time for questions and discussion.

UNDERSTANDING THE TEENS CURRICULUM

Note to Directors

Let's give our students our very best! This curriculum is different from the Elementary curriculum. For successful implementation, you must follow these steps:

Step 1: Participate in one of the AADL Teens curriculum trainings and review this curriculum.

Step 2: Recruit volunteers who are a good match for this curriculum format.

Step 3: Train your volunteers.

The Big Picture

The goal of the Teens curriculum is to equip students to live out what they know to be true from God's Word. We will study the New Testament timeline from a new point of view, emphasizing apologetics, missions, and the Church. Additionally, we'll study topical lessons that are relevant to this age group and are practical for life application (relationships, service, media, world religions, and sharing your testimony). Students should end this year with a clear understanding of their place in the Bible timeline, the global Church, and their own local church. They will understand key passages of Scripture and how to apply God's Word to their lives.

Although this curriculum is fast paced, it will help students see God's ultimate plan and purpose for them personally and for His people as a whole. Every leader needs to *study the lesson* and have a plan to clearly convey the message of the lesson.

**Teens Curriculum lessons are based on a
KNOW RIGHT → THINK RIGHT → DO RIGHT → FEEL RIGHT structure**

Know Right:	A key passage from Scripture – 2 Timothy 2:15
Think Right:	A key Scripture verse to meditate on during the week – Psalm 1:2
Do Right:	The challenge to live God's Word – James 1:22
Feel Right:	The result of applying the lesson and having a biblical worldview rather than a secular worldview – Psalm 23

Getting it done

Classroom Components

1. Teacher

This curriculum does not always require a "teacher" in the traditional sense, but a teacher with a facilitator's heart in the classroom. The Teacher will lead students through a paraphrased set of Bible lessons and then challenge them to think through and verbalize what they have learned in the program and understand how it applies to their lives. The Teacher should be a mature believer and have experience with the Discovery Land elementary curriculum. The Teacher should prepare by meditating on the Scripture, reading the lesson several times, thinking through how to weave in the 4 Right points, and gathering props to make the lesson come to life.

2. Shepherd

Each class will have at least one Shepherd who will encourage students to use their Bibles and think critically. The Shepherd's goal is to encourage students to verbalize what they are learning and find real-life application from the verse.

Shepherds need to study the Scripture in advance, so they can emphasize key points and verses as they relate to the curriculum. A Shepherd needs to view himself/herself as a leader who will challenge students to use and study the Bible at the students' level. They should ask open-ended questions to make students think, while affirming biblical truth. Their goal is to challenge students to answer questions with affirmation, not to cause them to doubt the Bible.

3. Teams (Small groups)

Occasionally, lessons will ask for students to be divided into teams. As students enter the classroom, divide them into teams of five or six students. When worship is over, have students pick up their Bibles and sit with their teams. The Teacher or assigned Shepherd should quickly delegate a Team Leader for each team. The Team Leader should not be a visitor and should be mature and capable of leading the team and quickly making decisions. Please recognize that some students have no desire to be Team Leaders; please do not force anyone into this position.

4. Team Discussions

Lessons will usually have specific questions to answer or verses to discuss from the Bible. Teachers and Shepherds should know and understand the entire lesson, including the questions, before they arrive each week. The Shepherd's job is to walk around the room, coach students, and prompt them to dig deep into the topic with one another. **The key is that students are thinking, talking, and processing during the lesson.**

When teams present information, encourage them to speak with confidence and loud enough, so everyone in the room can hear. This will allow students to develop their spiritual leadership skills.

5. Students

Be sensitive to visitors and to students who don't attend regularly or are new to the children's ministry of your church. If the curriculum is effective, you should see a radical difference between regularly attending students and those who have not attended often. Here are two coaching tips to deal with this: have your solid students who have the gift of leadership lead small groups and assist the non-regular students or create a small group specifically for those who do not attend on a regular basis and allow an adult Shepherd to lead it, so they can assist and help the students catch up on the basics.

Have clear and high expectations for your students. You are preparing them to stand firm in Christ as they walk into a world of temptation and opportunities.

Preparing for Class

Curriculum

It is critical that Teachers use the outline of the curriculum. Teaching directly from the curriculum, as outlined, ensures that students are learning as outlined in the Scope and Sequence. These lessons are intentionally built on each other; each lesson outline is important to establishing the larger big picture (reflected in the Scope and Sequence). Additionally, teaching directly from the curriculum ensures that each of the students receive the same lesson, if you have multiple services. Timing is critical to accomplishing the lesson.

This curriculum is designed to be a "snapshot" review of what students have studied throughout their years in the Discovery Land program (Runners through Elementary). It will take approximately 60 minutes for Teachers to prepare their lesson each week.

Make it fun!

We encourage you to bring and use extra props and visuals to enhance your lessons. Make it fun for students; when they are engaged, they are more likely to remember what they have learned and to apply it to their lives.

Weekly Team Competition

Weekly challenges will encourage class participation and excitement while studying the Word of God.

Teams Earn Points (Optional)

The Shepherd can designate the number of points for each item listed below. Don't let the points control your class. Instead, use them to increase participation and challenge students to verbalize what they have learned. The point system is often used during the first few lessons of the year to motivate students to participate. Shepherds should track team points on the whiteboard, so each table can assess their progress and participation.

- **Team Effort:** Points can be awarded throughout the morning for participation.
- **Top Research:** Points for the team that displayed intentional effort during the small group discussion.
- **Top Presentation:** Points for the most organized and accurate presentation when students return to the large group to present their answers to the class.
- **Good Team Spirit:** Points for the team that is working together as a team.
- **Winning Team:** 10 Tracker Tickets

Please note, point values can vary to increase excitement and focus during the class hour. Be creative using Tracker Tickets to encourage learning.

Classroom Resources

The following teaching tools are provided in the classroom:

- Bible timeline
- Wordless Book
- Top 12 verses
- *Coaching Kids for Salvation* cards
- *Believe it or Not?* booklets
- *I Believe* bookmarks
- *Now What?* booklets
- Old and New Testament books of the Bible posters
- Tracker Tickets
- Feel Right poster
- Bible Times Map

Tracker Tickets

Tracker Tickets can be earned by students throughout the morning and can later be spent at the Discover Market. Students earn an average of 8 tickets per week.

Currency Rate

- | | |
|-----|--|
| 3 | Using their Bible |
| 2 | Actively participating in class |
| 1 | Demonstrating the fruit of the Spirit |
| 1-5 | Small Group Challenge Activity (specified in the curriculum) |
| 10 | Visitor and the friend who brought the visitor |

Room Setup

- Have students sit in small groups at tables or on the floor
- TV (with computer connections) for short videos or PowerPoint presentations
- Large whiteboard and dry erase markers
- Small whiteboards and dry erase markers for each team/small group
- 4 Rights posters

New Testament Assessment

Half-way through the year, students will be assessed on the material they have learned. This is a tool we use so leaders and ministry staff can see how well students are grasping the material.

Teens Curriculum Syllabus

Lesson 1

Who is your God?

Know Right:	God is the King of the universe.
Think Right:	Daniel 4:3
Do Right:	I will honor God with my words, actions, and mind.
Feel Right:	I can feel humble when I honor God.

Lesson 2

Missions: Pray

Know Right:	People around the world need to hear about Jesus.
Think Right:	Matthew 28:19-20
Do Right:	I will pray for people around the world who don't know Jesus.
Feel Right:	I can feel compassionate when I pray for people around the world who don't know Jesus

Lesson 3

The Bible: Is it true? *Scriptorium – A history of the Bible – Part 1 Facts*

Know Right:	God's Word is true.
Think Right:	John 17:17b
Do Right:	I will know God's Word is true because historical evidence demonstrates that it is true.
Feel Right:	I can feel steadfast knowing God's Word is true.

Lesson 4

The Bible: Is it true? *Scriptorium – A history of the Bible – Part 2 Apologetics*

Know Right:	God's Word is true.
Think Right:	John 17:17b
Do Right:	I will defend God's Word because I know it is supported by historical evidence.
Feel Right:	I can feel hopeful knowing God's Word is true.

Lesson 5

Who is Jesus? God's Son

Know Right:	Jesus is God's Son.
Think Right:	John 3:16 (Top 12)
Do Right:	I will clearly communicate why I believe Jesus is God's one and only perfect Son.
Feel Right:	I can feel secure knowing Jesus is God's one and only perfect Son.

Lesson 6

Who is Jesus? Human and God

Know Right:	Jesus is human and God at the same time.
Think Right:	John 14:6 (Top 12)
Do Right:	I will clearly communicate why I know Jesus is human and God.
Feel Right:	I can feel loved knowing Jesus understands my feelings, thoughts, and decisions as a human.

Lesson 7

Who is Jesus? Savior

Know Right:	Jesus is the only Savior of the World.
Think Right:	Hebrews 9:22b (Top 12)
Do Right:	I will clearly communicate why I believe Jesus is my Savior.
Feel Right:	I can feel thankful for Jesus as my Savior.

Lesson 8

Court Case – Part 1 with coaching

Know Right: God's Word is truth.

Think Right: John 17:17b

Do Right: I will clearly communicate with love that God's Word is truth.

Feel Right: I can feel compassion for others when I defend God's Word.

Lesson 9

Court Case – Part 2 with debrief at the end

Know Right: God's Word is truth.

Think Right: John 17:17b

Do Right: I will clearly communicate with love that God's Word is truth.

Feel Right: I can feel compassion for others when I defend God's Word.

Lesson 10

Who is the church?

Know Right: The church is made up of committed believers in Jesus.

Think Right: Hebrews 10:24-25

Do Right: I will choose to be a committed part of the church.

Feel Right: I can feel connected when I am part of the church.

Lesson 11

Believer's Baptism and Communion

Know Right: Jesus teaches us to be baptized and take communion.

Think Right: Luke 22:19, Acts 16:33

Do Right: I will remember what Jesus has done for me.

Feel Right: I can feel joyful when I stop and remember what Jesus has done for me.

Lesson 12

Tithing

Know Right: Ananias and Sapphira learn that money belongs to God.

Think Right: 2 Corinthians 9:7

Do Right: I will recognize that all money comes from God, and I should be faithful in giving money back to Him (tithe).

Feel Right: I can feel cheerful as I tithe to God.

Lesson 13

Stephen, is this your final answer?

Know Right: Christians boldly stand firm for Jesus.

Think Right: 1 Corinthians 15:58 (Top 12)

Do Right: I will boldly stand firm for Jesus.

Feel Right: I can feel faithful when I stand firm for Jesus.

Lesson 14

Missions: Give

Know Right: Supporting missions is part of being in the global Church.

Think Right: Matthew 28:19-20

Do Right: I will give to missions.

Feel Right: I can feel generous when I give to missions.

Lesson 15

Paul's missionary journeys

Know Right: The Gospel spread around the world.
Think Right: Matthew 28:19-20
Do Right: I will boldly tell others about Jesus.
Feel Right: I can feel eager as I share my faith.

Lesson 16

Revelation – Part 1

Know Right: Jesus will return.
Think Right: John 14:2-3
Do Right: I will be prepared for the return of Christ.
Feel Right: I can feel peaceful knowing I am ready to see Jesus face to face.

Lesson 17

Revelation – Part 2

Know Right: God is in control for eternity.
Think Right: John 14:3
Do Right: I will look forward to the time Jesus will return.
Feel Right: I can feel peaceful knowing God is in control of eternity.

Lesson 18

Review of the New Testament

Know Right: God's Word is truth.
Think Right: 2 Peter 3:18a (Top 12)
Do Right: I will know God's truth.
Feel Right: I can feel confident knowing God's Word is truth.

Lesson 19

New Testament Written Review

Lesson 20

Who is the Holy Spirit?

Know Right: The Holy Spirit is powerful.
Think Right: Ephesians 1:13
Do Right: I will allow the Holy Spirit to lead my life.
Feel Right: I can feel secure because the Holy Spirit lives within me.

Lesson 21

The Holy Spirit transforms my life

Know Right: The Holy Spirit transforms my life.
Think Right: Galatians 5:22-23
Do Right: I will allow the Holy Spirit to transform me.
Feel Right: I can feel amazed knowing the Holy Spirit is transforming me.

Lesson 22

Music choices

Know Right: God's Word has standards for my life.
Think Right: Philippians 4:8
Do Right: I will honor God with my music choices.
Feel Right: I can feel wise as I choose music that honors God.

Lesson 23

Friendship, dating, and marriage

Know Right: Relationships should honor God.
Think Right: Hebrews 10:24
Do Right: I will honor God in all my relationships.
Feel Right: I can feel peaceful recognizing my identity is in Christ as I honor God.

Lesson 24

Writing your testimony

Know Right: The Gospel has power.
Think Right: Romans 1:16
Do Right: I will share my testimony.
Feel Right: I can feel unashamed sharing my testimony.

Lesson 25

Communicating your testimony

Know Right: The Gospel has power.
Think Right: Romans 1:16
Do Right: I will share my testimony.
Feel Right: I can feel unashamed sharing my testimony.

Lesson 26

Missions: Go

Know Right: Jesus calls us to go and make disciples.
Think Right: Matthew 28:19-20
Do Right: I will go and make disciples.
Feel Right: I can feel connected knowing that I am part of God's plan for the world.

Lesson 27

Witnessing – Part 1

Know Right: We are called to tell others about Jesus.
Think Right: Matthew 28:19-20
Do Right: I will go and tell others about Jesus.
Feel Right: I can feel prepared when I go and tell others about Jesus.

Lesson 28

Witnessing – Part 2

Know Right: We are called to tell others about Jesus.
Think Right: Matthew 28:19-20
Do Right: I will go and tell others about Jesus.
Feel Right: I can feel prepared when I go and tell others about Jesus.

Lesson 29

Using your gifts and talents

Know Right: God gives believers gifts and talents to serve Him.
Think Right: 1 Corinthians 15:58 (Top 12)
Do Right: I will use my God-given gifts to serve Him.
Feel Right: I can feel joyful when I serve God.

Lesson 30

Serving in your church – Part 1

Know Right: The Church is the body of Christ.
Think Right: 1 Corinthians 12:12
Do Right: I will use my gifts and talents to serve in my local church.
Feel Right: I can feel encouraged to use my gifts and talents in my local church.

Lesson 31

Serving in your church – Part 2

Know Right: The Church is the body of Christ.
Think Right: 1 Corinthians 12:12
Do Right: I will use my gifts and talents to serve in my local church.
Feel Right: I can feel encouraged to use my gifts and talents in my local church.

Lesson 32

Moving from being a student to being a leader

Know Right: God asks me to serve.
Think Right: 1 Corinthians 15:58 (Top 12)
Do Right: I will serve because I know my labor in the Lord is not in vain.
Feel Right: I can feel joyful when I serve the Lord.

Lesson 33

Celebration and thank you to those who serve

Know Right: I will remember and thank God for those who serve the Lord.
Think Right: Philippians 1:3
Do Right: I will remember and thank God for those who serve.
Feel Right: I can feel thankful for those who served me when I was a student.

Topical Lesson

Christmas Service Project

Know Right: God wants us to serve Him.
Think Right: 1 Corinthians 15:58 (Top 12)
Do Right: I will serve God with gladness.
Feel Right: I can feel joyful when I serve God.

Topical Lesson

Top 12 Challenge with the 4 Rights

Know Right: God wants us to study and apply His Word.
Think Right: Top 12 verses
Do Right: I will study and apply God's Word.
Feel Right: I can feel prepared to stand firm through life.

Topical Lesson

Worship Jesus! (Easter)

Know Right: Jesus is worthy of our worship.
Think Right: Psalm 145:3
Do Right: I will worship and celebrate who Jesus is and what He has done!
Feel Right: I can feel joyful when I worship Jesus.

Lesson 1

Who is your God?

Know Right:	God is the King of the universe.
Think Right:	“How great are His signs, how mighty His wonders! His kingdom is an eternal kingdom; His dominion endures from generation to generation.” Daniel 4:3
Do Right:	I will honor God with my words, actions, and mind.
Feel Right:	I can feel humble when I honor God.

This week our students will learn about some of the incredible attributes of our God. Our God is good, powerful, patient, just, faithful, etc. What other words pop into your mind? Consider writing them down. We honor God when we worship Him and thank Him for who He is.

Own it! (5 minutes)

Scripture in your pocket

During the first twelve weeks, you will be challenged to choose a verse to carry in your pocket for the week. Your goal is to use this verse during the week to help you remember the one true God as you go about your everyday life. You can use a verse from class or a verse you discover in your own personal devotion time during the week. Bring your verse back to class and we will give you five Tracker Tickets.

Why is memorizing God's Word important?

As a small group, list on your team whiteboard, reasons why memorizing God's Word is important (two minutes). The team with the best answers will receive three Tracker Tickets each.

Note: This is a good time to invite students to join your mid-week program.

Opening Activity (30 minutes)

Memorization is good, but do you realize the words you are memorizing are the very words of God? Let's look up and read **1 Thessalonians 2:13**.

The bigger question is, who is the one true God?

We come to church each week to talk about God and worship God, but when we step back and ask ourselves, “Who is God?”, we need to confidently know from God's Word who He really is. The Bible states God is not a human, meaning we will not see His face, but He is a being. We know He exists even though we cannot see Him physically, because we can see the evidence of who He is, similar to the helium that is inside a balloon. We know there is helium in a balloon because it is floating, but when it's popped, we can't actually see the helium.

Let's dig in and discover who our God is based on verses from God's Word, the Bible.

Supplies:

- White roll paper or large canvas with “God you are...” written or painted by an artist in large letters across the top of the banner
- Markers
- Index cards with verses that describe God (see appendix):
 - James 1:17 (Light), John 3:16 (Love), John 4:24 (Truth), Matthew 6:26 (Provider), Numbers 23:19 (Promise keeper), Psalm 18:30 (Perfect, Flawless, Shield), Psalm 50:6 (Righteousness, Just), Romans 3:23 (Gift giver), Psalm 68:19-20 (Saves, Sovereign), 2 Chronicles 30:9 (Gracious, Compassionate), Joshua 1:9 (Will be with you), 2 Samuel 22:29-31 (Lamp, Perfect, Refuge), Job 12:10 (Controls life), Deut. 10:17 (Mighty, Awesome), 2 Samuel 22:32-37 (Rock, Strength, Trainer, Provider), Genesis 1:1 (Creator), Isaiah 40:28 (Everlasting, never tired), Genesis 16:13 (God who watches us), 2 Kings 20:5

(Healer), Psalm 23:1 (Shepherd), Judges 6:24 (Peace), Isaiah 9:6 (Counselor, Mighty God, Prince of Peace, Everlasting Father)

Instructions:

1. Students will pick a card and read the verse.
2. Create an “art piece” on the banner using the key word or name that is described in the verse. Include the reference of the verse on the art piece. You (the Teacher) should demonstrate how to do this. (Begin to teach students to pull “Know Right” facts from verses. Do this by identifying things you can know about God, us, or the world by reading the verse. The goal is to come up with a long list of many things you can know - these things can be simple or complex.)
3. Students can pick multiple cards if time permits.
4. Inform students that the banner will be hung in their class to honor the greatness of our God.
5. Explain to students how this activity is a form of worship to God.

Optional: Play worship music as students work on the banner.

Lesson (20 minutes)

Is this really your God? *Have students sit back and look at the banner.*

Is this your God? Do you truly believe that our God is the one and only true God? How confident are you of this? *Hand out blank index cards and have students give their answer: 0 = that is not my God; 5 = I am not sure, I have some questions; 10 = Yes, that is my God! (Names can be optional. Use it as a tool to take the spiritual temperature of your class. Optional: Retake this survey a couple more times during this year to see how your class is growing.)*

There is only one thing that separates you from an incredible relationship with God, and that is sin. Sin is anything you think, say, or do that is against God - your words, your actions, and your thoughts. Thankfully, our God is a loving God. He sent His one and only Son to die to take the punishment for your sin. Stop and think about that. God sent His one and only perfect Son to die for YOU! He WILL rescue you from the punishment of your sin, if you put your trust, life, and faith in Him. All you need to do is believe that He is who He says He is. If that is true for you...this is your God!

If you really understand who your God is, you will naturally want to “honor” Him. What does “honor” really mean? Honor means to show high respect for someone.

How can you personally honor God? *Write answers on the class whiteboard.*

With your words...

With your attitude...

With your actions...

With your thoughts...

With what you allow your eyes to see...

Conclusion

This week, your challenge is to take time to make a decision that honors God. Maybe you could commit to memorizing the verse you are carrying in your pocket; maybe instead of looking at your phone as soon as you wake up or right before you go to bed, you could spend some time talking to God in prayer or reading His Word; or maybe you need to stop watching certain videos on YouTube that do not glorify God with their content. Let's take a few minutes right now individually to honor God through prayer. Talk to God and tell Him how awesome He is.

Pray and dismiss students after service is finished.

Note: Hang the banner in the classroom for the entire year or at least the first several months of the year.

Lesson 2

Missions: Pray

Know Right:	People around the world need to hear about Jesus.
Think Right:	“Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age.” Matthew 28:19-20
Do Right:	I will pray for people around the world who don’t know Jesus.
Feel Right:	I can feel compassionate when I pray for people around the world who don’t know Jesus.

As you prepare for this week, meditate on Matthew 28:19-20. What an incredible privilege it is to be invited to be part of Christ’s Kingdom work! The Good News of Jesus Christ is for all people in all nations. Let’s pray that our students will compassionately and eagerly pray for the people around the world who don’t know Jesus.

Own it! (5 minutes)

Scripture in your pocket

Remember from last week, we are challenging you, during the first twelve weeks, to choose a verse and carry it in your pocket for the week. Your goal is to use this verse during the week to help you remember the one true God as you go about your everyday life. You can use a verse from class or a verse you discover in your own personal devotion time during the week. Bring your verse back to class, and we’ll give you five Tracker Tickets.

What should you memorize?

The Bible is a big book, so how do you pick one verse to carry in your pocket? When you do your daily devotions, a verse may stand out to you more than the others. This could be God telling you that you should apply it. This would be a great verse to put in your pocket. Perhaps you are dealing with a difficult situation; in this case, look for a verse to help you remain focused on God during this time. Or maybe you just want to worship and honor God this week; pick out a verse that helps you do this. Memorizing verses is not just about having them memorized, it’s about how you can use them in your daily life.

Opening Activity (15 minutes)

Last week we learned about the one and only true God. What words describe your God? *If new words are said, add to your banner on the wall from last week.* In John 3:16, it is very clear that God loves the world. He even sent His one and only Son to die for the sins of the world. This means the entire world. We also know that because of sin, Satan is out to confuse people and blind them from the truth. This is why there are false religions in this world that do not profess the truth that Jesus is Lord; these religions lead people away from the one true God.

We know that God sent His Son, Jesus, to be the Savior of the world. Did you know that when you believe in and follow Jesus, He sends you to share that Good News with the world? Let’s read Matthew

28:19-20 together. *Read Matthew 28:19-20 aloud and have students follow along in their Bibles.*

These verses are called the Great Commission. These verses are part of Jesus' final instructions to us before He ascended into heaven. They're very important! We have an important purpose here on earth! We are to be **disciple-makers**!

What does it mean to be a disciple-maker? *Invite students to discuss.* Making disciples means we get to share the Gospel with people, and when they follow Jesus, we get to teach them and help them grow!

This year, we are going to focus on three ways we can be disciple-makers. We can pray for those around the world who need to hear about Jesus, we can support missions with our money and time, and we can go out into the world and share the Gospel. This week we will learn about ways we can pray for the world.

There are thousands of religions around the world (around 4,200). The people in these religions have many different beliefs and ways that they worship, but they are all lost. There is only one true God (John 14:6), and each person needs to hear about Him. It's an incredible privilege to get to be part of this! Right now, we're going to learn from our mission lesson about _____ (*briefly summarize the Mission Lesson*), then we'll discuss how we can be praying for people around the world who don't know Jesus.

Optional resources teachers can share in the classroom if students have questions about other religions:

<https://seanmcdowell.org/blog/are-all-religions-true>

<https://www.youtube.com/watch?v=A1ITM3NLmuc>

Mission Lesson (15 minutes)

Visit the Mission Station or bring the Mission Lesson to your Teens classroom (the Mission Lesson can be downloaded from the DLG website).

Class Discussion (20 minutes)

Supplies:

- Feel Right poster
- World maps (enough for each small group)
- Index cards
- Pens

There are thousands of religions in this world, but only one true God. How confident are you of this on a scale of 1-10? *Have students hold up fingers.* Throughout your life, you will probably hear that John 14:6 is not true and that you are mean or unfair if you believe this is true. How does this make you feel? *Allow students to answer referring to the Feel Right poster.*

This year we will be learning a lot about the evidence showing that we trust in the one true God, but as we learn about this evidence, it's very important that we continue to pray for people around the world who don't know Jesus as their Savior. We can feel compassionate when we think about these people, because they are missing out on the Good News. They need to hear the truth of the Gospel.

Have students break into small groups. Give each group a world map. Challenge students to look over the map and to individually pick a country to pray for this year. Leaders should be available to help

students consider different countries (it is helpful to show students the 10-40 Window. This region includes North Africa, the Middle East, and parts of Asia, where there are many people who do not know the Gospel). After picking a country, each student should write that country's name down on an index card. They will keep the card as a reminder to pray for the whole year.*

Have students share their chosen countries with the other members of their small group, then as a group they should pray for each country.

**Additional explanation of the 10-40 Window:*

https://joshuaproject.net/resources/articles/10_40_window

Challenge students to pick a country to pray for during the entire year.

Conclusion

While it is sad that so many people do not know about Jesus, it is also exciting to know that He invites us to be part of the Great Commission and that we get to help people around the world come to know Him as their Savior! God has a very important plan to bring the Gospel to the whole world, and we're part of that plan!

Pray and dismiss students after service is finished.

If you notice that any of your students strongly feel God's call to missions, please let your children's ministry leader know so they can pray and help direct them on a path to this calling.

Lesson 3

The Bible: Is it true? *Scriptorium – A history of the Bible – Part 1 Facts*

Know Right:	God's Word is true.
Think Right:	"Your Word is truth." John 17:17b
Do Right:	I will know God's Word is true because historical evidence demonstrates that it is true.
Feel Right:	I can feel steadfast knowing God's Word is true.

What a relief it is to know that God's Word is trustworthy! He has used people from every century to preserve Scripture. As our students learn about the historical evidence proving the Bible's trustworthiness, let's pray that they will come to not only know, but deeply love, God's Word.

Own it! (5 minutes)

Scripture in your pocket

How did you do this week carrying a Scripture verse in your pocket? Did you use it to remember the one true God as you went about your everyday life? *Explain the "Scripture in your pocket" challenge to new students (see Lesson 1), then pass out five Tracker Tickets to students who completed the challenge for this past week.*

When can you use God's Word?

It's one thing to memorize a verse, but when should you think about it? How about when you are stressed out, when you feel lonely, at school, before you go to bed, etc. *Have students list times when they can think about Scripture.* God's Word is alive and active. You may be surprised at how God will speak to you when you listen and rest in His Word.

Scriptorium – A history of the Bible

Large group lesson

Goal: To assist students in understanding how the Bible was written and developed into the Book we study each week.

Note: This presentation was originally designed for use in the United States with English-speaking students but has been updated with additional content for the African context. Feel free to add slides with additional information about the Bible in your country and/or language as applicable.

Supplies:

- "Scriptorium – A history of the Bible" PowerPoint presentation slides (see appendix)
- "Scriptorium – A history of the Bible" leader text (see below)
- Two animated presenters and a narrator to present this lesson to the students
- Props: Because this lesson is used regularly, we encourage each church to put together a large box or suitcase filled with props that can be used long term (suggested props are listed below with each slide; other optional props could include: a toy ship, a cross, etc.) *Note: the more props you have the better!*

- A TV or screen to show the PowerPoint
- Stage or curtain (use to rotate between presenters; one at a time, come out with your props and act out what happened for that specific topic or in that time period)
- Personalized notebooks for each student to take notes each week for the court case (you may want to keep these notebooks at church to make sure they aren't forgotten at home)

Instructions for presenters and narrator:

Please work with your ministry leader to make sure you are thoroughly prepared. You will need to be animated as you talk through the history. Please practice in advance and be very well prepared, not only with the script and props, but also with the provided PowerPoint. This should be fun, fast, and educational. You should have over 50% of the script memorized and improvise as needed to make it engaging for the students. Timing is important; maintain a fast pace to keep students interested and the energy high.

A video (of the original English version) is provided for training purposes for those who are presenting the lesson. Please make time to consult the video before teaching this lesson: <https://bit.ly/3LN8SFW>
 Note: You may need to copy and paste the link into your browser.

Alternative Presentation Options:

Option A (with one presenter): Inform students in advance that you will be creating a prop timeline as you talk. When you talk about a specific item, pull the prop from a “prop box” and allow a student to hold or display it (double check to make sure you have the right number of students to hold the props). The props will be used to review and to keep the students interested in the 20-minute presentation. Tell the students who are selected to hold the items that they must “freeze” like a statue after the prop is given to them (or they will be a distraction).

Option B: Instruct students to write down the steps of how the Bible actually came to be. Provide a numbered sheet of paper and see if they can fill in all the answers as you present. Place props on a table, so students can see a visual timeline. (If you need to motivate your students to stay on task, give out Tracker Tickets to students who write down the complete timeline.)

Scriptorium – A history of the Bible

Slide 1

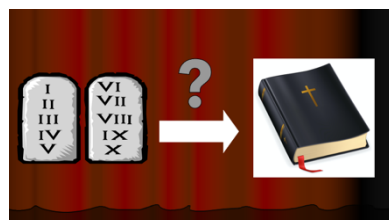


If you were at school and the teacher said, “The Bible is just a storybook,” or “The Bible is only partially true,” or “The Bible is made up,” what would you say? *Allow a few students to answer.*

The Bible states in John 17:17b, “God’s Word is truth.” So, the Bible itself tells us that the things written in it are true. But when you are trying to show someone outside of church that the Bible is true and reliable, it doesn’t really work to use the Bible as evidence. You need to use **historical evidence** to prove your case.

Today we will really learn how we can know for sure that the Bible is true, so we can confidently know and tell others that God’s Word is true!

Slide 2



Slide 2 – Prop: Bible

How did we get the Bible? Is this Book really accurate, considering it was written thousands of years ago?

Who wrote it, and how long did it take?

How did the Bible spread around the whole world?

These are all great questions that we will talk about today! So, get ready to listen, as we are going to cover a ton of topics in a short amount of time. Let’s go!

Slide 3



Slide 3 – Props: box of crayons, an actor dressed as a movie director with a movie clapboard

The Bible is totally amazing, and I'm excited to tell you how it came together.

First, you need to understand that this Book is the Bible, God's very words written on paper. When this Book was written, God was like the director of a movie. He knew the beginning and end before it was even written.

But how was it actually written? It was written by at least 40 people over about 1500 years! How many people? *Have students answer.* And how many years? *Have students answer.* God was the perfect Director who allowed everything in life to roll out just at the perfect time.

Have you ever heard the word "inspired"? When we say God inspired the Bible, we mean that God used different people to write His words. It's kind of like if you draw a picture and you choose the crayons to draw. *Hold up a box of crayons.* The people who wrote God's Book, the Bible, are like the crayons that God used. God selected the people He wanted and then He worked through those people to write each part of the Bible. These were just regular people: fishermen, tentmakers, shepherds, and doctors!

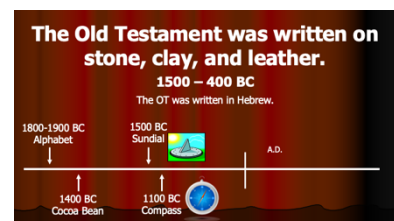
Slide 4



Slide 4 – Props: clay, an actor dressed in clothing from the year 1300 BC (robe with belt)

So, you ask, "How did the early authors record God's Word?" Do you think they used computers back in 1300 BC? Nope, they didn't even have paper and pencils. Over four thousand years ago, people used a method of writing called cuneiform¹ (kyoo-NEE-a-form). It was a code placed into clay. This form of writing is what led to the alphabet that we use today. *Hold up a block of clay.*

Slide 5



Slide 5 – Props: stone, leather, and a chocolate bar

Could you imagine carefully copying God's Word onto clay and then accidentally dropping it? All your hard work would be destroyed. Through time they made advancements by writing the Old Testament on stone (*show stone*) and then leather (*show leather*). Could you imagine doing your homework on stone? No need to bring a pencil to school; just bring your chisel and cart of stones. This was all happening between the years 1500-400 BC.

During this time, cocoa beans were discovered (*show chocolate bar*). The alphabet, the compass, and an early time keeping device called a sundial were invented. *Point to the timeline on the PowerPoint.*

¹ Boivin, O. (2015). Cuneiform. Canadian Journal of Archaeology, 39(2), 349–351. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,cpid,url&custid=s7324964&db=khh&AN=111992768&site=ehost-live&scope=site>

Slides 6 & 7



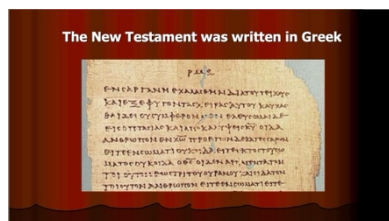
Slides 6 & 7 – Props: reed pen and ink, scroll, an actor from 80 AD dressed in NT clothing

Hello, my friends! Writing on stones and leather only worked so long, and then a new and great invention called “papyrus” came to be. Yay! Papyrus is a plant that grows up to 15 feet tall along the Nile River in Egypt.² Does anyone remember an interesting fact about the Nile River? (Hint: Moses) They took these plants and turned them into a form of paper which was also called papyrus and was used in Egypt and the Roman Empire.

If you were an author of the New Testament in the year 50-100 AD, you were blessed to write on papyrus with a reed pen and ink. *Show reed pen and ink.*

Because papyrus was flexible, people could make scrolls. *Show scroll.* This allowed information to be kept in a compact form, compared to the stones they were used to. How could life get any better than this? Well, it did. Paged books called codex were developed around 100-200AD³. This made it much easier to read and transport the Word of God.

Slide 8



Slide 8 – Props: Greek New Testament (or other Greek Bible resource), a Hebrew Bible resource, an actor dressed as Gospel writer John Mark

Charein! *Pause for a response.* Oh! You don’t speak Greek! Well then let me start again... Greetings! I am John Mark. I am from Cyrene, in a country you now call Libya, in North Africa.⁴ I am here to tell you about Greek, the language of the New Testament. *Show Greek resource.*

You probably already know that the Old Testament was written in Hebrew. *Show Hebrew resource.* Can you read this? Neither can I! When I lived, in the times of Jesus, most people who could read didn’t speak Hebrew, they spoke Greek! So, for more people to be able to read the Old Testament, it was translated into Greek. Can you guess where the translation happened? In Alexandria in Egypt!⁵




That is also why I write my account of Jesus’ life in Greek. That’s right, I wrote the Gospel of Mark. But I wanted as many people as possible to be able to read what I wrote, so even though I am from Africa, I wrote my book in Greek! In fact, all the books of the New Testament were written in Greek, no matter if we came from Africa or Israel or Turkey.

² Papyrus. (2018). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/middle/article/papyrus/276275>

³ Epp, E. J. (1986). The Birth of the Codex (Book). Journal of Biblical Literature, 105(2), 359. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,cpid,url&custid=s7324964&db=hlh&AN=7126612&site=ehost-live&scope=site>

⁴ Rowland Van Es, Jr. “Africa: In the Bible, in Christianity’s Roots and Branches.” The Reformed Journal Blog, 8 Feb. 2023, blog.reformedjournal.com/2023/02/08/africa-in-the-bible-in-christianitys-roots-and-branches/.

⁵ Editors of Encyclopædia Britannica. “Septuagint.” Encyclopædia Britannica, Encyclopædia Britannica, inc., 13 May 2024, www.britannica.com/topic/Septuagint.

<p>Slide 9</p> <p>Church leaders met in the ancient African city of Hippo to discuss the books of the Bible</p> 	<p>Slide 9 – Props: Books of Bible DL classroom resource rolled up like a scroll, an actor dressed as Augustine of Hippo with a cape or robe</p> <p>Hello! I am Augustine of Hippo. Do you know of Hippo, my hometown? Perhaps the name has changed to something else since my time... Oh yes, I remember! You call it Algeria now, on the Mediterranean coast in North Africa.</p> <p>I have just come from an important meeting. The year is 393 AD. Leaders of the church from around the world gathered in my city, Hippo, to talk about the Bible.⁶ We were discussing the books of the Bible. We need to agree on which letters and writings are Scripture and should be included in the Bible, and make sure that no one includes books that are not God's Word. I think we will meet many more times before we have this final list that you still have today. <i>Show the scroll.</i></p>
<p>Slide 10</p> <p>Christians began translating the Bible into their own languages</p>  <p>Sahidic ~ AD 200 Ge'ez ~ AD 400 Latin ~ AD 400</p>	<p>Slide 10 – Prop: globe or world map</p> <p>As the Good News of Jesus Christ spread throughout the world, people who didn't speak or read Greek began to translate the Bible into their own languages. Around AD 200, the Bible was translated into Sahidic⁷ and a few hundred years later into Ge-ez,⁸ which are African languages that were spoken long ago in what is now Ethiopia and Somalia. Around the same time in Europe, the Bible was translated into Latin.⁹ <i>Point out these places on the globe or map.</i></p>
<p>Slide 11</p>  <p>Trained scribes made exact copies of God's Word. Scribes were careful to follow special rules that kept them from making any mistakes.</p>	<p>Slide 11 – Props: feather and ink jar, an actor dressed in a monk's robe</p> <p>The next part of the Bible's history depends on some very important workers—monks. The very first monks lived in Egypt and then their way of life spread to North Africa, and from there to Christian communities in the rest of the world.¹⁰ Monks were priests who chose to live a separate life of service and worship. They lived in groups in monasteries and did things like serve the poor and care for the sick. One of the important acts of service monks did was copy the Bible by hand!</p> <p><i>Come out with a hood over your face to represent the dark ages.</i> Bonjour, welcome to France. The year is 800 AD - the Dark Ages.</p> <p><i>Lift your hood.</i> I am a scribe. My job and calling in life are to copy the Word of God by hand. Yes, you heard it right... copy the Word of God BY HAND. I could not order a Bible online or go to a bookstore. The only copies of Scripture were handwritten. <i>Show feather and ink jar.</i></p>

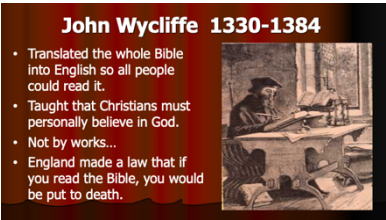
⁶ "Biblical Canon." Wikipedia, The Free Encyclopedia, Wikimedia Foundation, last updated 16 May 2024, https://en.wikipedia.org/wiki/Biblical_canon

⁷ "Bible translations into Coptic." Wikipedia, The Free Encyclopedia, Wikimedia Foundation, last updated 22 April 2024, https://en.wikipedia.org/wiki/Bible_translations_into_Coptic.

⁸ "Ethiopian Orthodox Tewahedo Church." Encyclopædia Britannica, Encyclopædia Britannica, inc., 3 May 2024, www.britannica.com/topic/Ethiopian-Orthodox-Tewahedo-Church.

⁹ Morgan, David. "A Brief History of Bible Translation." Wycliffe Bible Translators, 5 Sept. 2022, wycliffe.org.uk/story/a-brief-history-of-bible-translation.

¹⁰ Africa Study Bible, The. "The History of Christianity in Africa // Africa Study Bible." TGC Africa, 13 Nov. 2019, africa.thegospelcoalition.org/article/history-christianity-africa/.

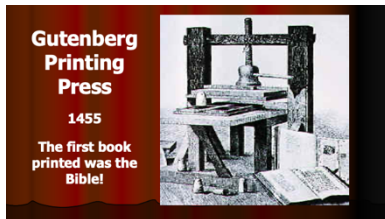
	<p>Can you see why my job was so important and how valuable each copy was?</p> <p>My whole life was dedicated to this. Let me share why this was a very, very long process. I worked at a church in a special room called the scriptorium. That is an interesting word that you don't hear very often. What was the room where I worked called? <i>Have students shout, "Scriptorium!"</i> When I arrived at the scriptorium, I announced, "I am now copying the Holy Word of God." Before I wrote any word, I said that word out loud two times. Before I wrote God's name, I stood and said loudly, "I am now writing the Holy Name of God." You can be sure that this was accurate. If one word was wrong, the three people that reviewed it would throw my work away...." ¹¹</p>
<p>Slide 12</p>  <ul style="list-style-type: none"> • Translated the whole Bible into English so all people could read it. • Taught that Christians must personally believe in God. • Not by works... • England made a law that if you read the Bible, you would be put to death. 	<p>Slide 12 – Props: ink and quill, an actor dressed as John Wycliffe with a beard and hat</p> <p>Welcome to England, my friends. I'm John Wycliffe. In my day, the Latin Bible was still the only Bible in use in Europe. The only problem was, nobody spoke Latin anymore! My goal was to help the average person read and study God's Word. So, I carefully translated the Bible from Latin to English by hand. <i>Show ink and quill.</i> This project was completed in the year 1382. Then thousands of people could read it, rather than just the priests who wrongly taught that good works could save you. The average person could personally believe in Jesus Christ and study the Word of God. The best part of this translation was that people could see that believing in Jesus was a free gift and it was not by works that they would be saved. (Ephesians 2:8-9)</p> <p>This did not make the priests happy. In fact, after this happened, England made a new law that if you read the Bible you were put to death! ¹²</p> <p>Despite the danger, my work sparked a new desire in the people to read the Bible for themselves! In the next 250 years, the Bible was translated into 15 more European languages!¹³</p>

¹¹ The Medieval Scribe and the Art of Writing. (n.d.). Retrieved from <http://ultimatehistoryproject.com/the-medieval-scribe.html>

¹² Illegal English Bible. (n.d.). Retrieved from <http://www.bl.uk/learning/timeline/item107718.htm>

¹³ Morgan, David. "A Brief History of Bible Translation." *Wycliffe Bible Translators*, 5 Sept. 2022, wycliffe.org.uk/story/a-brief-history-of-bible-translation.

Slides 13 & 14

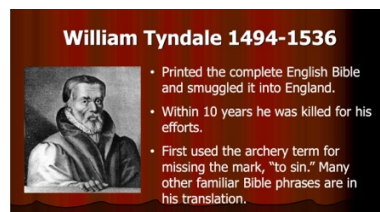


Slides 13 & 14 – Props: newspaper, an actor dressed as Mr. Gutenberg with a hat and beard

Mr. Wycliffe was a great man, and no law stopped the spread of God's Word. Hi, I'm Mr. Gutenberg, a proud believer in Jesus Christ. Welcome to Germany in the year 1455. God used me to help spread God's Word rapidly by blessing me with the gifts and talents to invent something amazing. Guess what I invented? I invented the printing press. *Show newspaper.*

Do you know what my first project was on my printing press? (The Bible) Praise be to God!

Slide 15



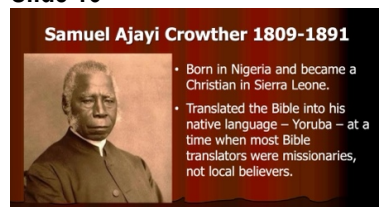
Slide 15 – Props: sack of dried corn (or sack stuffed with paper with an ear of corn hanging out), an actor dressed as William Tyndale with a beard or hat

Yes, praise be to God! Hi, I am William Tyndale. I worked hard to complete and print the English Bible in Germany. I also knew that the people in England needed to hear the truth, even though that awful law was in place. Let me tell you how I did it. I smuggled Bibles into England.¹⁴ I took bags of corn and put the Bible in them. Then the corn was sold in England where the people found the Bibles. As I did this, I had to be careful because England even had spies looking for anyone who smuggled Bibles into their country. Praise God! Many Bibles were successfully given to the English people. After reading the truth, they often believed in the one true God.

It was my translation of the Bible that first used the archery term for missing the mark, "to sin." Other familiar English Bible words like "atonement," "land of the living," and "apple of my eye" first appeared in my translation, too!¹⁵

You will find on my tombstone that, after ten years, I was killed for my efforts.

Slide 16



Slide 16 – Props: globe or world map, model boat to show missionaries traveling the world, long scroll with list of Bible translations or languages of the world.

After William Tyndale, Bible translation slowed down, and for a long time, many people still didn't have the Bible in their own language. But God's desire is for all people and all nations to know His Good News of Salvation in Jesus Christ! *Show the globe.*

After about 200 years, missionaries in Africa, India, and other parts of the world, helped continue the work of Bible translation. The Word of God began to spread again! *Move the model boat around the globe to different parts of the world.* I'd like to tell you about two men whose translation work brought the Bible to many people in Africa.

¹⁴ Illegal English Bible. (n.d.). Retrieved from <http://www.bl.uk/learning/timeline/item107718.html>

¹⁵ Morgan, David. "A Brief History of Bible Translation." *Wycliffe Bible Translators*, 5 Sept. 2022, wycliffe.org.uk/story/a-brief-history-of-bible-translation.

	<p>In 1817, Robert Moffat, a Scottish missionary to South Africa, began translating the Bible into Tswana. He completed this translation in 1857, and this Bible was the first full-Bible translation in a South African language.¹⁶</p> <p>In 1880, Samuel Ajayi Crowther, a bishop in West Africa, began translating the Bible into Yoruba, his native language. He completed the translation in just four years!¹⁷</p> <p>Today, the Bible has been translated into nearly 700 languages! Praise God! Translators around the world are working on thousands more!¹⁸ <i>Unroll the scroll and explain it.</i></p>
<p>Slides 17, 18, & 19</p>   	<p>Slides 17, 18, & 19 – Props: clay jar, an actor dressed as Professor Sukenik with thick glasses, a white dress shirt, and a wide necktie</p> <p>There you go...that is how the Bible was passed down to us. But wait; how do you know that everything stayed accurate through aaaaalll this time? That they didn't make mistakes or just decide to write something different?</p> <p>Well, let me introduce myself, I'm Professor Sukenik. In 1947, just after WWII ended, a shepherd boy found something really unique by the Dead Sea. Guess what it was. He found a clay jar. <i>Show clay jar.</i></p> <p>Inside the jar was an incredible treasure! Parts of the OT from between 100 BC and 100 AD were found! And the meaning of the words was the same as in our modern Bibles – it hadn't changed! Hundreds of Biblical scrolls were found in this location. These scrolls became well known as the "Dead Sea Scrolls" and can be seen in museums today.</p> <p><i>Read from PowerPoint slide 19: "The copies discovered in the caves proved to be remarkably close to the standard Hebrew Bible, varying slightly in the spelling of names. They give overwhelming confirmation of the reliability of the Bible." Amazing...simply amazing!</i></p>
<p>Slide 20</p> 	<p>Slide 20 – Props: an actor dressed as an archaeologist with a shovel</p> <p>Each year, archaeological discoveries help us better understand the Bible and affirm its details about people, events, and culture. In 2016, the ancient city gate that King Hezekiah destroyed in 2 Kings 18 was discovered by a group of archaeologists. The archaeologists were from the United Kingdom and Tel Aviv University. Ze'ev Elkin, the Minister of Jerusalem Affairs, Heritage, and Environmental Protections, said that the dig showed how "... biblical tales that are known to us become historical and archaeological stories" as research progresses.¹⁹</p>

¹⁶ "Seswana Bible Translation." *Bible Society of South Africa*, <https://www.biblesociety.co.za/index.php/resources/the-bible/38-resources/the-bible/115-setswana-bible-translation>.

¹⁷ Morgan, David. "Samuel Ajayi Crowther." *Wycliffe Bible Translators*, 29 July 2022, <https://wycliffe.org.uk/story/a-brief-history-of-bible-translation>.

¹⁸ Morgan, David. "A Brief History of Bible Translation." *Wycliffe Bible Translators*, 5 Sept. 2022, wycliffe.org.uk/story/a-brief-history-of-bible-translation.

¹⁹ Geggel, L. (2016, September 28). Ancient City Gate and Shrine from Hebrew Bible Uncovered. Retrieved from <https://www.livescience.com/56300-gate-shrine-excavated-in-israel.html>

Slide 21**Slide 21**

Students, when you study the Bible, know that what you learn will never change or go away! It's a fact!

Isaiah 40:8 – “The grass withers and the flowers fall, but the Word of our God stands forever.”

Pray and thank God for the Bible!

*All information gathered and presented in this manner was done by Discovery Land Global.
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5/27/2024

Conclusion

It's incredible to see how God has preserved His Word over so many years! What is one key takeaway from this presentation that you want to remember? *Invite students to share, encourage them to keep thorough notes in their notebook.*

It makes me feel steadfast to know that God's Word has been so faithfully preserved. Scripture is trustworthy! Next week we are going to practice sharing what we learned today, to help others understand that Scripture is true.

Optional Bonus Homework Assignment: Challenge students to research how the Bible came to your specific country. Encourage them to learn about the missionaries and/or translators who were part of this task. Have students bring a summary of their research to class next week and share what they've learned.

Pray and dismiss students after service is finished.

Lesson 4

The Bible: Is it true? *Scriptorium – A History of the Bible – Part 2 Apologetics*

Know Right:	God's Word is true.
Think Right:	"Your Word is truth." John 17:17b
Do Right:	I will defend God's Word because I know it is supported by historical evidence.
Feel Right:	I can feel hopeful knowing God's Word is true.

Last week we learned about the historical evidence that helps reinforce the trustworthiness of Scripture. This week we will coach students to communicate this truth in a loving and gracious way. As we prepare, let's pray that God will equip us to model how to speak in a thoughtful and kind way.

Own it! (5 minutes)

Scripture in your pocket

How did you do this week carrying a Scripture verse in your pocket? Did you use it to remember the one true God as you went about your everyday life? *Explain the "Scripture in your pocket" challenge to new students (see Lesson 1), then pass out five Tracker Tickets to students who completed the challenge for this past week.*

Just use it

Can you give an example of how you used the verse in your pocket this past week? *Answer can be worth one to five Tracker Tickets based on the quality of the answer.* God didn't just write His Word so we can listen to it; He told us to put it into action (James 1:22). *Share a short testimony of how you (the Teacher) have put a verse into action this past week.*

Opening Activity (15 minutes)

Supplies:

- TV to show a clip of the court case from the movie "God's Not Dead"
- "Scriptorium – A history of the Bible" PowerPoint presentation slides (from last week; see appendix)
- Personalized notebooks for each student (from last week; have extra available for students who weren't here last week)

During the upcoming weeks, we are going to be preparing for a court case. A court case is when someone goes "on trial" to prove their innocence or to plead their case. In our court case in a few weeks, we will be participating in a pretend, fun opportunity to practice sharing what we've learned about who Jesus is. In our world, we will encounter people who don't know the truth about God's Word. They haven't experienced the hope of Jesus. We need to be prepared to show them that the God we love and serve is trustworthy, and that His Word is true. As we study, take notes, and be prepared. Let's quickly take a look at a court case: from the movie "God's Not Dead." *Show clip of the court case.*

Last week we learned some facts about how we know the Bible is true. As I show you the PowerPoint, raise your hand if you know a fact from the picture (slide) that would help you know the Bible is true. *Review the PowerPoint slides quickly to get an overview from last week. Give out Tracker Tickets for good answers.*

In addition to this, there have been archeological digs in the Holy Land (Israel) that continue to confirm that God's Word is true, such as the walls of Jericho, the church of the Apostles, a biblical city that links to King David, and so much more.

Good articles for leaders to review:

<https://www.josh.org/archeology-validates-bible/>

<https://www.biblicalarchaeology.org/daily/people-cultures-in-the-bible/people-in-the-bible/50-people-in-the-bible-confirmed-archaeologically/>

<https://carm.org/about-the-bible/manuscript-evidence-for-superior-new-testament-reliability/>

<https://www.josh.org/ddl-video/bibliographical-test/>

<https://www.equip.org/articles/the-bibliographical-test-updated/>

Lesson (25 minutes)

What would happen if the Word of God was not true? *Allow for a class discussion.*

If God's Word was not true, then God would be a liar, Jesus would be unworthy to die for our sins, the promises of the Bible would all be broken, God's plan for your life would not be true, true love would be destroyed, and your destiny would be uncertain. There wouldn't be any hope!

Can you understand why this topic is so important? Once we've learned about the evidence that shows the Bible is trustworthy and true, how do we share that information? Today, we're going to practice.

Supplies:

- Team whiteboards
- Dry erase markers

The classroom teacher should play the part of the "schoolteacher" in this situation. Students will need to convince the schoolteacher that God's Word is the truth. Note: The goal is not to frustrate students, but to give them an opportunity to practice articulating what they know. Do not take on a defensive or combative tone, but instead be curious and prompt with questions. In the end, allow them victory if deserved. When time is up, coach them on what they could have said to help you better understand.

Situation:

Your teacher at school said there is no historical evidence for the Bible. It is one of many "good stories" that give people a purpose. Anyone can believe in whatever type of "sacred book" they wish to believe in. It's all the same and designed for well-intentioned people.

What would you say? *Have students huddle up without the "teacher" to create a plan. If necessary, they can use their whiteboards. Then go to the teacher to communicate their thoughts in a loving and respectful way (1 Peter 3:15).*

Conclusion

Why is it important to understand the historical evidence of Scripture? Everything we know about our world's history, such as big events, wars, or important people, we know because someone took the time to carefully record those events, so we would know the history of our world. How much more careful do you think God was in choosing people to accurately record His message to us, especially when it is far more important than anything else in world history? Isn't it strange that people so easily believe history lessons about the government, but they reject the history of the Bible? Have you heard anyone say that Plato, Albert Einstein, or William Shakespeare never existed? Nope. But lots of people say Jesus never existed, even though He actually walked on this earth, and there is written evidence from eyewitnesses of His existence and the miracles He did.

Pray that the students will remember this lesson and be willing to defend the truth when needed, then dismiss students.

Lesson 5

Who is Jesus? God's Son

Know Right:	Jesus is God's Son.
Think Right:	"For God so loved the world that He gave His one and only Son, that whoever believes in Him shall not perish but have eternal life." John 3:16 (Top 12)
Do Right:	I will clearly communicate why I believe Jesus is God's one and only perfect Son.
Feel Right:	I can feel secure knowing Jesus is God's one and only perfect Son.

Many people believe that Jesus was simply just a good teacher or a prophet. This week, we will be learning why we know that Jesus truly is God's Son. In a world filled with religions and worldviews that don't see Jesus as God, this truth is critical for our students to confidently know and articulate. Starting with this lesson and continuing over the next few weeks, we will be walking through the New Testament, challenging students to clearly communicate what they know.

Own it! (5 minutes)

Scripture in your pocket

How did you do this week carrying a Scripture verse in your pocket? Did you use it to remember the one true God as you went about your everyday life? *Explain the "Scripture in your pocket" challenge to new students (see Lesson 1), then pass out five Tracker Tickets to students who completed the challenge for this past week.*

Just use it

Can you give an example of how you used the verse in your pocket this past week? God didn't just write His Word so we can listen to it; He told us to put it into action (James 1:22). *Share a short testimony of how you (the Teacher) have put a verse into action this past week.*

Lesson (20 minutes)

Supplies:

- Simple map of ancient Israel (one per student) (see appendix; two options are available)
- Personalized notebooks for each student (from Lesson 3; have extra available for students who haven't attended)

Teacher Tip: *Inform students there will be a court case scheduled in the near future where they will need to defend what they believe. Each lesson for the next three weeks will be very important. They will need to pay attention, take notes in their notebooks, and learn how to defend their faith.*

The first week of class we learned facts about our God. This is our God, but there is so much more to learn about Him! *Point to class mural from Lesson 1.* We also studied history, so we can confidently know that God's Word is the truth. Now we will learn some principal truths from the New Testament. *Point to the Bible timeline.* Before we begin, what is the primary difference between the OT and the NT? *Allow students some time to think and provide some answers.*

In the Old Testament, people were waiting for a promised Savior. In the New Testament, we meet the Savior who became the ultimate sacrifice for the sins of the world. But who is this Jesus, and why is He so important to our faith?

Where did this all take place?

Point to Bethlehem, Jerusalem, and the Jordan River on a map. Show current pictures (Google pictures) of these locations.

Provide each student with a simple map of ancient Israel (this map should have the major bodies of water, outlines of the surrounding region's land, and spots to write in the key cities). Help the students

label these cities, then they can tape this map into their notebook to reference throughout the year. The students in your class should become familiar with Israel's key cities and locations and begin to understand how the Old Testament and New Testament connect in specific locations. They should also understand that these locations still exist today.

If you talked with a Muslim, Buddhist, or Jewish person, they would say Jesus did walk on this earth, but they would deny that Jesus was actually God's Son. Wait...why is it very important for you to know that Jesus is God's Son? (The Trinity, the Bible would not be accurate, prophecies wouldn't be true, etc.) What would Jesus be if He wasn't God's Son? (A teacher, a good person, a prophet) Ultimately if Jesus was only this, He would not have been able or worthy to die on the cross for our sin.

Right now, we are going to look at familiar Bible passages that teach us that Jesus is God's Son. After we review these passages, your goal as individual teams will be to figure out how to use these verses to demonstrate to others that Jesus is God's Son.

Give each team one of the following lessons on an index card. Allow them to read the portion of Scripture and discuss how they know that Jesus is God's Son.

- Birth of Jesus (Luke 2:1-14, John 3:16, and Micah 5:2)
- Jesus at the Temple (Luke 2:41-51, John 14:2)
- John the Baptist and Jesus being baptized (Mark 1:1-11)

After teams are done with their discussions, the teacher should recap the lessons and have teams quickly answer this question: "How do you know Jesus is God's Son?"

Teacher Note: Students have heard these lessons several times in the elementary curriculum. This is a review of the NT. As a facilitator, you are simply stating the broad scope of the three topics. Your bigger challenge is teaching students how to read Scripture and communicate with confidence Jesus is God's Son and ultimately learn how to **use** the verses to defend their faith.

Teacher Note: In addition to the places in Scripture that teach that Jesus is God's Son, Jesus Himself claimed to be God's Son! Two examples of this are in John 10:30 and John 14:9-10. Students may encounter people who say that Jesus never tried to claim divinity, but this is false – Jesus clearly taught that He is one with the Father. Students can confidently know that the Bible teaches that Jesus is God and that Jesus Himself claimed to be God.

Team Discussions (20 Minutes)

Supplies:

- Team whiteboards
- Dry erase markers

Have teams work together to answer the following questions. Encourage them to write down their comments and use Scripture to back them up. Remind students to think through the Top 12 verses, the three lessons we just talked through, and verses they may know from your mid-week program to support that Jesus is God's Son.

1. Is Jesus God's Son?
2. Why is this important?
3. How do you know? (Use as many verses and Bible lessons as possible)

Conclusion

Discuss the following questions as time permits. Why is it so important to know that Jesus is God's Son? Does everyone believe that Jesus is God's only Son? What happens to the people who don't believe that Jesus is the Son of God? Let's stop and pray as teams for those who do not know this truth. Note: Kids' prayers open doors to different countries.

Pray and dismiss students after service is finished.

If time permits, have teams race in a "Top 12 Challenge." Each team that can work together to write out all Top 12 verses will earn five Tracker Tickets each.

Lesson 6

Who is Jesus? Human and God

Know Right:	Jesus is human and God at the same time.
Think Right:	“Jesus answered, ‘I am the way and the truth and the life. No one comes to the Father except through me.’” John 14:6 (Top 12)
Do Right:	I will clearly communicate why I know Jesus is human and God.
Feel Right:	I can feel loved knowing Jesus understands my feelings, thoughts, and decisions as a human.

Last week we studied the divinity of Christ (Jesus is the Son of God!). This week our students will learn that Jesus is also fully human. This is called the hypostatic union - Jesus is fully God and fully man at the same time. As we prepare to teach on this important truth, let’s pray that our students will find comfort in knowing that Jesus understands everything about our human experience.

Own it! (5 minutes)

Scripture in your pocket

How did you do this week carrying a Scripture verse in your pocket? Did you use it to remember the one true God as you went about your everyday life? *Explain the “Scripture in your pocket” challenge to new students (see Lesson 1), then pass out five Tracker Tickets to students who completed the challenge for this past week.*

What to memorize

Looking for a good verse? Psalms is a great book to find verses that will comfort, instruct, and encourage you. Do you have a favorite verse in Psalms? Take time to find it, highlight it, and share it with a friend.

Opening Activity

Last week we began to look into the New Testament. What did we learn last week about Jesus? (Jesus is God’s Son) Why is this so important to us? Using your Bibles, find three references that demonstrate that Jesus is God’s Son. The first team to have at least three answers wins two Tracker Tickets each.

Lesson

Supplies:

- Index cards with events and Scripture passages (see appendix)

As Christians, we know Jesus is human and God at the same time. *For advanced students, the theological term for this is hypostatic union.* This means that Jesus is fully divine - God's Son - and at the same time, fully human. When He walked on earth, He experienced this world just like we do. Today we're going to unpack what that looked like.

Wait...why is it important that Jesus is human? (To die and be a sacrifice for our sin, He needed to be a

perfect human. He actually had to resist the temptation to sin. It also shows He understands how we feel during good times and bad times. Hebrews 2:17-18 and 4:15) Today, we are going to review five key events from the Bible. I want you to really dig into God's Word and see how these verses prove that Jesus is fully human while being fully God. The five events we will be looking at are:

The Facilitator will briefly review the following events (3 minutes each) while pointing to the Bible timeline. Then teams will dig into the assigned portions of Scripture and search for proof; the "Know Right" that Jesus is actually a human and God. Pass out one or two index cards to each team.

- Jesus was physically tired – Mark 4:38-40
- Temptation of Jesus – Mark 1:12-13, Luke 4:1-13
- Jesus teaches – Luke 4:31-37, Matthew 9:27-34
- Jesus cared for the people, and Jesus performed miracles – Mark 1:40-41, Luke 7:11-14
- Jesus wept – John 11:17-35, John 11:35

Teacher Note: *Students have heard these lessons several times in the elementary curriculum. Be patient and coach students how to personally read and comprehend Scripture. Students need to think like a detective. Challenge students to use this information to defend their faith by proving Jesus is human and God.*

Class Discussion

What would you say if someone walked into this room and said, "Excuse me? I've heard that this week this class is studying that Jesus is both human and God. I'm a little concerned about this teaching. Personally, I don't believe that Jesus is God's Son. Why do you?" *Allow students to briefly answer this question; leaders should provide coaching.*

What if the person followed up with this question? "So, even if Jesus is God's Son, how could you prove that He is really human?" *Allow students to briefly answer this question; leaders should provide coaching.*

Note: This will be brought up during the court case. Coach students to confidently answer this question. Use Scripture that was discussed today and last week. Remain focused on the lesson content. The teacher can assist to keep the conversation on track. Indicate that we need to be loving and gentle when we are explaining the Bible, so they can see God's love through us. Remind students to thank people for asking questions and giving them the opportunity to share the truth with them. It is a privilege to share our faith.

Conclusion

Homework! During the week, your challenge is to dig into your Bible (or your book from your mid-week program) and find as many verses as possible proving that **Jesus is the Savior** of the world! The verses should demonstrate that Jesus not only died but rose again! Think about all the Top 12 verses and the Wordless Book. Everyone who brings their homework back next week will receive 10 Tracker Tickets.

Pray and dismiss students after service is finished.

Lesson 7

Who is Jesus? Savior

Know Right:	Jesus is the only Savior of the world.
Think Right:	"...and without the shedding of blood there is no forgiveness." Hebrews 9:22b (Top 12)
Do Right:	I will clearly communicate why I believe Jesus is my Savior.
Feel Right:	I can feel thankful for Jesus as my Savior.

This week we are walking through Holy Week and Christ's resurrection. Jesus is our Savior, and He is the *only* Savior of the world. As we prepare, let's pray that our students will know Jesus personally as their Savior. Knowing Jesus is the best and most important gift they will ever receive. What a privilege it is to be part of our students' walk with Christ!

Own it! (5 minutes)

Collect homework from last week and give students 10 Tracker Tickets if they completed it.

Scripture in your pocket

How did you do this week carrying a Scripture verse in your pocket? Did you use it to remember the one true God as you went about your everyday life? *Explain the "Scripture in your pocket" challenge to new students (see Lesson 1), then pass out five Tracker Tickets to students who completed the challenge for this past week.*

When should you think about Scripture?

Have you ever had a hard time falling asleep? Did you know this is one of the best times to think about Scripture? God's Word is powerful and falling asleep with it in your mind can give you peace as you sleep. When are other times you can think about Scripture?

Opening Activity

Supplies:

- A clip from the movie "God's Not Dead" or "God's Not Dead 2" showing people defending the truth of God (3-5 minutes)
- TV or screen to show the video clip

We have been preparing for a court case, which is next week. To help you prepare, let's watch a short video. *Show the video clip.*

We are going to break into small groups. Each group will have one or two questions to discuss. You will have two minutes. Then each group will present their answers to the class. *Divide up the questions below equally between the groups.*

1. How do you know the Bible is real?
2. How do you know Jesus is God's Son? (Use the Bible timeline to help them unpack specific

- situations.)
3. Was Jesus a real human or a “super-human”? (Use the Bible timeline to help them unpack specific situations.)
 4. If you had to define the word “Savior”, what would you say? (A “Savior” is a person who rescues a person or something from danger)
 5. Why is it so important that Jesus is the one and only Savior from the punishment of our sin?
 6. If someone proved to us that Jesus wasn’t the Savior, what would that mean for you and me?

Lesson

Supplies:

- Index cards with the verses and questions (see appendix)

Today, we are going to solve a mystery. There are many people in this world who do not believe that Jesus actually died on the cross and rose again. How would you prove that this is true with biblical facts? Today, we are going to act like detectives and find as much evidence as possible in God’s Word for this. We will be focusing on five portions of Scripture. Each group will be given a set of verses on an index card. *See below.* You will need to pull out facts from your set of verses that will help you point to the truth that Jesus died (for an actual reason) and rose again. Write your answers in your notebooks very logically, so you can easily refer to them in the upcoming court case.

Let me give you an overview of what we will all be working on. *Refer to the timeline as you talk.* Prior to Jesus being crucified, He came to Jerusalem on a donkey. This is called the triumphal entry. Group 1 will unpack this and find a bunch of clues in this portion of Scripture. Jesus and His disciples had what we call the “Last Supper” together where Jesus told them that He would die. Group 2 will research what happened during this time. Following this, Jesus died on the cross. Group 3 is really going to dig into a bunch of clues in this portion of Scripture. Group 4 will dig in and discover evidence of His resurrection from the dead, which is super important to prove He is the Savior. After Jesus rose from the dead, He remained on earth for 40 days. Group 5 is going to study what happened during those 40 days.

15 Minute Discussion Groups

Group 1: Triumphal Entry – Luke 19:28-38, Zechariah 9:9, 2 Kings 9:13 (Luke 19:36), Psalm 118:26 (Luke 19:38)

- Why did this happen?
- What does this teach us about Jesus?
- Is there anything symbolic in these verses?
- Do you see any prophecies coming true?

Group 2: The Last Supper – Luke 22:16-20, Exodus 12:21-28, Jeremiah 31:31-34, Hebrews 8:6 and 9:15

- What was Jesus communicating to His disciples? (Think deeper than the story plot)
- Why would Jesus have to die?
- Do you see anything symbolic in these verses?

Group 3: The death of Jesus – Luke 23:35-49, Psalm 22:1, 6-8, 16, 18, Isaiah 42:1, 53:3, 5

- Why did they call Jesus the King of the Jews?
- What is happening in these verses? (Think deeper than the story plot)
- Describe Jesus as this was happening. (What does this prove?)
- Do you see any prophecies coming true?

Group 4: Burial and Resurrection of Jesus – Luke 23:50-56 and 24:1-12, Isaiah 53:9

- What is happening in these verses? (Think deeper than the story plot)

- Do you see any prophecies coming true?
- What evidence do you see that demonstrates that Jesus was really alive?
- How do you know that Jesus wasn't just removed from the tomb by His disciples?

Group 5: Jesus talks with people after He rose from the dead – Luke 24:13-49 (Assist students to paraphrase some of this Scripture)

- What is happening in these verses? (Think deeper than the story plot)
- What specific evidence do you see that demonstrates that Jesus was really alive and not just a ghost walking around?

After students have studied their portion of Scripture, the teacher will prompt each group to share how their portion of Scripture answers their assigned questions. Be prepared to help students read and process Scripture, this is a new skill for many of them.

Conclusion

Stop and close your eyes. Do you believe that Jesus died for your sin? Have you personally asked Him to forgive you, to rescue you from the punishment of your sin, and to be the leader of your life? If the answer to those questions is 'yes', great! We're going to take time right now to thank Him. If you cannot say 'yes' to those questions, I encourage you to talk with Jesus today. Pray and admit you are a sinner, tell Jesus you need Him to forgive your sin, and you want Him to be the leader of your life. You can do this now (*have them talk with a Shepherd*) or if you are unsure of what to say or have more questions, you can talk to a leader after class. Let's all sit quietly and talk to our God for 30 seconds.

Remind students that next week is the court case. They should bring their Bibles, their notebooks, and anything else that could help them (e.g., mid-week program book).

Pray and dismiss students after service is finished.

If extra time permits, prepare for the upcoming court case by asking the following questions:

- How do you know the Bible is real?
- How do you know Jesus is God's Son?
- Was Jesus a real human or a "super-human"?
- Why would an innocent person, like Jesus, choose to die for the sins of guilty people?
- How do you know Jesus really rose from the dead?

Lesson 8

Court Case – Part 1 with coaching

Know Right:	God's Word is truth.
Think Right:	"Your Word is truth." John 17:17b
Do Right:	I will clearly communicate with love that God's Word is truth.
Feel Right:	I can feel compassion for others when I defend God's Word.

The much-anticipated court case is this week! This experience is designed for students to take what they've learned and clearly, lovingly articulate what they believe. Consider meditating on James 1:19, Eph. 4:15, or Colossians 3:12-15 in preparation for this weekend.

Setup for the Courtroom

Teacher/Parent resource: *"The Questions Christians Hope No One Will Ask"* by Mark Mittelberg

Supplies / Setup:

- Courtroom (the students should sit on one side of the room and the plaintiff should sit alone on the other side)
- Desk for the judge (the judge should not be in the room until all students are sitting and ready to begin; during the court case the judge should take notes so the first three arguments can be recapped next week)
- An actor to be the plaintiff
- An actor to be the judge
- Music for the "People's Court" - <https://www.youtube.com/watch?v=7iTqoDH0vFU> (Have the music begin as the judge walks in)

Instructions:

1. As students enter the class, have a quick class huddle covering the "rules" (stand when addressing the judge) and discuss how to be gentle and gracious as they speak. Explain to students that these are actors, and this court case is designed for them to practice using what they know to defend their faith.
2. Once all students and the plaintiff are sitting, play the music and have the judge enter the courtroom.
3. Students should follow typical courtroom procedure for your specific country (such as standing out of respect for the judge and saying the pledge to the country's flag or singing the national anthem).
4. After students take a seat, begin the court case.
5. Halfway through the court case take a quick recess to encourage and coach the students.

Notes: This week, three arguments will be covered in the court case. The text given after each argument includes possible additional statements for the plaintiff to make and possible answers for the students. The judge and the plaintiff should be prepared to keep the court case moving. Other classroom leaders should be available to occasionally remind students to use what they know. (This could include whispering tips to students. Don't overcoach, but also do not allow the plaintiff to outshine them. Remind students that even if they don't have an answer, they don't need to doubt their faith.)

The Courtroom: using what we discovered

Judge: Let's hear the opening statement from the plaintiff.

Plaintiff: I hereby accuse these students (*point to the class*) of giving people false hope with all this "Jesus" business. They have no right to go around pretending to know so much about God and confusing the kids in this city. They are narrow minded and judgmental. If they are going to say that they have the source for eternal life, they better have some evidence to prove it.

Judge: I can understand your concern. Defendants, I would assume you are here today to prove the plaintiff is wrong. Let's begin with our plaintiff.

Plaintiff – Argument 1: These students learned about Jesus from the Bible. How do they know this book is even true?

Follow up statements for the plaintiff and how students should respond:

- It's so old, it was probably changed a bunch of times during the 3,400 years it's been around. (*Students should refer to the "Scriptorium – A History of the Bible" and the Dead Sea scrolls.*)
- It doesn't apply anymore. (*Students should refer to 2 Timothy 3:16, "Useful for teaching, training in righteousness..."*)

Plaintiff – Argument 2: They make a big deal about Jesus, even claiming He is God's Son. How can this be?

Students should refer to the following: John 3:16; Birth - Prophecy; Baptism - "This is my Son"; Temple; John 14:2-3

Plaintiff – Argument 3: So even if this Jesus is God's Son, that would make Him a super-human... meaning He didn't even experience the things of this world. He can't understand OUR feelings, how we suffer, and He doesn't really know what it's like to be a human.

Students should refer to the following: He ate, He cried, and He wept.

Judge: Act like time has run out and that the court will be dismissed until tomorrow (next week).

Class Discussion

Students, this court case will resume next week. For the last ten minutes, the classroom leaders are going to each give three tips to strengthen your ability to clearly communicate your position.

Leaders' comments should cover: missed historical evidence, use of the Bible, did all students participate?, did we love the people who didn't know Jesus?, did our class show respect?, were we more concerned about winning the court case or winning a soul for Christ?, etc.

Conclusion

We covered some important information today. This week, make sure to review your notes and think about what Bible verses support these truths, so you can be prepared for next week when we conclude the court case.

Reminder: Pass out five Tracker Tickets to students who completed the "Scripture in your pocket" challenge for this past week.

Have a student end the class in prayer, then dismiss students.

Lesson 9

Court Case – Part 2 with debrief at the end

Know Right:	God's Word is truth.
Think Right:	"Your Word is truth." John 17:17b
Do Right:	I will clearly communicate with love that God's Word is truth.
Feel Right:	I can feel compassion for others when I defend God's Word.

As we wrap up the court case, let's pray that this experience will equip our students to confidently and compassionately stand firm in God's Word.

Setup for the Courtroom

Supplies:

- Courtroom (the students should sit on one side of the room and the plaintiff should sit alone on the other side)
- Desk for the judge (the judge should not be in the room until all students are sitting and ready to begin)
- An actor to be the plaintiff
- An actor to be the judge
- Music for the "People's Court" - <https://www.youtube.com/watch?v=7iTqoDH0vFU> (Have the music begin as the judge walks in)

Instructions:

1. As students enter the class, remind them of the "rules" (stand when addressing the judge) and how to be gentle and gracious as they speak. Also remind them that the people participating are actors and they will remain in character until the end of the trial. At the end, they will come out of character and give tips on how they can strengthen their testimony or defend their faith better.
2. Once all students and the plaintiff are sitting, play the music and have the judge enter the courtroom.
3. Students should follow typical courtroom procedure for your specific country (such as standing out of respect for the judge and saying the pledge to the country's flag or singing the national anthem).
4. After students take a seat, resume the court case.

Notes: This week, the judge will recap the three arguments that were covered in the court case last week (from their notes) and then the remaining two arguments will be covered. The text given after each argument includes possible additional statements for the plaintiff to make and possible answers for the students. The judge and the plaintiff should be prepared to keep the court case moving. Other classroom leaders should be available to remind students to use what they know. Because leaders gave students tips last week after Part 1 of the court case, they should be more prepared for today's court case.

The Courtroom: using what we discovered (recap of last week)

Judge: This court case will resume where we left off last week. Let me quickly recap where we left off.

The plaintiff has accused these students (*point to the class*) of giving people false hope about Jesus. He would like evidence to prove that the Bible is trustworthy, and that Jesus is real.

Recap the three arguments from the plaintiff and the defendant's answers from last week:

Argument 1: You learned about Jesus from the Bible. How do you know this book is even true?

Argument 2: You make a big deal about Jesus, even claiming that He is God's Son. How can this be?

Argument 3: So even if this Jesus is God's Son, that would make Him a super-human...meaning He didn't even experience the things of this world, He can't understand OUR feelings, and He doesn't really know what it's like to be a human.

The Courtroom: using what we discovered (court resumes)

Judge: Let's continue with the plaintiff.

Plaintiff – Argument 4: You claim that Jesus is the ONLY Savior from sin. How can you believe that you have the right to tell other people that their gods aren't real?

Follow up statements for the plaintiff and how students should respond:

- There are lots of good people in other religions. (*Romans 3:23*)
- Even if Jesus did die for people, they still have to be good or they don't deserve to go to heaven. (*Ephesians 2:8-9*)
- What about people who have never heard of Jesus? That's not fair. (*Great Commission*)
- If people can't lose their salvation, they can do whatever they want. (*2 Peter 3:18a*)

Plaintiff – Argument 5: You claim that Jesus truly died and then really rose from the dead, but that's impossible! How do you know that He rose from the dead?

Follow up statements for the plaintiff and how students could respond:

- Some people who say they're Christians don't even believe that Jesus rose from the dead. (*Belief doesn't change truth*)
- Maybe those who saw Him were mistaken or hallucinating. (*Over 500 people saw Him. He ate fish and talked to people.*)

Students could also respond with:

- Accounts outside the Bible talk about Jesus rising from the dead. (For example: Phlegon of Tralles was a Greek writer and freedman of the emperor Hadrian, who lived in the 2nd century AD)

Judge: At the end of the trial, the judge should sit back and think about the case. After a few moments of silence, he should announce: It is the decision of this court, based solely on the true and inerrant Word of God, that Jesus is the one true Savior of the world! Court is dismissed so that students may continue to grow in the grace and knowledge of our Lord and Savior Jesus Christ.

Students should cheer and the Plaintiff and the Judge should leave.

Class Discussion

Have the Plaintiff and Judge come back (out of costume) to congratulate and give students some tips on how they could improve. It's very important for the Plaintiff and Judge to come out of character for this time, so they can genuinely encourage and coach students.

Optional discussion: It is a normal part of our faith journey to experience a "crisis of faith". This is when we stop riding along on someone else's faith and decide for ourselves.

Conclusion

We covered some really important questions and facts during our court case these last two weeks. This was an important opportunity for us to practice sharing what we know to be true. Now we get to take this out into the world and share it in real-life situations. This time, I challenge you to review your notes and pray that God will give you the strength and peace to share His Good News with the people who need to hear it.

Optional activity: Have students take out their notebooks and write a letter to their future selves, so that when they encounter doubt, they can be reminded of what they've learned. Write the following script on the whiteboard and have students copy this into the inside cover of their notebook:

Date:

Dear _____ (insert your name),

The Bible is true and trustworthy.
Jesus is God's Son.
Jesus is fully God and fully human.
Jesus is the Savior of the world.
I studied the proof. It is true.

"Faith is being sure of what we hope for. It's being sure of what we do not see." Hebrews 11:1

Keep the faith,
_____ (insert your name)

Reminder: Pass out five Tracker Tickets to students who completed the "Scripture in your pocket" challenge for this past week.

Have a student end the class in prayer, then dismiss students.

Lesson 10

Who is the church?

Know Right:	The church is made up of committed believers in Jesus.
Think Right:	“And let us consider how we may spur one another on toward love and good deeds. Let us not give up meeting together, as some are in the habit of doing, but let us encourage one another - and all the more as you see the Day approaching.” Hebrews 10:24-25
Do Right:	I will choose to be a committed part of the church.
Feel Right:	I can feel connected when I am part of the church.

The local church is a gift from God! God’s Word clearly demonstrates the importance of regularly meeting together as one body of believers. God knows community is vital for encouragement and growth, and He has provided us with community through His church! As we study this week’s lesson, let’s joyfully thank God for the gift of being part of the church family.

Own it! (5 minutes)

Scripture in your pocket

How did you do this week carrying a Scripture verse in your pocket? Did you use it to remember the one true God as you went about your everyday life? *Explain the “Scripture in your pocket” challenge to new students (see Lesson 1), then pass out five Tracker Tickets to students who completed the challenge for this past week.*

What should you memorize?

Sometimes it is good to memorize several verses in a row to best understand the full picture of the verses. For example, Ephesians 6:10-18 are great verses to know about the armor of God, which you can recite when you are tempted to sin or need encouragement.

Opening Activity

Prior to moving forward, have students sign thank you cards for the volunteers who acted as the judge and plaintiff the last two weeks. (For example: “Thank you for volunteering your time and energy to give us the opportunity to practice defending our faith. Sincerely, the Teens class”) This will help students fully understand this was a drama, not real.

Write questions on the board. Students should discuss with their team to get their minds focused on the topic.

- What is the church?
- What is the purpose of the church?
- Compared to right now, has the church changed since the NT?

Lesson

Supplies:

- Donut holes (or any snack) (enough for the entire class)

Where did the church begin? Let's review where on this earth the first church came to be. *Refer to the maps in their notebooks.*

Select a few students from the class (or one person from each table) to stand in front of the Bible Times Map. State a location and see how quickly they can find it. The first student to find it will earn a point for their team or be given Tracker Tickets. Locations: Bethlehem, Nazareth, Sea of Galilee, and Jerusalem.

What is the church?

The Church is NOT a building. The global church is all the people around the world who have accepted Jesus as their Savior. They are the family of God. The local church is made up of the Christians in one area who come together to worship God. The local church works together like a family, to study God's Word, care for each other, worship, and have a united passion to share the Good News of Jesus with others who do not know.

Did the church always exist? When and where did the church begin and what are some of the characteristics of people who were part of a church in the New Testament? Let's open our Bibles and find out!

Heads up! At the end of this lesson, you will be asked to compare the church of the NT to the church we attend right now. Is the church the same or different from what is described in the Bible? Before we dig into the Bible, let me do a verbal overview of where we are at on the timeline.

Point to the Bible timeline:

- *Review Matthew, Mark, Luke, John: the time when Jesus walked this earth, died for our sins, and rose again.*
- *Point to Acts.* When Jesus left this earth, the Church Age began. We are now part of the Church Age.
- *The Pentecost:* What makes the Church Age so unique? If you are a Christian, you have the power of the Holy Spirit living within you. This all began when the church was meeting together, and the Holy Spirit came upon the believers. This day, called Pentecost, was an incredible day for them and for us. (Acts 2 – The Holy Spirit came 50 days after the resurrection, 10 days after Jesus went to heaven)
- *The church was a family; they ate together (pass out donut holes or any other available snack), they prayed together, they suffered together, they cared for each other, they were a true family. (Acts 4:32-35, Acts 8:1-4)*
- *Not everyone liked the church. The church was actually persecuted by a man named Saul. Saul caused the church to scatter, which resulted in more people coming to Christ in different locations. (Acts 9:19-20)*

Team Challenge

Supplies:

- Large roll paper or poster boards (one per team)
- Markers
- Index cards with questions and Scripture passages (one per team; all cards are the same) (see appendix)

Instructions:

1. Divide students into teams.
2. Have teams divide their paper or poster board in half by drawing a line down the center. On one side write "The Early Church" and the other side write "Today's Church". The students' goal is to evaluate how the church is doing now compared to the early church. Teams will start out by writing

statements on the early church side first. After 10-15 minutes, have students write statements evaluating where we are today on the current year side.

3. To get students thinking, pass out index cards with the following questions. *Note: There is a high chance that students will not be able to look up all of the following verses in a limited amount of time.*
 1. Where did the people “do” church in the NT? (Acts 2:46)
 2. How relational was the church? Did they feel like family? (Acts 2:38-47)
 3. Was the church willing to suffer? (Acts 8:1-3)
 4. What were the roles of people in the church?
 - Acts 8:4
 - Acts 12:5
 - Acts 13:1-3
 - 1 Corinthians 15:58
 - Hebrews 10:24-25
 - 1 Thessalonians 5:11
 - Ephesians 6:18
4. At the end of the activity, discuss as a group why there should or should not be differences.

Conclusion

As time permits, discuss the following questions as a class.

- What’s your role in the church? Why?
- What are you going to do about what you learned today?
- How will this impact your attitude and desire to go to church and serve in our church?

Pray and dismiss students after service is finished.

Lesson 11

Believer's Baptism and Communion

Know Right:	Jesus teaches us to be baptized and take communion.
Think Right:	Luke 22:19 and Acts 16:33
Do Right:	I will remember what Jesus has done for me.
Feel Right:	I can feel joyful when I stop and remember what Jesus has done for me.

When we take communion, we remember Christ's sacrifice for us and give thanks for our Savior. When we are baptized as a believer, we proclaim our salvation to all witnessing. When we witness the baptism of other believers, we celebrate their new life in Jesus! This week we have the immense privilege of helping our students understand the gifts of communion and baptism.

Own it! (5 minutes)

Scripture in your pocket: How did you do this week carrying a Scripture verse in your pocket? Did you use it to remember the one true God as you went about your everyday life? *Explain the "Scripture in your pocket" challenge to new students (see Lesson 1), then pass out five Tracker Tickets to students who completed the challenge for this past week.*

When to think about Scripture: The word "meditate" means that we should think deeply about something. God tells us to meditate on His Word day and night. Do you know what verse tells us to do that? Joshua 1:8, right before He tells us to be strong and courageous. To be strong, we need to be thinking and focusing on our God.

Opening Activity (15 minutes)

Supplies:

- Two Jenga games (or use small wooden blocks)
- Red and blue wristbands
- Tracker Tickets

Instructions:

1. As students come in, confidentially make a list on paper splitting them into two teams. Only you as the teacher should know who is on each team. Mix up boys and girls. Kids should not know what you are doing. Do not announce teams - this is part of the activity.
2. Explain the challenge: Today we are going to play a game – Red vs Blue team. Your challenge is to build the tallest tower as a team with Jenga blocks. Divide the blocks amongst your teammates and stack as a team. Have each student put one down at a time so everyone is participating. The first team to stack the tallest tower wins five Tracker Tickets each.
3. Say, "Go!" and watch students scramble to figure out what team they are on. Allow them to form teams on their own, without you coaching. Remind students that time is ticking, and winners will receive five Tracker Tickets each.
4. After 30 seconds of building, pull out your list and start informing kids that they are on the wrong teams. Freeze the group, have them stand up against a wall and hand out colored wristbands so students know their teams.
5. Start over and let them know they have five minutes to work with their team to get the job done!
6. Announce the winners and give out Tracker Tickets. Have students wear their wristbands and remain on these teams for the remainder of the lesson.

Lesson (25 minutes)

Why were the wristbands important? (They identified you with a team) Did you know that when you surrender and follow Jesus, you become identified with other Christians? Today we're going to learn about two practices that help us identify with other believers.

Believer's Baptism

One way we identify with other Christians publicly is by getting baptized. Baptism is an outward sign of an inward change and is a public declaration of your faith in Jesus. Just like your wristbands identify you with a team, so does being baptized. **Read Acts 16:22-34.** What did the jailer do before he was baptized? (He believed, and then he was baptized) This is called believer's baptism. The jailer wanted to make a public statement that he was changed. The Bible tells us, if you are a believer, you should get baptized. This is not your parents' decision, it's your decision. **Read Matthew 28:19-20.** What do we "Know" from this verse? What should we "Do" with this verse?

When a person is baptized, they are proclaiming to all the people watching: I believe Jesus died for my sins, He was buried, and He rose again. It's an outward sign of an inward change.

Communion

Once we become a Christian, we are part of the Church. The local church family should come together often and take communion. This is another way to recognize other believers in Jesus. **Read Acts 20:7.** When we take communion, we stop and remember the incredible gift God gave us. God sent His very own Son, Jesus, to die for our sin. When we take communion, we are remembering Him. We do this by taking grape juice that represents His blood and a piece of broken bread to represent how His body was broken for us.

As a team, read 1 Corinthians 11:24-28 and 33. Before we take communion, we should first confess our sins, making sure we are not angry or holding grudges against a person, and then take communion. Communion does not forgive our sins, but it is a reminder of what Jesus did for us. Jesus Himself tells us to take communion to remember Him. When we are part of God's family and we take communion, we are participating in an outward sign of an inward change.

Conclusion

Baptism and communion are not optional. When you are baptized and take communion you are being obedient to God. What about you, have you been baptized? Do you take communion? What's holding you back? *Allow opportunity for questions and discussion.*

Pass out cards inviting families to view this resource regarding communion (see appendix):

Coaching the Home Team - Communion

Go to the "DL Global" YouTube channel or use this link: <https://youtu.be/76AkHIO2LSA>

Pray that God will give students the courage to be obedient to His Word, then dismiss students.

Lesson 12

Tithing

Know Right:	Ananias and Sapphira learn that money belongs to God.
Think Right:	“Each man should give what he has decided in his heart to give, not reluctantly or under compulsion, for God loves a cheerful giver.” 2 Corinthians 9:7
Do Right:	I will recognize that all money comes from God, and I should be faithful in giving money back to Him (tithe).
Feel Right:	I can feel cheerful as I tithe to God.

Scripture reminds us that God created and is over all things - everything is His! However, He has gifted us with the opportunity to be stewards of His creation. Have you seen God work through your faithful, joyful giving? If so, give thanks!

Sharing stories of God at work can help concepts like tithing really come to life for our students. If you have age-appropriate examples and are comfortable sharing, consider sharing a brief personal story with your students.

Own it! (5 minutes)

Scripture in your pocket

How did you do this week carrying a Scripture verse in your pocket? Did you use it to remember the one true God as you went about your everyday life? *Explain the “Scripture in your pocket” challenge to new students (see Lesson 1), then pass out five Tracker Tickets to students who completed the challenge for this past week.*

Use what you memorize:

When and how did you use a verse in your pocket recently? Have you ever made it your goal to share your verse? Make two copies of your verse and pray that God will lead you to a person who needs the verse, just as much as you need it. You never know, maybe God will use you to bring the Good News to another person.

Opening Activity

Supplies:

- YouTube video of a “Who Wants to be a Millionaire” winner
- Paper
- Pencils

Introduction:

1. Play a video clip showing people winning money from a money-based game show.
2. Give each team a piece of paper. Tell them you want them to write down the first thing that comes to mind when you ask this question, “If I gave you \$50,000, what would you do with it?”
3. Have students share answers with the class.
4. After students share, ask: “We have big dreams for imaginary money, but what do we actually do with the money we really have?”

Lesson

Supplies:

- Three full-sized bodies drawn on a large whiteboard or on roll paper
- References for verses written on index cards

Today we are going to see what God’s Word says about money. The word “tithe” in Hebrew means

“tenth”. In the Bible, God asks us to give a tenth of our money back to Him. Let’s take a look at two different sets of people in the Bible and how they handled “their” money.

Lead Teacher’s notes: Use the 4 Rights as you teach to help students think through the Scripture passages. Also, highlight 2 Corinthians 9:7.

- Know Right: What can you “know” from these verses? The list should be long.
- Think Right: When would be a good time to “think” about this verse?
- Do Right: Give a specific situation when you could use this verse.
- Feel Right: If you believe and apply this verse, how might you “feel”?

1. A widow – **read Luke 21:1-4**

On the first outlined body, record how the widow handled her money. Write key words, attitudes, and feelings that describe the widow.

2. Ananias and Sapphira – **read Acts 5:1-10**

Ananias and Sapphira were doing more than just following the law. Their goal was to gain much fame from giving a lot of money to the church.

On the second outlined body, record how Ananias and Sapphira handled their money. Write key words, attitudes, and feelings that describe Ananias and Sapphira.

3. Ask students how they earn money (mowing the lawn, babysitting, chores, etc.). After a short discussion, ask, “What do you do with the money you earn?”

Point to the third outlined body. Write key words, attitudes, and feelings that describe how students interact with their money.

Let’s think back to our activity where I asked you what you’d do with \$50,000. Now that we’ve learned about tithing, our answers might be different. When God blesses us with money, He is giving us the opportunity to be generous and to give it back to Him. We have a lot of choices for how we spend our money, and tithing is one small way we can honor God with the gifts He’s given us.

Conclusion

Tithing is a personal choice and is a matter of the heart. Nobody can make you give; however, let’s be reminded that all ‘your’ money belongs to God, and He’s asked you to give back a portion so you can become a part of the work He is doing here on earth. It is an honor and joy to give to God.

Let me challenge you to make a decision to make tithing a priority in your life. I challenge you to really think about what you “know” is right, based on the verses you studied. Ask God to give you the heart to “do” what is right, so you can become a joyful giver not only of your money but with your time.

**If time permits, brainstorm how they can give of their time or resources.*

Pray and dismiss students after service is finished.

Bonus verses if time permits:

What does God say about money? Let’s look up more verses and see which team can find the most facts about how God wants us to use our money.

- Old Testament: Ecclesiastes 5:10
- New Testament: Philippians 4:11-13, Hebrews 13:5-6
- Jesus: Matthew 6:19-21, 24
- Jesus: Luke 16:13
- Tithing: 1 Corinthians 16:2
- Tithing: Proverbs 3:9-10

Lesson 13

“Stephen, is this your final answer?”

Know Right:	Christians boldly stand firm for Jesus.
Think Right:	“Therefore, my dear brothers, stand firm. Let nothing move you. Always give yourselves fully to the work of the Lord, because you know that your labor in the Lord is not in vain.” 1 Corinthians 15:58 (Top 12)
Do Right:	I will boldly stand firm for Jesus.
Feel Right:	I can feel faithful when I stand firm for Jesus.

Following Christ is costly. We see this in the life of Stephen, and of many others in Christian history who were persecuted for their faith. As you prepare to unpack this lesson with your students, spend time in prayer for the Christians around the world who are currently facing persecution because they have chosen to boldly stand firm for Jesus. Resources like Voice of the Martyrs and the Open Doors World Watch List can provide urgent and specific requests to guide your prayers.

Visitor alert: *This lesson may be sensitive for first time visitors. If you feel like the material may be too heavy for them to process, **please merge visitors into the Elementary class, do a private tour of your children’s ministry space, or have a Shepherd pull the student aside and explain what will happen in advance.***

Own it! (5 minutes)

Supplies:

- Devotional checklist – Part 1 (see appendix)
- Devotional booklet (see appendix) (or give each student one sample page with the 4 Rights questions and a school notebook or a low-cost journal)

Introduce Devotional

From now until the end of the year, we are going to focus on the importance of reading the Bible on a daily basis. We often like to talk to God through prayer...but do you realize God wants to talk with you? When we do our devotions, we should find a quiet place, pray and ask God to speak to us through His Word, and then read His Word. We are going to start by reading through these five books of the Bible – Galatians, Ephesians, Philippians, 1 Timothy, and 2 Timothy. Your goal is to read five days each week. After you finish your daily reading, you will ask yourself the 4 Rights questions. Journal your answers in the booklet. Or use a notebook or journal and write down your answers to the four questions. If you get behind, don’t panic, just pick up the next day. This is not a race, but a time where you can personally listen to God speak by reading the words He wrote to you in the Bible.

Opening Activity (15 minutes)

A Christian is someone who has asked Jesus to forgive their sins and be their Lord and Savior. If you have made this decision, stand up. *If students do not stand, let them know you appreciate their honesty. This will help you know which students still need to come to a saving relationship with Jesus Christ or gain assurance of their salvation.*

Ask one student who is standing to join the teacher and share their testimony of when and how they became a Christian. Once they have shared their testimony, ask the student to leave the room.

Do you realize that in many countries, if _____ (insert name) would have shared their testimony, they could have been persecuted and even sent to jail? You would never see your classmate again.

Have the student return to class. In certain countries around the world, standing up and claiming Jesus as your Savior comes with great risk. Today, we are going to talk about a serious subject, persecution. Persecution is when somebody faces ill-treatment, imprisonment, or even death as a result of their faith.

Have a short class discussion centered around these questions:

- Do you realize that right now, more Christians are being persecuted than any other time in history?
- Why would someone be willing to be persecuted?
- Why would someone want to persecute a Christian?

Watch: Choose a video or read a story from opendoorsusa.org or persecutedchristians.org.

If you were in this situation, would you be willing to stand firm for what you believe?

Lesson (25 minutes)

Today, I'm going to challenge you to know what you believe and then discuss how to be courageous enough to stand up for your faith, no matter the cost. Let's start off by looking at the life of Stephen.

Who is Stephen? (Acts 6:1-5a, 6:8-15)

- Paraphrase Acts 6:1-4
- Read 6:5a
- Short Team Discussions: If your friends had to describe you in five words or less, what would they say?
- Read Acts 6:8-15

Stephen confidently defends his faith to the Sanhedrin (Acts 7:1-51)

- Paraphrase and highlight key verses. Possibly have another leader point out these events on the Bible timeline.
- How did he defend his faith? *Teach students how to use the timeline to defend their faith.*
- Stephen knew what he believed and could boldly and confidently declare his "final answer".

The stoning of Stephen (Acts 7:54-60)

- Read Acts 7:54-60
- What did Stephen do as he was killed? (verses 59-60)

Conclusion

Let's consider ourselves now. We may not face persecution for our faith, but what if we do? What kinds of things do we need to know in order to confidently stand firm in our faith when hard times come?

Allow students to discuss. Suggest considering the following verses: 1 Corinthians 15:58, Romans 1:16, 2 Timothy 2:15, Philippians 1:21.

I want you to remember that this Bible lesson is not meant to frighten us. The theme of Stephen's life is that he was fully committed to Jesus and even in the midst of facing false accusation and death, he stayed strong in the Lord. We love and serve the same God today, and He is always with us. We have nothing to fear, because God is always near, and He will deliver us.

At tables or in small groups, have each student pray for those who are being persecuted for their faith around the world. Kids' prayers are super powerful and can open doors in ways we could never have imagined. Use this as a time to challenge students to boldly pray!

Pray and dismiss students after service is finished.

Bonus teacher / parent resources:

Voice of the Martyrs (www.persecution.com)

Open Doors World Watch List (<https://www.opendoors.org/en-US/persecution/countries/>)

Global Christian Relief: (<https://globalchristianrelief.org/christian-persecution/countries/>)

OperationWorld.org

Lesson 14

Missions: Give

Know Right:	Supporting missions is part of being in the global Church.
Think Right:	“Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age.” Matthew 28:19-20
Do Right:	I will give to missions.
Feel Right:	I can feel generous when I give to missions.

The Great Commission (Matthew 28:19-20) is a command given to each believer. These instructions from Jesus give us a united calling and purpose as the global Church! One way we can fulfill the Great Commission is by supporting missionaries and mission work with our money and/or time. As we prepare for this week, let’s pray that our students will get to experience the joy of generously giving to missions.

Own it! (5 minutes)

Devotions

Why do we use the word “devotions”? The word “devotion” means love, loyalty, or enthusiasm for a person. One way we can demonstrate devotion to the Lord is by setting aside time to study His Word. Making time for the Lord, even when we are busy or tired, can be our response to all the love He continually shows us. When we study His Word, we can “hear His voice” and understand who He is and how He loves us and wants the best for us both here on earth and for eternity.

Ask students how they are doing with their devotions. Reward with Tracker Tickets – two for each day completed.

Opening Activity (15 minutes)

Remember when we learned about the Great Commission earlier this year? Let’s read those verses together again. *Read Matthew 28:19-20 aloud and have students follow along in their Bibles.*

Recently we have been learning about what it means to be part of the global Church. The whole Church is called to be part of the Great Commission! This command unites us as we work together to bring the Gospel to the whole world! We already learned about how we can pray for people around the world who don’t know Jesus as their Savior.

Do you remember which country you chose to pray for this year? *Invite students to share.* What are some things you have been praying about as you pray for these countries? *Discuss as a class.* One way we can be part of the Great Commission, in addition to praying, is to give toward missions. When I say “give”, I mean give money, but I also mean give time. Let’s think about ways that people can give their money and time to mission work around the world.

On the whiteboard, create two columns: “Money” and “Time.” Underneath each title, invite students to brainstorm ways they (and others) can give to support missions around the world.

Some examples: Put together Christmas gifts for people in need, spend time writing letters to encourage missionaries, pick a missionary and give money monthly to support them, use Tracker

Tickets to purchase gifts to give missionary kids, spend time learning about a specific mission project or country and give a class presentation so that others can learn, etc.

These are great ideas! You don't need to be an adult with a full-time job to be part of giving to missions. There are ways that we can generously give our money and time right now! I want to give you a few minutes to quietly think about one way that you might like to give.

Encourage students to review what's on the whiteboard and consider one way that they can give time/money to mission work around the world.

Right now, we're going to learn from our mission lesson about _____ (briefly summarize the Mission Lesson), then we'll discuss how we can be giving toward that _____ (place/project/ministry).

Mission Lesson (15 minutes)

Visit the Mission Station or bring the Mission Lesson to your classroom (the current Mission Lesson can be downloaded from the DLG website).

Class Discussion (10 minutes)

When you return to class, break into discussion groups and ask this question, "Based on what you learned in the Mission Station, what would your team do if you were challenged to raise \$100 to further the Gospel in this location?" Allow students to brainstorm and write out a plan on their whiteboard for 10 minutes. Remind them to imagine that they are really going to go out and accomplish whatever they write down.

Small group leaders should coach students to think through the spiritual and physical needs of their target audience and come up with an idea. Leaders should be listening carefully to discover students' gifts and interests as they talk.

Select the best idea and give that team 10 Tracker Tickets each.

Conclusion

It is so exciting to see the ways that God can use us to share the Good News! When we give our time or money to mission work, we can feel generous. We are part of something so important - sharing the Gospel with the world! I am excited to see the ways that God will continue to use each of us to fulfill the Great Commission.

Pray and dismiss students after service is finished.

If there are students feeling God's call to missions, please share their names with your children's ministry leader, so they can encourage and support them!

Lesson 15

Paul's missionary journeys

Know Right:	The Gospel is spread around the world.
Think Right:	"Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age." Matthew 28:19-20
Do Right:	I will boldly tell others about Jesus.
Feel Right:	I can feel eager as I share my faith.

When we study Paul in Scripture, we see his passion and dedication to the Gospel. God used him to spread the Good News around the world! As we prepare for this week, let's pray that God will use this generation of students to boldly proclaim the Gospel, making disciples of all nations.

Own it! (5 minutes)

Hold students accountable to do their devotions on a daily basis. Reward students with two Tracker Tickets for each day they did their devotional. Your goal is to help create a pattern for your students.

At the beginning of this year, we did "Scripture in your pocket." Have you ever thought about combining devotions with Scripture in your pocket? Each day after doing your devotions, ask yourself, "What verse can I put in my pocket to use?"

Opening Activity (15 minutes)

Quick Review Game: Ask students questions and give Tracker Tickets for correct answers. Make this fun and energetic. We know teenagers like Tracker Tickets!

1. Who is the Church? (The Church is all the people around the world who follow and love Jesus. They are the family of God.)
2. What is the purpose of the local church? (The local church works together like a family to study God's Word, care for each other, worship, and have a united passion to share the Good News of Jesus with others who do not know.)
3. What is the difference between the local church and the global Church? (The local church is the people in one community who meet to worship God and learn from His Word; the global church is all the people around the world who believe in Jesus as their Savior)
4. Name characteristics of the people who are part of the church. (Indwelt by the Holy Spirit, willing to give, standing firm for their faith, boldly sharing their faith, etc.)
5. If our church disappeared, what would you miss the most?
6. True or False – Ananias and Sapphira were willing to give to God, but their motivations weren't right. (True)
7. True or False – Stephen stood firm for his faith. (True)
8. Name one thing you have learned in the past two weeks of class.

Lesson (25 minutes)

Lead Teacher's note: This lesson is so full of details; it could easily be turned into a ten-week series! Your role is to teach with excitement and a spirit of adventure, so students are encouraged to read the complete account of Paul's missionary journey on their own.

Let's read the last couple of verses from our lesson two weeks ago.

Read Acts 7:59-60

Stephen prayed for the people who were persecuting him. If you were in Stephen's shoes, wouldn't that be hard? Today, let's find out what actually happened to the person Stephen was praying for. His name was Paul.

Who is Paul? Give students Tracker Tickets if they can answer correctly; write their responses on the whiteboard.

Let's dig into the Bible and see if we can discover additional key truths that will help us better understand Paul's life and why God included him in the Bible. When we are first introduced to Paul, his name is written as Saul in the Bible. Saul is a Jewish name. He was Jewish but he was also a Roman citizen. The name "Paul" is the Roman form of "Saul." His name changes, but he is often called Paul because most of his ministry was to the Gentiles, and he therefore went by his Roman name.

1. Paul (a.k.a. Saul) before salvation

Read Acts 9:1-18 with expression in your voice; have students close their eyes, listen, and imagine what actually happened. Challenge students to think about this dramatic event through the eyes of Paul and Ananias.

-OR-

Watch a video about Acts 9:1-18: <https://www.youtube.com/watch?v=rLZ67inPx-4>

Challenge students to think about this dramatic event through the eyes of Paul and Ananias.

2. Paul's (a.k.a. Saul) salvation experience

Read Acts 9:19-22

Highlight Damascus on a map as you read the verses. This is a pretty major life shift!

3. Paul's journey

Paraphrase Acts 13

After Paul's salvation, he went and spread the Good News of Jesus wherever he went. He was bold, courageous, and brave to advance the Good News of Jesus. In Acts, you can follow Paul on his missionary journey.

Select two major highlights of Paul's journey in Acts 13 and highlight Paul's boldness in sharing his faith (Do Right point).

Team Discussions

- How did Stephen's prayer impact the life of Saul?
- Why was it so important that Paul started to spread the Good News of Jesus?
- Just like Paul, people can be transformed when they hear the Good News of Jesus. Have you seen this happen in your own life or in a friend's life?

Conclusion

When we pray for other people, even the people who are unkind to us, we are inviting God to work in that situation and in their lives. As we can see in the story of Stephen and Paul, God can use His biggest enemies for His glory. He is that powerful! Is there something that is holding you back from praying for other people or from sharing with them the Good News of Jesus?

Pray and dismiss students after service is finished.

Lesson 16

Revelation – Part 1

Know Right:	Jesus will return.
Think Right:	“In my Father’s house are many rooms; if it were not so, I would have told you. I am going there to prepare a place for you. And if I go and prepare a place for you, I will come back and take you to be with me that you also may be where I am.” John 14:2-3
Do Right:	I will be prepared for the return of Christ.
Feel Right:	I can feel peaceful knowing I am ready to see Jesus face to face.

The promise of Christ’s return can fill believers with hope and peace. He has come, and He promises to come again! Over the next two weeks we will study what Scripture has to say about the return of Christ. Let’s pray that our students will feel confidence and peace as they learn about the book of Revelation.

Leader Notes

Due to the theological depth of the next two lessons, a special guest or pastor should teach the Revelation portion to the class. This speaker should be approved by the Discovery Land Director. Having theological training is highly recommended and their viewpoints should match the doctrine/leadership of the church. Please connect with your children’s ministry leader for more details and spend extra time praying over each student in your class this week.

- This lesson aligns with the Discovery Land Global statement of belief, which says: *The second coming of the Lord Jesus Christ is imminent (Hebrews 10:37) and will be personal, visible, and premillennial. (Luke 21:27) This is the believer’s blessed hope and is a vital truth which is an incentive to holy living and faithful service. (Titus 2:11-14)*
- You can read more about what we believe here: <https://discoverylandglobal.org/about-us/>
- Feel free to adapt this lesson to better fit your church’s understanding of the Book of Revelation.
- This lesson must remain simple. Do not overwhelm students with too many details. Remember that our audience is teenage students and for many this is their first “study” on Revelation and first exposure to the return of Christ.
- Throughout this lesson, it is important to assure students that if they are saved, they have eternal security. Highlight grace, mercy, and our incredible gift of salvation throughout the lesson.
- Let students know that if they are fearful, they should feel free to ask to talk with a leader in the hall. This leader should be prepared to share the Gospel using the Wordless Book. Be alert and ready to draw students from the classroom to share the Gospel.
- Our goal is to help students understand their need for a Savior, because God, in His holiness, must punish sin. We don’t want to scare students into making a decision for Christ but recognize that we are teaching Truth, and we want them to understand the security of salvation and the consequence of sin.
- Help students recognize that we are in the Church Age, which is the time between Pentecost and the Rapture. God has specifically placed us on earth at this time in history for His purposes. He has given us the opportunity to share the Gospel before Jesus returns.

Own it! (5 minutes)

Have students find a partner and ask each other what they learned in their devotions this week. This should lead into a spiritual conversation based on the 4 Rights questions.

If they did not do their devotions or they have extra time after sharing about their devotions, have the partners ask how they can pray for each other. After each student shares a request, have students pray for each other. After this is finished, the teacher can open up the class in prayer.

Opening Activity

When I say the book of Revelation, what pops into your head? *Have students quickly pop out answers.*

We will be studying the book of Revelation this week and next week with our special guest,

_____.

Lesson

(Led by a special guest or an approved teacher)

Supplies:

- Revelation Timeline handout (print on 11x17 and tape together to create the full timeline) (see appendix)
- Large Revelation Timeline (hand draw a large version of the Revelation Timeline on roll paper to hang in front of the class; make notes on it for the students to copy onto their personal timeline)
- Gel pens or sharpened colored pencils (enough for all students)
- Postcard-sized Feel Right posters (see appendix)

Today, we are going to look at a big overview of the book of Revelation. Revelation is the last book of the Bible, containing a number of prophecies about heaven and the return of Christ. As we listen and learn today and next week, take notes on your Revelation Timeline handout.

Prophecy

Most of what we've studied in the Bible in class each week has already happened.

Revelation is about what WILL happen ... that's called PROPHECY. *Refer to the Bible timeline for one key prophecy fulfilled.*

Every prophecy in the Bible has already, or will, come true.

God always keeps His promises. *Instruct students to write this on their Revelation timeline.*

These next two weeks will be super exciting, but we will cover a ton of information. That's why you have these Revelation timelines – to help you keep track of where we are. Some of the information may seem totally impossible or even scary. But, through it all, God is in control and at the end HE wins. That is a promise we can hold on to.

Reviewing the Bible timeline

Let's review what we already know. *Refer to the Discovery Land Bible timeline as you walk through the following text.*

- "In the beginning God created the heavens and the earth." (Genesis 1:1) Creation was absolutely perfect. Eternity will also be absolutely perfect! *Instruct students to circle the word "perfect" at the beginning and at the end of their Revelation timeline.*

- Sin entered the world through Adam and Eve.
- God loved the people of the world so much that He promised a Savior would come.
- People continued to sin. Some loved God and some denied God. *Quickly summarize the rest of the Old Testament timeline.*

At the end of the Old Testament there are “400 years of silence.” God was at work during this time, but He stopped speaking through the prophets like He did in the Old Testament. People could read His Word, pray, and seek Him. They were in a season of waiting while the world prepared for the arrival of the Savior.

The people in the Old Testament were looking forward to the Messiah. The people in the New Testament met the Messiah and would look back on His life and sacrifice. *Opportunity to share the Gospel.*

OT → Messiah ← NT

Many people in the NT lived while Jesus walked the earth, and the majority were part of the Church Age. We live in the Church Age today! In the Church Age, we can receive the Holy Spirit to live in us the moment we become a Christian. This is something amazing that makes us different from people that lived during other parts of the Bible timeline.

Note: We have a lesson on the Holy Spirit coming up in the Teens curriculum. You can let students know that we will discuss the Holy Spirit more at that point.

Pause and reflect

Remember back to the day you prayed and were saved. Remember where you were and who you were with. Remember the day you realized that you needed Jesus’ forgiveness for your sins, the day you asked Him to lead your life. That was the day that YOUR NAME was added to the Lamb’s Book of Life! You can confidently know and trust that you have been saved forever! You are secure.

Continue to review the Bible timeline: Church Age!

After Jesus died and rose again, He appeared on the earth and then ascended into heaven. During the Church Age and through the Tribulation, God gives people a choice: they can choose Jesus.

“The Lord is not slow in keeping His promises ... He is patient with you not wanting any to perish, but everyone to come to repentance.” 2 Peter 3:9

God placed YOU here and now for a purpose! We HAVE TO tell people the Gospel (Good News)!

Review using the Feel Right poster

Use the Feel Right poster to assess students’ response to the previous information.

Jesus is coming back!

Please tell me John 14:2 (Top 12 verse). *Allow students to answer.*

Now I will tell you John 14:3. “And if I go and prepare a place for you, **I will come back and take you to be with me**, that you also may be where I am.”

Open your Bibles to 1 Thessalonians 4:16-18.

In the letter, Paul was explaining something to the believers. They **knew** Jesus was coming back, but they were afraid that believers who had already died had missed out. Listen to what Paul said to them. *Read 1 Thessalonians 4:16-18 aloud.*

This is super exciting! This is a description of the Rapture. The Rapture is when Jesus comes back to take us (everyone who has trusted Jesus to forgive our sin and to lead our life) to heaven WITH Him! This is something we can **celebrate** and look forward to!

Pause and review the Feel Right poster

Use the Feel Right poster to assess students' response to the previous information.

When will the Rapture happen? God gives us clues.

Work through the following passages and discuss.

- **Paraphrase Matthew 24:42.** Keep watch! Jesus is coming soon!
- **Read 2 Timothy 3:1-5.** There will be signs. *Remind students that their closest friends must be believers who will encourage them to love Jesus. (Proverbs 13:20; 1 Corinthians 15:33)*
- **Read 1 Thessalonians 5:1-3.** The Rapture will be a day of JOY for those who are ready (believers). It will be an awful day for those who reject Jesus (non-believers).

Two purposes of the Book of Revelation

1. **To motivate and encourage believers.** "Be at peace! You don't need to know all the details. His love wins in the end." – Dennis Episcopo (Pastor at Alliance Church - Appleton)
2. **To warn non-believers.** Judgment is coming. Non-believers need to repent and trust in Jesus for salvation.

Pause and review the Feel Right poster

Use the Feel Right poster to assess students' response to the previous information.

What will happen to believers after the Rapture? We will worship God!

We get new bodies!

Read 1 Corinthians 15:50-54; Revelation 21:4-5

Recap: Imperishable and perfect bodies. All will be made new!

We will experience the Judgment Seat of Christ (the Bema Seat)

Read 2 Corinthians 5:10

Recap: The Lord will judge what we (believers) did with the gifts He gave us (time, money, talents). He will review our actions, motivations, and words.

Read Romans 14:11-12

Recap: Every knee will bow to the one true God.

We will receive rewards!

Read 2 Timothy 4:8; 1 Corinthians 3:14-15; 1 Corinthians 4:5

Recap: Use your life for GOOD! Be a prayer warrior! Serve with joy! Tell EVERYONE about Jesus!

We will experience the Marriage Supper of the Lamb! The CELEBRATION!

Read Revelation 19:6-9

Recap: This is the big celebration! We will all gather and be with Jesus!

Conclusion

Today, my goal was to introduce you to the book of Revelation. Next week we find out what happens after the Rapture both in heaven and here on earth. But before we go, if this conversation makes you feel unsure of your salvation or afraid, I encourage you to talk with a leader, let them know why you are afraid, and ask how you can be prepared and feel confident about the return of Christ.

Remind students to bring back their Revelation timelines next week (or collect them and hand them out next week).

Pray and dismiss students after service is finished.

Lesson 17

Revelation – Part 2

Know Right:	God is in control for eternity.
Think Right:	“And if I go and prepare a place for you, I will come back and take you to be with me that you also may be where I am.” John 14:3
Do Right:	I will look forward to the time Jesus will return.
Feel Right:	I can feel peaceful knowing God is in control of eternity.

Are you excited for the return of Christ? As Christians, we can be encouraged and confident knowing that our God has always been in control and will always be in control. This week we will unpack the second half of Revelation. A special guest will be leading the class during Q&A time.

Leader Notes

- This lesson must remain simple. Do not overwhelm students with too many details. Remember that our audience is teenage students and for many this is their first “study” on Revelation and first exposure to the return of Christ.
- Throughout this lesson, it is important to assure students that if they are saved, they have eternal security. Highlight grace, mercy, and our incredible gift of salvation throughout the lesson.
- Our goal is to help students understand their need for a Savior, because God, in His holiness, must punish sin. We don’t want to scare students into making a decision for Christ but recognize that we are teaching truth and we want them to understand the security of salvation and the consequence of sin.
- Keep track of time; you may not have time to read all verses. Optional: Print a list of key verses, and have students read the verses at home that you didn’t have time to read in class.
- The special speaker should be approved by the Discovery Land Director. They must have theological training and their viewpoints should match the doctrine/leadership of the church.

Own it! (5 minutes)

Have students find a partner and ask each other what they learned in their devotions this week. This should lead into a spiritual conversation based on the 4 Rights questions.

If they did not do their devotions or have extra time after sharing about their devotions, have the partners ask how they can pray for each other. After each student shares a request, have students pray for each other. After this is finished, the teacher can open the class in prayer.

Lesson

(Led by a special guest or an approved teacher)

Last week we did Part 1 of our Revelation study. What were three big things you learned last week? Have students refer to their Revelation timelines.

What will happen on earth after the Rapture? The Tribulation

The Tribulation will be a time of great trouble and serious suffering.

Read Jeremiah 30:7 and Revelation 7:4

Note: The global Church (and the Holy Spirit) will have been taken out of the world, so no one will be praying anymore. Our prayers restrain evil.

Breakdown of the Tribulation

Briefly summarize the following judgments/events. Do not go into great detail – stay at a teenaged level to avoid confusing or scaring students.

Seal Judgments: The antichrist – a leader who will be against Jesus Christ; open warfare; world famine; death of ¼ of the world; earthquakes.

Trumpet Judgements: ⅓ of vegetation burned up; ⅓ of the sea turned into blood; sun, moon, and stars darken; locusts; army of 200 million destroys ⅓ of mankind.

Middle of the Tribulation: The antichrist is killed and resurrected; Satan is cast into the earth; worship of the antichrist; 666 Mark of the beast; persecution of the Jews; Abomination of Desolation. *Verses about the Abomination of Desolation: Matthew 24:15-16, 2 Thessalonians 2:4, Daniel 9:11-12*

Bowl Judgements: Terrible sores on all antichrist followers; all of the sea turned into blood; etc.

Battle of Armageddon: Final conflict between God and the forces of evil (*Revelation 16; Isaiah 13; Isaiah 16*); second coming of Christ – quick battle, God wins; Satan is bound; the antichrist and the false prophet are thrown into the Lake of Fire – a place where people will be punished for eternity.

Millennial Kingdom! Jesus reigns here on earth for 1000 years

Read Revelation 20:1-6

The Millennial Kingdom will be a time of peace (*Psalms 72:7, Isaiah 11:6-9*), prosperity (*Ezekiel 34:26, Zephaniah 8:12*), purity (*Isaiah 11:9, 25:9, 66:23*), prolonged life (*Isaiah 65:20*), and personal joy (*Isaiah 9:3, 12:3, 25:8*).

Jesus will reign for 1,000 years! We will have a job we love based on how we managed our talents during the Church Age, and we will live in peace.

Note: Even in a perfect environment where Jesus reigns, people will still choose to sin.

After 1000 years, Satan will be released, and then thrown into the Lake of Fire

Read Revelation 20:7-10

Non-believers will face the Great White Throne Judgment

Read Philippians 2:10-11 and Revelation 20:11-14

Anyone **not** dependent on Christ's blood will stand on their own merit – and be judged. Remember the Lamb's Book of Life? This is when anyone who didn't trust and follow Jesus will be judged; their name will not be found in the Lamb's Book of Life.

What will happen to those people?

Hell is for eternity. Eternal separation from God forever. There will be darkness, weeping, and gnashing of teeth (*Matthew 8:12*); burning (*Luke 16:24*); torments (*Isaiah 33:14*); and everlasting punishment (*Luke 16:23*).

Believers will be welcomed into PERFECTION!

Read Revelation 22:1-5

We see Eden restored – a perfect, beautiful garden. There is a new, restored Jerusalem. God will make a new heaven and a new earth. God will be with us and will be our light. There will be peace, harmony, no pain, no fear, no tears!

Pause and review the Feel Right poster

Use the Feel Right poster to assess students' response to the previous information.

A challenge to the students

Read 2 Thessalonians 1:5-12

Conclusion

The goal of this lesson is to help you feel excited and confident knowing that God has the present and the future all in His control.

Discuss as a class the following questions:

- How does that make you feel?
- What specific ways will this lesson transform how you will live your life?

If anyone sitting here today feels fear or uncertainty deep inside, I would encourage you to talk to a leader after class. For those of us who are Christians, let's NOT make this lesson a "knowledge-fest" but a life transformation moment.

Read Revelation 22:12-13

Pray and dismiss students after service is finished.

Lesson 18

Review of the New Testament

Know Right:	God's Word is truth.
Think Right:	"But grow in the grace and knowledge of our Lord and Savior Jesus Christ." 2 Peter 3:18a (Top 12)
Do Right:	I will know God's truth.
Feel Right:	I can feel confident knowing God's Word is truth.

What have you learned during our time spent studying the New Testament? Even as adults we can continue to grow in knowing and cherishing God's Word. Spend time this week thanking God for the ways you have grown and for the ways you've seen Him at work this year.

Own it! (10 minutes)

Have students find a partner and ask each other what they learned in their devotions this week. This should lead into a spiritual conversation based on the 4 Rights questions. In addition, allow a few students to share what they have learned to the full group or a testimony of how God has answered prayer recently.

If they did not do their devotions or have extra time after sharing about their devotions, have the partners ask how they can pray for each other. After each student shares a request, have students pray for each other. After this is finished, the teacher can open the class in prayer.

Team Activity

Goal: To review previous lessons, so your students can be encouraged and confident in truth.

Supplies:

- Four pieces of roll paper (on the ground); each poster should have one of the following titles written in bold letters and the directions written in smaller letters:
 - **Know Right**
 - Draw all the things you've learned or the facts you "know" from the NT.
 - **Think Right**
 - Write down all the Top 12 verses or other verses that you have memorized in a fun pattern or design. Your goal is to include references with the verses. Work as a team!
 - **Do Right and Feel Right**
 - You learned a ton from the New Testament. Write out where, when, and how you can use or "do" what you've learned and also how you will feel.
 - **I've got questions**
 - Write out questions that you want answered during your last weeks in class (rather than write duplicate questions, students in later groups should write new questions or answer the questions that other students wrote).

- Markers in four different colors (each team will have one color of markers; each member of the team should have a marker)
- Copies of the Teens curriculum syllabus or curriculum for each leader (this will be helpful to remind students what lessons were covered this quarter)

Instructions:

1. Divide students into four teams.
2. Each team will get the same color marker for each team member.
3. Assign each team a different poster to start on.
4. Each team will have eight minutes at each station and two minutes to transition to the next station.
5. The team with the overall best answers wins. Shepherds can be reviewing and judging as students are working.

Conclusion

So far this year, we've learned a ton about God's Word. The question is, do you see this knowledge affecting how you are living your life? Are you like Stephen, who stood firm for Jesus, or you more like Ananias and Sapphira, who did things their own way? This is your choice. It is your choice to become a Christian, and if you've made this decision, now it's your choice to depend on the Lord and grow closer to Him through studying and living according to His Word.

Let's stop, bow our heads, and silently take time to think about this. You know a lot about the Bible. This knowledge is great, it points you to who your God is. Stop and think about what you know about who God is. *Have students silently meditate on this for a moment. If time permits, have them share, and write their answers on a whiteboard.*

You even know some very important verses. Stop and think about your favorite verse. Recite it in your head and think about what it means. *(Silence for 15 seconds)*

What are you going to do with what you learned? Pray and ask God to give you opportunities to do what you know is right. *(Silence for 30 seconds)*

Take time to praise God for working in your life. *(Silence 15 seconds)*

If time permits, answer a few questions that were written on the paper. If not, release students and save questions so they can be answered next week at the end of class.

Pray and dismiss students after service is finished.

Lesson 19

New Testament Written Review

As we prepare to assess what our students have learned, let's pray that God's Word will sink deep into their minds and hearts, and that they will obediently and faithfully follow Christ and apply God's Word to their lives.

Own it! (5 minutes)

Challenge students to find a partner and ask each other what they learned in their devotions this week. This should lead into a spiritual conversation based on the 4 Rights questions.

If they did not do their devotions or have extra time after sharing about their devotions, have the partners ask how they can pray for each other. After each student shares a request, have students pray for each other. After this is finished, the teacher can open the class in prayer.

New Testament Written Review

Supplies:

- New Testament Written Review (see appendix)
- Tables and chairs for students to work at
- Sharp pencils
- Snack (for after the test is completed)

Teacher's Notes:

Encourage students to relax and do their best as they complete the written review. If there are students who have a hard time reading, give an option to break out in a small group where a leader will read the questions to the students and allow them time to answer. For some students, spelling is difficult. Reassure them that no points will be taken off for incorrect spelling. This review is to check what they have learned about God's Word, not how well they can spell. They should just do the best they can.

Let students know that leaders will be looking at their written reviews, and they will be sent home to their parents. It is critical that students understand this. Without this standard, students will have a tendency to not put forth any effort into their answers. The expectation is that all regular students will complete the written review, but allow visitors to either walk around your children's ministry space with a leader, attend an Elementary class, or take the written review and not hand it in.

When students complete their written review, have them turn it in. Once all the reviews have been turned in, pass out the snacks. Have a student or leader pray for the snack. Then talk through the written review, answering all the questions. Make sure students know and understand the answers. If the majority of students do not know the answers, please reteach that portion with quick bullet points.

If time permits, answer questions from the previous week.

Pray and dismiss students after service is finished.

Lesson 20

Who is the Holy Spirit?

Know Right:	The Holy Spirit is powerful.
Think Right:	“And you also were included in Christ when you heard the Word of Truth, the Gospel of your salvation. Having believed, you were marked in Him with a seal, the promised Holy Spirit.” Ephesians 1:13
Do Right:	I will allow the Holy Spirit to lead my life.
Feel Right:	I can feel secure because the Holy Spirit lives within me.

When we receive Jesus as our Savior, His Spirit enters inside of us. The Holy Spirit is amazing, powerful, and real. So often, our students have a limited knowledge of who and what He does in their lives. This week we will dive into the topic of the power of the Holy Spirit.

Own it! (5 minutes)

Challenge students to find a partner and ask each other what they learned in their devotions this week. This should lead into a spiritual conversation based on the 4 Rights questions.

If they did not do their devotions or have extra time after sharing about their devotions, have the partners ask how they can pray for each other. After each student shares a request, have students pray for each other. After this is finished, the teacher can open the class in prayer.

Opening Activity

Supplies:

- Glass jar filled with clear water
- Yellow food dye
- Whiteboards (one for each group)
- Dry erase markers

When you become a Christian, your sin is cleared/forgiven (*show clear water*). Something else happens instantly when you become a Christian; the Holy Spirit comes to live inside you (*drop yellow food coloring into the water*). Today, we are going to dig into God’s Word and discover who the Holy Spirit is and how He is working right now in the life of every single believer.

When I say, “Holy Spirit”, what comes to your mind? *Divide into small groups; each group should have a whiteboard and a marker. Have teams write as fast as they can. Based on the quality of answers given, the group with the best answer will receive Tracker Tickets or points for their team.*

Lesson

Supplies:

- Sticky notes (for students to mark verses in their Bibles)
- Pencils/pens
- Soda
- Glass of ice
- Write the following words on a whiteboard: Trinity, Holy Spirit, soul, flesh, sealed, convict, advocate, grieve.

Read Ephesians 1:13-14

This is a super powerful set of verses. Before we really unpack them, who is the Holy Spirit?

God is three Persons in One: Father, Son, and Holy Spirit. This is often hard to understand with our limited minds that we have here on earth. We worship one God, but our God is three Persons in One. Each Person within the Trinity loves and serves one another, and each has a specific purpose. The Holy Spirit is the Person that comes into our soul once Jesus has forgiven us and taken away the punishment for our sin (Ephesians 1:13a). Our soul is the part of us that lives on for eternity. We know that the bodies we live in right now will die, they have an "end date." If we have been saved by Jesus, He will give us new bodies in heaven. Until then, we live in our temporary bodies, and the Holy Spirit lives inside our souls. He lives in us and plays a major role in the daily lives of Christians.

Hand out sticky notes. As we dig into our Bibles, let's mark a few Bible verses with sticky notes, so you can easily go back this week and review what we learned.

Once we receive the Holy Spirit, something amazing happens.

1. **We are sealed by the Holy Spirit.**

The Holy Spirit marks us as children of God. Our status as God's children is something that can never be taken away. **Read Ephesians 1:13-14.** When you look at the words "promised" and "guaranteed," how does it make you feel? Once again, God is showing you how much He loves you by giving you the Holy Spirit as a deposit, or down payment, that you are His. Nothing can separate you from the love of God. The Bible says in 1 Corinthians 6:19, "You are the temple of the Holy Spirit." This makes it clear that the Holy Spirit lives within you and once there, He will never leave.

Illustration: Highlight how you cannot get the yellow out of the water. Once added, it is always there.

2. **The Holy Spirit convicts us when we sin.**

Before Jesus left to go to heaven, He told His disciples that the Holy Spirit would come. He also told them what the Holy Spirit would do; He would convict people of sin. **Read John 16:7-8.**

As a believer, you know when you're sinning or when you are doing something right. This is the Holy Spirit within you counseling you to do what is right and what honors God. You have the choice to listen and live God's way or live your way. **Read Ephesians 4:29-32.** The word "grieve" means to cause deep sadness. What does this passage teach you? (*Optional small group discussion*)

3. **The Holy Spirit gives us power.**

Illustration: Demonstrate the power of the Holy Spirit inside Christians by showing students the carbonation in the soda. Shake it up, pour it into a cup of ice, and watch it fizz over.

There is something different about Christians; because of the Holy Spirit, we have an incredible amount of power. What type of power? (Power to resist temptation, wisdom to figure out solutions to our problems, to witness to others, etc.) **Read Acts 1:8.**

4. **The Holy Spirit gives us peace.**

Have you heard people say, "God is with you"? Well, that is true. However, not only is God with us, but He is also *within* us. He covers us and fills us with His awesome peace.

Read John 14:26-27. God knows everything you are going through here on this earth, and He will bring you peace if you depend on Him. We can experience God's peace even when we're in the middle of difficult circumstances. You need to recognize He is there surrounding you and loving you at all times.

The Holy Spirit is super powerful, but it's up to you to allow Him to lead your life.

One of the biggest mistakes we Christians can make is forgetting that the Holy Spirit lives in us. This is why it's important to stop daily and do our devotions, pray, and really seek to do God's will. When this happens, we will be ready to listen for the Holy Spirit's guidance, and the Holy Spirit's power will be evident to those around us.

Conclusion

Close your eyes and think about everything we talked about today.

1. Are you a Christian? Do you have the Holy Spirit living within you?
2. Are you living a life that is honoring to God?
3. What is holding you back from living a life that is honoring to God?

Let's take a few minutes to quietly pray on our own. We can confess our sins and ask Him to help us live His way as we are led by the Holy Spirit.

Pray and dismiss students after service is finished.

Lesson 21

The Holy Spirit transforms my life

Know Right:	The Holy Spirit transforms my life.
Think Right:	“But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Against such things there is no law.” Galatians 5:22-23
Do Right:	I will allow the Holy Spirit to transform me.
Feel Right:	I can feel amazed knowing the Holy Spirit is transforming me.

As Christians, we know that the Holy Spirit lives inside us! What an incredible gift! As we grow in our walk with Jesus, the Holy Spirit transforms us to become more like Jesus. Spend some time meditating on Galatians 5:22-23 and give thanks for the ways you’ve seen the Holy Spirit transforming you since becoming a believer.

Own it! (5 minutes)

Challenge students to find a partner and ask each other what they learned in their devotions this week. This should lead into a spiritual conversation based on the 4 Rights questions.

If they did not do their devotions or have extra time after sharing about their devotions, have the partners ask how they can pray for each other. After each student shares a request, have students pray for each other. After this is finished, the teacher can open the class in prayer.

Opening Activity (10 minutes)

Intro video: <https://www.youtube.com/watch?v=zRvyR3PiZck>

If you were a superhero, what superhero would you be? What would your secret power be? *Have students share in small groups.*

When we become a Christian, something amazing happens. We instantly get power from the Holy Spirit. Our life instantly transforms... just like a kernel of popcorn when it pops.

Watch this video: <https://www.youtube.com/watch?v=FSZd33awqQk>

The Holy Spirit changes us, and we will never be the same. The Holy Spirit could never be compared to a superhero because the Spirit is actually real, and He is infinitely more powerful. Unfortunately, we often treat the Holy Spirit with less respect and awe than a cartoon superhero.

Lesson: The Holy Spirit transforms my life (25 minutes)

Supplies:

- Team whiteboards and dry-erase markers

Read Galatians 2:20

Have you heard this verse? Christ is in you through the Holy Spirit. Last week we learned how the Holy

Spirit lives in us when we are saved. He convicts us when we sin, gives us power to do what is right, and helps us get through tough situations while giving us peace – true peace deep down on the inside. The Holy Spirit is not a feeling; He is a real and powerful Person within the Trinity!

So, what does this mean for you today? Let's break into groups and learn from Galatians 5:16-17 and 22-24. Use your team whiteboards to take notes as you work together to answer the 4 Rights questions. You may find multiple answers for each question. When you answer the "Do Right" question, each person should give a specific situation.

4 Rights questions:

- Know Right: What facts did these verses teach me?
- Think Right: When can I think about these verses?
- Do Right: What will I actually do with these verses to impact my life? Give specific situations for each one of the character traits that make up the fruit of the Spirit.
- Feel Right: How can I feel before God when I put these verses into action?

After students work on the project, re-read Galatians 2:20 and Galatians 5:16-17.

We can talk about the fruit of the Spirit, but the amount of fruit that comes out of our soul depends on how good our relationship is with Him. Think of a water pipe; the water is plentiful on one end, but if there is crud and build up in the pipe, what the water can do is limited. It's the same way with us as Christians, we need to daily deal with our sin issues; we need to confess and repent, so the Spirit can easily flow through us.

Conclusion

The Holy Spirit is real and alive, and He is there to help us as we walk through life, right now. Let's stop and have some quiet time to think about what we've learned. Maybe you need to confess some sin, ask the Holy Spirit to move in your life, or thank God for giving you the Holy Spirit. If you know right now that you have not yet asked Jesus to be the leader of your life, take some time to pray and talk with God. He promises us that if we confess our sins, He is faithful and will forgive us and send His Holy Spirit to live in us. *Invite students to meet with a Shepherd if they have questions about this.*

Pray and dismiss students after service is finished.

Lesson 22

Music choices

Know Right:	God's Word has standards for my life.
Think Right:	"Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things." Philippians 4:8
Do Right:	I will honor God with my music choices.
Feel Right:	I can feel wise as I choose music that honors God.

In a research study done by LifeWay, for the book *"Nothing Less"*¹, they found that "a child who listened primarily to Christian music while growing up has 7.5% stronger spiritual health as a young adult." Additionally, this study found that music is the #4 influencer of adult spiritual health. Clearly music matters! When we honor God with our music choices and use wisdom in deciding what media to consume, our spiritual walk with Jesus is strengthened. Let's pray Philippians 4:8 over ourselves and our students this week.

¹ *"Nothing Less: Engaging Kids in a Lifetime of Faith"* by Jana Magruder (LifeWay, 2017).

Own it! (5 minutes)

Take time to encourage the students who completed the first devotion challenge! (Next week they will start the second challenge). Then have students find a partner and ask each other what they learned in their devotions this week. This should lead into a spiritual conversation based on the 4 Rights questions.

If they did not do their devotions or have extra time after sharing about their devotions, have the partners ask how they can pray for each other. After each student shares a request, have students pray for each other. After this is finished, the teacher can open the class in prayer.

Opening Activity (10 minutes)

Play a popular Christian worship music/video. When the song ends, ask students the following questions:

1. Ask the 4 Rights questions: What facts does this song teach (what do you "know" from listening to it)? When can you "think" about some of the key phrases from the song? What actions may this verse cause you to "do"? How will you "feel" before your God when you sing or listen to this song?
2. What would have happened if I had played a secular song, like _____ (*insert the name of a top 10 song, but do not play the music*)? How would you answer the 4 Rights questions?
3. Why do people listen to music? (Music can uplift your soul, it can cause you to pray or dance, it can make you happy or sad, and it can redirect you in good and not-so-good ways, etc.)
4. Did you know that certain types of music have been scientifically proven to change your heart rate, strengthen your memory, regulate stress, lower blood pressure, equalize brain waves, and increase test scores in students? Other types of music can actually raise blood pressure. Do you think music is powerful?

Class Discussion

Have all students look up and read **Philippians 4:8**.

Then, as a class, discuss each of the adjectives from Philippians 4:8 (use your class whiteboard to take notes): true, noble, right, pure, lovely, admirable, excellent, and praiseworthy.

Compare your favorite type of music to the recommendations in this verse.

- How does _____ (insert an adjective from Philippians 4:8) relate to the music we listen to?
- If I looked up the lyrics of a popular song that kids your age like to listen to, would it be appropriate to read the lyrics in our class?
- Are the words in this music true? Right? Pure? Holy? If not, what should be done?

As a class, if needed, come up with some songs/artists that are right/true/pure for those students who need new music choices. (Optional: have table leaders bring computers to check out YouTube videos of Christian artists.)

Optional resource: thebereantest.com – you can explore this website with your students.

Read 2 Corinthians 5:17. Why would this verse be important to a Christian? Use the dark and clean pages of the Wordless Book to illustrate the difference.

Last week we talked about the Holy Spirit. If the Holy Spirit lives in you, what type of music should you listen to, and what types should you avoid? Why? Invite students to discuss.

Since we know the power of music, we need to carefully assess how we will use it in our lives, both publicly and privately. You need to make the call, with the help of the Holy Spirit, and decide what to allow into your mind.

Illustration: Show students a filter or strainer. What is the purpose of a filter? It sifts what we allow in and what we keep out. We can use our Bibles just like a filter. The Bible helps us decide what we should allow into our minds.

Team Discussions

Supplies:

- Team whiteboards and dry erase markers

If you had to write a fun song, what would you include in it? Why? What type of music style would go with it? Give teams five minutes to write some phrases that they would include in their song.

Conclusion

I hope the verses that we studied today have challenged you to stop and think about the music you put in your mind and how it impacts your relationship with God. Your choice of music should connect to the clean and green pages of the Wordless Book, not the dark page.

Pray and dismiss students after service is finished.

Lesson 23

Friendship, dating, and marriage

Know Right:	Relationships should honor God.
Think Right:	“And let us consider how we may spur one another on toward love and good deeds.” Hebrews 10:24
Do Right:	I will honor God in all my relationships.
Feel Right:	I can feel peaceful recognizing my identity is in Christ as I honor God.

When we trust that our identity is found in Christ, we can live honorably in our relationships. This week our students will consider the purpose of friendship, dating, and marriage. They will be challenged to honor God in all of their relationships. As we prepare for this week, let’s pray Hebrews 10:24 over ourselves and our students.

Own it! (5 minutes)

Supplies:

- Devotional checklist – Part 2 (see appendix)
- Devotional booklet (see appendix) (or give each student one sample page with the 4 Rights questions and a school notebook or a low-cost journal)

Throughout this year, we have been challenging you to think about key verses and use them in daily situations (Scripture in your pocket) and get in the habit of doing devotions. We want you to continue to do daily devotions, not only during this year, but for the rest of your life. *Pass out the new checklists (Part 2) and devotional booklets/journals (throughout the rest of the year, make sure new students receive a checklist and devotional booklet/journal).*

In addition, we will be challenging you to become a prayer warrior. A prayer warrior is someone who makes time to regularly bring their requests to God in prayer, who prays consistently for others, and watches for God to answer these prayers. Does prayer really matter? Have you ever seen God answer prayers? *With a partner, have students share a time that they have seen God answer a prayer. If students can’t answer this question, share how you have seen God answer prayers. It is critical that each week students can testify how God answered prayers, small or large. This helps students confidently acknowledge that God is alive, big, and powerful.*

Opening Activity (optional)

Supplies:

- 12x6 inch boards (one for each set of partners)
- Cup of water (one for each set of partners)
- Spoons (one for each set of partners)
- Single portion packet of ready-to-use lemonade (or in advance, pre-portion ready-to-use lemonade powder into small plastic zipper bags or portion cups) (one for each set of partners)
- Extra cups (for the other partners)
- Ice cubes (for the winning partners)

- Two straws (for the winning partners)
- Starting line and finish line (10-20 feet apart)
- Towels (in case of a spill)
- Optional: large tarp (to do the activity on)

Partners will be challenged to mix a cup of lemonade at the starting line, drop to their knees (face to face with their partner), place the lemonade on their board between them, and then with their hands they will carry the board to the finish line, while on their knees, without spilling the lemonade. The first partners to complete the challenge will win a second cup of lemonade, ice, and straws. Anyone who finishes the challenge without spilling, will get to split their cup of lemonade.

Alternate idea: Divide into teams and turn this into a relay race.

Introduction

Was this challenge easy or hard? Let's review how you would win: mix the lemonade, place it on the board, and get to the finish line on your knees. As a team, what do you think we will be talking about today? Hint: It has something to do with marriage. *Allow students to "Solve the Mystery" by discussing for one minute and then presenting a short answer.* Today, we are going to talk about friendship, dating, and marriage. When relationships between two people (mixing of the lemonade) are based on God's foundation (the board), you can be confident that He will carry you through the good and the bad. You both need to keep your **focus on God** and allow Him to carry you through life.

Lesson

Teacher's note: *This lesson covers the basics of being in various kinds of relationships based on what the Bible says about them. We do not recommend teenagers to date. Whether or not your students are dating, we know that this is a common discussion with peers and on social media, and it is important that we help our students understand how to approach relationships with a Christ-honoring biblical worldview. Please follow the curriculum while adjusting it to fit the time you have allotted for the class. Use Scripture to guide your conversations.*

Creative Idea: Cut out three large bright arrows and write one of the following words onto each arrow: Friendship, Dating, Marriage. Tape them to your whiteboard to create three columns. In advance, write the Bible verses (see lesson) in the three columns. As you work through the lesson, add additional key points and ideas in the appropriate columns.

Supplies:

- Hula hoop
- Oil and water (in a plastic zipper bag or a clear jar/bottle)

Today, we are going to talk about friendship, dating, and marriage. All of these types of relationships can be fun, hard, and so rewarding when they honor God. Let's start with friendships.

Friendship (10 minutes)

Have students read:

- **Proverbs 12:26**
- **Proverbs 13:20**
- Friendships are important to God, and He wants our closest friends to love and follow Him. What is the purpose of true/best friendships? *Have students list reasons on their team whiteboards.*

Then have students read: (If time is limited, have a Shepherd read the verses)

- **Hebrews 10:24-25**
- **Ephesians 4:32**
- Encouragement, accountability, and sharpening each other

How do you pick a **true/best** friend based on God's Word? When we studied David and Jonathan, we learned that they were true friends (Y3 Q1 Elementary Curriculum – Lesson 2). What made them true friends? *Allow students to answer.* God was the foundation of their friendship. They could pray together, worship together, and make wise decisions based on God's standards. When you understand what a true friend is, you can begin to understand why God should be the center of any relationship. When you have a true friend, you will both become more like Jesus as you grow strong and honor God together. **Read Proverbs 27:17**

Dating (15 minutes)

What is the purpose of dating? *Have students list reasons on their whiteboards.* (To prepare you for marriage, encouragement, accountability, emotional support, and sharpening each other to be more like Christ.)

If that is the purpose of dating, then we should not start dating until we are ready to provide for and care for our future husband or wife. This approach is very different from what you might see out in the world.

Today, our culture is all about dating and dating and dating. It is natural to desire security, love, and acceptance, but oftentimes peer pressure can lead us to believe that we need to date to have these things. These needs can only be filled by God. Dating will never fill the void in our lives that only God can fill.

When teens date, they often break up. This ends up being painful for both people – even if they don't admit it. Why? Because a relationship is being broken. This relationship is deeper than a friend relationship due to higher emotions and a deeper commitment. If we get into a pattern of dating people and breaking up, we can actually train ourselves to enter into a relationship and then get out of it when it doesn't meet our needs.

Once you are ready to date, the person you choose to date should have the following biblical qualities:

1. If you are a boy, you should only date a girl. If you are a girl, you should only date a boy. God created male and female differently and very special for a reason. It was God's perfect plan that people marry the opposite gender, so they can have children, support each other, and love each other. God's Word is very clear about this in Genesis 2:24 and Matthew 19:4-5.
2. The person must be a born-again Christian. This means you should confidently know they are a Christian; not just assume they are because they "go to church."

Read 2 Corinthians 6:14

What does yoke mean? A yoke is a kind of harness used with oxen to get them to pull a cart or farming equipment. Typically, there is one yoke for two oxen.

Illustration: Yoke two people together with a hula hoop and have them each try to go in opposite directions.

This might be amusing at first – but how long before you are just frustrated? It is important that you both love and follow God's plan.

3. The person should be excited for Jesus! This means you should chase after Jesus as hard as you can. If they can keep up – turn and ask them their name. This will probably be the right person you are looking for.
4. Stop and ask yourself: Are you more like Jesus because you hang around with them? Do they respect physical boundaries that you have put into place? Who they are in private, when no one is watching, will tell you more about them than anything else will. Do they hold you accountable in your walk with the Lord?

WARNING!! God gives us a HUGE warning in the Bible. 2 Timothy 2:22 says to “Flee from anything that stimulates youthful lust.” This means that you need to stay out of situations that are unhealthy in a sexual way. Think about it. God’s way out is to FLEE, RUN, GET OUT. Do not think you are the one person who can stand up under sexual temptation, when God clearly says no one can. If your boyfriend or girlfriend is tempting you in this area, FLEE from them. They are not your friend, you shouldn’t date them, and for sure you would not want to marry them.

Sexual temptations:

1. Music, books
2. Movies, tv shows, commercials, video games
3. Social Media (Snapchat, Instagram, TikTok, WhatsApp etc.)
4. What you wear. But more importantly, why you wear it. Is it to attract the wrong kind of attention? Do you want someone to like you just for your outward appearance? (1 Samuel 16:7)
5. Do not be alone with a boy or a girl without parental supervision. Especially if you have butterflies (a crush on) for them. Also, I just want to remind you, if anything does happen like this, and you are inappropriately touched, please tell your parents or someone who can help you.

Marriage (5 minutes)

What is the purpose of marriage? *Have students list reasons on their whiteboards.*

- **Read Ephesians 5:21-22**
- To honor God.
- To be in a covenant relationship that mirrors Christ and the church. That means that we need to be self-sacrificing in our relationship with our spouse.

Who is marriage for?

- One man and one woman forever. This is how God designed marriage. (Genesis 2)

How would you pick your future husband or wife? *Refer to friendship and dating.*

1. Willing to make a lifetime commitment to God and you.
2. Willing to love each other no matter the cost.
3. Ask yourself if you are ready to become one. *Hold up a cup of prepared lemonade from the opening activity and then compare with oil and water. The oil and water show how hard marriage would be for a believer and a non-believer.*
4. Are you ready to honor God as a couple? This means you can serve together, worship God together, raise kids that honor God, pray together, and so much more.

Conclusion

We know that when you watch a YouTube video, a movie, or just listen to your friends talk, you could often feel pressured into dating or getting into a relationship. There is nothing wrong with dating the opposite sex **at the right time**, but my challenge is for you to think about this through a biblical worldview. Ask yourself, what do you “know” from God’s Word, what should you “think” about, what should you “do,” and how should you “feel” before your God?

In addition to honoring God, it is important that we honor our parents/caregivers, too, as we approach our relationships. Who can think of a verse that instructs us to honor our parents? (Ephesians 6:1-3; Exodus 20:12). God has put our parents in our lives as people who should guide and protect us. Part of our parents’ job is to help us honor God with our decisions!

This week, let’s pause before we make decisions, and consider how we are honoring God. If you feel stuck and need guidance, talk with your parent or another adult who is a godly influence in your life, and they can help you make a decision that honors God.

Pray and dismiss students after service is finished.

Lesson 24

Writing your testimony

Know Right:	The Gospel has power.
Think Right:	"I am not ashamed of the Gospel, because it is the power of God for the salvation of everyone who believes: first for the Jew, then for the Gentile." Romans 1:16
Do Right:	I will share my testimony.
Feel Right:	I can feel unashamed sharing my testimony.

The message of the Gospel is powerful! When we share our testimony, of the time we asked Jesus to be the Lord and Savior of our lives, God uses us to spread His Good News! As you study this lesson, reflect on how God has transformed you. Take some time to write out your personal testimony so that you can confidently share it in class.

Special note for Teachers:

As students check in, read the list of statements below and have them choose the one that best represents them. After they select a number, write it down by their name (this will help you build your small groups for the lesson).

1. I don't really know the Wordless Book (the Gospel), and I am not sure if I am a Christian. Or, I know the Wordless Book (the Gospel), but I am not sure I am a Christian.
2. If you give me a little help, I can tell you about the Wordless Book (the Gospel), and I kind of know about how/when I became a Christian.
3. I can confidently explain the Wordless Book (the Gospel), and I can tell you how/when I was saved/became a Christian.

Own it! (5 minutes)

Throughout this year, we have been challenging you to think about specific Bible verses and use them in daily situations (Scripture in your pocket) and get in the habit of doing devotions. We want you to continue doing daily devotions and also to become a prayer warrior. A prayer warrior is someone who makes time to regularly bring their requests to God in prayer, who prays consistently for others, and watches for God to answer these prayers. Does prayer really matter? Have you ever seen God answer prayers? *With a partner, have students share a time that they have seen God answer a prayer. If students can't answer this question, share how you have seen God answer prayers. It is critical that each week students can testify how God answered prayers, small or large. This helps students confidently acknowledge that God is alive, big, and powerful.*

To help track prayer requests and answered prayers, we would like you to begin to write them at the bottom of your devotional booklet/journal. You will be amazed by how God is working in your world at the end of the year.

Opening Activity

Supplies:

- Wordless Book

Share your own testimony or have a Shepherd share their testimony with your students (2-3 minutes). Make your testimony real and relatable to your students, infusing your passion and excitement into your

story. If your testimony includes sensitive material, be discerning about the maturity level of your group and address those issues carefully with age-appropriateness. Consider bringing pictures of yourself at the age of your salvation to help students understand that today can be their day of salvation, if they haven't received the gift of Jesus yet.

As you share, have a Shepherd stand behind you and hold up the Wordless Book colors as you give your testimony. Your goal is to weave in all five colors without looking. This exercise will be used with your students this week and next week.

After you share your testimony, ask students if they heard the dark page, the red page, and the white page in your testimony. A testimony about when you were saved should always include these three key points at the least. These three colors are the core of the Gospel.

Let's review these Gospel colors.

Show the dark page of the Wordless Book. What is this page all about? As students share answers, write them on the classroom whiteboard. Note: Students will instantly say, "sin." Challenge them to expand on it.

The dark page represents the darkness of our sin. It's all the things we think, say, do, or feel that are against God. Sin blinds us and brings painful consequences. Lying, cheating, gossiping, disobeying, fighting, bullying; all these things are sinful. God is very clear about the severity of sin and the punishment for our sin. He cannot be around sin, tiny or big, because He is holy and perfect. Because we are all sinners, we can't be in His presence the way we are. Sin separates us from God.

Romans 3:23 says, "For all have sinned and fall short of the glory of God." ALL. Every one of us. We are born with a sin nature because we are descendants of Adam and Eve. *Point to the Bible timeline.* The consequence of sin is death and separation from God forever. That's not very good news, is it?

The red page represents the blood that Jesus shed for our sin. Jesus is the only person who has ever lived and not sinned. He is the only One who deserves to spend eternity with God because He is without sin. The Bible tells us in Hebrews 9:22b that "...without the shedding of blood there is no forgiveness" of sin. Jesus came to rescue us. He took our sin upon Himself and sacrificed His life, by dying on the cross, so we could be forgiven. His blood covers our sin, offering us a way to be forgiven. In order to be forgiven, we need to pray and receive His free gift of salvation.

The clean page reminds us that if we believe and personally accept this truth, our sin is forgiven. Acts 16:31 says, "Believe in the Lord Jesus and you will be saved." Believe and you will be saved from the punishment of your sin! Because Jesus took our sin away when He died on the cross and rose again, we can receive that gift and be cleansed from our sin, too. The old has gone and the new has come. (2 Corinthians 5:17) This is a specific point in your life when you pray and ask God to transform your life.

Once your sin is forgiven, your life is changed! You are instantly rescued from the punishment of your sin, you are part of God's family, and you are filled with the Holy Spirit. Because of this gift, you begin to live a life that honors God, not because you have to, but because you want to. Your life is transformed and made new. You're different because you are allowing God your Father to direct and lead you through life.

That's the amazing simplicity of the Gospel. If you believe what the Bible says about salvation, and you've prayed to receive Jesus as your Savior, then you have a testimony!

Let's practice sharing our testimony with others, so we are equipped to lead others to Christ.

Team Challenge (If time permits)

Supplies:

- Whiteboard for each team
- Dry erase markers

Instructions:

1. Teams will have five minutes to write out the Gospel using the black, red, and white colors from the Wordless Book as their outline. (Gold and green can be used as bonus colors for this activity.) Use the 4 Rights questions to create a deeper conversation than just referring to key words. (What do you “know” from this verse, when could you “think” about this verse, what will you “do” with this verse, and how can you “feel” if you apply this verse?)
2. If possible, each team should have a Shepherd or Teacher be the “writer” on the whiteboard. Allow students to talk out the answer as the leader writes. Sample statement: “God loves me so much that He sent His Son, Jesus, to die and take the punishment for my sin. If I admit I have sinned and ask Him to be my Savior, He can rescue me from the punishment of my sin, make me part of his family, and become the leader of my life.”
3. Have teams read their answers and give out Tracker Tickets to the team with the best presentation.

Lesson

Supplies:

- Testimony Worksheets (one per student) (see appendix)
- Pencils with erasers (one per student)

How would you personally tell someone about the time you heard the Gospel, believed it, and received Jesus as your Savior? This story is called your testimony. I *(or insert the name of the Shepherd who gave their testimony)* shared my testimony today, so you can understand that it’s not complicated or scary to share your story. At some point, someone will ask you to share your testimony, so I want you to think about how you would tell it in less than two minutes.

What if you don’t have a testimony?

I would guess that not everyone sitting in this room has a testimony yet. I want you to know that you don’t have to be embarrassed if you don’t have a testimony because you’ve never asked Jesus to be your Savior. That means you either are not interested in knowing Him or you are really seeking to figure out who Jesus is. It’s okay to ask challenging questions. Here’s what I don’t want you to do. Please don’t fake a testimony. Some of you may have never heard about the Gospel before and think it’s a really crazy thought. Would you be brave enough to join us in Group 1, so you can ask questions and talk about it, while we wait for our friends to practice writing their testimonies?

**Note: If you asked the questions as students checked in, assign students to groups 1-3.*

Group 1 Leader notes: Have a leader available for students who need to discuss the Gospel message or need more information. Remind them that they are asking the right questions. **Help them understand God loves them and wants them to respond to Him because He has a plan for their lives. Don’t force them to make a decision but encourage them to keep asking questions that could lead to salvation.** Let them know you are available to answer their questions and lead them to Christ whenever they decide to invite Jesus to be their Savior. Today can be their day of salvation, and if it is, we will celebrate with them!

For those writing a testimony

Let’s divide into two more groups. Group 2 is for students who may have some questions, and Group 3 is for students who are very confident.

Break into groups.

Group 2 and 3 Leader notes: Do not expect students to quickly write out testimonies. For many students, this is the first time they are being challenged to write out their testimony. Go slowly and help students think. Create steps on a whiteboard as you work through the testimony worksheet. Students should fill in their worksheet as you go along.

1. Write about the first time you heard the Gospel. How old were you? Where were you? Who told you about Jesus?
2. Write about the day you responded to the Gospel. How old were you? Where were you? Who was with you?
 - a. What did you have to admit about yourself? (Sinner/need for a Savior)
3. What did you do to become a Christian? What did you say when you prayed? (Surrendered life)
4. What changed about you? (Hint: clean page; desire to know Jesus more and stand firm for Jesus no matter the cost)
5. How are you growing in your faith?
6. As you have grown in your walk with Jesus, are there any verses that have been particularly important or encouraging for you?

Leaders should be listening for:

- The name of Jesus
- Feelings – What do you know? Acts 16:31
- A personal choice/surrender
- Understanding of what Jesus did in the student's life
- Gospel key points

Writing out your testimony

Once students have the “skeleton” of their story written down on their Testimony Worksheet, ask them to fill in the gaps to tell their complete story on a blank piece of paper. (Some students will need to know how long they need to write. Ask for a half a page to a full page of text.) Remind them to cite verses that support what they know and why they chose Christ. Allow students ample time to get their thoughts on paper. Remind them you will be collecting their papers. Ask them to be mindful of the details, so someone reading it for the first time can make sense of their story.

Conclusion

Today you wrote your testimonies. Some of you are super excited about it, for others your paper may look kind of blank, and for some you may be confused. Our goal is for you to feel confident, not in your writing skills, but your relationship with Jesus Christ. Do you know Him, do you love Him, and are you members of His family? If you are unsure of this and you want to talk more, I'll be staying after class to talk with anyone who has questions.

Teachers should collect all the testimonies and review at home. We would encourage the teacher to type out the testimonies and add in tips on how to strengthen it as needed. For example: Suggest a verse to support salvation (Acts 16:31) or ask them to expand on what happened by adding in who they were with or what was said. Bring back the testimonies the following week for additional time to work on them.

Pray and dismiss students after service is finished.

Lesson 25

Communicating your testimony

Know Right:	The Gospel has power.
Think Right:	"I am not ashamed of the Gospel, because it is the power of God for the salvation of everyone who believes: first for the Jew, then for the Gentile." Romans 1:16
Do Right:	I will share my testimony.
Feel Right:	I can feel unashamed sharing my testimony.

It's amazing to watch students wrestle with words and thoughts as they write their testimonies. Some of them received Christ as very young children, and others just received Christ this past year. No matter what type of testimony they have, we can all rejoice knowing we are part of the family of God! As you prepare this week, spend some time in prayer thanking God for the students you are leading.

Own it! (5 minutes)

Does prayer really matter? Have you ever seen God answer prayers? How does God answer prayers? Why would God say "No" to one prayer and "Yes" to another? *With a partner, have students share a time that they have seen God answer a prayer with yes, no, or wait. If students can't answer this question, share how you have seen God answer prayers. It is critical for students to see how God answers prayer. This helps students confidently acknowledge that God is alive, big, and powerful.*

Remind students to continue to add prayer requests to their devotional booklet/journal each week while doing their daily devotions.

Opening Activity

Supplies:

- Wordless Book

Lead Teacher's note: Ask another classroom leader in advance to share their testimony, so they are well prepared. Their testimony should be real and relatable to your students, infusing their passion and excitement into their story. Remember, if their testimony includes challenges or sensitive material, be discerning about the maturity of your group and address those issues carefully with age-appropriateness.

Have a leader confidently share their testimony with students. As they share, have a student stand behind them and hold up the Wordless Book colors as they give their testimony. Their goal is to weave in all five colors without looking. Students will do this exercise during class.

Team Challenge

Divide the class into teams. Have teams race to write on their whiteboard the key colors of the Wordless Book and the key Scriptures to match each color. The first team to finish will earn three Tracker Tickets each.

Optional idea: On separate index cards, write the colors, key words, and verses (broken down with the book, chapter and verse numbers, and the actual verse on separate cards). Encourage teams to put them in order. The quickest team wins.

Lesson

Supplies:

- Completed Testimony Worksheets (from last week)
- Testimony Worksheets (extra copies for students who didn't attend last week) (see appendix)
- Pencils with erasers (one per student)
- Wordless Book (one for each small group)

Shepherd alert: *Create a small group with students who missed last week and review last week's lesson. Then have students write out their testimonies on their worksheets. For students without testimonies or those who are struggling to write, assign a Shepherd to assist them in writing or asking/answering spiritual questions. When they are finished, they can join a group of returning students.*

Returning students: *Hand out Testimony Worksheets from last week and challenge students to answer questions or add in additional details. Challenge students to think, "If a friend saw this testimony, would they be able to understand the Gospel and how to receive Christ as their Savior?" Give students time to work and polish their testimonies. Also challenge students to prepare to give their testimonies in class.*

When students are ready, begin to form small groups where they can share their testimonies. Give each small group a Wordless Book. As a student gives their testimony, the other team members can place colors in the middle of their circle as they are mentioned in the testimony. Encourage all students to share their testimonies. If a student is sincerely struggling with their testimony, allow them to pass.

When teams are done, ask for a few students to share their testimony in front of the full class. As they share, have another student hold up the Wordless Book colors behind them to assure the Gospel is in the testimony. Congratulate and cheer for each student for sharing their testimony (this is a big deal) and give them Tracker Tickets based on how many verses and Wordless Book colors were used.

Collect testimonies from all students and update the text on your computer. Give a copy to your Discovery Land Director or your children's ministry leader to make four copies (teacher, DL staff, parents, and for the student's ministry application). The original will be returned to the students the following week.

Conclusion

As a Christian, your testimony is important. It gives evidence to others that you are a Christian and is a helpful and personal way to share the Gospel with others. Next week, when you get your testimony worksheet back, I encourage you to take it home and give it to your parents. This should be one of the best gifts your parents have ever received. Ask them to share their testimonies so you can learn how they became a Christian.

Pray and dismiss students after service is finished.

Lesson 26

Missions: Go

Know Right:	Jesus calls us to go and make disciples.
Think Right:	“Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age.” Matthew 28:19-20
Do Right:	I will go and make disciples.
Feel Right:	I can feel connected knowing that I am part of God's plan for the world.

God calls us all to be part of the Great Commission. We are all part of His plan for the world. Some of us will be “prayer warriors” for missionaries. Some of us will financially support missionaries. Some of us will be called to “Go!” and become international missionaries like Paul. Take time this week to consider how God has equipped and called you to be part of the Great Commission. As we study this lesson, let’s reflect on the implications of Matthew 28:19-20 in our own lives.

Own it! (5 minutes)

Supplies:

- Paper and pencils (for each student)

Have you ever written out a prayer to God? Writing out a prayer allows you to really think about what you are saying to God. Let’s take time to do this now. Please know you do not have to turn this in; it’s just between you and God. Things to include (*write on your whiteboard*): Tell Him how great He is, confess your sins, thank Him for specific things that have happened in your life, make prayer requests for others, ask Him for things according to His will.

Play quiet music and allow students to write for five minutes.

Opening Activity (15 minutes)

The world is loaded with different religions. How many religions are you aware of? *Have teams list as many religions as they can on their whiteboard. Give points to the team that comes up with the most.*

Definition of religion: The belief in and worship of a superhuman controlling power, especially a personal God or gods.

There are roughly more than 4,200 known religions in the world today. We’ve learned a lot this year about the evidence that we worship the one true God. What are some truths that set Christianity apart from all those other religions? (*Write answers on your whiteboard; examples could include: Jesus is our Savior; the Trinity; God’s Word is truth; God sent His Son to die for us; it’s by grace, through faith you are saved, not by works; Jesus is the only leader who has conquered death; Jesus performed miracles; etc.*)

What verses support this? Hint: Think through the Top 12 verses and verses from your mid-week program.

Challenge students to give verses.

- John 14:6 – Jesus is the only way.
- John 10:30 – Jesus and God are one.
- Matthew 16:16 – Jesus is the Christ.
- 1 Peter 2:24 – Jesus died for our sin. He took the punishment.
- John 3:16 – God loves the world.
- Ephesians 2:8-9 – It is a free gift, not by works.

If there are more than 4,200 religions in the world, that means that there are many, many people who do not know Jesus. Why should we care about those people? *Allow students to answer (if they get stuck, remind them of John 3:16).*

We have spent some time this year learning about the Great Commission. Let's read these verses together. *Invite class to read Matthew 28:19-20 aloud as one group.* This is God's plan to bring His Good News to the whole world. He calls all of us (Christians) to go and make disciples of all nations!

I have another Bible verse to share with you. *Read Romans 10:14-15 aloud.*

What does Romans 10:14-15 tell us? *Invite students to discuss.* Let's think through this verse backwards. In order for people to come to know Jesus as their Lord and Savior:

1. Christians need to be sent.
2. Then they need to preach the Gospel.
3. The people who don't know Jesus need to hear the Gospel, so that they can believe.

What do we call the people who are sent into the world to preach the Gospel? (Missionaries)

Take 5-10 minutes to share about missionaries your church supports or that you/your students know personally. Highlight ways that these missionaries creatively share the Gospel in their contexts (through their employment, through how they interact with their community, through how they communicate the Good News, etc.).

After discussing these missionaries, have students quietly pray for missionaries around the world.

Right now, we're going to learn from our mission lesson about _____ (briefly summarize the Mission Lesson), then we'll discuss how we can be missionaries this week.

Mission Lesson (15-20 minutes)

Visit the Mission Station or bring the Mission Lesson to your classroom (the current Mission Lesson can be downloaded from the DLG website).

Class Discussion

It is so exciting to see how God is at work around the world. He uses each of us to fulfill His Great Commission. I love that we are all connected as followers of Jesus by this instruction. As we each obey Jesus and go make disciples, we can know that we are never alone. Christians around the world are doing the same thing every day!

It may seem like only certain people can go and become missionaries, but that's not accurate. Yes, only some people will leave their homes to share the Gospel in a different country, but we can all be disciple-makers in some way in our communities and around the world. Let's brainstorm some ways we can do that.

As a large group, discuss the following question. Record answers on the whiteboard.

What can you do to share the Gospel of Jesus around the world?

Some answers to help students think about this question:

- Give Bibles (such as to Gideons International or other Christian mission agencies)
- Financially support a translation of Discovery Land curriculum
- Pray for Discovery Land Global
- Be willing to go and be a missionary
- Use the Wordless Book as a tool to tell others
- Pray for those on the mission field

Ask the following questions and allow students to silently consider:

- What do you think your role might be in communicating the Gospel around the world?
Personalize this.
- Is God calling you to become a missionary and go to another country to share the Gospel?

Conclusion

We all have a role to play in the Great Commission. We all can pray, many of us can give, and some of us will even become missionaries and go into mission work full time! If you might be interested in becoming a missionary, come talk to me after class. I can help connect you with someone who is involved in missions.

Pray and dismiss students after service is finished.

Lesson 27

Witnessing – Part 1

Know Right:	We are called to tell others about Jesus.
Think Right:	“Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age.” Matthew 28:19-20
Do Right:	I will go and tell others about Jesus.
Feel Right:	I can feel prepared when I go and tell others about Jesus.

Think about the last time you had the opportunity to share the Good News of Jesus with someone. What a privilege it is to be used by God to share the Gospel! This week, we are going to equip our students to courageously share about Jesus with others. As you prepare, pray that your students will be bold and gracious in these conversations.

Notes to all leaders: Please review the Discovery Land “Believe It or Not” booklet for correlating verses of the Wordless Book. Remind students that we are in the Church Age and Jesus will return one day, and until then we have an important role in sharing the Gospel with those who do not believe.

Here are some of the principal stumbling blocks for students when leading another person to Christ.

- They are unsure of how to begin the conversation. Encourage them to open with a question.
- They think they need to use big ‘church’ words, which may be confusing.
- They will sometimes begin by talking about sin and hell, rather than God’s love.
- They forget to reference the Bible. Encourage students to commit to memorizing or reviewing verses, like the Top 12.
- They forget to mention the name of Jesus. Coach students to think through the Wordless Book and challenge them to value the name and importance of Jesus.
- They feel like they need to do all the talking. Encourage students to realize that it is incredibly important for them to spend just as much time (even more!) listening to the other person, to understand where that person is at, and to build trust.

Own it! (5 minutes)

Challenge students to find a partner and ask, “How can I pray for you?” After each student shares a request, have students pray for each other. After this is finished, open the class in prayer.

Introduction

A few weeks ago, we heard testimonies from a few students. Would anyone like to share their testimony with the class? *Have one or two students share their testimonies. Have another student stand behind them and hold up Wordless Book colors to match any key points. At the end of the testimony, give the student Tracker Tickets for each color used and additional tickets for confidence and willingness to share.*

Opening Activity

Supplies:

- Wordless Book (one for each table)

Did you hear key points of the Wordless Book in their testimony? Let's do a quick review with a partner. *Have students, with a partner, quickly talk through the basic outline of the Wordless Book with verses to support each color or use the Wordless Book activity from a few weeks ago.*

Lesson

What would you do if, after you shared your testimony, someone said, “I want what you have! I want to know that I will go to heaven! How do I do this?” What would you say?

The Bible teaches us to be ready at all times to share what we believe. (2 Timothy 4:2)

Today, we will be teaching simple evangelism skills. Some of you “know” the Wordless Book, but my question is: Can you use it as a tool to effectively share the Gospel with a friend? Watch carefully as we demonstrate how to share the Gospel with a friend.

Drama of two friends in the lunchroom

This is a general outline, please practice and personalize this drama.

Actors: Friend 1 (played by a Shepherd) and Friend 2 (played by the Teacher)

Notes for Friend 2 to explain the Gospel:

Use the Wordless Book as a comprehensive story, rather than a group of verses and facts. As you tell the story, use a conversation style rather than just quoting colors, key words, and verses. As a leader, you should weave the concepts together, so your students connect it from beginning to end. If you need assistance in teaching the Wordless Book, please contact your children’s ministry leader to assist you before you arrive for class.

Friend 1 should share that her grandmother just died this past week, and she is starting to question what happens to a person when they die.

Friend 2 should acknowledge the sadness of the grandmother passing away and ask if the grandmother believed in Jesus.

Friend 1 should look confused and ask, “What does that mean?”

Friend 2 should then explain the Gospel to Friend 1 using the Wordless Book, while eating lunch together. (see notes above)

Friend 1 should be open and ask good questions back. This conversation should be very simple and easy to follow.

Friend 1 should eventually pray and receive Christ at the end.

Let’s look at what happened and break it down into steps using the Wordless Book.

1. Begin with the gold page and focus on how much God loves us. Notice we’re not rushing into “heaven” first.

Have you ever wondered what it would be like to have God as your Father? Do you know that God wants you to be part of His family? He loves you and wants to walk with you through your life on earth and into eternity. Someday when we do die, we can live in the place He has created for you to live for eternity; that place is called heaven.

John 14:2 says, “In my Father’s house are many rooms; if it were not so, I would have told you. I am going there to prepare a place for you.”

God loves us so much that He already has a place in heaven prepared for us! Jesus is going to return to earth and take us back to heaven, if we know Him. Heaven is a beautiful place that has no sin, no tears, no hurt or anger, no sickness, no bullies, no pain, and no fear. The best thing about heaven is that God is there. It is a perfect place! It’s very important to remember that there is no sin in heaven.

2. Help your friend understand they are a sinner, by asking basic questions and showing the dark page.

Do you know what sin means? *Be prepared to give examples.* Sin is what separates us from a perfect God. Sin is anything we think, say, do, or feel that is against God. This includes immoral choices, nasty thoughts, lying, disrespect, being mean to someone, etc. We all sin.

Romans 3:23 says, “For all have sinned and fall short of the glory of God.” Sin is the opposite of who God is.

3. Emphasize that God loves them so much He sent His one and only perfect Son, Jesus, to save them from their sin (red page, Jesus’ blood).

- Who is Jesus? Jesus is God’s one and only perfect Son.
- Why Jesus? He is the only sinless person who could bear the punishment of our sin. Jesus is our Savior. He came to rescue and deliver us by taking the punishment for our sin.
- This is what makes Christianity so different: Jesus died for us and rose again, defeating sin and death.

Hebrews 9:22b says, “...and without the shedding of blood there is no forgiveness.”

4. Ask if they believe they are a sinner and if they recognize they really need Jesus to save them from their sin. Explain what will happen when they ask Jesus to forgive their sin using the clean page:

- Forgiveness
- Made clean
- No more penalties for sin
- You can go to heaven
- Filled with the Holy Spirit

If your friend is showing interest, ask them, “Would you like to talk to God and ask Him to forgive your sin and become the true leader of your life?”

5. The result of your new life (green page) is a true desire to grow and obey.

When we use the Wordless Book as a tool to share the Gospel message, it can be so much more than reciting colors, key words, and verses. God can use His Word and our testimony to share the most incredible gift: salvation.

Team Challenge

Today, we are going to practice a few scenarios that could provide opportunities for you to share the Gospel with someone.

Present the scenarios to the students and allow them time to share ideas about how to begin to share their faith. Ask them how they would respond to each situation. Have one group begin answering questions and then stop them in the middle of their thoughts and ask another table to pick up the conversation where you broke in. This will assist in keeping students alert and engaged in the conversation. Or assign a leader for each group. The leader will lead the scenario by being the “lost person” and the students as a team would need to help the person understand the Good News of God (with the goal of challenging the students without “stumping” them).

Lead Teacher’s note: *Jump into any discussion by saying “Freeze.” Gently coach students by giving them suggestions and correcting comments that should be changed.*

What would you say?

Challenge students to begin a conversation and lead it into the Gospel.

Remember, your goal is not to “slam” the person with the Gospel, but to lovingly lead the person into a Gospel conversation.

Scenario 1: You’re in your school cafeteria and your friend begins to choke on crisps. After coughing up a chunk of orange goo, he turns to you and exclaims, “Wow, I thought I was going to die!”

Conversation starters:

I’m glad you are fine.... (*acknowledge the situation*). Did you really think you were going to die? I was praying for you as you were choking. Have you thought about what would happen to you if you were to die? One thing I’m sure of, when I die, I will go to heaven. Do you want to know why I can confidently know that?

Scenario 2: You and your friends are talking about a movie and this leads into a conversation about a character’s death. Your friend flippantly begins to tell everyone that heaven isn’t real. She just says to you, “We just die, and we’re done. I don’t believe all that other stuff.”

Conversation starters:

Wow, that must be a scary thought. That’s a huge risk to think that when we die...we just fade away and nothing happens. Personally, I have no doubt that I am going to heaven. How did you come to your conclusion? Can I share with you how I came to my conclusion?

Challenge students to understand how to use these situations to start a conversation that could move in a direction that would allow them to share their faith.

This is the reason we practice sharing: because we need to be ready to share at any given moment. Some people will be receptive and ask more questions. Conversely, some will reject us for having the hope and assurance that we do. When our faith gets challenged, we must be sure to stand firm in our beliefs and know the biblical truths beyond the shadow of a doubt. If you are rejected, think about what you “Know” about Paul and Stephen from the NT. What would they “Do” if they were in your situation; how would they “Feel”?

Ask students and dialogue with them:

- How are you going to respond when someone is receptive to what you’re saying?
- Are you comfortable sharing your testimony and the Gospel?
- Do you know Bible verses that support your testimony and the Gospel message of salvation?

What about when you are rejected for your faith? Are you going to question God and allow doubt to enter, or cave in to the pressure and go along with your friend, so you don’t feel stupid? **How are you going to make sure you’re equipped to handle rejection and persecution from those who don’t yet know or believe?** If you are rejected, think about what you “Know” about Noah, Daniel, and Stephen from the Bible. What would they “Do” if they were in your situation; how would they “Feel”? The Bible was written to help you through difficult times. It’s not just a cute story for church. Another option is to respond to rejection with love. Encourage the person by saying you will pray for them, and if they have questions, you will always be there to answer the questions.

If time permits, demonstrate how to share the Gospel with a friend one more time. Have a Shepherd be the unsaved person, as the students share the Gospel. (The Shepherd should not over-complicate this activity.)

Conclusion

Recognize that God is the one working through you to tell others about Jesus. We just need to be willing to speak the truth. He will move the hearts of the people. Let’s stop and take time to pray for our friends or family that do not know Jesus. *Have students silently pray.*

Pray and dismiss students after service is finished.

Lesson 28

Witnessing – Part 2

Know Right:	We are called to tell others about Jesus.
Think Right:	“Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age.” Matthew 28:19-20
Do Right:	I will go and tell others about Jesus.
Feel Right:	I can feel prepared when I go and tell others about Jesus.

As we spend a second week learning about witnessing, consider who God has put in your life who needs to know Him. Are there any opportunities you can see where you could share the Gospel? As you prepare this week, spend time in prayer for this person, and for the people your students will encounter who need to know the Gospel.

Teacher’s Note: This week’s lesson is very similar to last week. We have found that students need two weeks to not only understand the Gospel, but also to practice sharing it.

Own it! (5 minutes)

Have you ever written out a prayer to God? Some of you did a few weeks ago. Let’s take time to do this again. You do not have to turn this in, it’s just between you and God. Things to include (*write this list on your classroom whiteboard*): Tell Him how great He is, confess your sins, thank Him for specific things that have happened in your life including your salvation, ask Him to give you something according to His will, pray for others.

Play quiet music and allow students to write for five minutes.

Opening Activity

Supplies:

- Jenga game (one for each team)
- Tracker Tickets

Divide students into teams. Give each team a Jenga game. Allow teams to work on building the highest tower for five minutes. The team with the highest tower will win five Tracker Tickets each.

After the winner is announced, remind them that life is like a Jenga game. You can build your life on this earth with money, popularity, grades, abilities, and more, but eventually it will all fall. Each person will eventually die and will enter into eternity. The question is, where will you spend eternity? Where will your friend spend eternity?

Introduction

Last week we talked about witnessing. When we say “witness”, we mean that we are sharing with someone the Good News of Jesus. When was the last time you witnessed to a friend? *Allow a student to share and give the person Tracker Tickets based on the quality of the answer.*

Lesson

Today, let's review some simple evangelism skills. Some of you "know" the Wordless Book, but my question is, can you use it as a tool to effectively share the Gospel with a friend? Watch carefully as we demonstrate how to share the Gospel with a friend.

Drama of two friends after a soccer game

This is a general outline of the drama.

Actors: Friend 1 (played by a Shepherd) and Friend 2 (played by the Teacher)

Notes for Friend 2 to explain the Gospel:

Use the Wordless Book as a comprehensive story rather than a group of verses and facts. As you tell the story, use a conversation style rather than just quoting colors, key words, and verses. As a leader, you should weave the concepts together, so your students connect it from beginning to end. If you need assistance in teaching the Wordless Book, please contact your children's ministry leader to assist you before you arrive for class.

Friend 1 should talk about a friend at school who was just in a serious accident.

Friend 2 should acknowledge the sadness and ask if they can pray for the student.

Friend 1 should look confused and ask, "Why pray? I don't believe in God..."

Friend 2 should then explain why he believes in God and prayer. He should then pray.

Friend 1 should look up and say, "Can you tell me more about your God?"

Friend 2 should explain the Gospel.

Friend 1 should be open and ask good questions back. This conversation should be very simple and easy to follow.

Friend 1 should eventually look at Friend 2 and say, "I need to think about this..." and walk away.

Let's look at what happened and break it down into steps using the Wordless Book. *(Note: this is repetitive from last week, so students can be confident in basic witnessing skills.)*

It is key that Friend 2 is confident in what they believe. Prayer is not optional, but prayer is real, and God does answer prayer. Note: This is why we are focusing on prayer this quarter. When we see God answer prayers, it is evidence of His reality and goodness.

1. Begin with the gold page and focus on how much God loves us. Notice we're not rushing into "heaven" first.

Have you ever wondered what it would be like to have God as your Father? Do you know that God wants you to be part of His family? He loves you and wants to walk with you through your life on earth and into eternity. Someday when we do die, He has created a place for you to live for eternity; that place is called heaven.

John 14:2 says, "In my Father's house are many rooms; if it were not so, I would have told you. I am going there to prepare a place for you."

God loves us so much that He already has a place in heaven prepared for us! Jesus is going to return to earth and take us back to heaven if we know Him. Heaven is a beautiful place that has no sin, no tears, no hurt or anger, no sickness, no bullies, no pain, and no fear. The best thing about heaven is that God is there. It is a perfect place! But there is one thing that is not in heaven and that is sin.

2. Help your friend understand they are a sinner, by asking basic questions and showing the dark page.

Do you know what sin means? *Be prepared to give examples.* Sin is what separates us from a perfect God. Sin is anything we think, say, do, or feel that is against God. This includes immoral choices, nasty thoughts, lying, disrespect, being mean to someone, etc. We all sin.

Romans 3:23 says, “For all have sinned and fall short of the glory of God.” Sin is the opposite of who God is.

3. Emphasize that God loves them so much that He sent His one and only perfect Son, Jesus, to save them from their sin (red page, Jesus’ blood).

- Who is Jesus? Jesus is God’s one and only perfect Son.
- Why Jesus? He is the only sinless person who could bear the punishment of our sin. Jesus is our Savior. He came to rescue and deliver us by taking the punishment for our sin.
- This is what makes Christianity so different: Jesus died for us and rose again, defeating sin and death.

Hebrews 9:22b says, “...and without the shedding of blood there is no forgiveness.”

4. Ask if they believe they are a sinner and if they recognize they really need Jesus to save them from their sin. Explain what will happen when they ask Jesus to forgive their sin using the clean page:

- Forgiveness
- Made clean
- No more penalties for sin
- You can go to heaven
- Filled with the Holy Spirit

If your friend is showing interest, ask them, “Would you like to talk to God and ask Him to forgive your sin and become the true leader of your life?”

5. The result of your new life (green page) is a true desire to grow and obey.

When we use the Wordless Book as a tool to share the Gospel message, it can be so much more than reciting colors, key words, and verses. God can use His Word and our testimony to share the most incredible gift: salvation.

Team Challenge

Today, we are going to practice a few additional scenarios that could provide opportunities for you to share the Gospel with someone.

Present the scenarios to the students and allow them time to share ideas about how to begin to share their faith. Ask them how they would respond to each situation. Have one group begin answering questions and then stop them in the middle of their thoughts and ask another table to pick up the conversation where you broke in. This will assist in keeping students alert and engaged in the conversation. Or assign a leader for each group. The leader will lead the scenario by being the “lost person” and the students as a team would need to help the person understand the Good News of God (with the goal of challenging the students without “stumping” them).

Lead Teacher's note: Jump into any discussion by saying "Freeze." Gently coach students by giving them suggestions and correcting comments that should be changed.

What would you say?

Challenge students to begin a conversation and lead it into the Gospel.

Tip: Your goal is not to "slam" the person with the Gospel, but to lovingly lead the person into a conversation that leads them into a Gospel conversation.

Scenario 1: You're in your school cafeteria; after you pray for your food, a friend looks at you, laughs and says, "Why do you pray? God isn't real anyways."

Scenario 2: You and your friends are talking about a movie and this leads into a conversation about a character's death. Your friend flippantly begins to tell everyone that heaven isn't real. She just says to you, "We just die, and we're done. I don't believe all that other stuff." (*This is purposely repeated from last week, which should help strengthen the conversation.*)

Scenario 3: You ran into a kid at school who is sad and just wants to be left alone. When you try to start a conversation with the person, they say, "Nobody loves me and I am tired of life."

This is the reason we practice sharing because we need to be ready to share at any given moment. Some people will be receptive and ask more questions. Conversely, some will reject us for having the hope and assurance that we do. It's when our faith gets challenged that we must be sure to stand firm in our beliefs and know the biblical truths beyond the shadow of a doubt. If you are rejected, think about what you "Know" about Paul and Stephen from the NT. What would they "Do" if they were in your situation; how would they "Feel"?

Review from last week: Ask students and dialogue with them:

- How are you going to respond when someone is receptive to what you're saying?
- Are you comfortable sharing your testimony and the Gospel?
- Do you know Bible verses that support your testimony and the Gospel message of salvation?

What about when you are rejected for your faith? Are you going to question God and allow doubt to enter, or cave in to the pressure and go along with your friend, so you don't feel stupid? **How are you going to make sure you're equipped to handle rejection and persecution from those who don't yet know or believe?** If you are rejected, think about what you "Know" about Noah, Daniel, and Stephen from the Bible. What would they "Do" if they were in your situation; how would they "Feel"? The Bible was written to help you through difficult times. It's not just a cute story for church. Another option is to respond to rejection with love. Encourage the person by saying you will pray for them, and if they have questions, you will always be there to answer the questions.

If time permits, demonstrate how to share the Gospel with a friend one more time. Have a Shepherd be the unsaved person, as the students share the Gospel. (The Shepherd should not over complicate this activity.)

Conclusion

Recognize that God is the one working through you to tell others about Jesus. We just need to be willing to speak the truth. He will move the hearts of the people. Let's stop and take time to pray for our friends or family that do not know Jesus. *Have students silently pray.*

Pray and dismiss students after service is finished.

Lesson 29

Using your gifts and talents

Know Right:	God gives believers gifts and talents to serve Him.
Think Right:	"Therefore, my dear brothers, stand firm. Let nothing move you. Always give yourselves fully to the work of the Lord, because you know that your labor in the Lord is not in vain." 1 Corinthians 15:58 (Top 12)
Do Right:	I will use my God-given gifts to serve Him.
Feel Right:	I can feel joyful when I serve God.

God has equipped every believer with unique gifts and talents that we get to use to serve Him. What are some ways you've been able to use your gifts to serve God? Consider writing down a few examples, so you're ready to share if it comes up in conversation with a student. As we prepare for this week, let's pray that we will be encouragers to these students. What a privilege it is to pour into them as they grow and learn!

All leaders: please read the following as you prepare for this week:

- Matthew 25:14-30: The parable of the bags of gold.
- Ephesians 2:10: God prepared us to do His work.
- 1 Corinthians 9:24-27: Go get the prize!
- 1 Corinthians 12:12-27: How the body of Christ works.

Own it! (5 minutes)

Challenge students to find a partner and ask, "How can I pray for you?" After each student shares a request, have students pray for each other. After this is finished, ask students if anyone saw God answer prayer this past week. If yes, have the student share.

Opening Activity

Supplies:

- Gifts and Talents worksheet (see appendix)
- Pencils

I want to ask a question for you to ponder, and I really want you to think about this. Consider something you're good at. What do you do well? What do you enjoy spending time doing? We're going to capture our thoughts on paper. Spend some time really thinking about your answers. Be sure to write your name on your papers, because we're going to collect these and use them in future weeks.

Teachers: Pass out worksheets. The questions on the front of the worksheet are listed below. Go through each question and allow students time to complete the front of the worksheet in class. The questions on the back will be answered after the lesson. Table leaders should assist students to think about their gifts, so they can write them down.

1. List your top five favorite things to do.
2. If I asked three people who really knew you, "What is _____ (insert your name) good at?" What would they say?
3. If someone had to describe you with five key words, what would they be?
4. If you could do something special for someone to encourage them or make them happy, what would you do?
5. If you could look forward 10 years from now, what do you see yourself doing?
6. If you had to fill your day with three things, what would you do? *Students should choose three from the list provided or insert their own ideas.*

Write	Cook or Bake
Sing	Teach
Play sports	Serve others
Play an instrument	Organize
Give a speech	Create artwork
Encourage people	Read
Work with kids	Play on a computer

Once they've completed the front side of their worksheets, have students set them aside. If the worksheets become a distraction, collect them, and hand them back out at the end of the lesson.

Why do you think I asked you about what you're good at? *Spur students on to answer this question.* Let's see if I can tie this together for you. Does anyone remember where we are and where we fit into the "Bible timeline"? (We are living in the Church Age)

What is the purpose of the Church Age? *Review the following verse with your students.*

Read Matthew 28:19 Still, what does this verse have to do with the things I'm good at?

Lesson

Supplies:

- Prop to represent this parable, like a bag of gold

Talents were given to different people.

Read Matthew 25:14-15

The master entrusted his property to the servants while he was on a journey. The talent was the largest measurement of money in those days. The approximate value of a talent in today's economy would be equivalent to 20 years of pay. **The master offered his servants a huge privilege and responsibility to care for what He entrusted to them.**

How many bags of gold did he give to each servant? (Five, two, and one)

Why do you think he divided up his talents unequally? *Allow students to offer guesses.*

Did you catch the words in verse 15? (He gave to each according to his ability)

Let's keep reading and see what happened.

Read Matthew 25:16-18

What did each man do with their master's talents? *Invite students to answer.*

What would you have done? *Discuss as a group.*

Read Matthew 25:19-23

What happened? *Invite students to answer.*

Read Matthew 25:24-28

What did the man do? *Invite students to answer.*

What did the master think of his decision? *Discuss as a group.*

Read Matthew 25:29-30

What does that Scripture say to us? *Discuss as a group.*

I want to challenge you today that your "much" is not in the form of money.

I think it's interesting that the word 'talent' is used in this part of Scripture. Yes, a talent was describing value in money, but think of how we use the word talent today. Think back to the things we talked about at the beginning of class that you're good at. *Have students look at their worksheets (pass them back to each student if they were collected).*

Look at your worksheet. Would you say that you have a certain talent?

How does this lesson relate to the things you are good at? *Ask students to come up with ideas as a small group and encourage them to try to parallel their talents and gifts to the story.*

All those things you are good at, and I know every one of you is good at something, these are gifts God gave you. He didn't just give them to you to make you look or feel good, He gave them to you for a purpose.

Some of us are good at the same things, but together as a class there are many different things we have the talent to do. **The reason we have different gifts is so we can all be effective for the body of Christ (the church).** See, **God purposefully and specifically** gave you those gifts, so you can USE them for His Kingdom. The Master is Jesus, and He is coming back for us one day. He's going to ask us what we did with what God gave us and whether we used our gifts to bring more people to Him!

No matter WHAT you're good at, you can use it for your Master and have Kingdom value attached to your talent!

And here's the cool part of the lesson you can't miss! What happens when we use what God has given us? He gives us more! Not more money, but more gifts, more people to serve, more ministry opportunities!

Don't miss what God has for you!

We have a Master, too. Our Master is Jesus, and He WILL come back for us one day, just like the servants' master returned. What do you think He will say to you? Will He say, "Hey, I really hope you liked all the stuff you had in your life," or "Wow, your clothes on earth rocked," or "I sure wish you had a bigger house or a better car when you lived on earth." That's ridiculous, right? What will He care about? *Ask students to reply.*

He is going to ask you what you did with what He gave you!

Do you think God is serious about us using what He gives us for the sake of His kingdom? He absolutely is. God put us here on earth to bring glory to Himself and to bring people back to Him. **You were born in this century, at this time in history, because no one else, not one single person has the specific make up of gifts God gave you.** He's asked YOU to use exactly what He's given you.

And someday, He will ask you what you did with it.

Read Colossians 3:23-24: "Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving."

Conclusion

Do you want to be able to respond like the servants with two and five talents, or do you want to try to explain why you didn't do anything with what God gave you?

Let's take a few minutes and complete the two questions on the back of our worksheets. *Go through each question and allow students time to complete the back of their worksheet.*

7. How do you use your talents and abilities to honor God?
8. How could you use your talents and abilities to honor God in middle school, high school, college, and beyond?

When we do things to serve God, He knows our real hearts and we will receive a reward in heaven. The Bible literally talks about crowns we will receive for serving Him while on earth. These crowns we will cast at His feet as a form of worship in heaven. Wow, that will be incredible! Remember, you have purpose. Our job this week is to remember to identify with the gifts God has given us and use them for His glory!

Pray and dismiss students after service is finished.

Lesson 30

Serving in your church – Part 1

Know Right:	The Church is the body of Christ.
Think Right:	“The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body. So it is with Christ.” 1 Corinthians 12:12
Do Right:	I will use my gifts and talents to serve in my local church.
Feel Right:	I can feel encouraged to use my gifts and talents in my local church.

When you consider that the Church is the body of Christ and how we’re called to use our gifts and talents to serve our church family, does anyone come to mind from your local church who is faithfully serving with the gifts God has given them? If so, find an opportunity this week to thank them and encourage them in their service.

Special Note for this week: Students will skip worship and begin touring the church at the beginning of the hour.

Full Church Tour

Supplies:

- “Serving with Excellence” worksheet that includes the Title of Volunteer / Gifts needed / Number of hours to prep / Number of hours doing ministry (see appendix)
- Clipboards or something hard to write on
- Pencils

Today, we’re going to take a special field trip around our church. Last week, we talked about spiritual gifts and different ways we can use those gifts to serve the Lord. It’s a beautiful thing that we’re all wired differently, because if we all did the same things, we would miss so many people’s needs.

I’d like you to see different people using their spiritual gifts in real time, so we’re going to take a tour of our church in action. We’ll talk with people about different responsibilities they’ve chosen to do here in our church to serve the Lord. Remember the game “I Spy”? We’re going to see how many different people we can see serving and see if we can “spy” different spiritual gifts in action within our church.

*During the tour, your group will stop at each designated location, so a specific ministry leader can briefly share about their ministry. **They will talk about the required commitment level, spiritual gifts necessary to fulfill that commitment, and the goals of their ministry. If possible, have them share how God led them to the position.** Between stops or any time during the tour, have students fill out their “Serving with Excellence” worksheet. The students with the most details on their form will receive ten Tracker Tickets. You will encounter many other volunteers. Be sure to ask your students to identify those serving and talk through their spiritual gifts in serving our church family.*

Ministry / Ministry location (Personalize this tour to the ministries and volunteers in your church.)

Note: next week you will focus on your children’s ministry.

- Facilities / Security / Medical Team
- Administration / Offices
- Worship Arts
- Other (e.g., sports ministry, etc.)
- Custodians

As you tour your church, remind students of the many ways to serve in the church. Point out or talk about the service we see and don't see:

Worship Leaders	Choir members	Band members	Ushers
Parking lot attendants	Greeters	Coffee servers	Kitchen workers
Teachers	Tech people	Security workers	Custodians
Web page managers	Accounting	Office administration	Decorators
Groundskeepers			

This tour should take almost the full morning. The experience should spark a lot of conversation. Help students visualize a place for them to serve within the church. Collect their worksheets (make sure names are on them).

Next week we will focus on our children's ministry. We will give you back your worksheets next week, so you can add the children's ministry volunteer positions to it.

How thankful are we that someone removes the litter, mows the lawn, and cleans the building for us? Churches aren't just made up of pastors and the congregation; it takes an entire body of Christ to function well. No matter what we do, we can do it with an attitude of serving the Lord as we serve others.

Were you surprised about all the things there were to do within the church? Sometimes, we just smell cookies at church and forget someone had to... purchase the supplies, turn in receipts to the financial person, recruit volunteers to make and serve cookies, clean the kitchen and all the baking tools, and follow through with the money that people paid for the cookies.

Can you imagine what church would be like if every band and choir member decided to quit? What if no one paid the bills to keep our building functioning? **EVERY person who serves within the body is serving the Lord.** That is why we all have different gifts. God gave you certain passions. These passions are not just so you can enjoy life and do fun things. God gave those things to you, so you can glorify Him in using them.

Conclusion

Has today's tour sparked some level of interest in how you can use what you love to do to serve God? **Are you able to identify some of your spiritual gifts after reviewing the last few weeks?** I really hope so because you have value within the body and in the world. We can't repress what God has given us, like the man who buried one talent. Let's agree not to allow that to happen to us. **We are a powerful influence when we combine our gifts with God's will, and we can change lives because of it.** How great is that?

Pray and dismiss students after service is finished.

Lesson 31

Serving in your church – Part 2

Know Right:	The Church is the body of Christ.
Think Right:	“The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body. So it is with Christ.” 1 Corinthians 12:12
Do Right:	I will use my gifts and talents to serve in my local church.
Feel Right:	I can feel encouraged to use my gifts and talents in my local church.

Child discipleship is such an important part of the church. As we prepare for this week’s tour, let’s pray that our students will recognize and appreciate those who have served them, and that God will lead these students to opportunities where they can use their own gifts and talents to serve their church family well.

Special note for this week: *If touring your children's ministry will take the full class time, have students skip worship and begin touring at the beginning of the hour.*

Children’s Ministry Tour

Supplies:

- “Serving with Excellence” worksheets (for students who didn’t attend last week) (see appendix)
- “Serving with Excellence” worksheets that were started last week
- Clipboards or something hard to write on
- Pencils

Pass out worksheets from last week and give fresh copies to students who didn’t attend last week. Today, we’re going to take a special field trip around our children’s ministry area. Last week, we talked about spiritual gifts and different ways we can use those gifts to serve the Lord in other parts of the church. It’s a beautiful thing that we’re all wired differently, because if we all did the same things, we would miss so many people’s needs.

I’d like you to see different people using their spiritual gifts in real time in our children’s ministry area, so we’re going to take a tour and see them in action. We’ll talk with people about different responsibilities they’ve chosen to do here in our church to serve the Lord. Remember the game “I Spy”? We’re going to see how many different people we can see serving and see if we can “spy” different spiritual gifts in action.

*During the tour, the teacher will stop with the group at each designated location, so a specific ministry leader can briefly share about their ministry. **They will talk about the required commitment level, spiritual gifts necessary to fulfill that commitment, the goals of their ministry, and how they know God has called them to this specific ministry.** Between stops or any time during the tour, have students fill out their “Serving with Excellence” form. The students with the most details on their form will receive ten Tracker Tickets. You will encounter many other volunteers. Be sure to ask your students to identify those serving and talk through their spiritual gifts in serving our church family.*

Ministry / Ministry location *(Personalize this tour to your church's children's ministry.)*

- Birth – 3-year-olds
- Preschool
- K–2nd Grade
- Midweek program
- Worship Team
- Food Prep / Reset Teams
- Welcome Team / Library Team

This tour should be very thorough and should spark a lot of conversation. Help students visualize a place for them to serve. Remind students that every time they pass by a teacher, leader, custodian, worship leader, etc. to thank them for serving.

As time permits, debrief with students about the tour and allow time for conversation and questions.

Conclusion

Churches aren't just made up of pastors and the congregation; it takes the entire body of Christ to function well. No matter what we do, we can do it with an attitude of serving the Lord as we serve others.

For example:

- Stocking the Discover Market
- Cleaning the facility
- Recruiting volunteers
- Cleaning the kitchen after baking
- Setting up classrooms or Discover Time stations

Can you imagine what our children's ministry would be like if every leader decided to quit? What would happen? **EVERY person who serves within the body is serving the Lord.** That is why we all have different gifts. God gave you certain passions. These passions are not just so you can enjoy life and do fun things. God gave those things to you, so you can glorify Him by using them.

Pray and dismiss students after service is finished.

Lesson 32

Moving from being a student to being a leader

Know Right:	God asks me to serve.
Think Right:	"Therefore, my dear brothers, stand firm. Let nothing move you. Always give yourselves fully to the work of the Lord, because you know that your labor in the Lord is not in vain." 1 Corinthians 15:58 (Top 12)
Do Right:	I will serve because I know my labor in the Lord is not in vain.
Feel Right:	I can feel joyful when I serve the Lord.

Thank you for investing in these students. Your role of loving, coaching, and teaching them is critical to their spiritual development. Please know that your labor in the Lord is not in vain.

Note: If your church does not allow teenagers to volunteer right away, adapt this lesson to provide serving opportunities that are available to them. The focus should be on how they are finishing their time as a student in your children's ministry and now are being challenged to rise up and serve their church family.

Own it! (5 minutes)

Let's take time to write out a prayer to God. You do not have to turn this in, it's just between you and God. Things to include (*write on your whiteboard*): Tell Him how great He is, confess your sins, thank Him for specific things that have happened in your life, ask Him for things (according to His will), and pray for others.

Play quiet music and allow students to write for five minutes.

Opening Activity

Supplies:

- Cake with the teacher's name on it
- One fork

Have someone drop off a cake for the teacher at the beginning of the class. Make sure all the students know the gift was given to you. Look excited and accept the gift with joy. Take your one fork and start to dive into the cake.

Look at this yummy cake. It was given to me. It's MINE! It looks so good and personally I think I could eat it all. But what should I do with it? I should really share my cake with you, right? *Don't share it, begin to eat it by yourself and express how awesome it is. Students will begin to challenge you to share...don't share.*

How can you use the gifts God gave you to impact others?

Having a yummy cake and not sharing it reminds me of the gifts God gives you. He didn't just give you a gift of being athletic so you can win games and get trophies. He didn't give you good looks so you can be popular. He didn't make you smart so you can win the national spelling bee. *Continue to enjoy the cake.*

During the past week, have you thought about the gifts and talents God has given you? Have you thought about where you can use your gifts to serve Him both now and in the future?

Allow students to share around the table where they think they might want to use their God-given gifts to serve, now or in the future. Table leaders should encourage students by highlighting talents they have seen in students during the past year. Continue to eat the cake by yourself – you will share the cake near the end of the lesson.

Lesson

Supplies:

- Volunteer applications for serving in church ministries
- Forks and plates

Let's start serving!

Have the Director of Discovery Land visit your class and talk with the students about:

1. Moving from a student to a leader.
 - Cover the basics of serving in your children's ministry.
 - No longer a child, but a leader. What does this mean?
 - Remind them that they are role models to other children.
2. Serving with excellence.
 - Excellence vs. duty
 - How to prepare for serving

After the Director is finished speaking, hand out the ministry applications with specific places they can serve; allow students to take them home to review with their parents (provide copies of testimonies to include in their application). Have students return the completed forms next week.

Wow, this cake is so good. *Students should be trying to convince you to share. Stop eating.* This cake reminds me of how God gives us spiritual gifts. We can keep them for ourselves and become the best musician, soccer player, teacher, or whatever for our own glory, or we can share our gifts with others. The best thing for me to do is to share my cake. *Have other leaders help you pass out the cake.* What about you? Are you willing to share what God has given you?

Conclusion

Allow time for Q & A about serving.

Pray and dismiss students after service is finished.

Lesson 33

Celebration and thank you to those who serve

Know Right:	We remember and thank God for those who serve the Lord.
Think Right:	"I thank my God every time I remember you." Philippians 1:3
Do Right:	I will remember and thank God for those who serve.
Feel Right:	I can feel thankful for those who served me when I was a student.

Thank you for faithfully teaching our teenagers this year. Your time, investment, and love for these students is priceless. Know that your labor in the Lord was not in vain. As these students leave this class, let's cheer for them, encourage them, and challenge them to be faithful disciples of the Lord for the rest of their lives.

Own it! (15 minutes)

Challenge students to find a partner and ask, "How can I pray for you?" After each student shares a request, have students pray for each other. After this is finished, the teacher can open up the class in prayer.

Remind students of the challenges they had this year: Scripture in the pocket, daily devotions, and a focused prayer time. Challenge them to make this a habit, so they can remain strong disciples for Christ throughout their entire lives.

Opening Activity (5 minutes)

Last day in the Teens class!

Take a class picture and make copies for each student during class.

Alternate options: Mail the pictures to students' homes, post the picture on social media, or email to parents.

Thank you! (15 minutes)

Supplies:

- Video camera stations
- Note cards and envelopes
- Snacks

Read Philippians 1:3-6

Let's make a list together of every person that served you in our children's ministry. *Write the list on the classroom whiteboard.* Each person used their gift to serve you.

Today we are going to remember and thank those who served you.

Project 1: You can come to the video station and thank a person who served you when you were a student. Use their name, give a specific example, and thank them.

Note to Discovery Land Directors: This is a good resource to show at appreciation events.

Project 2: Write a thank you note to a person who served you when you were a student. We will mail the encouragement card to them. If time permits, you can write more than one card.

As students work, play music and provide snacks.

Next Steps with the Youth Department (10 minutes)

Introduce the Youth Pastors and discuss students' next steps in the Youth Department.

Conclusion

Hand out class pictures (if applicable)

Make a class circle and give closing comments.

Pray and dismiss students after service is finished.

On Track Map

Topical Lesson: Christmas Service Project

Know Right:	God wants us to serve Him.
Think Right:	"Therefore, my dear brothers, stand firm. Let nothing move you. Always give yourselves fully to the work of the Lord, because you know that your labor in the Lord is not in vain." 1 Corinthians 15:58 (Top 12)
Do Right:	I will serve God with gladness.
Feel Right:	I can feel joyful when I serve God.

The Christmas season is the perfect time to love and serve others joyfully. What an honor it is to serve God, who gave us the most wonderful gift: His Son! As we prepare for this week, let's pray that our students will radiate joy as we serve together.

Own it! (5 minutes)

Allow students to share what they are learning in their devotions. What facts are they learning? (Know Right) Ask students to open their Bibles and share a favorite verse that they read this week.

Activity: Putting our faith into action (40 minutes)

What is the difference between doing something good and serving God? (Doing something good can have a variety of motivations; serving God is an act of worship) Today, we are going to serve God with gladness. He is a good God, and we want to show His love to others.

1. Prior to class, pick a Christmas project for your class (see below for ideas) and gather the supplies. Cover tables with red and green tablecloths and place the supplies on the tables in a neat and orderly way. Play Christmas music in the background to provide a fun atmosphere.
2. Present the project and the purpose behind it before beginning.
3. Explain the project in detail.
4. Before you begin working, have students stand in a circle around the supplies, have several students pray for those who will be receiving the gifts.
5. Begin the project.

Options may include:

- Make decorations for a Christmas party for the younger students.
- Create cards or Christ-centered artwork for a nursing home or the seniors in your church.
- Shoot a Christmas video on why we celebrate Christmas.
- Make a Christmas treat for local police officers or firefighters.
- Have students bring specific items so they can pack Christmas gift bags for a homeless shelter.

Conclusion

After the project has been completed, have a class discussion centered around these questions:

- Why do we serve God?
- How does it feel to serve Him?

Let's pray and thank God that we can serve Him.

Pray and dismiss students after service is finished.

On Track Map

Topical Lesson: Top 12 Challenge with the 4 Rights

Know Right:	God wants us to study and apply His Word.
Think Right:	Top 12 verses
Do Right:	I will study and apply God's Word.
Feel Right:	I can feel prepared to stand firm through life.

We know that God's Word never returns void (Isaiah 55:11) – that means once we know a Scripture verse, the Holy Spirit will help us remember it, and He will bring it to mind to comfort, challenge, and equip us to stand firm in this life. Take a few minutes to reflect on Psalm 119:9-16. If you do not have all of the Top 12 verses memorized, consider this an invitation to memorize these verses! If you do know all of the Top 12 verses, look for opportunities to apply these verses in your life this week.

Own it! (5 minutes)

Allow students to share what they are learning in their devotions. What facts are they learning? (Know Right)

Opening Activity (15 minutes)

Supplies:

- Bell or Buzzer (or a whistle)
- Two large dice
- Top 12 card (see appendix)
- Whiteboard and dry erase markers (to keep score)
- One line for each team (lines should be 10 feet long and should be parallel to each other, with three feet between the lines, or if your class is large do a starburst of lines leading into the center)
- Paper to cover the Top 12 posters on the wall before class starts (or simply take the posters down)

Instructions:

1. Divide the class into teams of five to seven students to play a fun Top 12 Quiz-off. (Visitors should be paired up with a friend.)
2. Have each team stand on their team line.
3. Place the bell/buzzer/ whistle on a tall table or stand at the end of the lines or in the center if you are doing a starburst.
4. Have one person roll the dice. This will determine how many points will be awarded to the team with the correct answer.
5. Ask the question to the students that are first in line/closest to the stand/buzzer. Be loud enough that everyone can hear. The first student to hit the bell/buzzer (or blow the whistle) will answer the question.
6. If they cannot get the question right, the question will go to any person in line who raises their hand first. Once a question is answered correctly, award the points.
7. The students in the front of each line will rotate to the back of the line and you will have a new student by the buzzer to answer the next question.

Top 12 sample questions:

- Read verses and leave out numbers or words.
- Read the verse and have students guess the reference.
- Read the reference and have students recite the verse.

Lesson (25 minutes)

Supplies:

- Black, purple, red, green, and blue markers (one of each color for each group of 3-4 students)
- Poster boards (one for each group of three to four students)
- Large whiteboard
- Black, purple, red, green, and blue dry erase markers

You may know the Top 12 verses, but do you know how to use them? Let's become a detective and look at Ephesians 2:8-9. *Use a black marker and write the verse on the whiteboard.*

Know Right: What facts can we find in this verse? *Use a purple marker and circle key words or phrases.*

Example: "For it is by grace you have been..." *Circle the word "grace" and ask students what this means.*

Think Right: When can you think about this verse? *Use a red marker and turn the verse into a thought bubble linked with a stick person. As students suggest where they could think about this verse, draw pictures around the stick person.*

Example: A person working and doing good things to get to heaven.

Do Right: What will you do with this verse? *Use a green marker and write suggestions to create a frame around the verse. The more ways to use it, the better the frame.*

Example: I will tell _____ (insert specific names) from _____ (specific location) about how much God loves them and that it is by faith we are saved...not by good works.

Feel Right: How will you feel before God if you do what this verse teaches? *Use a blue marker and add facial expressions to your stick person.*

Example: Draw half of a smile and half of a neutral face (I'm excited, but not sure what my friend will say).

After you work through this verse with the students, give each team of three to four students a poster board, five markers (black, purple, red, green, and blue), and one Top 12 verse. Challenge teams to do the same thing with the Top 12 verse that is assigned to their team. If students finish early, give them a second verse and have them repeat the activity using the new verse on the back of their poster board.

Conclusion

It's one thing to recite verses and another to actually apply the verse. This week and into the future, when you look at a verse, don't just view it as a bunch of words. Rather, ask yourself what God is trying to teach you or how He is revealing more of Himself through the verse.

Pray and dismiss students after service is finished.

On Track Map

Topical Lesson: Worship Jesus! (Easter)

Know Right:	Jesus is worthy of our worship.
Think Right:	Psalm 145:3
Do Right:	I will worship and celebrate who Jesus is and what He has done!
Feel Right:	I can feel joyful when I worship Jesus.

As we celebrate Easter, let's pause and consider our incredible Savior. Scripture reveals so many amazing characteristics and promises about Jesus. He truly is worthy of our worship!

Own it! (5 minutes)

Allow students to share what they are learning in their devotions. What facts are they learning? (Know Right)

Opening Activity (10 minutes)

Note: *This Opening Activity may be adapted to become a game of Pictionary (having students draw an idea). Only a stopwatch or timer on a phone is needed for the charades (playacting) activity, but if you choose to play Pictionary instead, you will need to provide paper or whiteboards and writing materials.*

Instructions:

1. Instruct students to pick something they spend a lot of time doing or thinking about (such as singing, video games, sports, art, etc.) or a person that they deeply admire, and think is amazing or heroic.
2. Have students stand in a circle and take turns acting out the thing or person they thought of. Each student will have 30 seconds to act, while the remaining students will attempt to guess what the student is acting out.

Lesson (30 minutes)

Supplies:

- Bible with verses marked in advance (see the Lesson for which verses to mark)
- Large sheets of paper (one per small group)
- Writing and coloring supplies

It was really interesting to learn about the different activities and hobbies our class enjoys!

When we love or admire something (or someone), it can be all that we think about. It's what we get excited about and what we celebrate. We just can't even contain ourselves because it's so important to us. We talk about it and praise it and tell everyone how worthy it is of their time and attention. Do you know what that's called? It's called worship. Worship is when we give our deepest love and highest praise to something.

We can have heroes or things that we get excited about or give some time and attention to, but they don't last. *(List a few examples using the hobbies/activities students chose in the Opening Activity ... over time our interests change, or wood decays, or athletes grow older and can't perform in the same way we used to admire, etc...)*

Who or what deserves our true, full, worship and celebration? (Jesus/God the Son) Only Jesus is worthy of our true worship.

But why? Why is Jesus, God the Son, the only one worthy of our worship? There are some pretty amazing people out there, right? So why only Jesus?

Let's look at a few Bible verses to help us understand why only Jesus is worthy of our worship.

*Divide students into groups and assign the passages listed below. Groups will have 10-15 minutes to read their assigned verses and search for characteristics that are true **only** of Jesus. The group will create a list or drawing that describes the characteristics of Jesus revealed in those passages.*

Scripture passages to assign:

- Isaiah 53
- John 1:1-18
- John 10:1-18
- Philippians 2:1-11
- Colossians 1:15-23
- Hebrews 4:14-16
- 1 Peter 2:21-25

Leaders should have their Bibles and float between small groups, assisting and encouraging students.

After the time is up, have each small group share their poster and explain the characteristics of Jesus they read about in Scripture. The Teacher should provide additional explanation as needed so that the whole class understands.

These are just a few incredible things that are true about Jesus. Are they true of anyone else in the world? No! Only Jesus, God the Son, is perfect, King of Kings, all-powerful, the light of the world, eternal, and so much more. He is truly worthy of our worship.

True worship of God is when we love Him with all our heart, soul, mind, and strength. It's when we prize God above everything else and put Him first in our hearts. It's when we celebrate Him!

Jesus says that anyone can choose to trust Him as their Savior and to worship Him – no matter how old you are, where you live, if the rest of your family goes to church or not, if you have lots of money or a little bit of money...you can choose to follow and worship Jesus.

Our biggest celebration of Jesus' death and resurrection is on Easter. Christians all around the world gather to celebrate and worship. Isn't that cool? Today, we are going to complete a project that can be done in a worshipful way.

Transition to activity.

Activity: God is worthy of our worship! (15 minutes)

Supplies:

- Plain paper, divided into long strips, to create bookmarks (enough for each student)
- Art supplies and writing materials

Note for leaders: Set a worshipful atmosphere for this activity by playing worship music and by spending time in prayer prior to the activity.

Instructions: Students should create bookmarks by writing or drawing reasons why Jesus is worthy of our worship. Encourage students to take their time and to reflect on the verses and concepts we discussed in the lesson. They will take these bookmarks home and can use them in their Bible to help them remember to worship Jesus.

Conclusion

After the activity, close in prayer.

Optional: If time permits, close with a time of worship.

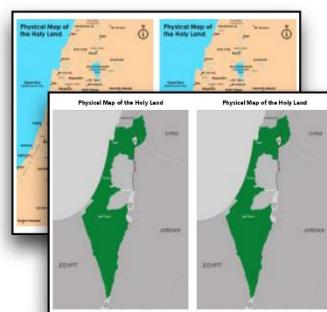
Teens Curriculum Printable Resources (Africa Version)

James 1:17 <small>JohnsWright@Uah</small>	John 3:16 <small>JohnsWright@Uah</small>
John 4:24 <small>JohnsWright@Uah</small>	Matthew 6:26 <small>JohnsWright@Uah</small>
Numbers 23:19 <small>JohnsWright@Uah</small>	Psalms 18:30 <small>JohnsWright@Uah</small>
Psalms 50:6 <small>JohnsWright@Uah</small>	Romans 3:23 <small>JohnsWright@Uah</small>

Lesson 1 - Cards with verses that describe God



Lessons 3 and 4
“Scriptorium - A history of the Bible”
PowerPoint slides



Lesson 5
Holy Land maps
(enough for two students)

<p>Jesus was physically tired</p> <p>Mark 4:38-40</p> <p><i>Matthew 8:23-27</i></p>	<p>Temptation of Jesus</p> <p>Mark 1:12-13, Luke 4:1-13</p> <p><i>Matthew 4:1-11</i></p>
<p>Jesus teaches</p> <p>Luke 4:31-37, Matthew 9:27-34</p> <p><i>Matthew 13:54-58</i></p>	<p>Jesus cared for the people, and Jesus performed miracles</p> <p>Mark 1:40-41, Luke 7:11-14</p> <p><i>Matthew 9:10-13</i></p>
<p>Jesus wept</p> <p>John 11:37-38, John 11:35</p> <p><i>John 12:37</i></p>	

Lesson 6

Cards with events and scripture passages

Starboard Entry Lark 10:20-11:00 2400-10:45 4-6 mg 10:30-11:00 10:20-10:45 10:30 10:20-10:45 10:30	The Last Summer Lark 10:20-11:00 2400-10:45 4-6 mg 10:30-11:00 10:20-10:45 10:30 10:20-10:45 10:30
<ul style="list-style-type: none"> What does the book talk about about Why do you think it was written in the 1950's? Do you see any "campiness" in our text today? 	<ul style="list-style-type: none"> What does the book talk about about Why do you think it was written in the 1950's? Do you see any "campiness" in our text today?
The death of a sales Lark 10:20-11:00 2400-10:45 4-6 mg 10:30-11:00 10:20-10:45 10:30 10:20-10:45 10:30	Revel and Rejuvenation of a sales Lark 10:20-11:00 2400-10:45 4-6 mg 10:30-11:00 10:20-10:45 10:30 10:20-10:45 10:30
<ul style="list-style-type: none"> What does the book talk about about Why do you think it was written in the 1950's? Do you see any "campiness" in our text today? 	<ul style="list-style-type: none"> What does the book talk about about Why do you think it was written in the 1950's? Do you see any "campiness" in our text today?
death talks with people after his race from the island Lark 10:20-11:00 2400-10:45 4-6 mg 10:30-11:00 10:20-10:45 10:30 10:20-10:45 10:30	
<ul style="list-style-type: none"> What does the book talk about about Why do you think it was written in the 1950's? Do you see any "campiness" in our text today? 	

Lesson 7

Cards with verses and questions

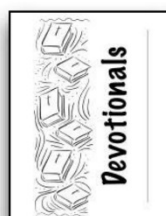
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Lesson 10

Cards with questions and scripture passages

[illegible]

Lesson 11
Coaching the Home Team
- Communion
(enough for six students)

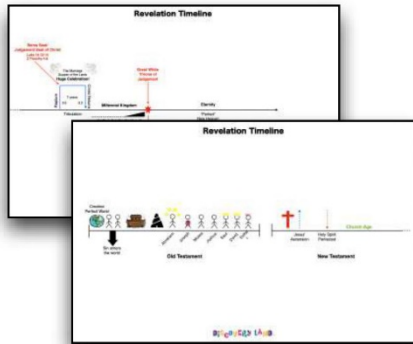
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Lessons 13-22 and 23-33
Devotionals booklet

[illegible]

Week 1		Week 2	
Mark	Date	Mark	Date
12:17		12:17	
12:18-19		12:18-19	
12:20-24		12:20-24	
12:25-26		12:25-26	
12:27-28		12:27-28	
12:29-30		12:29-30	
12:31		12:31	
12:32-33		12:32-33	
12:34-35		12:34-35	
12:36-37		12:36-37	
12:38-39		12:38-39	
12:40-41		12:40-41	
12:42-43		12:42-43	
12:44-45		12:44-45	
12:46-47		12:46-47	
12:48-49		12:48-49	
12:50-51		12:50-51	
12:52-53		12:52-53	
12:54-55		12:54-55	
12:56-57		12:56-57	
12:58-59		12:58-59	
12:60-61		12:60-61	

Lessons 13-22
Devotionals Checklist - Part 1
(Mark)



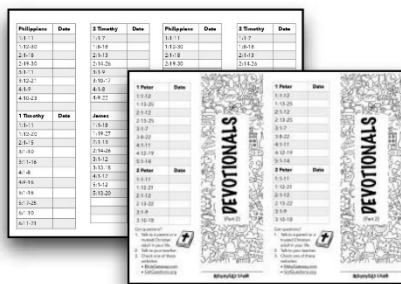
Lesson 16
Revelation Timeline Handout
(11x17)



Lesson 16
Feel Right poster
(postcard size)
(enough for four students)



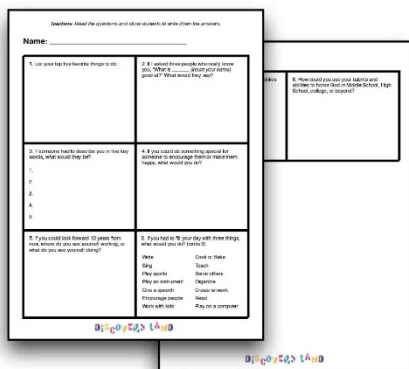
Lesson 19
New Testament



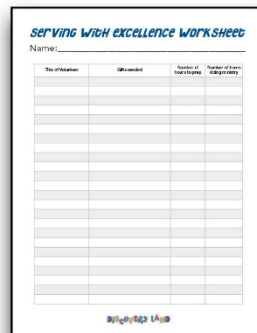
Lessons 23-33
Devotionals Checklist - Part 2
(Philippians, 1 & 2 Timothy, James, 1 & 2 Peter)
(enough for two students)



Lessons 24 & 25
Testimony Worksheet



Lesson 29
Gifts and Talents Worksheet



Lessons 30 & 31
Serving with Excellence
Worksheet



Get on Track Lesson: Top 12
Challenge with 4 Rights
Top 12 card
(enough for three students)

The Wordless Book - Presenting the Gospel to Children



The Wordless Book is the primary way the Gospel is shared with children in the Discovery Land curriculum. You will notice that it is referred to on a weekly basis as you present the Gospel message.

Each color has a simple meaning and a key verse that will help children understand the true meaning of God's love and how they can have a personal relationship with Him now and for eternity.

The Wordless Book is a tool that outlines a clear Gospel message. For older children, you may feel that this tool has become repetitive, but after reviewing test results, we learned our older children know the key word, color, and verse, but often they do not know how to use it as a tool to share or defend their faith. Keep this in mind as you role model the Gospel message to your children each week.

Occasionally try using the Gospel outline without referring to the colors. After you are done, ask children what this reminds them of. Or begin sharing the Gospel by expressing the joy you have by being clean (saved) from the sin in your life.

It is important to tie in the joy of becoming part of God's family. When you become a Christian, God is your Heavenly Father and you join all Christians as part of His church family.

Using the Wordless Book:

Gold - The gold page reminds us of God's love for us and how we, as Christians, can have confidence that someday we can go to heaven. John 14:2 says, "In my Father's house are many rooms; if it were not so, I would have told you. I am going there to prepare a place for you." Heaven is real...and is a perfect, literal place. It will be filled with happiness, joy, streets of gold, a perfect family, and the presence of God Himself.

But there is one thing that is not in heaven...and that is sin.

Dark - The dark page represents sin. Sin is anything we think, say, or do that is against God. Examples of sin are cheating, stealing, and gossiping. These are things that are not going to be in heaven and things that displease God. Romans 3:23 says, "For all have sinned and fall short of the glory of God." The penalty of sin is eternal death, meaning we can't go to heaven, but there is hope...

Red - The red page reminds us of Jesus. Jesus is God's only perfect Son who came to this earth to live a perfect life. Because of His perfect life, only He could take the punishment for our sin. Hebrews 9:22b says, "...and without the shedding of blood there is no forgiveness." Jesus did shed His blood, and because of that, He is the only way to heaven. It is not by good works (Ephesians 2:8-9), it is only through the gift of Jesus. It's a personal choice if we want to accept this free gift of Jesus. But wait, I need to tell you something...Jesus didn't stay dead, He rose again and had victory over sin!

Clean - The clean page reminds us that if we believe in these truths, our sin is forgiven. Acts 16:31 says, "Believe in the Lord Jesus, and you will be saved - you and your household."

Believe and you will be saved from the penalty/punishment of your sin. Your sin can be forgiven and you can be washed clean. But that is a choice that each individual needs to make.

Green - The green page reminds us that once you ask Jesus to forgive your sin, He wants you to grow closer to Him. It's a *relationship*, not a religion. He becomes the leader of your life. Because He is your leader, you will want to grow...like grass in the warm summer months (green). 2 Peter 3:18a says, "But grow in the grace and knowledge of our Lord and Savior Jesus Christ." We grow closer to Him by reading our Bible, praying, and obeying His Word.

This sounds pretty cool, doesn't it? No matter how old you are, it's a choice you have to make for yourself! You can choose today to accept this amazing truth. If you want to choose to ask Jesus to be your Savior and Lord, you need to pray, or talk to God, about it. God is real, and He can hear you when you pray.

If you'd like to make this decision, you can pray about it right now:

1. Admit you are a sinner...tell Him about the sin you struggle with and how you know they displease God. (**dark**)
2. Tell Him you believe that Jesus died and took the penalty for your sin. (**red**)
3. Personally ask Jesus to forgive you of your sin and become the leader of your life. (**clean**)
4. Thank Him for forgiving you and being the new leader of your life.

If you have truly asked Jesus to save you and be the leader of your life, you can know that your sin is forgiven and that you are a child of God!

Additional Tips:

To help coach children toward salvation, the DL program provides the *Coaching Kids for Salvation* card.

Coaching Kids For Salvation

After the Gospel is presented by the teacher...
...during the lesson, invite children to a quiet location if they want to make a decision.

Making sure the child is ready for salvation:
Ask: I think I know why you came to talk to me; but, would you tell me?
Answers may vary from "I want to go to Heaven," "I have sinned," "I love Jesus," or "I don't know." If child says, "I don't know," encourage them to go back to class and you can talk more later.

Checking to see if the child has an understanding of the Gospel:
Ask: Can you tell me anything about the Wordless Book?
Allow the child to explain the Gospel to you. Don't expect perfection. Look for an understanding of sin and the need for Jesus to forgive them of their sin.

Allowing the child to personalize the need for a Savior:
Ask: Have you sinned? How have you sinned?
Show child **Romans 3:23** in your Bible.
If the child denies sin in their life, they are not ready to go further in this discussion. If the child can tell you about sin and personalize that they have sinned, you can continue with the conversation.

Ask: Who can forgive your sin?
Answer should be Jesus.

Ask: What did Jesus do for your sin?
Show child **Hebrews 9:28b** in your Bible.
Have child put their name in the sentence, "Jesus died for _____'s sin."

Ask: What happened after Jesus died for you?
Answer: "He rose again!" (**1 Corinthians 15:3b-4**)

DISCOVERY LAND

Making a personal choice:
Ask: What would you like Jesus to do for you?
Answers may vary: "Take away my sin," or "Take the punishment for my sin."

Say: In **Acts 16:31**, it says that if we believe in the Lord, Jesus Christ (point to the red page) you can be saved (dark page) from your sin (clean page).

Ask: Would you like to pray and ask Jesus to take away your sin?
If a child says, "No," tell the child to continue to think about it through the week and and talk to you next week if they would like to.

If a child says, "Yes," say, "Why don't you pray and tell Jesus you have sinned, that you believe in Him, and that you need Him to forgive your sin."

Allow child to pray. If the child needs coaching with words, inform them that you will help them, but they need to remember they are talking to God and they need to really mean what they are saying.

Assurance of salvation:
Following the prayer, ask: **What did Jesus just do for you?**
Allow child to answer: "He saved me from my sin."

Ask: How do you know?
Allow child to answer: "The Bible tells me so."

Hebrews 13:5b teaches us that when we ask Jesus to be part of our lives, He will never leave us. Use your fingers (starting with your pinky) and say, "Jesus will never leave _____."


"I am so excited about the decision you made today. Why don't we go back to class and tell the Teacher/Shepherd about what happened." (Allow the child to explain what happened.)

Adapted from CEF salvation training


1/12/18 **DISCOVERY LAND**

To assist you with presenting the Gospel and beginning to disciple a child, the DL program provides the *Believe It or Not?* booklet, the *Now What?* booklet, and the *I Believe* bookmark.

The *Believe it or Not?* booklet explains the Gospel using Scripture, kid-friendly definitions, and the Wordless Book framework. It is a great tool to explain the Gospel to an interested child, and/or to send home with a child who wants to consider trusting Jesus as their Lord and Savior.



If a student chooses to trust Jesus as their Lord and Savior, the *Now What?* booklet is a great introduction to what it means to live the Christian life. It briefly covers topics such as who they are in Christ, spiritual disciplines, such as worship and prayer, and being a part of the family of God.



I BELIEVE!

"Believe in the Lord Jesus and you will be saved - you and your household!" Acts 16:31

Name: _____ Date: _____

BELIEVE!
Read and fill in spaces

Guide: _____
 Date: _____
Teacher: Please turn in this page to your director or staff person.

Following a child's decision to trust Christ as their Savior, the *I Believe* bookmark can be filled out as a reminder of this important decision. The bookmark remains with the student and the tab at the end is filled out and turned in to your director or staff person, so they can rejoice with the student.

Acknowledgements and Permissions

Sincere thanks to Shawn Thornton, Pastor of Calvary Community Church in Westlake Village, CA for the use of the Think, Do, and Feel Right concept. This idea, with the addition of Know Right, became the structure of each Bible-centered lesson in this curriculum. We greatly appreciate that he has allowed this idea to land and remain in this curriculum, so others can be equipped to teach children to Know, Think, Do, and Feel Right.

We are grateful for the invaluable partnership we have with Awana International and for granting us permission to reference Awana® within the Discovery Land curriculum and training materials. We have seen God use the relationship between this Sunday curriculum and mid-week Awana® ministries to create a strong and lasting impact on students around the world.

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DISCOVERY

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