



"HIS STORY"

BIBLE STUDY
LEADER GUIDE



1 East Bode Road
Streamwood, IL 60107-6658 U.S.A.
awana.org
(630) 213-2000

© 2017 Awana® Clubs International

1 2 3 4 5 6 22 21 20 19 18 17

Scriptures taken from the Holy Bible, New International Version®, NIV®. Copyright ©1973, 1978, 1984 by Biblica, Inc.™ Used by permission of Zondervan. All rights reserved worldwide. www.zondervan.com.

LETTER TO THE LEADER

Hi there! Ready to go on a trek? You're about to dive into the greatest story ever told. This book focuses on the story of God. You're about to begin an overview of how the entire story of the Bible fits together. We're not going to cover every detail, but we are going to talk about some of the major themes in the Bible. Whether your students are just beginning with all this Bible stuff or if they've grown up in the church their entire lives, this story, God's story, is very important. Before you get started, we've laid out how their Trek® Bible Study book works as well as the Trek Essentials. We have also included what is expected for a leader to sign off on a section. Ready to get started? Let's go!

HOW TO USE TREK BIBLE STUDY BOOK

Intro Activity

Where do they begin? Start here! When your students begin a lesson there is an activity in each lesson for them to do that will help introduce what the lesson is about. There is space for them to create, draw, attach photos of creations, make lists, etc. All students need to complete this section for a leader to sign off.

Key Word

Every lesson has a key word. The key words include definitions of concepts from each lesson. Have your students add these words to their vocabulary. The key words will help them with current and future Bible study.

Key Thought

The key thought is a brief description of what the lesson is about.

Lesson

The Bible Study begins with a Scripture passage. Don't skip this. Always have your students start with reading God's Word first. Next, read through the study.

Key Verse(s)

The key verse is the memory verse. Your students need to memorize the verse in order for a leader to sign off. Below the key verse is some light explanation of what the verse means (Your students don't need to memorize the summary in order to complete a section). Make sure your students memorize the key verse, and that they know what the key verses mean.

Devotions

Each lesson contains four devotions. Each devotion begins with a Scripture passage to read. Then there are some thoughts for you to reflect on and some questions to answer. Have your students begin or build on the practice of spending time in God's Word. Your students need to complete this section for a leader to sign off.

What is needed for a leader to sign off a section?

1. Students must complete the intro activity at the beginning of each lesson.
2. Students must recite the key verse from memory.
3. Students must complete the devotions.

HOW TO USE TREK ESSENTIALS

Intro Activity

This is where your students will begin each lesson. This introductory activity is the same as the **Bible Studies**. You might want to recommend that a student using the Trek Essentials get a separate journal or notebook to hold their responses to each week's activity.

Key Verse(s)

This is the memory verse for each lesson. This verse is the same in the **Bible Studies**.

Lesson

This is the primary lesson. The content here is different from the **Bible Studies**, but this lesson material is closely related to the lesson material in the **Bible Studies**.

Key Thought

This is a brief description that summarizes the main idea of each lesson. The key thoughts are the same as in the **Bible Studies**.

Key Words

Provides definitions of key words in the lessons. The key words are the same as in the **Bible Studies**.

Bible Reading

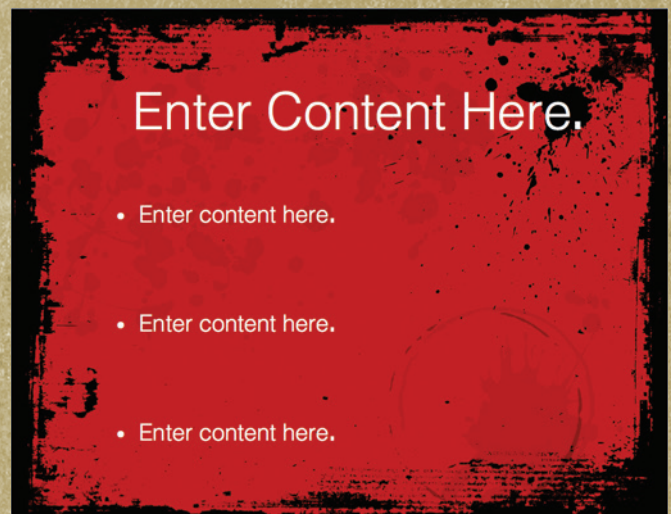
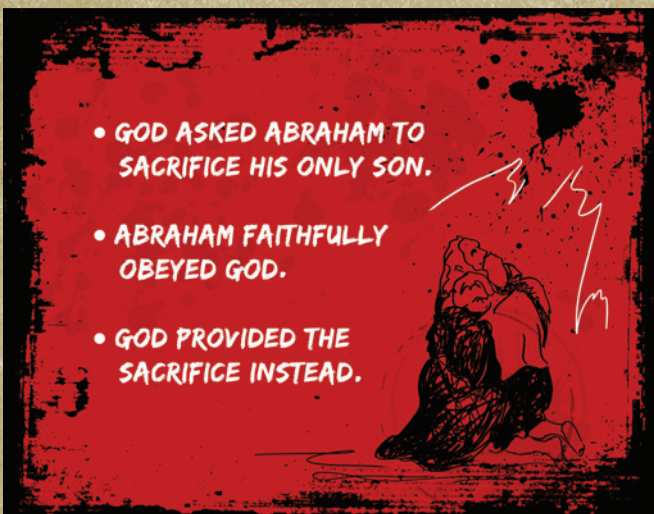
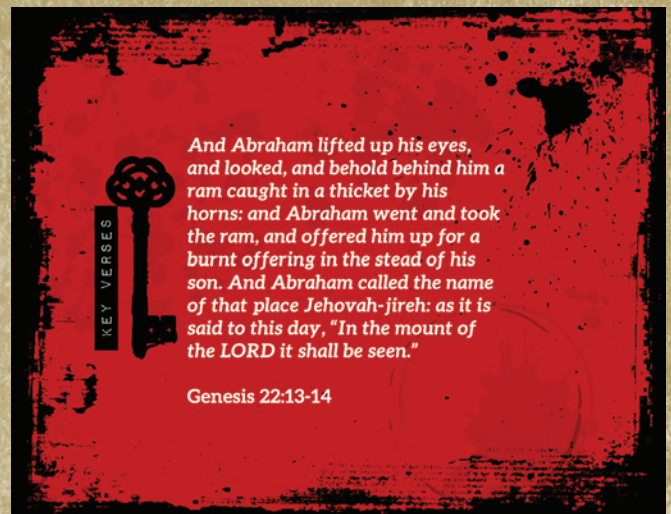
Each lesson has a Scripture passage for the students to read through. This Scripture passage matches the passage in the **Bible Studies**.

Discussion Questions

Each lesson has two discussion questions for the student to reflect on what they just learned. These two questions are the same questions listed in the **Getting Started** section of the **Discuss It** portion of the leader's guide.

MAKE SURE YOU VISIT
AWANAYM.ORG/TREK1PRESENTATIONSLIDES
AND DOWNLOAD THE
TREK 1 PRESENTATION SLIDES.

We have included the presentation slides as an additional teaching resource. Each slide deck includes a title slide, key verse slide, lesson outline slide, and an additional customizable slide for you to use when you teach your students.



Lesson 1.1

BEFORE THE BEGINNING BEGAN

SECTION 1: PREP IT

LESSON OVERVIEW:

EVERY STORY HAS A BEGINNING. Our story begins at creation when the beginning began. However, God never had a beginning. God has always existed. There has never been a time when God did not exist. He is the unmade Maker of everything and He has always existed. This subject is called the preexistence of Christ. In John's Gospel, John begins this book of the New Testament much like the beginning of the first book of the Old Testament. The book of Genesis starts with the phrase, *In the beginning* and John begins in the same manner. The first chapter in John is very important. It says that before the beginning began was the Word. This Word is Jesus Christ. It's important for us to understand that Christ existed before creation and that He was an

LESSON OBJECTIVES:

- The students will know that Christ is the Word and the unmade Maker of everything.
- The students will know that Jesus existed before creation. He is divine and just as much a part of the Godhead as the rest of the Trinity.
- The students will know that everything was made by Jesus and that this is God's story.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

PRIMARY SCRIPTURE:
JOHN 1:1-13



KEY VERSES:

In the beginning was the Word, and the Word was with God, and the Word was God. He was with God in the beginning. Through Him all things were made; without Him nothing was made that has been made.

John 1:1-3

active part of the Godhead at creation. Everything was made by Him. It's also important to know that Christ was not created. He was not a god that was created but He is God. John spends a great deal of time in his Gospel by allowing the very words of Jesus to prove to us, the world, that He is divine. This lesson is a major starting point for understanding good doctrine. It is also a foundational lesson that the entire story builds on. If Jesus is not divine and not coequal with God the Father and God the Holy Spirit ... what's the point of the rest of the story? It would be just another story about a good person. However, this is more than just a story about a good person. This is God's Story and He has always existed before anything was made.



KEY WORD:

Genesis: beginnings, creation, or generations

KEY THOUGHT:

The Word, Jesus, God, is the unmade Maker.

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Slime Search (See AwanaYM Game Book, page 86, for materials list and how to play.)

Game 2 — Pillow Race (See AwanaYM Game Book, page 72, for materials list and how to play.)

Service Project — School Is Starting Up! Everyone needs help and a fresh start. Have your students raise some money and purchase backpacks to fill

with school supplies donated by your church. This is a great way to get older members of your church to partner with your AwanaYM® ministry. Once the backpacks are filled, give them away to students who are in need or donate them to a local school to give away. This is also a great opportunity to partner with schools that your students attend. You might be surprised at how one act can open the door to some other promising partnerships in the future. Make sure the supplies are relevant to the students. High schoolers don't really need sparkle colored glue sticks. Well ... maybe they do! Use this idea over the next couple of weeks or simply bookmark this page for use at another time.

YOU PLAN IT — WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

•

•

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Who made what? Earlier in the week the students actually began the lesson. They had to make a list of 10 nonliving, man-made things. They had to circle the item they guessed was made the longest ago. They put a box around the most recently made item. They put a star next to the item made the farthest away. They put two stars next to the one they guessed was made the closest to where you are right now. Finally, they put a check mark next to any item they personally saw being created.

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

Open the lesson by giving the students an opportunity to share their results with the group. After they have the opportunity to share with the group, begin to engage the two questions below.

1. How do you know these items were made by a person (or people) at a place and at a time?
2. How do you know these items were not made before the person who made them was born?

YOU PLAN IT — LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



In the beginning was the Word, and the Word was with God, and the Word was God. He was with God in the beginning. Through Him all things were made; without Him nothing was made that has been made.

John 1:1-3

TEACHING OUTLINE: JOHN 1:1-17

JESUS (THE WORD) HAS ALWAYS EXISTED.

In the beginning was the Word, and the Word was with God, and the Word was God. He was with God in the beginning.

John 1:1-2

JESUS IS THE UNMADE MAKER.

Through Him all things were made; without Him nothing was made that has been made.

John 1:3

JESUS MADE YOU FOR A SPECIFIC TIME AND PLACE IN HISTORY.

There came a man who was sent from God; his name was John. He came as a witness to testify concerning that light, so that through him all men might believe. He himself was not the light; he came only as a witness to the light. The true light that gives light to every man was coming into the world. He was in the world, and though the world was made through Him, the world did not recognize Him. He came to that which was His own, but His own did not receive Him. Yet to all who received Him, to those who believed in His name, He gave the right to become children of God — children born not of natural descent, nor of human decision or a husband's will, but born of God.

John 1:6-13

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

Ready to have some fun? Break your students up into even groups. Make sure every group has a large white piece of paper and a unique color for their group. Have each student grab their own color. You're going to need enough colors so that no two groups have the same color. Ask each group to select:

- A color, any color
- A problem
- A season of the year

For the next couple of minutes have your students, as a group, come up with a new invention. The invention must include the color they've selected. It must address the problem mentioned. It also has to include the season of the year. Every group must draw their creation on the white piece of paper. Once the groups are finished creating and thinking up their invention, have them draw it out. After about 10 minutes have the groups share their ideas. By the way — this might be a good time to break out the video camera.



KEY WORD:

Genesis: beginnings, creation or generations

KEY THOUGHT:

The Word, Jesus, God, is the unmade Maker.

So what's the point? Why can we come up with some of the most creative and fascinating things? It's because we were made by the Creator of everything. If you hang these drawings on the wall, nobody is going to dispute they were created. They might not understand them fully or know these creations are supposed to do, but they were created even if the people looking at them have never met your students.

THIS WEEK:

Challenge your students to look for God's fingerprints in the world.

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 11 we learned that, the Word, Jesus, God, is the unmade Maker.

DAY 3

READ: JOHN 1:4-5

The Word created all things, including you. The life He gave to us came from within Him (John 5:26). We have no life - and no eternal life - without Him (John 6:57). We owe Him for every part of our very existence.

WORK IT OUT:

What do you think darkness means? What is an example of darkness that you see in the world? According to this passage, which is stronger, your darkness or Christ's light?

DAY 4

READ: JOHN 1:6-11

Jesus is the only source of true, spiritual light. The fact that so many don't believe in Him doesn't dim His light at all. The brightness of light isn't measured by how many eyes are seeing it.

WORK IT OUT:

Why do you think the world did not recognize Jesus? What are you looking for Jesus to be?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: JOHN 1:12-13

God is generous. Every person who receives the gift of Jesus, believing in His name, becomes a child of God - and not one of us has earned it.

WORK IT OUT:

Based on this passage, would it be true to say that all people are God's children? Why or why not? And how do you know that you are?

DAY 6

READ: JOHN 1:14-17

The John who wrote this passage saw Jesus in the flesh and told what he saw, as did John the Baptist. They were eyewitnesses not just to the person of Jesus, but to the grace of God through Jesus to all of us. Their story became the story of what they saw Jesus do in their lives and the lives of those around them. That can be your story too.

WORK IT OUT:

To whom can you begin telling God's story to this week? Who needs to hear what God has done in your life?

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

SECTION 5: EVALUATE IT

FACILITATION HELP

Don't hog the mic!

Part of being a good discussion leader is making sure you, the adult, don't spend the entire time talking. Once you ask a question, don't rush in to answer your own question just because the room is silent. Silence can be a good thing. It means your students are thinking about what you just asked. Give them a few moments to process, and then wait for them to reply. If they cannot answer your question, try to rephrase it or make it personal for them. The truth is that these students have something to say. Keep them on track but don't take over the discussion.

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

NOTHING

CREATION WEEK

Lesson 1.2

SECTION 1: PREP IT

LESSON OVERVIEW:

GOD IS THE UNMADE MAKER OF EVERYTHING. He made it all. Everything we see was made by His hand. The following lesson talks about creation week and God, who is the unmade Maker that made everything out of nothing. You might be creative but you cannot make things out of nothing. You can piece certain elements or materials together into a new organization of preexisting matter but only God has been credited with creating things out of nothing. He simply spoke and things came into existence with the power of His words. This is important to note in our understanding of God as Creator. Part of understanding who we are is knowing who is our Creator. Since God is our Creator, that fact alone informs us about who we are and what we were created to do. In this lesson, we will look at God as our Creator and see that He created everything we know out of nothing.

LESSON OBJECTIVES:

- The students will know the creation week story.
- The students will know what the Bible says about God in the first chapter of Genesis.
- The students will know and understand that God created everything we know out of nothing.

PRIMARY SCRIPTURE:
GENESIS 1:1-31



KEY VERSE:

As it is written: "I have made you a father of many nations." He is our father in the sight of God, in whom he believed — the God who gives life to the dead and calls things that are not as though they were.

Romans 4:17



KEY WORDS:

Creatio ex nihilo: creation out of nothing

KEY THOUGHT:

God made everything in creation out of nothing.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Scrambled Eggs (See AwanaYM Game Book, page 81, for materials list and how to play.)

Game 2 — The Play's the Thing (See AwanaYM Game Book, page 73, for materials list and how to play.)

Service Project — Encouragement. Everyone could use a little encouragement. However, we are all

encouraged in different ways because we were all created differently. Have your students think of one way they could encourage the people they interact with on a daily basis as well as some that might not be on their radar. In fact, have them select seven people this coming week they could encourage (one person per day). Encouragement is such a vital part of life and especially life in a group. If you know how someone needs to be encouraged, you can build a deeper relationship with them. This might be new for some of your students and some might need to be guided. Encourage them and show them how to begin the discipline and habit of encouraging others.

YOU PLAN IT — WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

•

•

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students were to use the space in their student books and create a representation of the first letter of their last name. (Hint: They may need a reminder about this so it may be a good idea to send a group text, email, or phone call so that they come prepared.) They could draw, paint, or make a collage out of items they find.

Ask some of the student to share their creations with the group. Make sure you also do this yourself. It will give you an open door into sharing more about your life with your students and help you build a deeper relationship with them. After you have shared with them, begin the lesson by pointing out the following.

Isn't it amazing how creative we can be?

We all made these items out of something that already existed, but God made everything we know out of nothing!

YOU PLAN IT — LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



KEY VERSE:

As it is written: "I have made you a father of many nations." He is our father in the sight of God, in whom he believed — the God who gives life to the dead and calls things that are not as though they were.

Romans 4:17

TEACHING OUTLINE: GENESIS 1:1-31

GOD EXISTED BEFORE TIME BEGAN.

In the beginning God ... Genesis 1:1

GOD CREATED EVERYTHING OUT OF NOTHING.

Genesis 1:1-31

GOD MADE US.

Then God said, "Let Us make man in Our image, in Our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground."

Genesis 1:26

YOUR TEACHING OUTLINE:

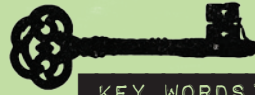
-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

So what? God made everything out of nothing ... big deal? Yeah ... it is a big deal! You and I cannot do that no matter how hard we try. Everything we create is always from matter or stuff that already exists. We've just seen how powerful God is and that He created everything out of nothing. Here are some important next steps for your students this week and how they can apply the truth that God is their Creator this week.

1. **Since God existed before time began**, I am not an accident and the universe that I live in is not an accident. God has always been present. How can knowing that God has always been around change or inform my thoughts this week? If God has always been present, have I ever really ever been alone?
2. **God created everything**. We don't create things that are junk. What's the purpose in that? Everything and everyone is special to God. He made it all. How do my actions reflect a respect for God's creation? Do I treat and view His creation the same way He does?



KEY WORDS: *Creatio ex nihilo: creation out of nothing*

KEY THOUGHT: *God made everything in creation out of nothing.*

3. **God created everything out of nothing**. Nobody can do that. Nobody can be God except Him. What ways can I stop trying to do God's job this week? Hint: In what areas of your life do you always like to be in control?
4. **God made us**. He made you and everyone in this room. Look at the diversity created in the letters from your last names. God made each of you differently and that diversity is something to be celebrated and used. Is there anything we can do in our church or community together that we could not do if we were just by ourselves?

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 1.2 we learned that God made everything in creation out of nothing.

DAY 3

READ: GENESIS 1:1-10

God's first act of creation in Scripture was to make this new thing called light. From this, we learn that light is enormously important, and there would be no light without God (Revelation 22:5). God's next creative act was to create the world - all by where He put the waters (Job 38:8-11).

WORK IT OUT:

Can you imagine living in the world without any light or water? Are light and water essential for our survival? What would you miss most if light or water ceased to exist?

DAY 4

READ: GENESIS 1:11-19

God made all plant life so that it was ready to reproduce after its kind. He created life to be able to create more of the same kind of life, to replicate itself.

WORK IT OUT:

What kind of fruit do you get when you plant an apple tree? What would happen if you found oranges growing on an apple tree? How difficult would it be to live in a world where you never knew what plants would produce?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: GENESIS 1:20-25

On the fifth day, God made a variety of amazing creatures in the universe - fish and birds in all their countless and beautiful and multi-colored varieties. His creativity is truly endless.

WORK IT OUT:

Do you ever feel bad about the ways in which you are not like other people? What are some ways in which your unique differences might make you really valuable to the God who created you?

DAY 6

READ: GENESIS 1:26-31

After creating humans in His own image, God called His creation "good." Of course, it wouldn't stay that way. Sin changed everything (Romans 8:20-22). But the design was perfect, including yours. Nothing made by God, including you, is a mistake. But all of us have chosen the destruction of sin (Romans 3:23, 6:23). That's the problem from which we all need to be saved by faith in Jesus (Ephesians 2:8-9).

WORK IT OUT:

Have you ever felt like God made a mistake when He made you? According to Genesis 1:31, what's wrong with that idea?

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

FACILITATION HELP

Narrow the Field

In the discussion questions for the week, your students might want to spend time on a particular topic. Before you begin discussing, it might be a good idea to go around the room and ask each student to mention which question or questions seemed to stick out to them the most. See if there is a trend amongst the group. If there is, then you might want to spend a majority of the time working through those questions rather than just attempting to review them all. Remember it's not about getting through all the questions. It's about engaging the questions that impact your students the most. Knowing where to start will help your discussions be richer and it will also help to keep the group on track.

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

Date	Name	Requests/Events/Contact Info
------	------	------------------------------

Lesson 1.3

IMAGO DEI: I AM SPECIAL



SECTION 1: PREP IT

LESSON OVERVIEW:

WHAT MAKES A CREATION OR AN INVENTION TRULY AWESOME? You've probably seen something that caught your eye in a store, on TV, or in a catalog and you're like ... that's amazing! It's like the first time you saw an ultra-thin computer or the latest smartphone. Or perhaps you went to a movie and were captivated by all the new special effects. Or, if you're old school, remember the first time when you didn't have to get up to change the channel on the TV? A remote ... genius! We have all interacted with, seen, and own some pretty special creations. They stand out among the rest. They are valuable. They cost us a lot. Like that first VCR you owned probably cost you thousands ... ugh. In this lesson, we are moving from talking about God as the unmade Maker and creating everything out of nothing to focusing on the most special aspect of His creation, us. We are totally

LESSON OBJECTIVES:

- The students will know that God is the Creator.
- The students will know that God made countless creations.
- The students will know that God made humanity in His image.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

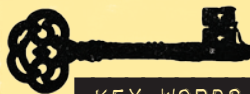
PRIMARY SCRIPTURE:
GENESIS 1:26-27

So God created man in His own image, in the image of God He created him; male and female He created them.

Genesis 1:27



different from everything else God has created. Humanity is not just another animal. We are special and separate from the rest of creation. Animals can mimic sounds and make sounds of their own. But you'll never see a group of animals come together to form an orchestra or put all of those sounds together so that an orchestra can perform them. Animals can paint random pictures but you'll never find an animal with the ability to mimic the great works of Michelangelo or repeat the innovation and design of da Vinci. When God made mankind He did so in His image, or likeness. He made us very special and separate from everything else in His creation.



KEY WORDS: *Imago Dei: image of God*

KEY THOUGHT: *We are made in God's image.*

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Dance, Monkey, Dance! (See AwanaYM Game Book, page 34, for materials list and how to play.)

Game 2 — Monkey Ball (See AwanaYM Game Book, page 61, for materials list and how to play.)

Service Project — Notice Me? — In your church are people who nobody really gets to see. We hear their names on a prayer sheet, but do we know who they

are? They are people. Sometimes we refer to them as shut-ins. They are the people in our church who, for one reason or another, cannot make it to church or be a part of regular church functions. They struggle with sickness, disability, or sometimes they just need a ride. Gather your students together and plan a trip to visit some of the shut-ins in your church. Have them serve by doing housework, yard work, or have them come over and just visit with them. God made us all in His image. It's important for us to remember to serve those who are not always on our immediate radar. Give your students an opportunity to encourage and lift up the spirit of some of the unseen faces of your church body.

YOU PLAN IT — WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

•

•

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students had to make two top five lists. They made a list of their top five human-made creations and their top five Genesis 1 creations and had to bring them to group. What makes a creation or an invention truly awesome? Have some of your students share some items from their first list (top five human-made creations). See which ones they picked and see if anyone else picked the exact same things. Then switch to the Genesis 1 list and do the same. Have the students share. Then share yours.

God made everything. He made birds, air, atmosphere, water, land, etc. ... everything. We all have a top five list when it comes to a lot of things in our lives, but in terms of creation what part of God's creation is at the top of the list? That's right it's us ... humans ... we are made in the image of God. We are special and different from everything else in creation. We are not just another part of the animal kingdom. We are separate from everything else and we are distinct from everything else.

YOU PLAN IT — LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



KEY VERSE:

So God created man in His own image, in the image of God He created him; male and female He created them.

Genesis 1:27

TEACHING OUTLINE: GENESIS 1:26-27, PSALM 139:13-18

GOD MADE COUNTLESS CREATIONS.

Genesis 1:1-31

GOD MADE US IN HIS IMAGE.

Then God said, "Let Us make man in Our image, in Our likeness ..."

Genesis 1:26

GOD MADE US (HUMANITY) STAND OUT FROM THE REST.

"... Let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground." So God created man in His own image, in the image of God He created him; male and female He created them.

Genesis 1:26-27

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

So what? We are all made in God's image ... big deal. You bet it's a big deal! We live in a time when bullying is something many and yes, even some in this room, experience on a daily basis. Have you ever asked yourself what God thinks of bullying? Would He approve? NO! He wouldn't approve of someone making fun of, tearing down, or physically or verbally abusing His creation. When you see bullying at your school, what do you do? Those being bullied might not be your best friends but they still matter to God. He created them. He also made them in His image. What do you do when bullying happens? What do you do when you're in the room or are online seeing what others are posting? How do you take action on these things? Do you stand up for others? Do you share the wisdom that you've learned from God's Word? How do you stand up for God's creatures? We all are special and valuable in the eyes of God. We all stand apart as creatures made in God's image.

- What are some ways that you can stand up for God's creatures (us) this week?
- How can you show others that they are made in God's image?
- Who needs to know they are loved by God this week? Whom can you share this truth with that deeply needs to hear it?



KEY WORDS: *Imago Dei: image of God*

KEY THOUGHT: *We are made in God's image.*

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 13 we learned that we are made in God's image.

DAY 3

READ: GENESIS 1:26-27

Imago Dei are Latin words you may have heard before. They come from *tzelem elohim* a Hebrew phrase that means "image of God." The fact that all of us are made in God's image is what gives human life its first value. It's not because we are good; it's good because God made us in His image.

WORK IT OUT:

How does it make you feel that you are made in the image of God? Does it make you feel more valuable or important to God? If all of us are made in God's image, is it ever right to try to devalue or curse another human being? (Hint: See James 3:7-10.)

DAY 4

READ: PSALM 139:13-16

The poet-king David of Israel wrote to God about being made by Him. It's not just that God made all of us in His image; it's that He made each of us, specifically, in His image. God Himself crafted you and planned out your life before you were even born (Ephesians 1:3-6).

WORK IT OUT:

Does human life have value because of what we are capable of doing or because we are formed by God? Do you think His plan for you is trustworthy? Why or why not?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: PSALM 139:17-18

It's normal sometimes to feel alone in the universe, to feel like nothing we do or say or think will ever matter (Psalm 42:9-11). David knew the truth. God thinks about us all the time - in a good way. God keeps thinking about us because He made us, He has plans for us - and He is very fond of us.

WORK IT OUT:

Do you believe that God is fond of you or do you believe that sometimes He does not like you? What do you think God thinks of you?

DAY 6

READ: PSALM 139:23-24

David realized that if God knew everything about him, that meant God would know even his darkest secrets (Psalm 19:12-14). Instead of trying to hide them from God, he asked God to come and see his heart for what it was and then lead him in the right direction.

WORK IT OUT:

Does it make any sense to try to hide our sins from God? What would keep you from confessing your sins to God and asking Him to lead you away from them? Are you ready to be open with God about your failures and worries?

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

FACILITATION HELP

They Simply Won't Talk

Maybe you have one of those groups that won't engage in conversation. Maybe you find it difficult to get your students to respond. Sometimes it isn't the students that need to change, it might be us and how we operate as leaders that needs to change. They spend a lot of their day with someone standing over them asking them questions ... try changing your position or even the setup of the room. Change it from a classroom to a living room. Use a circular structure like round tables or sitting in a circle. That way everyone looks at each other and nobody is standing over them, which can be intimidating.

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

i am limited

SECTION 1: PREP IT

LESSON OVERVIEW:



OUR WORLD IS FILLED WITH BOUNDARIES.

From the time we are little to the moment we are put into the grave, we interact with boundaries. Even life and death are boundaries. Boundaries exist to guide and protect us. They limit where we can go. They inform us about who we are as creations. The most frequent boundaries that we experience are physical boundaries. If you want to go deep beneath the ocean or into the far reaches of space, oxygen is a boundary. Gravity is a boundary. If you jump off of the Grand Canyon, you're going to go splat. Distance is another boundary. You cannot leave the solar system. You'd die before you reached the nearest star. We have even more boundaries. You drive a car ... you have striped lanes on the road. In a hospital, there

is a red line that only surgeons and staff can go past. Family and friends have to wait outside. You live in a neighborhood and you have fences. You play a game with your friends and you have to play by the rules. If you live in a house, then you have rooms that act as boundaries. The list goes on. We live in a world made up of boundaries. In the beginning, God made Adam and Eve and placed them in the garden. He also set boundaries for them. He didn't give them free reign. He told them not to eat from a specific tree. They could eat from any other tree in the garden of Eden, except for this one tree, the Tree of the Knowledge of Good and Evil, from which they could not eat. God gave Adam and Eve a boundary that day. God gives us boundaries to live by for our guidance and protection.

LESSON OBJECTIVES:

- The students will know that from the beginning God gave humanity boundaries.
- The students will know that God gave Adam boundaries because He cared for Adam.
- The students will know that God gives us boundaries for our protection and guidance.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

PRIMARY SCRIPTURE:
GENESIS 2:8-17



KEY VERSES:

Where were you when I laid the earth's foundation? Tell Me, if you understand. When I fixed limits for it and set its doors and bars in place, when I said, "This far you may come and no farther; here is where your proud waves halt?"

Job 38:4, 10-11



KEY WORD:

Boundary: something that indicates bounds or limits

KEY THOUGHT:

God gave Adam and Eve boundaries. He gives you and me boundaries as well.

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Capture the Flying Disc (See AwanaYM Game Book, page 26, for materials list and how to play.)

Game 2 — Human Pinball (See AwanaYM Game Book, page 51, for materials list and how to play.)

Service Project — Grace for the Bound — In your area there is probably a prison nearby. Probably not right down the street, but there is a place that houses people who didn't do life according to the rules. Now

their boundaries have been limited severely. They have been tried, sentenced, and are now serving time for breaking the law. They violated some kind of boundary. However, they are still people. They may have done terrible crimes and done harm that is unimaginable. However, they are still people and their lives are still precious to God. Have your group get in touch with a local prison ministry and see how they can appropriately help meet the needs of some who have very limited boundaries. If there is no prison ministry in your area, then collect books and approved materials (you can gather a list by visiting your local prison's website or contacting the prison directly) that can be donated to a local prison. Just because they are behind bars and labeled for what they have done does not mean they need to be forgotten.

YOU PLAN IT — WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

-
-

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week you had an experiment to do on your own. You were supposed to walk from one side of the room you're in to the other. You didn't know it at the time, but there were some rules to walking through the room. How you walked to the other side of the room meant different results for everyone.

So here's the question: Would you have walked differently across the room if you had understood the rules ahead of time? Would you have made different choices about how to live? Was it unfair to just let you go in whatever way felt best to you without telling you the rules of the game ahead of time?

In the beginning, God told us the rules. He cares about us. He cares about you. He wants us to live the best way in the world that He has designed.

YOU PLAN IT — LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



Where were you when I laid the earth's foundation? Tell Me, if you understand. When I fixed limits for it and set its doors and bars in place, when I said, "This far you may come and no farther; here is where your proud waves halt?"

Job 38:4, 10-11

TEACHING OUTLINE: GENESIS 2:7-17

GOD USES BOUNDARIES TO TEACH US.

And the LORD God commanded the man, "You are free to eat from any tree in the garden."

Genesis 2:16

GOD USES BOUNDARIES TO GUIDE US.

Keep all My decrees and laws and follow them, so that the land where I am bringing you to live may not vomit you out.

Leviticus 20:22

GOD USES BOUNDARIES TO PROTECT US.

But you must not eat from the tree of the knowledge of good and evil, for when you eat of it you will surely die.

Genesis 2:17

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

We all live in a world marked by boundaries. Parents set curfews, teachers have rules in the classrooms, coaches have standards for players on and off the field. You will never be beyond the reach of boundaries in this world.

When we think of boundaries, most of us think of rules. From time-to-time, we struggle with rules. We find that they are unfair or even unjust. We come very close to breaking them. Sometimes we just disregard them altogether and break them. Breaking these rules and disrespecting these boundaries can have a huge impact on our lives. What rules do you enjoy following and which ones do you find difficult to respect and obey? Why do you find those rules difficult? Is the rule there for your safety and well-being? You might want that rule removed from your life, but you also might not be looking at the danger on the other side of that rule. Let's try this ...

- What is one rule that you have to follow right now but you wish you didn't?
- Why do you think that rule is there?
- Is this rule protecting you from anything that you may not have thought about?



KEY WORD:

Boundary: something that indicates bounds or limits

KEY THOUGHT:

God gave Adam and Eve boundaries. He gives you and me boundaries as well.

God places boundaries in our lives for a reason. He wants to teach us something about Himself. He wants us to be protected and live life according to the design He has put in place. He also wants us to be guided by these boundaries so that we can live life to the fullest.

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 1.4 we learned that God gave Adam and Eve boundaries. He gives you and me boundaries as well.

DAY 3**READ: GENESIS 2:7-9**

Everything about us - our form, our shape, even our breath - was given to us by God. As the giver of life, no one is more qualified to set the boundaries in which we should live.

WORK IT OUT:

Does it make logical sense to you that, as the giver of life, God should have the right to tell us the best way to live? What is one boundary He has placed on you for your own good?

DAY 4**READ: GENESIS 2:10-14**

These verses read like a geography lesson. Why are they included in Genesis? Partly, they help us to see that the garden of Eden was a real place. It's not a metaphor or analogy or fairy tale. Adam was a real man living in an actual place on our earth.

WORK IT OUT:

What is your favorite place in the entire world? How would Eden compare to that place? Would it be better or worse?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: GENESIS 2:15

Too often, we think of the garden of Eden as a resort where Adam could just kick back and relax, that paradise would mean never having to work. But God gave Adam a place and a purpose. He gives the same gifts to us (Romans 12:3-8).

WORK IT OUT:

Are you ever tempted to think that you would be happier if you were someplace else? Have you ever considered that God put you in this place and at this time for a reason? Can you think of a few reasons why God placed you where He did?

DAY 6

READ: GENESIS 2:16-17

Notice something about God's command to Adam. It's not just a no. It's a do this, don't do that.

God wants you to define yourself not only by what you refuse to take part in, but also by what you're committed to doing with your days. His boundaries, rules, commands, and wisdom help us to know how to live, not just how NOT to live.

WORK IT OUT:

What is one of the boundaries God has set that frustrates you? What is the positive alternative to that boundary that you can focus on instead?

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

FACILITATION HELP

The Talking Ball

Maybe your group doesn't have any problems with group discussion. Lucky you. However, when working with this age, giving everyone a chance to speak can be a challenge, especially when you have some very dominant personalities in the group. Find something that you can pass around. It could be a ball, an empty soda bottle, a pillow, etc. Whoever has this item in their hands can talk while everyone must listen. This is a simple technique but might be just the thing to bring some order to the group discussion. It's important for everyone to have a chance to speak. Often we just hear the loud kids in our groups, but the deepest thinkers tend to be the ones who say very little most of the time. Give everyone a chance to speak up and be heard.

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

male AND female

I'M NOT ALONE

SECTION 1: PREP IT

LESSON OVERVIEW:

WE ARE ALL DIFFERENT. There's no doubt about that. From the shapes of our cells to the exact color of our eyes, we are all created to be unique. Adam makes an important discovery and notices something that deeply affects each of us to this very day. He is alone. For the first time in humanity, Adam felt what it was like to feel the need of friendship. He looked around and saw that there was no one like him. He needed someone whose could relate to him. He needed someone who's handprints matched his own. God knew that is it was not good for man to be alone. From the beginning, God made a point to see that being alone in this world is not and should not be a common practice. We need others in our lives. We need people with different skills, abilities, and gifts. God caused Adam

LESSON OBJECTIVES:

- The students will know that God recognized it was not good for Adam to be alone.
- The students will know that God made Eve from Adam and that the two are different.
- The students will know that God places people in our lives that are different from us.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

PRIMARY SCRIPTURE:
GENESIS 2:7, 21-25



But at the beginning of creation God made them male and female.

Mark 10:6

to fall into a deep sleep and removed a rib bone and from it made Eve. Eve was not someone to walk behind Adam or run too far ahead of him. Eve was made to be joined at the hip with Adam. They were meant to walk through life together. Adam needed Eve and Eve needed Adam. They were very different from one another, but the combination of their different strengths and weaknesses made them unique. Knowing how we were made and whom we were made to be plays a big role in understanding our identity. God has plans to use the unique skills and abilities He has given each of us to fulfill His intended purposes.



KEY WORD:

Unique: as having no like or equal, unparalleled, incomparable

KEY THOUGHT:

God made mankind as a unique and special part of His creation.

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 – Name Toss (See AwanaYM Game Book, page 64, for materials list and how to play.)

Game 2 – Stuff (See AwanaYM Game Book, page 95, for materials list and how to play.)

Service Project – Ask for Help. One of the hardest things in the world can be asking for help. We often like to be self-sufficient people. However, one of the easiest ways to befriend someone is to ask for their

help. We often see service as a one-sided experience. However, your students might have a need and someone in the group or the church can experience the joy of service if only that need was made known. Some of your students might struggle with homework or a certain subject. Challenge them to find someone and ask for their help. By asking for help they are giving those in your community an opportunity to serve. Or perhaps a student really hasn't adapted well or is new to the Trek group. Challenge one of your students to have that new student help him or her with a small service project (e.g., writing encouraging notes, helping set up or clean up, etc.). By asking for their help your student is giving that new student an opportunity to serve and he or she is also saying, "I see you and I would like for you to help me."

YOU PLAN IT – WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS –

- Video Clip –
- Skit –
- Mixer –
- Worship –

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

-
-

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week you had to think of someone in your group and make a list of three strengths that you see in them. (Note: Leaders, be aware that some of your more introverted students might not be some of your students' candidates. If you share this during your group time, you might want to think about doing this for all of your students or for some of your introverted students. They don't talk much, but they are asking the question: Does anyone see me?)

So here's the question: Would every list of strengths work for every person in the room?

Probably not.

God has blessed us with many different gifts. Sometimes it's easier to call attention to our weaknesses as opposed to letting our strengths shine. In our lesson, Adam has a problem. He's alone. There's nobody like him. God says that it's not good for man to be alone. We need each other.

YOU PLAN IT — LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



But at the beginning of creation God made them male and female.

Mark 10:6

TEACHING OUTLINE: GENESIS 2:7, 18-25

GOD RECOGNIZED THAT MAN SHOULD NOT BE ALONE.

The LORD God said, "It is not good for the man to be alone ..."

Genesis 2:18

WE ARE UNIQUELY CREATED TO SERVE AND LOVE ONE ANOTHER.

Though one may be overpowered, two can defend themselves. A cord of three strands is not quickly broken.

Ecclesiastes 4:12

GOD MADE A HELPER SUITABLE FOR ADAM.

So the LORD God caused the man to fall into a deep sleep; and while he was sleeping, He took one of the man's ribs and closed up the place with flesh. Then the LORD God made a woman from the rib He had taken out of the man, and He brought her to the man. The man said, "This is now bone of my bones and flesh of my flesh; she shall be called 'woman,' for she was taken out of man."

Genesis 2:21-23

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

Are you alone? We live in a world that is connected through technology, cell phones, text messages, videos, and posts. However, are we really connected? What do you do to connect with someone? Do you spend quality time with someone else so you can learn from them and share your gifts, talents, and abilities with them?

Think of one person this week with whom you can spend some quality time and where you can connect with them face-to-face. God doesn't want us to be alone. If He did, then He would have made enough planets for each of us to have our own, and we wouldn't need to talk to anyone. However, He made us to be connected. Now some of you are really good at connecting with others. You enjoy it! However, some of you are just wired and prefer to be alone. Everyone needs alone time and space every now and then, but you cannot live life in a vacuum. You need others. So think of that one person. It could be a person in this room and spend some time with them. And as you think about doing this ask yourself the following questions:

1. Do I just know facts and information about the people in my life? (E.g., address, email, birthday, etc.)

Or

2. Do I actually know them?



KEY WORD:

Unique: as having no like or equal, unparalleled, incomparable

KEY THOUGHT:

God made mankind as a unique and special part of His creation.

Find someone this week whom you can get to know on a deeper level. Spend time with them. Ask them how you can pray for them. Find out how their week was without all the walls and baggage that keeps us from knowing what's really going on in each other's lives. God didn't want Adam to be alone and He doesn't want us to be alone either.

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 15 we learned that God made mankind as a unique and special part of His creation.

DAY 3

READ: GENESIS 2:7

God made Adam to be unique. He was unique in that he was not like the rest of creation. Only Adam was made in God's image. But he was also unique as a person. He was not like Eve or you or anyone else.

WORK IT OUT:

What are three things that make you unique? What makes you unique from everyone else in your family? How do all of these characteristics make your family better?

DAY 4

READ: GENESIS 2:18-20

By God's design, human beings are meant to be in relationship with each other. Some of us may like more alone time than others, but we all need relationships. God built you to work best in connection to other people.

WORK IT OUT:

Do you like being with large groups of people or would you prefer to spend time with just a couple? What are some of the benefits that come with being connected to other people?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: GENESIS 2:21-22

So far in the story of the Bible, we've seen that God likes to give good gifts to Adam. We're told in these verses God brought this woman, this new helper, to Adam, almost like a gift. Adam had a need, and God met that need with and through another human being.

WORK IT OUT:

Do you ever see yourself as a way that God meets the needs of the people in your life? How does God use you to meet the needs of others? Who in your life has God used to meet your needs?

DAY 6

READ: GENESIS 2:23-25

Adam and Eve weren't going to just be buddies. The marriage relationship is different from all other relationships. We can be friends with - and help out and be helped by - lots of different people. But we can only be married to one of them.

WORK IT OUT:

How can being married to someone completely different from ourselves help to make us stronger? If marriage can make us stronger, why is it that marriage can be so difficult and cause so much pain for some people? (Hint: Read Genesis 3 for the source of all trouble in marriage.)

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

FACILITATION HELP

They Love to Talk

Maybe you have a group that just loves to talk or you find the majority of your time is spent going down five to seven rabbit trails. Here's a thought you might want to consider. Get a stopwatch or use the stopwatch function on your cell phone to give each student an allotted time to share a story before the discussion begins. This helps them get their story out of their system before it's time to launch into discussion. It also helps them think about what they want to say before they say it because they only have a minute. Then once the discussion begins there are no more rabbit trails and all the discussion will be about the lesson material. These students need structure, but also the freedom to express their thoughts in a safe way that doesn't hijack your group's discussion.

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

LESSON 16

DOMINION

I HAVE THINGS TO DO

SECTION 1: PREP IT

LESSON OVERVIEW:

MANY TIMES WE PICTURE A PERFECT DAY AS LYING AROUND ON A BEACH SOMEWHERE WITH NOTHING TO DO. That's fine if it's just for a family vacation or for a break from the routine. When we think about the concept of work, often we have a different picture than what God intended. Believe it or not, work existed before the fall of mankind. God gave Adam the responsibility to name all the animals. God gave humanity the responsibility to have dominion over the entire earth. He placed them in the garden and asked them to dress it and keep it. God made us to do work. Sometimes that work comes in different forms and even God knows that we need a break (e.g., the Sabbath). God didn't make us to be slaves for Himself. He created us with a purpose. He

LESSON OBJECTIVES:

- The students will know that God intended for man to do work before the fall.
- The students will know that God charged humanity to have dominion over the earth.
- The students will know that God has a calling, a purpose, for each of our lives.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

PRIMARY SCRIPTURE:
GENESIS 1:26

Then God said, "Let Us make man in Our image, in Our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground."

Genesis 1:26



KEY WORD:

Calling: the purpose that God has for your life

KEY THOUGHT:

God has made each of us for a specific purpose.

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — A Spoonful of Sugared Cereal (See AwanaYM Game Book, page 94, for materials list and how to play.)

Game 2 — Fielders and Rounders (See AwanaYM Game Book, page 39, for materials list and how to play.)

Service Project — This Is Our Town! To have dominion means to be in charge or to have

responsibility for something. God has given us the earth and charged us to have responsibility for it. It's time to clean up this town. Gather your students together and comb through your community and pick up trash and collect items to be recycled. Another way you can show care for your community is to purchase a lot of light bulbs and batteries (ask your church family to donate) and then go house to house and give away batteries for smoke detectors and light bulbs for families' homes. You might even consider seeing if your local fire department would want to partner with you during this service project. This is your community. Clean it up, charge it up, or light it up!

YOU PLAN IT — WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

•

•

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week you had to think about what kind of career you might be interested in exploring when you're an adult. Then you wrote them down. Following that, you were to make a list of five people whom you respect, admire, and personally know, and write down what their careers are.

Spend some time having the students share their lists with each other or as a big group. Then use the next two statements as transition statements into the lesson.

1. Who we are as people — our identity, our character — is not defined by what we do for work.
2. All people are made to work.

YOU PLAN IT —
LARGE GROUP TEACHING**Introduction:**

SECTION 3: TEACH IT (LARGE GROUP)



Then God said, "Let Us make man in Our image, in Our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground."

Genesis 1:26

TEACHING OUTLINE: GENESIS 1:26-30

GOD MEANT FOR US TO WORK.

The LORD God took the man and put him in the Garden of Eden to work it and take care of it.

Genesis 2:15

Now the LORD God had formed out of the ground all the beasts of the field and all the birds of the air. He brought them to the man to see what he would name them; and whatever the man called each living creature, that was its name.

Genesis 2:19

GOD GAVE US DOMINION OVER THE EARTH.

"... Let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground."

Genesis 1:26

GOD HAS A CALLING FOR EACH OF US.

For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do.

Ephesians 2:10

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

What are you responsible for? You might not own much and many of your needs are still being met by adults, but how can you practice responsibility for what God has placed in your life? Here are some areas where you can act obediently when it comes to dominion.

1. **Your bedroom.** Clean it up. Take care of the possessions that have been provided for you. Don't leave lights or the TV on. Take care of what you have been given.
2. **Your report card.** They are your grades. Take responsibility for them. Don't goof off in class. Do your homework. Turn assignments and projects in on time. Ask for help with subjects you have difficulty in.
3. **Your free time.** What do you do with time that isn't allocated for anything? It's easy to slip away and waste four to five hours on a video game system. However, could you spend the time helping others, like by doing the dishes? Taking out the trash? Help clean the house or make sure your clothes are folded and put away?



KEY WORD:

Calling: the purpose that God has for your life

These are simple areas where you spend the majority of your day. Be a good steward of what God has given you. God intends for us to work. And being faithful with the little things He has blessed you with might just help you begin to understand what He wants you to do with the rest of your life.

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)

**KEY THOUGHT:**

In Lesson 16 we learned that God has made each of us for a specific purpose.

DAY 3**READ: GENESIS 2:15**

God could have made a completely self-sustaining garden of Eden, right? He didn't need to make it a place that needed tending. He built the whole universe from the ground up based on the idea that it would be good for humans to work. He created work for Adam to do before Adam existed.

WORK IT OUT:

What kinds of work has God prepared for you to do this week? How does doing your work help you understand yourself better?

DAY 4**READ: GENESIS 1:26**

Notice that man's dominion - the part of the creation God gave us authority over - was limited to the earth. We're not in charge of the planets or stars. In your life, too, you are responsible for some things and not others.

WORK IT OUT:

How do you know what God has made you responsible for and what He hasn't? How do you avoid taking responsibility for things that you can't really control?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: GENESIS 1:27-28

God gave Adam and Eve three big tasks: Fill the earth (with other humans), subdue the earth, and have dominion over it. To subdue the earth meant to keep it under control. To have dominion meant to take responsibility for their authority or, put another way, not to pretend it wasn't their job.

WORK IT OUT:

Why are human beings so skillful at pretending like nothing is really their job or their fault? What can you take responsibility for this week?

DAY 6

READ: GENESIS 1:29-30

In the New Testament, Paul tells the church that those who will not work to contribute should not be fed by the community (2 Thessalonians 3:10). Even before sin, humans were meant to work to help feed themselves. Adam and Eve had to tend the garden to be able to keep feeding from the garden.

WORK IT OUT:

Do you do any work that helps to get food to your own mouth, either by earning money, helping get or make the food, or helping to clean up afterwards? If you don't do much, how could you start helping more?

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

SECTION 5: EVALUATE IT

FACILITATION HELP

The Quiet

If you have ever led a discussion group, there comes a time when you ask a question and the room falls silent. Nobody answers. The silence is painful. You're wondering, "Do they understand?" or "Did I say something wrong?" Sometimes you wonder if they even care about the topic. However, you've been preparing and are ready to have this conversation. They might not be. Just because there is silence after you ask a question is not always the cue for you to jump in. Give your students' brains time to process what they have just heard. If it's a deep question, give them 60 to 90 seconds to go off by themselves and think about their answer. Just because it's silent might simply mean that they are chewing on what you just asked. Give their brains space and time to catch up to where you are.

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

EVERYTHING was GOD

Lesson 1.7

SECTION 1: PREP IT

LESSON OVERVIEW:

WHAT MAKES SOMETHING GOOD? Who makes that call? Typically something is considered good if it meets the minimum requirements for passing. If we were to go by the system of grading that most of us grew up with an A= excellent, B= good, C= average, D= passing, and F= failure. When God created the world, the world was without sin. Everything was perfect. Everything was very good. It passed the standards of God for being acceptable as good. True goodness is a God-defined standard. To be considered good one would need to be perfect, spotless, and without blame. This is how the world was when creation came to a conclusion. The entire world was made and God looked on it and said that it was very good. Nothing was just good enough. God didn't

LESSON OBJECTIVES:

- The students will know that true goodness is a God-defined standard.
- The students will know that God made everything and that He called it very good.
- The students will know that humanity was designed and purposed to give glory to God.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

PRIMARY SCRIPTURE:
GENESIS 1:31



God saw all that He had made, and it was very good. And there was evening, and there was morning – the sixth day.

Genesis 1:31

make things that just barely passed. Everything and every part of His creation, He called perfect. But what makes something good? Something is good if God made it. God's opinion of what is good is the final standard. There isn't an appeal process. Sometimes we can be very hard on ourselves. We look in the mirror and see what God has made and we think, "Good ... this is what You thought was good?" Or we look out our windows or turn on the television and think, again, "How can any of this be good?" In the beginning, everything was good ... then something happened. Sin came into the world, but we will talk more about that in the next unit.



KEY WORDS:

True goodness: a God-defined standard

KEY THOUGHT:

God made everything and everything He made was good.

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Crosswords (See AwanaYM Game Book, page 32, for materials list and how to play.)

Game 2 — Numbers (See AwanaYM Game Book, page 66, for materials list and how to play.)

Service Project — Yum-Yum Good! One of the ways we use the term *good* is after we had a warm meal. After you sit down and eat a home-cooked meal, you just feel good. There are people in your

community who don't know where their next meal is coming from. They need you! Consider partnering with a local food kitchen and bring your students to help cook or prepare meals for the homeless. Or consider making meals yourself and with proper supervision go out into the community and hand out the meals to the homeless. Another idea could be to host a meal at your church where anyone in the community can come and enjoy. By the way, don't skimp on the meal either. Give away the very best meal that you can. Make it an experience that is very good for those who are being served.

YOU PLAN IT — WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

-
-

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week you had an activity to do on your own. You were to crumple up a piece of paper and throw it in the waste basket. Then according to some distances you were to track your record. Let's have a few students come up here and see how they do.

You can also do a students vs. leaders shoot out and see which group comes out on top. Then transition your group by talking about the concept of good enough vs. God's standard of perfection from their student books.

YOU PLAN IT — LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



KEY VERSE:

God saw all that He had made, and it was very good. And there was evening, and there was morning — the sixth day.

Genesis 1:31

TEACHING OUTLINE: GENESIS 1:31

GOD DEFINES TRUE GOODNESS.

God saw all that He had made, and it was very good. And there was evening, and there was morning — the sixth day.

Genesis 1:31

GOD CALLED US GOOD.

God saw all that He had made, and it was very good. And there was evening, and there was morning — the sixth day.

Genesis 1:31

GOD CALLED EVERYTHING GOOD.

God saw all that He had made, and it was very good. And there was evening, and there was morning — the sixth day.

Genesis 1:31

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

Our world is filled with images of darkness, war, violence, evil, etc. We can turn on the TV and watch the hours of programming that show the darkness of our world. Sometimes, if we are not careful, it's all we see. But do you notice the beauty? Everything God made was right, good, and perfect. Sometimes, even when we are not looking for it, we can get a little glimpse of that perfection. We see it in an act of kindness. We see it when we forgive and offer grace to someone. We see it in the red inferno painted in a sunset sky. We see it in the little things and just for a second we are pulled back into that feeling of everything being right. But it ends ... it doesn't last. We'll talk about why in the next unit. But for this week, ask your students to think of a moment they have experienced that brought them back to the true goodness of God. Have a few of them share briefly.



KEY WORDS:

True goodness: a God-defined standard

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 1.7 we learned that God made everything and that everything He made was good.

DAY 3

READ: GENESIS 1:31

If we were talking about a beauty contest, it wouldn't be fair. The contestants don't get to be the judges. But God is both. If He makes something, that thing is good. If He calls something good, that thing is goodness. True goodness is defined by God and nobody else (Isaiah 5:20).

WORK IT OUT:

Do you ever try to be both the contestant and the judge? Whom do you trust to tell you what is good and what is not good? Why?

DAY 4

READ: GENESIS 2:9

As people made in God's image, we get our sense of what is good from Him. He made trees for Adam that were pleasant to look at and eat from. Why did Adam find them pleasant? He found them pleasant because God made them good for Adam. God gives us the ability to enjoy what He calls very good as well (James 1:17).

WORK IT OUT:

If God made you very good in your design and made very good food for you to eat, do you think He enjoys seeing you enjoying His very good creation? Why or why not?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: GENESIS 2:18

The Bible almost never uses the words *not good* unless it's talking about something someone has done that was wrong or foolish. Here, the words *not good* are not about sin; they're about making the world a good place for Adam. God knew that Adam needed another person for his world to be complete. We need other people because God designed us to do things together (1 Corinthians 12:12).

WORK IT OUT:

Who are your favorite people to work with? How would your work be different if they were not there?

DAY 6

READ: ROMANS 1:19-20

God wants to be known by the very good creation He has made. He means for us to understand how good He is by noticing how good His creation is. When we refuse to acknowledge He is the Creator of all good things, we are rejecting Him as God.

WORK IT OUT:

What does the world around us teach us about the kind of work God does? If this is the way that God works, then how should you work?

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

FACILITATION HELP

Priming the Pump

If you have an older lawn mower, weed wacker, or snowblower, you probably need to prime the pump. There is a little red button that injects fuel into the engine so that it can turn over when you go to pull the cord. Sometimes our students need their engines or their brains to be primed. You might want to think about injecting one or two questions into their minds before you meet for group. If your students are plugged into technology, send them a text message that includes one of the questions. If they are on social media, then message them one or two questions to get their brains thinking about it while they are away from the group. Putting many of these pump primes into their heads gives them more time to digest and prepare to have a good discussion.

If you have an older lawn mower, weed wacker, or snowblower, you probably need to prime the pump. There is a little red button that injects fuel into the engine so that it can turn over when you go to pull the cord. Sometimes our students need their engines or their brains to be primed. You might want to think about injecting one or two questions into their minds before you meet for group. If your students are plugged into technology, send them a text message that includes one of the questions. If they are on social media, then message them one or two questions to get their brains thinking about it while they are away from the group. Putting many of these pump primes into their heads gives them more time to digest and prepare to have a good discussion.

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

Unit One: Review // Creation

SECTION 1: PREP IT

LESSON OVERVIEW:

IN UNIT ONE WE LEARNED THAT THE WORD, JESUS, GOD, IS THE UNMADE MAKER. It was He who made everything out of nothing. God did not use any preexisting materials to create. Everything in creation was made from God speaking it into being. We also learned that He made humanity and that humanity was made in God's image. Then God placed Adam in the garden and gave humanity boundaries. While in the garden, God said it was not good that Adam was alone. Therefore, God made a helper suitable for him. God created Eve and both Adam and Eve were unique creations of God. We learned that work existed before the fall of humanity. God gave Adam the job to name the animals and He gave human-

LESSON OBJECTIVES:

- The students will review the previous seven lessons.
- The students will review the key verses, thoughts, and words of the previous seven lessons.
- The students will summarize the previous seven lessons into a complete thought.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

PRIMARY SCRIPTURES:

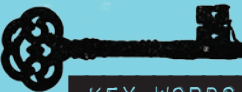
JOHN 1:1-13;

GENESIS 1:1-31;

GENESIS 2:8-17, 21-25



*John 1:1-3; Romans 4:17;
Genesis 1:27; Job 38:4, 10-11;
Mark 10:6; Genesis 1:26;
Genesis 1:31*



KEY WORDS:

*Genesis, Creatio ex nihilo, Imago Dei
Boundary, Unique, Calling, True goodness*

KEY THOUGHTS:

(See Teach It Section)

SECTION 2: PLAY IT (INTERACTION)

TIME _____

Over the past seven weeks your students have experienced several different interactions. Look through your Evaluate It section and see if there was one particular interaction or game that they really enjoyed playing and play it again. If there was a service project that made a huge impact, take the following time and debrief from it. Have your students share their experiences and give testimony to how it impacted them.

YOU PLAN IT — WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

•

•

SECTION 3: TEACH IT (LARGE GROUP)

TIME _____

LARGE GROUP TEACHING

Introduction — Over the past several weeks your students have learned a lot about God's actions as Creator. They have learned some new key words and memorized some familiar and new verses. Have your students begin this review lesson with how this unit has impacted them. If your group is more drawn to the fine arts, then put all seven lessons into a skit or drama where they can tell the story of seven lessons mashed together.

YOU PLAN IT - LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)

TIME _____

LESSON 1.1

Key Verses: *In the beginning was the Word, and the Word was with God, and the Word was God. He was with God in the beginning. Through Him all things were made; without Him nothing was made that has been made. (John 1:1-3)*

Key Word: Genesis: beginnings, creation or generations

Key Thought: In Lesson 1.1 we learned that, the Word, Jesus, God, is the unmade Maker.

LESSON 1.2

Key Verse: *As it is written: "I have made you a father of many nations." He is our father in the sight of God, in whom he believed — the God who gives life to the dead and calls things that are not as though they were. (Romans 4:17)*

Key Words: *Creatio ex nihilo*: creation out of nothing

Key Thought: In Lesson 1.2 we learned that God made everything in creation out of nothing.

LESSON 1.3

Key Verse: *So God created man in His own image, in the image of God He created him; male and female He created them. (Genesis 1:27).*

Key Words: *Imago Dei*: image of God

Key Thought: In Lesson 1.3 we learned that we are made in God's image.

LESSON 1.4

Key Verses: *Where were you when I laid the earth's foundation? Tell Me, if you understand. When I fixed limits for it and set its doors and bars in place, when I said, "This far you may come and no farther; here is where your proud waves halt?" (Job 38:4, 10-11)*

Key Word: Boundary: something that indicates bounds or limits

Key Thought: In Lesson 1.4 we learned that God gave Adam and Eve boundaries. He gives you and me boundaries as well.

YOUR TEACHING OUTLINE:

SECTION 3: TEACH IT (LARGE GROUP)

TIME _____

LESSON 1.5

Key Verse: *But at the beginning of creation God made them male and female. (Mark 10:6)*

Key Word: Unique: as having no like or equal, unparalleled, incomparable

Key Thought: In Lesson 1.5 we learned that God made mankind as a unique and special part of His creation.

LESSON 1.6

Key Verse: *Then God said, "Let Us make man in Our image, in Our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground." (Genesis 1:26)*

Key Word: Calling: the purpose that God has for your life

Key Thought: In Lesson 1.6 we learned that God has made each of us for a specific purpose.

LESSON 1.7

Key Verse: *God saw all that He had made, and it was very good. And there was evening, and there was morning — the sixth day. (Genesis 1:31)*

Key Words: True goodness: a God-defined standard

Key Thought: In Lesson 1.7 we learned that God made everything and everything He made was good.

NOTES:

SECTION 4: DISCUSS IT (SMALL GROUP)

GETTING STARTED: TIME _____

- What thing or concept stuck with you the most over the past seven weeks?
- Why does that one thing or concept matter to you most?

WEEK 1

READ: JOHN 1:1-3

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- Why does it matter that Jesus is the unmade Maker?

WEEK 2

READ: ROMANS 4:17

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- What is so important about the fact that God made everything out of nothing?

WEEK 3

READ: GENESIS 1:27

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- Why is it important for us to know that we (humans) are made in the image of God?

SECTION 4: DISCUSS IT (SMALL GROUP)

WEEK 4

READ: JOB 38:4, 10-11

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- Why did God give us boundaries and why is it important for us to recognize them?

WEEK 5

READ: MARK 10:6

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- How can we continue to recognize the uniqueness that God has made in everyone?

WEEK 6

READ: GENESIS 1:26

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- What difference does it make to know that God made everyone for a specific purpose?

WEEK 7

READ: GENESIS 1:31

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- How does God's definition of true goodness impact your world?

[illegible]

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

LESSON 2.1

THE ADVERSARY

PRIMARY SCRIPTURE:
GENESIS 3:1



Be self-controlled and alert. Your enemy the devil prowls around like a roaring lion looking for someone to devour.

1 Peter 5:8

SECTION 1: PREP IT

LESSON OVERVIEW:

MOST EPIC STORIES INCLUDE A VILLAIN AS ONE OF THEIR CHARACTERS. The villain is the antagonist, someone who brings destruction, death, conflict, or evil into the narrative. God's story has a villain and his name is Satan. Satan's story is tragic. He was the most beautiful and brilliant of God's angels. However, he became unsatisfied with his role and wanted to be God. His insurrection and rebellion against God led to war. In the end, he and a third of the angels were cast from heaven. Satan and his demons continue to revolt against God and continue to stop at nothing to bring death, destruction, conflict, and evil into the world. Satan, their leader, is the adversary of humanity. Jesus says, in John 10:10, "*The thief comes only to steal and kill and destroy ...*"

And 1 Peter 5:8 describes Satan *like a roaring lion looking for someone to devour*. He is a hunter and the predator of humanity's souls. For us, we are introduced to Satan at the beginning of Genesis 3. One of his oldest tactics is confusion and lying. Satan has an encounter with Eve and in their dialogue he distorts the words of God and lies to Eve. Satan is anti-God. He wants all the glory for himself. He is the true definition of sin and selfishness. He will stop at nothing to destroy the relationship between God and humanity. He is humanity's adversary. He is the one who opposes and attacks us.

LESSON OBJECTIVES:

- The students will know who Satan is and describe his historical background.
- The students will know the intent of Satan and his role as an adversary of humanity.
- The students will know the tactics of Satan and his interaction with Eve in Genesis 3.



KEY WORD: Adversary: person, group, or force that opposes and attacks

KEY THOUGHT: Satan is the adversary of mankind.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Aliens vs. Predators (See AwanaYM Game Book, page 6, for materials list and how to play.)

Game 2 — Ball Hawk (See AwanaYM Game Book, page 11, for materials list and how to play.)

Service Project — Bears and Blankets. There are many people out there who face all kinds of adversities. Physical violence is a reality and it happens

even in our homes. There are places that women and children can turn to for assistance in an environment prone to physical violence. These people need a place to stay and retreat while recovering from conditions that cause a lot of physical and emotional damage. Your group can help! A lot of these homes or centers need tangible things to help families who are handling a time of crisis. You and your students probably won't be able to go to the centers and volunteer your time, but you can locate a center and partner with them. Have your students collect teddy bears, comfortable quilts, blankets, etc., and donate them to your local center. These simple, everyday things can have a significant impact on those suffering during a time of crisis.

YOU PLAN IT — WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

•

•

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students were to make a list of all the hero/villain combinations they could think of. They could come from comic books, movies, books, or any other source of great stories. Then they were to circle three or four of their favorites. Begin your large group teaching time by asking the following questions.

1. What makes a hero good?
2. What makes a villain bad or evil?
3. Why are some villains scarier than others?

YOU PLAN IT —
LARGE GROUP TEACHING**Introduction:**

SECTION 3: TEACH IT (LARGE GROUP)



KEY VERSE:

Be self-controlled and alert. Your enemy the devil prowls around like a roaring lion looking for someone to devour.

1 Peter 5:8

TEACHING OUTLINE: GENESIS 3:1

SINCE THE BEGINNING OF CREATION, SATAN HAS BEEN SCHEMING.

Now the serpent was more crafty than any of the wild animals the LORD God had made. He said to the woman, "Did God really say, 'You must not eat from any tree in the garden'?"

Genesis 3:1

SATAN HATES US.

Be self-controlled and alert. Your enemy the devil prowls around like a roaring lion looking for someone to devour.

1 Peter 5:8

SATAN'S GOAL IS TO DESTROY US.

The thief comes only to steal and kill and destroy ...

John 10:10

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

One of the things that everyone in this room has in common is that Satan has targeted them. He is the adversary of all humanity. Nobody is exempt from his hunt. He wants to destroy every relationship that humanity has with God. One of the most powerful examples of withstanding temptation is the temptations of Jesus in the wilderness. He confronted Satan with the truth of God's Word. How can we remind each other of the truth of God's Word when we face temptation? Here are some ideas that you can use to help your students remember the truth of God's Word when they face the schemes and tactics of our adversary, Satan.

1. **Make a message board on social media where students can post prayer requests.**
2. **Design and create a "truth wall," a place where they can pin Scripture or truths that they can all see when they are at group.**
3. **Make truth rocks.** Gather rough rocks and using a handheld power cutter engrave a verse or word to help remind your students of God's truth.
4. **Prayer Partners —** Pair up your students and have them begin with each group praying for one another.



KEY WORD:

Adversary: person, group, or force that opposes and attacks

These are simple things to do, but we need constant reminding of God's truth. If we don't know God's truth, how will we know when our adversary is feeding us a lie? Help your students create these habits that can have a significant impact on their lives.

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 2.1 we learned that Satan is the adversary of mankind.

DAY 3

READ: MATTHEW 4:1-2

As we read about the temptation, notice how the Devil engages Jesus. First, the Devil is limited. He can only be in one place at a time. Second, notice the Devil waits to tempt Jesus until Jesus is hungry and weak. The Devil cannot be everywhere and even with all of his demons, he is still no match for the Son of God.

WORK IT OUT:

When do you feel most tempted? When your faith is strong and God is close? Or when you are tired and have doubts? Explain.

DAY 4

READ: MATTHEW 4:3-4

Satan's temptation to Jesus is to prove His power. Jesus does not have to prove anything to anyone. In a similar way the Devil does not know what you are capable of. But you don't have to prove anything to him either.

WORK IT OUT:

Describe a time that you were tempted. Did you lose ground spiritually by giving in to the temptation or fear instead of standing firm on the words of God? Explain.

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: MATTHEW 4:5-7

Did you know that the Devil knows Scripture? He has learned it backwards and forwards so that he can distort it for his own purposes. It is crucial for us to learn the Scriptures clearly (like Jesus did) so that we can be aware of the Devil's lies.

WORK IT OUT:

How well do you know the truth of God's Word? Have you ever been able to use the truth of God's Word to stand firm against a spiritual temptation? Describe your experience.

DAY 6

READ: MATTHEW 4:8-11

The Devil took off when Jesus spoke the truth to him. Satan prefers the shadows and the darkness to the light of the truth. When we expose the lies of the Devil to the truth of God's Word he will flee (1 Peter 5:8).

WORK IT OUT:

What are some lies that you believe about yourself? (You are not loveable? Not important? Not precious to God?) What verses would help you confront these lies with God's truth?

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

FACILITATION HELP

Singled Out

There may come a time in your group when everyone (including you) might disagree with another student. Maybe they say something that is not true or they come from a faith experience that is different. How you handle this situation is VERY important. Nothing will make a student stop coming to the group like four to five students and a leader ganging up on him/her. We are quick to right wrongs and mistakes but don't really take the time to hear our students and understand what they mean or the background they come from. Give your student ample time to share. Encourage your students not to jump on the student they disagree with, but teach them to ask nonjudgmental questions. The student might be 100 percent wrong, and you can correct bad teaching later, but your group needs to be a safe place.

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

Lesson 2.2

TEMPTATION

SECTION 1: PREP IT

LESSON OVERVIEW:

LAST WEEK WE LOOKED AT THE PRIMARY ANTAGONIST, SATAN. We talked about his background and tactics. However, there is one tactic that he frequently uses over and over again: temptation. Everyone experiences temptation. From our youth, we are tempted to take a cookie from the cookie jar. We are tempted to tell a lie to disguise the truth. We are tempted to cross moral lines all for the sake of experience. We are tempted to follow paths that seem right and pleasant, but in the end lead to our destruction. In Genesis 3, we find two characters, the Serpent and Eve. They have a conversation around the truth of what God has said. Satan's conversation is sick and twisted. He's almost warm

and expresses a counterfeit concern for Eve. Temptation often appears friendly at first. Then the bottom drops out. The seeds of the lies have been sown. You and your students face temptation every day. Temptation is as common to man as the air we all breathe. However, God doesn't keep us from temptation. He desires for us to choose Him and believe His truth all on our own and out of our own love for Him. Notice He's present when this exchange occurs, but He doesn't intervene. He doesn't stop Eve or correct the Serpent. Everyone, including Jesus, experienced temptation. God will not keep us from temptation, but He does desire for us to lean on His truth and stand victorious in the midst of temptation.

LESSON OBJECTIVES:

- The students will know that Satan tempted Eve by questioning God's specific words.
- The students will know that Satan tempted Eve by questioning God's rightness.
- The students will know that Satan tempted Eve by questioning God's goodness.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

PRIMARY SCRIPTURE:
GENESIS 3:1-5



No temptation has seized you except what is common to man. And God is faithful; He will not let you be tempted beyond what you can bear. But when you are tempted, He will also provide a way out so that you can stand up under it.

1 Corinthians 10:13



KEY WORD: Temptation: a time/period of testing

KEY THOUGHT: We all are tempted.

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Watch Your Back (See AwanaYM Game Book, page 114, for materials list and how to play.)

Game 2 — Three-Legged Race (See AwanaYM Game Book, page 120, for materials list and how to play.)

Service Project — An Escape. This is more a service project for your leaders but students can also serve their friends by inviting them. Temptation is one

of those subjects that can be very personal. The temptations we face often go unnoticed and exist in only the secret space of our lives. Give your students an opportunity to build trust with one another by inviting them over to your house, renting space at camp, or going away for a retreat. Give them an escape from some of the temptations they are facing and then spend the majority of the weekend away having fun, building relationships, but also talking about some of the things that are common temptations for your students. Give them space to talk and for you and your leaders to listen to what is going on in the lives of your students. Make sure the space is safe, that the environment is warm and friendly, and that you follow your church child protection policy.

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

-
-

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students were to make a list of their greatest temptations and sins. Then they were to think about the one sin they struggle with the most. Depending on how close your group is, you could go into a time of sharing. However, it's probably best that you open the lesson with an example of temptation from your own life. Tell a story from your teen years when you faced a temptation. This will help your students understand that everyone, including you, is tempted.

YOU PLAN IT — LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



No temptation has seized you except what is common to man. And God is faithful; He will not let you be tempted beyond what you can bear. But when you are tempted, He will also provide a way out so that you can stand up under it.

1 Corinthians 10:13

TEACHING OUTLINE: GENESIS 3:1-5

SATAN TEMPTED EVE BY QUESTIONING GOD'S WORDS.

Now the serpent was more crafty than any of the wild animals the LORD God had made. He said to the woman, "Did God really say, 'You must not eat from any tree in the garden?'"

Genesis 3:1

SATAN TEMPTED EVE BY QUESTIONING GOD'S RIGHTNESS.

"You will not surely die," the serpent said to the woman.

Genesis 3:4

SATAN TEMPTED EVE BY QUESTIONING GOD'S GOODNESS.

For God knows that when you eat of it your eyes will be opened, and you will be like God, knowing good and evil.

Genesis 3:5

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

We all battle with temptation. Even Jesus Himself was tempted, but did not sin. However, Jesus used the words of God and the truth contained in them to battle the temptations of the devil. Have your students identify an area where they are tempted. After your students have had an opportunity to share, pass out truths of God written on index cards that they can take with them. That way they have a physical reminder of God's truth as they battle with temptation throughout their week. Encourage your students to place the card in a space where they will see it on a daily basis (locker, bathroom mirror, etc.). The importance here is to do as Jesus did and get your students to begin the habit of utilizing Scripture when faced with a temptation.



KEY WORD:

Temptation: a time/period of testing

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 2.2 we learned that we all are tempted.

DAY 3

READ: JAMES 1:12

Trials and temptations are difficult things to deal with. They happen to everyone. They happened to Jesus (Matthew 4:1-11, Hebrews 4:15). But they give us the opportunity to trust God more or to run from Him and give in to temptation.

WORK IT OUT:

Describe a time that you persevered in your relationship with God during difficult circumstances. Was it easy or hard? How did God use that time of your life to bring you closer to Himself?

DAY 4

READ: JAMES 1:13-14

So if God doesn't tempt us to sin, who does? In Eve's case, it was the Serpent, but there's no mention of a Serpent or Satan in this verse. We don't need the help! We want to sin. We're attracted to sin. We create opportunities for ourselves to be tempted.

WORK IT OUT:

Why do you think some Christians want to give Satan most of the credit for their own desire to sin? Does it help to understand that the desire to sin starts with us and doesn't come from outside of us? How so?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: JAMES 1:15

This is a big idea we don't always understand: Feeling tempted to sin is NOT the same as actually sinning. Everyone is tempted. We all have an appetite for certain sins. But having the appetite is not the same as taking a bite.

WORK IT OUT:

Why do you think we sometimes feel guilty for feeling tempted to sin instead of just realizing that everyone experiences it? When this happens, what do you do with those feelings? Ignore them? Take them to God? Explain.

DAY 6

READ: JAMES 1:16-17

Here's the big lie that opens the door to lots of sin: God is trying to keep me from experiencing good things. Don't believe it.

WORK IT OUT:

If God desires to give you good gifts, why does He tell you not to do certain things? Do you believe that God really wants what's best for us? Why?

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

FACILITATION HELP

Give Me a Break!

Literally, sometimes it's good to take a break as the discussion leader. Often discussion groups go well if the discussion facilitator changes every now and then. Maybe for a month or so, give each student an opportunity to run the group discussion. Still attend the discussion, but sit back and let the student lead the time. Giving each of your students an opportunity to do this might give them a perspective they're not often given. Let them experience the difficulty of refocusing the group, etc. This might just give them a taste of what you do and some sympathy as well. Remember you're still present at the group and fill in and help guide the group as necessary, but the student is leading the discussion. Make sure the student leading has enough prep time to lead the group as you do.

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

PRIMARY SCRIPTURE:
GENESIS 3:4-7

KEY VERSES:

"You will not surely die," the serpent said to the woman. "For God knows that when you eat of it your eyes will be opened, and you will be like God, knowing good and evil."

Genesis 3:4-5

SECTION 1: PREP IT

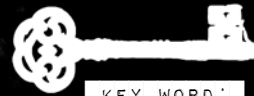
LESSON OVERVIEW:

SIN SEEMS LIKE ONE OF THE MOST COMMON TOPICS OF CHRISTIANITY BUT DO WE REALLY UNDERSTAND WHAT IT MEANS? To our students, it's defined as bad things, disobeying God, or missing the mark. But what does sin really mean at its core? When Adam and Eve sinned in the garden what were they really doing? What did the Serpent want them to do? When you strip away all the terms used to define it, sin is simply our desire to be God. When we sin we want what Satan wanted and what he tempted Eve to do. He wants to be separate from God's laws and systems. The only way to do that is to become a god yourself. Then you can create your own system and live independently from the oversight and rule of another. Isn't that the temptation

that Eve is offered in the garden? Doesn't Satan offer Eve an illusion of a system where God isn't in control, but rather she is? It's important for our students to understand what sin is and that when we sin we are expressing our desire to be in control. We are expressing our desire to make the rules and define the system. When we sin we are expressing our desire to be God.

LESSON OBJECTIVES:

- The students will know that sin is our desire to be God.
- The students will know that Satan tempted Eve to live a life independent from God.
- The students will know that Adam and Eve made the decision to sin on their own.



KEY WORD: Sin: our desire to be God

KEY THOUGHT: Sin is our desire to be God.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — The Bomb! (See AwanaYM Game Book, page 20, for materials list and how to play.)

Game 2 — Let's Deal (See AwanaYM Game Book, page 58, for materials list and how to play.)

Service Project — Students' Toolbox. Sometimes asking for help can be a challenge for some people.

Pride stands in the way. We are told that we need to be self-sufficient and often don't allow people to help us. Here is a ministry idea to serve the people in your community. Ask your students to list all the skills they have. Some of your students can rake leaves, mow lawns, paint, clean house, babysit, etc. Post an ad in your community paper where people can call in and ask for help. Then have your students, under the supervision of a leader, respond to the needs in your community.

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

•

•

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students were to create something that represented what they think sin is. Some of them might have drawn a picture or cut something out of a magazine and put it in their student books. Begin your lesson by asking if any of your students want to share what they found or created. Conclude the time by sharing what you came up with. Use this as a transition into the rest of your lesson.

YOU PLAN IT —
LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



"You will not surely die," the serpent said to the woman. "For God knows that when you eat of it your eyes will be opened, and you will be like God, knowing good and evil."

Genesis 3:4-5

TEACHING OUTLINE: GENESIS 3:4-7

SIN IS OUR DESIRE TO BE GOD.

Now the serpent was more crafty than any of the wild animals the LORD God had made. He said to the woman, "Did God really say, 'You must not eat from any tree in the garden'?"

Genesis 3:1

SIN IS LIVING A LIFE INDEPENDENT FROM GOD.

For God knows that when you eat of it your eyes will be opened, and you will be like God, knowing good and evil.

Genesis 3:5

SIN IS A DECISION WE MAKE ON OUR OWN.

When the woman saw that the fruit of the tree was good for food and pleasing to the eye, and also desirable for gaining wisdom, she took some and ate it. She also gave some to her husband, who was with her, and he ate it.

Genesis 3:6

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

Let's apply this! Have each of your students, all at once, attempt to passionately convince one another that their favorite food, movie, sports team, or band (pick only one topic) is the best. See how chaotic the room becomes when everyone argues and yells that their preference is the best. Sin is our desire to be God. We want everyone to do what we want. We want everyone's opinions, desires, and dreams to be our own. We want our position and thoughts to be the ones that everyone cares about. When we sin we want to be our own god. Now, after several minutes of chaos, give each person a turn to express their own view for one minute. But you set the rules and facilitate the interaction with the student. At the end of your time ask your students which of these two activities were helpful. Did they find the activity that was filled with chaos better, or did they find that once rules and order were included we were able to really hear and understand what everyone was saying?



KEY WORD:

Sin: our desire to be God

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 2.3 we learned that sin is our desire to be God.

DAY 3

READ: GENESIS 3:4-5

When the Devil tells them "you will not die," he is essentially telling them that there is another choice besides God's way. Sin always sounds so positive when we are being tempted: "It feels good!" "You will love it!" But these false promises are always short-sighted. God sees evil the way it is.

WORK IT OUT:

If sin sounded bad (hurtful, no fun, evil), would we be more or less likely to do it? What would happen if we started to see sin the way God sees sin? Is there anything in your life that you need to see differently?

DAY 4

READ: GENESIS 3:6; 1 JOHN 2:16

Did you notice Eve's three reasons for deciding to sin against God? First, the tree was good for food (lust of the flesh) meaning it would satisfy HER appetite. Second, the fruit looked delightful (lust of the eyes), she judged the fruit to please HER eye. Third, the fruit would make her wise (boastful pride of life), in other words, it would improve HER mind. Sin still appeals to us for the same reasons: it's all about us!

WORK IT OUT:

What sins are most appealing to you? Like Eve, how are your sins all about what you want?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: GENESIS 3:7

The very first result of sin sounds weird to us. Why didn't they know they were naked already? They were completely innocent, without any fear of not being appropriate. All that was gone in an instant. From that moment on, humans began to experience a very powerful feeling that God never intended for us know: shame.

WORK IT OUT:

Why do you think the first result of sin was to make Adam and Eve aware of their own nakedness? Have you ever felt ashamed of your own sin? Describe what shame felt like in your own words.

DAY 6

READ: ROMANS 3:23, 6:23

God hates sin. We were created to be with Him, and we simply cannot be with Him because of our sin (Romans 3:9-20). Period. But everyone does it! All that's left for us is eternal death apart from Him forever. But you know that's not the end of the story. God made a way for that sin to be paid for, for us to be with Him, alive, forever, in and through Christ (Romans 3:21-31).

WORK IT OUT:

Is the message of the Bible that we should all stop sinning so God will accept us? Or that God sent His only Son to rescue us by paying the price for our sin? Have you been restored to a right relationship with God by placing your faith and trust in Jesus Christ? Describe your experience.

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

SECTION 5: EVALUATE IT

FACILITATION HELP

Are You Listening?

Sometimes our students have trouble communicating what they are saying. Often this leads to students not paying attention or talking over or under another student. This can be distracting and disrespectful. Encourage your students to practice their listening skills by summarizing what another student says after they are done explaining their point. Often students only engage when the setting actively engages them. Unless directly engaged in the group, their attention will wander and wane. By asking them to summarize another student's point, you are encouraging them to actively listen rather than passively engaging in conversation. It's important that everyone in your group has an opportunity to be heard and understood.

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

Date	Name	Requests/Events/Contact Info
------	------	------------------------------

[illegible]

LESSON 24

HIDING FROM GOD

SECTION 1: PREP IT

LESSON OVERVIEW:

DO YOU REMEMBER WHAT IT WAS LIKE WHEN you were a little kid and you got in trouble? You knew you did something wrong. Maybe you went to hide out somewhere or cover up the damage until the coast was clear. When we do something wrong there is always that impulse to go and hide. Adam and Eve felt that impulse too. Their sin ruined something. Something was different. Something was not right. Something was missing, and their reaction was to go and hide. They hid themselves from God and then made coverings to hide themselves from each other. The effects of their sin were so intense that they ran and hid themselves from God. They

LESSON OBJECTIVES:

- The students will know that Adam and Eve hid themselves from God because of their shame.
- The students will know that we can learn a lot from Adam and Eve's actions and how they responded to God.
- The students will know that even though Adam and Eve ran from God, Jesus Christ came to run towards us and restore the relationship with humanity that was broken.

PRIMARY SCRIPTURE:
GENESIS 3:8-11

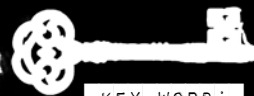


KEY VERSE:

Nothing in all creation is hidden from God's sight. Everything is uncovered and laid bare before the eyes of Him to whom we must give account.

Hebrews 4:13

knew they had done something wrong. Something very precious had been wrecked. There is a time when we try to hide ourselves and our sin from God. Even in the Scriptures there are times when others decided to hide themselves from God. Take Jonah for example. The problem with hiding from God is that we simply can't. Nobody can hide themselves from God. However, even when we sin we still have a choice to either run to Him or hide from Him. Adam and Eve had the same choice in the garden that day. Instead of running to God and trusting Him they embraced their shame and hid themselves from God.



KEY WORD:

Shame: the painful feeling following the actions of something dishonorable

KEY THOUGHT:

Adam and Eve felt shame and hid from God after they sinned.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Monster (See AwanaYM Game Book, page 62, for materials list and how to play.)

Game 2 — Sweatshirt Relay (See AwanaYM Game Book, page 98, for materials list and how to play.)

Service Project — Take Charge! Have your students, under your leaders' supervision, take charge of some

regularly scheduled program at your church. This could be a Sunday school class, children's church, or a particular club program and have them run games while the adult leaders take a break. Play some fun games with the children. Then have your students teach a lesson they have learned so far to the little kids in a way that they can understand it. This could be in the form of drama, a skit, or something that can capture their attention. In the end, your students will serve the leaders by giving them a night or day off to recharge. They will also serve the children by teaching them the truth of God's Word. It's a win-win!

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

-
-

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students were to find two different spaces and record their thoughts. They were to go to a place that was warm, inviting, and full of light. Then they had to find a place that was dark. In both experiences, they had to record their thoughts about what they felt in both areas. Begin the lesson by sharing your experiences in both the light and dark areas. Then invite students to share theirs as well. If it is a large group, then have the students share a single word that summarizes their experience (e.g., darkness, isolation, fear, joy, warmth, etc.).

YOU PLAN IT — LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



KEY VERSE:

Nothing in all creation is hidden from God's sight. Everything is uncovered and laid bare before the eyes of Him to whom we must give account.

Hebrews 4:13

TEACHING OUTLINE: GENESIS 3:8-11

AFTER THEY SINNED, ADAM AND EVE RAN AND HID FROM GOD.

Then the man and his wife heard the sound of the LORD God as He was walking in the garden in the cool of the day, and they hid from the LORD God among the trees of the garden.

Genesis 3:8

AFTER THEY SINNED, GOD WENT LOOKING FOR THEM.

But the LORD God called to the man, "Where are you?"

Genesis 3:9

SINCE WE SIN, JESUS CHRIST CAME TO RESCUE US.

But God demonstrates His own love for us in this: While we were still sinners, Christ died for us.

Romans 5:8

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

Many times we struggle between two worlds. We were created to be known. However, sometimes we don't want anyone to know what is really going on inside us. We run away from relationships and people the same way that Adam and Eve ran away from God and hid themselves from Him.

Is there a relationship, problem, or struggle that you're currently running away from?

Is there something that you're intentionally keeping from the members in this group?

In what ways are you hiding from God? Is there an area of your life that you hope He does not notice?

Adam and Eve knew they had messed everything up in the garden that day. God was near to them, but they chose to run in the other direction. How long are you going to keep running in your direction before you see that God is right here waiting for you? He doesn't want you to live surrounded by the trappings of your shame. All He wants is you.



KEY WORD:

Shame: the painful feeling following the actions of something dishonorable

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 2.4 we learned that Adam and Eve felt shame and hid from God after they sinned.

DAY 3

READ: GENESIS 3:8-9

Once upon a time, Adam and Eve walked in the garden enjoying God's presence. Now they hid from God. God is always providing opportunities for us to come to Him and be honest, to confess our sin, to admit we were wrong. He knew where Adam was, right? He's God. But He gave Adam the chance to trust Him by revealing Himself.

WORK IT OUT:

Our tendency when we sin is to try to ignore God, to hide our hearts from Him, to pretend like He's not there. How often do you open up to Him instead after regretting your choice to sin?

DAY 4

READ: GENESIS 3:10-11

Isn't it amazing how bold we are when disobeying God and how squeamish we get when asked to spell out exactly what we did? Our actions declare, "I don't need you, God. I'll do it my way!" But afterwards, we tend to lie and tell half-truths like cowards who don't want to be caught.

WORK IT OUT:

When we know that we've sinned, why is it so hard for us to say right out loud what we did and why it was wrong? Why is it important for us to do that?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: ROMANS 6:21-22

Ever bitten into a rotten piece of fruit? It's a truly disgusting surprise. Silly question: Ever take a second bite? Of course not. In these verses, Paul asks why we would go back to the sin that made us so ashamed, the sin that leads to death. There's much better fruit available for those in Christ.

WORK IT OUT:

Once we have experienced the painful consequences of sin, including guilt and shame, why do we still go back to that sin sometimes?

DAY 6

READ: 1 JOHN 1:8-10

Our sins are already forgotten, because of Jesus' death on the cross. People who think they are not dirty don't think they need a shower. When we recognize the guilt and shame of our sin like Adam and Eve, we begin to realize our need for forgiveness.

WORK IT OUT:

Have you ever confessed your sins to God? To someone else? How did you feel before? After?

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

SECTION 5: EVALUATE IT

FACILITATION HELP

Ground Rules

In most groups there are three or four things that commonly derail a discussion. Maybe your group likes to start by talking about the exceptions or they begin a discussion by giving examples of things that don't exist (e.g., purple unicorns or whales that drive school buses). These things can eat into precious discussion time. Make a pact with your group that during discussion time those things will not be done. Make some ground rules that everyone agrees with so that your discussion time will be fruitful instead of mostly being silly. Then, when you feel a student beginning to go down the road of silly, remind them of the rules to get them back on track.

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

THE WRECKAGE

DEATH, SUFFERING, AND PAIN

PRIMARY SCRIPTURE:
ROMANS 5:12-14



KEY VERSE:

Therefore, just as sin entered the world through one man, and death through sin, and in this way death came to all men, because all sinned.

Romans 5:12

SECTION 1: PREP IT

LESSON OVERVIEW:

MOST OF US HAVE BEEN IN A CAR ACCIDENT AT SOME TIME IN OUR LIVES. Many of us have seen a car accident while driving on the road. All of us have been stuck in traffic as we inch closer and closer to the flashing lights. We slow down and crawl past the wreckage. We see fluids leaking and running. We swerve around smashed glass, broken plastic, and mangled steel. We've seen people holding bandages on wounds or being loaded into an ambulance on a gurney. We may even have seen black bags at the scenes as well. The entire experience makes us slow down, stop, and survey everything. This lesson lays out the wreckage that Adam and Eve created. The effects of their sin

ruined so much and all that brokenness is passed on to all of us. Death entered our world. The broken relationship between God and man had some significant impact in several key areas. Mankind became afraid for the first time. Humanity wrestled and struggled with personal responsibility and honesty as God confronted us. Marriages, friendships, and family relationships now struggle as sin divides families and connections between people. Pain entered our world. The very work we do will be hard and difficult. Then the toll that every human must pay is death. Death, both physically and spiritually, became a reality. Sin wrecked everything. Let's slow down and spend some time digging into what happened.

LESSON OBJECTIVES:

- The students will know that sin changed all relationships (ourselves, others, God).
- The students will know that sin brought pain into the world.
- The students will know that sin causes our work to be frustrating.
- The students will know that sin causes both physical and spiritual death.



KEY WORD:

Wreckage: remains or fragments of something that has been broken

KEY THOUGHT:

Sin caused a huge amount of wreckage for all humanity.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 – Through the Hoops (See AwanaYM Game Book, page 103, for materials list and how to play.)

Game 2 – Banana Surgery (See AwanaYM Game Book, page 15, for materials list and how to play.)

Service Project – Rummage Sale. Many people in your church family upgrade or replace items used

around the house every year. You and your students can organize a rummage sale (or yard sale) where people in your church can donate used items to be sold. Use the money as a fund raiser for a group mission trip or donate all the funds to an organization that reaches out to people who are broken in your community. This is a great project that gets the entire church involved on multiple age levels.

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS –

- Video Clip –
- Skit –
- Mixer –
- Worship –

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

•

•

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students were to make a list of things that Adam and Eve lost on that infamous day in the garden. Begin the lesson by sharing your list or by asking for student feedback. Ask them what they put on their list. It might even be a good idea to have your students reread their Top Five Genesis 1 Creations lists from Lesson 1.3 and ask how many of those top five items were affected by sin.

YOU PLAN IT —
LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



Therefore, just as sin entered the world through one man, and death through sin, and in this way death came to all men, because all sinned.

Romans 5:12

TEACHING OUTLINE: GENESIS 3:12-21, ROMANS 5:12-14

SIN WRECKED ALL RELATIONSHIPS.

We all, like sheep, have gone astray, each of us has turned to his own way ...

Isaiah 53:6

SIN INFECTED EVERYTHING AND EVERYONE.

For all have sinned and fall short of the glory of God.

Romans 3:23

SIN BROUGHT PAIN AND DEATH.

Therefore, just as sin entered the world through one man, and death through sin, and in this way death came to all men, because all sinned.

Romans 5:12

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

The effects of sin are staggering. Everything changed for Adam and Eve. We live in a world where broken relationships are common. You may struggle with relationships at home. You may struggle with friendships. Do you ever wonder why those relationships are difficult at times? Sin, like a virus, spread to every single one of those aspects of life. It damaged, destroyed, and brought pain and death into the world. Do you see the wreckage in your life? Do you see the damage that sin does to your relationships? Do you see your need for Jesus? Read the following below. Turn it into a song or just have your students think about the words. The wreckage of our sin changed everything. We stand desperate in the middle of it.

The Wreckage

Lord, I am wrecked. I did it myself.
 My nature decided to have its own way.
 My heart said it didn't need You.
 My life became empty and void without You.

So here I am, Lord, standing amongst the wreckage,
 Looking at the pain, death, and the problems I cannot fix.
 I'm looking to You, Lord, to fix the wreckage.
 I will die here. This cannot be true life.
 Can You pull me out? Can You restore everything?



KEY WORD:

Wreckage: remains or fragments of something that has been broken

Then I look and I see Your Son. He came to fix it all.
 He came to restore relationships.
 He came to conquer sin and death.
 He came to be the antidote to this sin infection.

So here I am, Lord; there is nothing that I can do.
 I stand amongst the wreckage begging for you.
 Take me in Your arms. Hold me,
 until it is like it was *before*.
 Can we go back to the garden, Lord?
 Can You make everything like it was before?

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 2.5 we learned that Sin caused a huge amount of wreckage for all humanity.

DAY 3

READ: GENESIS 3:12-13

Are you good at the blame game? Most of us are experts. Sin turns us into cowards: "God, it's that woman You made. If it weren't for You and her, I would never have sinned." Dealing with sin starts with taking responsibility for our part in it.

WORK IT OUT:

Does it bother you when you see other people dodging responsibility for their sin? Why or why not? Does it bother you when you do the same?

DAY 4

READ: GENESIS 3:14-15

God's curse on the Serpent comes in two parts. Snakes forever would move on their bellies and eat dust. The Serpent, Satan, would begin a history-long battle with the woman (humanity) and the woman's offspring (ultimately Christ). Satan would strike a blow but receive a worse one.

WORK IT OUT:

Is the Devil really your enemy? What does he want for you? How is that different than what God wants for you?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: GENESIS 3:16-18

Adam and Eve's curse and that of all who would follow involved great pain and frustration. For Eve it was difficulty in relationships and pain in childbearing. For Adam it was in the endless task of getting food from the ground. More generally, Adam and Eve's work changed from joyful participation in the plan of God on earth to painful drudgery.

WORK IT OUT:

Have you seen this curse at work in the lives of men and women you know?

DAY 6

READ: GENESIS 3:19-21

The final pronouncement by God was that Adam and Eve - and all who follow them - will die and have our bodies decompose back into dust. Without sin, no death of any kind. Ever. Because of sin, death. Sin always brings death. Always (James 1:4-15).

WORK IT OUT:

Have you ever heard anyone describe death as just a natural part of life? How does that make any sense at all after reading this passage? Explain.

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

SECTION 5: EVALUATE IT

FACILITATION HELP

Ready to Talk?

Sometimes no matter how much you prepare and no matter how ready you think you are to have a discussion it just might not be happening. While you want to protect your discussion time, you cannot force students to dive deep into a discussion if they are just not ready. If you have a rambunctious group, go to the gym and play a few games of basketball. Burn some energy. Sometimes you might just need to postpone a group discussion until they have had time to chew on the information for a bit longer. Learn how to read your students. A good discussion group leader knows his or her students and should get a sense of when a discussion is good to have and when one needs to be tabled for later.

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

Date	Name	Requests/Events/Contact Info
------	------	------------------------------

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. On the left side, there is a dark vertical strip, likely representing the binding or edge of a notebook. The paper appears slightly aged or off-white. There is no handwriting or printed text on the page.



SECTION 1: PREP IT

LESSON OVERVIEW:

HAVE YOU EVER BEEN KICKED OUT OF SOMEWHERE? Maybe in your youthful days were you ever on somebody's property, trespassing, and you were asked to leave? Or maybe you were a hell raiser as a kid, and you know what it means to be expelled from school. You are asked to leave, and you cannot come back. That's what Adam and Eve are experiencing here. One of the consequences of their sin is that they were expelled from the garden. This garden represents where God's presence is. He was present in the garden with Adam and Eve. God does not tolerate sin to be in His presence. God hates sin. Therefore, sin must be removed and because of Adam and Eve's sin, it created a divide, a separation between God and man. Their expulsion from the garden

LESSON OBJECTIVES:

- The students will know that Adam and Eve were expelled from the garden because of their sin.
- The students will know that the garden is where God's presence was and sin cannot be in God's presence.
- The students will know that sin separated us from God.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

PRIMARY SCRIPTURE:
GENESIS 3:13-24



KEY VERSE:

Remember that at that time you were separate from Christ, excluded from citizenship in Israel and foreigners to the covenants of the promise, without hope and without God in the world.

Ephesians 2:12



KEY WORD:

Separation: a place, line, or point of parting

KEY THOUGHT:

Sin causes separation from God.

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Fireman (See AwanaYM Game Book, page 41, for materials list and how to play.)

Game 2 — The Butler (See AwanaYM Game Book, page 24, for materials list and how to play.)

Service Project — Expelled. Homelessness is an issue that every community faces. You could say that Adam and Eve were the first homeless people in history. What was comfortable, warm, and inviting

was now gone. They had to cover their nakedness and shame. God created the first outreach project ever. He made clothes/covering for them. Every night there are homeless people that roam the streets, live under bridges, or sleep on a cardboard box. Under the supervision of a leader, have your students reach out to the homeless and gather warm coats to give away before winter comes. Load up the van and drive into the city or where you know homeless people gather and give the coats away. You can do more than coats as well. You can give meals away, warm beverages, etc. These are people who have been expelled from their homes for one reason or another. Bring the warmth and love of Christ to them by something as simple as a coat to keep them warm, a meal to fill their stomach, or an act of kindness to remind them that Jesus still loves them.

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

•

•

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students were to create something that communicated the idea of separation. Play a game or have your students share their creations to kick start your large group lesson.

YOU PLAN IT — LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



Remember that at that time you were separate from Christ, excluded from citizenship in Israel and foreigners to the covenants of the promise, without hope and without God in the world.

Ephesians 2:12

TEACHING OUTLINE: GENESIS 3:13-4:1

SIN GOT ADAM AND EVE EXPELLED FROM THE GARDEN.

So the LORD God banished him from the Garden of Eden to work the ground from which he had been taken.

Genesis 3:23

SIN SEPARATES US FROM GOD.

But your iniquities have separated you from your God; your sins have hidden His face from you, so that He will not hear.

Isaiah 59:2

SIN CANNOT BE IN GOD'S PRESENCE.

Your eyes are too pure to look on evil; you cannot tolerate wrong ...

Habakkuk 1:13

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

God desires us to be pure and holy. He desires for our relationship to be like it was in the garden; perfect. Do the following activity to demonstrate to your students how difficult sin is and why it must be removed.

Supply List: a clear water glass, filled with water, black food dye or coloring

Gather your students around the clear water glass filled with water. Tell them that this glass represents our life before the fall of humanity. Then add one or two droplets of black coloring into the glass. Let your students watch as the color bleeds through the water. It's a visually cool effect. As the coloring spreads through the water, in time, it should cloud the entire glass. Now ask your students to separate the coloring from the water. Nobody will be able to do it. Ask your students if anyone would want to drink this black water. Probably nobody would want to. It's going to be expelled from the group. It's going to be removed and possibly thrown out. The water isn't pure anymore. It's not good enough to drink. That's what sin does to our lives. It bleeds slowly like the black coloring until it has made every inch tainted. God doesn't want sin in His presence any more than we would want to drink the dark water.



KEY WORD:

Separation: a place, line, or point of parting

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 2.6 we learned that sin causes separation from God.

DAY 3

READ: GENESIS 3:22

God's plan for humanity never included allowing us to become eternally alive in our sinfulness. Like Adam, we have come to know evil - sin - by participating in it. God's plan was to make a way for our sin to be paid for and removed before He would allow us to live forever (Ephesians 1:3-10).

WORK IT OUT:

How was removing Adam and Eve from the garden an act of God's mercy? How would you feel if you were separated from God but forced to live forever in your sin?

DAY 4

READ: GENESIS 3:23-24

Again, notice the Bible does not present the story of the garden of Eden as a metaphor or analogy. The Bible seems to be clearly saying the garden was a real place in a real time with real angels guarding the entrance. We believe the separation Adam and Eve experienced due to their sin is historical, not a fiction, a fable, or a myth.

WORK IT OUT:

While there are places in this world that you have not seen, does knowing the garden of Eden is a real place encourage you to think of the Scriptures as true? How so?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: GENESIS 4:1

Eve gives God credit for helping her through her painful delivery. She gives Him credit for the miracle of life. Adam and Eve were separated from God spiritually and physically, but they understood that God still provides for people even in our frustrating lives. He still loves us and gives good gifts to us all (James 1:17).

WORK IT OUT:

What are some of the good gifts God provides for all the sinful people of the earth? What are some of the good gifts God provides for you?

DAY 6

READ: ROMANS 8:22-25

Humanity is not alone in feeling the pain of our separation from God. The rest of creation made by and for Him also groans under the distance from God and the burden from sin. Creation suffers from our rebellion.

WORK IT OUT:

What are some of the ways in which the whole creation might be experiencing the pain of our sin? Explain.

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

SECTION 5: EVALUATE IT

FACILITATION HELP

Full Circle

Without the help of a leader or moderator, discussions will just keep spiraling around while every participant vocalizes his or her own thoughts. There needs to be something that keeps the conversation moving and ending in a particular direction. Work on bringing conversations with students full circle. They are experts at going in several different directions but always have them come back to the main point. You'll spend a majority of your time redirecting them back to the main idea of the discussion. Don't be afraid to bring things full circle or to redirect them back to the main point. It will show them that you know your stuff and that you care about the discussion.

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

LESSON 2.7

SHEDDING BLOOD

PRIMARY SCRIPTURE:
HEBREWS 9:11-28



KEY VERSE:

In fact, the law requires that nearly everything be cleansed with blood, and without the shedding of blood there is no forgiveness.

Hebrews 9:22

SECTION 1: PREP IT

LESSON OVERVIEW:

FOR THE PAST SEVERAL LESSONS, THIS STORY HAS NOT BEEN FILLED WITH GOOD NEWS. Adam and Eve wanted to be like God and chose to sin. They hid themselves from God and ran from Him rather than towards Him. Their sin caused a lot of wreckage as it brought pain and death into the world. Then they were expelled from the garden. Can anything fix this? Is there anything that can forgive the offense of sin? God's Word tells us that blood can. Hebrews 9:22 says: ... and without the shedding of blood there is no forgiveness. The word *remission*, sometimes translated as forgiveness, means "to be released as from a debt, penalty, or obligation." So without blood being shed we cannot be released from the penalty of

our sin. Blood is required. God, in the garden, began the sacrificial system. He took an animal and killed it to make coverings for Adam and Eve. Beyond this moment, there are other places in Scripture where blood would be required to make atonement for sin. During the first Passover, blood had to be spread on the door frame of each house in order for death to pass by. Jesus Christ died on the cross and shed His perfect blood to function as payment for our sins. As a result, we are released from the penalty of our sin because His blood was shed for us.

LESSON OBJECTIVES:

- The students will know that we need something to get us out of the mess of sin.
- The students will know that God killed an animal to make coverings for Adam and Eve.
- The students will know that there can be no forgiveness of sins without the shedding of blood.



KEY WORD:

Remission: the release as from a debt, penalty, or obligation

KEY THOUGHT:

In order for sins to be forgiven blood must be shed.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Battleship (See AwanaYM Game Book, page 17, for materials list and how to play.)

Game 2 — Photo Op (See AwanaYM Game Book, page 69, for materials list and how to play.)

Service Project — Blood Drive. Blood is vital for life to continue. Often, in our communities, there

simply isn't enough blood for doctors and paramedic workers to access. Contact a local Red Cross or hospital and have your church host a blood drive for your community. Rally your students to function as volunteer workers. Your students can help intake donors, set up refreshments for donors, participate in set-up and clean-up activities. For some, it might be their first encounter with blood. Also have one of the Red Cross representatives explain how important blood is and how their volunteer efforts to serve in this way will make a big impact in their community.

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

•

•

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students were to make a list of everything they can think of that other people do for them and who does that thing for them. Then, your students were to think of their mom or someone else that often takes care of them. How many things get done for the people who seem to take care of everyone? Share amongst your group. Broaden your lists to possibly include others in your church family that always seem to be the givers but often are not served in return.

YOU PLAN IT — LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



KEY VERSE:

In fact, the law requires that nearly everything be cleansed with blood, and without the shedding of blood there is no forgiveness.

Hebrews 9:22

TEACHING OUTLINE: HEBREWS 9:11-28

SIN REQUIRES A SACRIFICE.

For the wages of sin is death, but the gift of God is eternal life in Christ Jesus our Lord.

Romans 6:23

GOD SACRIFICED FOR US.

The LORD God made garments of skin for Adam and his wife and clothed them.

Genesis 3:21

FORGIVENESS REQUIRES A SACRIFICE OF BLOOD.

In fact, the law requires that nearly everything be cleansed with blood, and without the shedding of blood there is no forgiveness.

Hebrews 9:22

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

Imagine for a moment that someone kidnapped one of your favorite relatives. What would you give up to get them back? Make a list of what you would give up to get them back.

Examples: Cell phone, bike, musical instrument, etc.

Would you be willing to give up one of your other favorite relatives or someone you deeply love?

Most of them will probably say no. However, when it came to us God sacrificed His only Son. He sent His one and only Son to be the sacrifice for our sins. He didn't send anything else. Sacrifice is something that we don't often fully understand. When it comes to how much God loves us, He gave His very best in order to release us from the debt and penalty of our sin. He didn't give up something insignificant for us. He gave it all!



KEY WORD:

Remission: the release as from a debt, penalty, or obligation

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 2.7 we learned that in order for sins to be forgiven blood must be shed.

DAY 3

READ: HEBREWS 9:23

Under the Old Testament law, everything involved in the sacrifice for sin had to be purified by blood. That meant all the tents, vessels, people, etc., had to be "cleansed" by having the blood of God's covenant with Israel sprinkled on it. It had all been contaminated by coming into contact with sinful people.

WORK IT OUT:

Can you imagine how much animal bloodshed you would have witnessed as an Israelite? Do you think it would have made you feel more spiritually clean to know that blood was shed for your sins? Explain.

DAY 4

READ: HEBREWS 9:24-25

Christ was both the priest and the sacrifice. He entered into the very presence of God for us, laying down His own life as the substitute, paying what we owed with His own blood. Under the Old Testament law, the high priest entered the most holy place in the temple once a year to offer the blood of animals as the sacrifice for Israel's sin. It was not a permanent fix. Jesus came before God as the sacrifice once and for all.

WORK IT OUT:

Have you ever considered what would have happened to you if Jesus had not taken your place? Why are you thankful for His sacrifice on your behalf?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: HEBREWS 9:26

If Jesus had to die over and over again for every sin, or even if He had to die once each year for all the sins committed in that year, He would never be done suffering and dying. The Bible is clear: Once was enough for all time. The innocent blood of Jesus put away sin forever for those who trust in Him.

WORK IT OUT:

Do you still sometimes sin? How does it impact your Christian life to know that you are forgiven for all time by the blood of Christ?

DAY 6

READ: HEBREWS 9:27-28

YOLO (You Only Live Once) is not just a bad life philosophy as most people mean it; it's also not true. You don't only live once. You live twice, in a way. But as this verse says, you only die once. (YODO?) After your death comes your eternal judgment. When Christ comes back, He will be coming to gather all of those waiting for Him to come again and make all things right.

WORK IT OUT:

Since God's judgment follows our death, how important is it to be covered by the blood of Jesus for our sin? What would happen at the judgment if we were not covered by His blood?

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

Do You Agree?

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

Unit Two: Review // The Fall

PRIMARY SCRIPTURES: GENESIS 3:1;
GENESIS 3:1-5; GENESIS 3:4-7;
GENESIS 3:8-11; ROMANS 5:12-14;
GENESIS 3:13-24; HEBREWS 9:11-28



KEY VERSES:
*1 Peter 5:8; 1 Corinthians 10:13;
Genesis 3:4-5; Hebrews 4:13;
Romans 5:12; Ephesians 2:12;
Hebrews 9:22*

SECTION 1: PREP IT

LESSON OVERVIEW:

EVERYTHING HAS GONE WRONG! In Unit One we spent seven weeks talking about the power, wonder, and majesty of God through His acts as Creator. He made everything and made it very good. It was perfect. Then everything fell apart. We went from the mountaintop to experience the darkness of the valley. We discovered that humanity was targeted from the beginning and that Satan, our adversary, was hatching his plan to bring us down. Satan tempted Eve with the possibility of all the goodness of God but living a life apart from our dependence on Him. Then Adam and Eve chose to be their own God and call their own shots in life. They ate the forbidden fruit and their eyes were opened. They saw their

shame and stood naked in this world. God looked for them as they had hidden themselves from Him. Then they saw the consequences of their sin. Death and pain entered into the world. Relationships were upended, broken, and covered with the stench of selfishness. Fear began to infect everything. Then, as if things couldn't get any worse, Adam and Eve were cast out from the garden. Sin cannot be in the presence of God. They could never return to what it was like before. There had to be some way of getting back to what life should always have been like. God made a way. Through the shedding of blood there can be the forgiveness of sins.

LESSON OBJECTIVES:

- The students will review the previous seven lessons.
- The students will review the key verses, thoughts, and words of the previous seven lessons.
- The students will summarize the previous seven lessons into a complete thought.



KEY WORDS:

Adversary, Temptation, Sin, Shame, Wreckage, Separation, Remission

KEY THOUGHTS:

(See Teach It Section)

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

SECTION 2: PLAY IT (INTERACTION)

Over the past seven weeks your students have experienced several different interactions. Look through your Evaluate It section and see if there was one particular interaction or game that they really enjoyed playing and play it again. If there was a service project that made a huge impact, take the following time and debrief from it. Have your students share their experiences and give testimonies to how it impacted them.

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

-
-

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Over the past several weeks your students have learned a lot about humanity's fall. They have learned some new key words and memorized some familiar and new verses. Have your students begin this review lesson with how this unit has impacted them. If your group is more drawn to the fine arts, then put all seven lessons into a skit or drama where they can tell the story of all seven lessons mashed together.

YOU PLAN IT - LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)

LESSON 2.1

Key Verse: *Be self-controlled and alert. Your enemy the devil prowls around like a roaring lion looking for someone to devour. (1 Peter 5:8)*

Key Word: Adversary: a person, group, or force that opposes and attacks

Key Thought: In Lesson 2.1 we learned that Satan is the adversary of mankind.

LESSON 2.2

Key Verse: *No temptation has seized you except what is common to man. And God is faithful; He will not let you be tempted beyond what you can bear. But when you are tempted, He will also provide a way out so that you can stand up under it. (1 Corinthians 10:13)*

Key Word: Temptation: a time/period of testing

Key Thought: In Lesson 2.2 we learned that we all are tempted.

LESSON 2.3

Key Verses: *"You will not surely die," the serpent said to the woman. "For God knows that when you eat of it your eyes will be opened, and you will be like God, knowing good and evil." (Genesis 3:4-5)*

Key Word: Sin: our desire to be God

Key Thought: In Lesson 2.3 we learned that sin is our desire to be God.

LESSON 2.4

Key Verse: *Nothing in all creation is hidden from God's sight. Everything is uncovered and laid bare before the eyes of Him to whom we must give account. (Hebrews 4:13)*

Key Word: Shame: the painful feeling following the actions of something dishonorable

Key Thought: In Lesson 2.4 we learned that Adam and Eve felt shame and hid from God after they sinned.

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: TEACH IT (LARGE GROUP)

LESSON 2.5

Key Verse: *Therefore, just as sin entered the world through one man, and death through sin, and in this way death came to all men, because all sinned. (Romans 5:12)*

Key Word: Wreckage: remains or fragments of something that has been broken

Key Thought: In Lesson 2.5 we learned that sin caused a huge amount of wreckage for all humanity.

LESSON 2.6

Key Verse: *Remember that at that time you were separate from Christ, excluded from citizenship in Israel and foreigners to the covenants of the promise, without hope and without God in the world. (Ephesians 2:12)*

Key Word: Separation: a place, line, or point of parting

Key Thought: In Lesson 2.6 we learned that sin causes separation from God.

LESSON 2.7

Key Verse: *In fact, the law requires that nearly everything be cleansed with blood, and without the shedding of blood there is no forgiveness. (Hebrews 9:22)*

Key Word: Remission: the release as from a debt, penalty, or obligation

Key Thought: In Lesson 2.7 we learned that in order for sins to be forgiven blood must be shed.

NOTES :

SECTION 4: DISCUSS IT (SMALL GROUP)

GETTING STARTED:

- What thing or concept stuck with you the most over the past seven weeks?
- Why does that one thing or concept matter to you most?

WEEK 1

READ: 1 PETER 5:8

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- Why is it important to know that Satan is our adversary?

WEEK 2

READ: 1 CORINTHIANS 10:13

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- Why is it important to know that we all go through times and periods of testing?

WEEK 3

READ: GENESIS 3:4-5

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- Do you agree that sin is our desire to be God? If so, why is that idea wrong?

SECTION 4: DISCUSS IT (SMALL GROUP)

WEEK 4

READ: HEBREWS 4:13

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- Why did Adam and Eve hide from God? Do you hide from God?

WEEK 5

READ: ROMANS 5:12

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- How has the wreckage of the fall of humanity impacted your life and the lives of others around you?

WEEK 6

READ: EPHESIANS 2:12

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- How does sin cause separation from God? Do you feel separated from Him?

WEEK 7

READ: HEBREWS 9:22

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- Whose blood functions as payment for your sin? What or whom are you trusting?

[illegible]

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

Lesson 3.1

NOAH

SECTION 1: PREP IT

LESSON OVERVIEW:

AFTER THE FALL, MANKIND'S WICKEDNESS SPREAD LIKE A RAINSTORM. Death, pain, and relational brokenness only spread deeper and deeper into the fabric of humanity's destiny. We were on a path to destroy ourselves. Fear, darkness, and evil were growing in power. BUT, God had a plan. He would judge the world and wipe out everyone except Noah and his family. God comes to Noah and says that He's going to destroy the world. Noah and his family undertake the massive calling to construct a vessel suitable to hold two of every animal plus Noah and his family. This is an important moment in God's story. God is going to save a remnant of humanity. Noah and his family will be spared from the coming-doom. For decades, Noah faithfully builds the ark. Then the flood comes, a flood of such devastation

LESSON OBJECTIVES:

- The students will know that God was displeased with humanity's rampant evil and sinful nature.
- The students will know that God had plan to save mankind from the coming judgment of a global flood.
- The students will know that God desired to save a remnant of humanity and creation.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

PRIMARY SCRIPTURE:
GENESIS 6-8



KEY VERSE:

Pairs of all creatures that have the breath of life in them came to Noah and entered the ark.

Genesis 7:15

that God would promise after it was over to never destroy the world that way again. Everyone is loaded into the ark: the animals, Noah, and his family. Then the door is closed. The door to the ark was massive. There was no way it could be closed by human power. Once inside, God closed the door to the ark. In a symbolic way, God closed the door to humanity at that moment. Salvation was inside the ark. The door was open, but humanity's pride kept them outside and content in their own knowledge. God saved Noah and his family that day. God has been, from the beginning, deeply interested in saving humanity. The door is open. Jesus says: ...

"I am the way and the truth and the life. No one comes to the Father except through Me" (John 14:6).



KEY WORD:

Saved: rescued from danger or death

KEY THOUGHT:

Noah built an ark, designed by God, as the only way to save humanity. Likewise, Jesus is the only way to be saved.

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Gone Fishin' (See AwanaYM Game Book, page 45, for materials list and how to play.)

Game 2 — Porcupine (See AwanaYM Game Book, page 75, for materials list and how to play.)

Service Project — Water, Water Everywhere. Depending on where you are this time of year there

could be a lot of snow on the ground. Gather your students together to help shovel some driveways of those in your community. If your group is located in a warmer part of the world, then send them around to wash the windows of homes in your community. Make sure to supervise your students while they do these activities.

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

•

•

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students were to draw or design a contraption that would save humanity from an impending doom. They essentially were to design an ark of their own. Open the lesson by having the students share their designs. Ask them questions about it. Share your design as well.

YOU PLAN IT -
LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



KEY VERSE:

Pairs of all creatures that have the breath of life in them came to Noah and entered the ark.

Genesis 7:15

TEACHING OUTLINE: GENESIS 6-8

GOD SAW HUMANITY'S WICKEDNESS.

The LORD saw how great man's wickedness on the earth had become, and that every inclination of the thoughts of his heart was only evil all the time. The LORD was grieved that He had made man on the earth, and His heart was filled with pain.

Genesis 6:5-6

GOD JUDGED HUMANITY'S WICKEDNESS.

So the LORD said, "I will wipe mankind, whom I have created, from the face of the earth — men and animals, and creatures that move along the ground, and birds of the air — for I am grieved that I have made them."

Genesis 6:7

I am going to bring floodwaters on the earth to destroy all life under the heavens, every creature that has the breath of life in it. Everything on earth will perish.

Genesis 6:17

GOD SPARED HUMANITY FROM COMPLETE DESTRUCTION.

But I will establish My covenant with you, and you will enter the ark — you and your sons and your wife and your sons' wives with you. You are to bring into the ark two of all living creatures, male and female, to keep them alive with you. Two of every kind of bird, of every kind of animal and of every kind of creature that moves along the ground will come to you to be kept alive. You are to take every kind of food that is to be eaten and store it away as food for you and for them. Noah did everything just as God commanded him.

Genesis 6:18-22

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

God spared and saved Noah and his family from this great catastrophe. He didn't have to, *But Noah found favor in the eyes of the Lord ... Noah was a righteous man ... and he walked with God (Genesis 6:8-9).*

God used a small group of people to change the world. All of us can trace our lineage (with probably some difficulty) back to one of Noah's sons. See how powerful a small group of people faithfully walking before and with God can be. God saved a small remnant of the world through Noah and his family. What do you think He could do with you and your friends? Do you think you can be used by God to change your family, your school, this world? God has a pattern of taking small groups of people and changing the world. (E.g., Noah and his family, Daniel and his friends, the disciples, the early churches.) Noah responded to God with obedient faithfulness. He was ready, available, and teachable before God. God used him in a mighty way. How can God use you for His glory?



KEY WORD:

Saved: rescued from danger or death

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 31 we learned that Noah built an ark, designed by God, as the only way to save humanity. Likewise, Jesus is the only way to be saved.

DAY 3

READ: GENESIS 6:5

The Scriptures say that *God saw how great man's wickedness on the earth had become. God sees everything we do. Every action, word, or thought is laid open and exposed before Him. He is not caught off guard by anything we do (Ps. 69:5).*

WORK IT OUT:

Have you ever stopped to think about the fact that God sees everything you do? How does knowing that nothing is hidden from Him impact your daily choices? Do you ever ask God's opinion before you make decisions?

DAY 4

READ: GENESIS 6:6-7

Often we think of God as someone who is cold and removed from our lives. We think of Him as an old guy sitting on a mountain and not really filled with a lot of feeling. However, nothing could be further from the truth. God created feelings and emotions. They are not light or simple things. Feelings are designed to be the way we deeply share and express what is going on inside us. God has feelings too (John 3:16, Psalm 11:5, Genesis 19:16, Isaiah 62:5).

WORK IT OUT:

Do you remember a time when your feelings were deeply hurt? If so, how did that impact you? Is there anything in your life that could be hurting the heart of God? Explain.

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: GENESIS 6:8

Actions, thoughts, feelings, etc. ... they are all important. They speak about the very core of who we are. Noah found favor in the sight of God. But remember, God sees more than just what is on the outside. He sees the heart as well. In a completely evil world there was one person that knew God and walked with God (Hebrews 11:7).

WORK IT OUT:

Would your friends describe you as one who knows God and experiences His presence on a daily basis? Is your faith something you only bump into a few times a week? How do you know?

DAY 6

READ: GENESIS 6:15-18

God gave Noah some very specific instructions. He gave Noah exact plans for how this ark should be built. Then God made a covenant with Noah. A covenant is a deep promise made between two or more people. God makes these covenants with people throughout history. He told Noah and his family to enter the ark. Noah knew what was coming. He trusted God and entered the ark.

WORK IT OUT:

Do you believe that God can be trusted? Noah took a step of faith by believing God's promises, both in trusting His covenant and in building the ark. Is there a step of faith you can take today?

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

SECTION 5: EVALUATE IT

FACILITATION HELP

They're Like Rubber Bands

As a discussion group leader you're in a great position to impact the lives of your students. Don't be afraid to stretch them. If a student makes a statement or provides an answer ask them, "Where did you get that?" Don't be afraid to ask them "Why." Continue to press them to articulate their faith in their own words. It's easy to repeat what someone else believes. Have them get more comfortable with owning what they say. However, be careful you don't press too hard. The results can crush a student or harm their spirit. It's like stretching a rubber band. You can and that's what it's made for, but don't stretch too far because it could snap or break.

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

ABRAHAM AND ISAAC



SECTION 1: PREP IT

LESSON OVERVIEW:

THIS HAS TO BE ONE OF THE MOST PAINFUL, GUT-WRENCHING ROAD TRIPS OF ALL TIME.

Many years have passed since Noah's ark. The human population grew and multiplied upon the earth. God judged the world through a global flood but the cycle of sin continued to dwell and fester upon the earth. In the book of Genesis, a shift occurs. The story has been focused on the world as a whole and now God is going to narrow His focus to one particular man. His name is Abraham. God is going to make a promise to Abraham. He is going to bless him. God is going to make his name great. He is going to make a great nation from him and all the families of the earth will be blessed by him. To Abraham that's great news, but there is just one problem. He's kind

LESSON OBJECTIVES:

- The students will know that God asked Abraham to offer his only son, Isaac, to God as a sacrifice.
- The students will know that Abraham faithfully obeys what God has asked of him.
- The students will know that God stops Abraham and provides a sacrifice for him.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

PRIMARY SCRIPTURE: GENESIS 22

Abraham looked up and there in a thicket he saw a ram caught by its horns. He went over and took the ram and sacrificed it as a burnt offering instead of his son. So Abraham called that place The LORD Will Provide. And to this day it is said, "On the mountain of the LORD it will be provided."

Genesis 22:13-14



KEY VERSES:

of old. Abraham was 75 years old when he and his wife, Sarah, left Haran and went to the land that God would show him. How is a 75-year-old man going to make a great nation? Then, 25 years later, God told Abraham that his 90-year-old wife would have a son. Abraham thought that was so funny he fell on his face and laughed. God said it would be so, and Abraham and Sarah had a baby named Isaac. God is going to ask Abraham in Genesis 22 to sacrifice that son many years after his birth. It's a test for Abraham and we see the faithfulness and trust relationship that Abraham has with God. He offers his only son, and God intervenes at the very place where the temple would later be built. God provides a sacrifice for Abraham.



KEY WORD:

Sacrifice: forfeiting of something highly valued for the sake of something considered having greater value

KEY THOUGHT:

God provided a sacrifice for Abraham in place of his only son, Isaac. God provided a sacrifice for humanity in sending His one and only Son, Jesus.

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Don't Laugh (See AwanaYM Game Book, page 35, for materials list and how to play.)

Game 2 — Cheesehead (See AwanaYM Game Book, page 30, for materials list and how to play.)

Service Project — Your Time. As students, they don't have a lot of wealth of their own. Some of them probably dress in nice clothes, have smartphones, and

have the appearance of wealth but the reality is that someone else provided those things for them. The greatest valuable resource that your students have to give away is their time. Challenge your students to spend part of their day focused on someone else other than themselves. Most of their day is over-programmed with events and activities that, for the most part, serve only themselves. Challenge them to think: Whom can I serve today? How can I use my time to make someone's life better? How can I sacrifice my most precious resource, my time? It's a noble thing to strive to make yourself into a better person, but true joy in this life is cultivated by spending the majority of your days making someone else's life better. Sacrifice that time now, and they'll look back several years later and see that they had all the time in the world.

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

-
-

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students were to describe in detail the moment when they had to give up that thing they really loved. Give your students a moment to share. Focus on the emotion of why it was so difficult to give up that one thing. You can even make a list of common emotions that everyone experienced when they were asked to give up that one thing. Then lead into the lesson of Abraham and how God asked him to give up the one thing that meant the world to him, his son.

YOU PLAN IT - LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



Abraham looked up and there in a thicket he saw a ram caught by its horns. He went over and took the ram and sacrificed it as a burnt offering instead of his son. So Abraham called that place The LORD Will Provide. And to this day it is said, "On the mountain of the LORD it will be provided."

Genesis 22:13-14

TEACHING OUTLINE: GENESIS 22

GOD ASKED ABRAHAM TO SACRIFICE HIS ONLY SON.

Some time later God tested Abraham. He said to him, "Abraham!" "Here I am," he replied. Then God said, "Take you son, your only son, Isaac, whom you love, and go to the region of Moriah. Sacrifice him there as a burnt offering on one of the mountains I will tell you about."

Genesis 22:1-2

ABRAHAM FAITHFULLY OBEYED GOD.

Early the next morning Abraham got up and saddled his donkey. He took with him two of his servants and his son Isaac. When he had cut enough wood for the burnt offering, he set out for the place God had told him about.

Genesis 22:3

GOD PROVIDED THE SACRIFICE INSTEAD.

Then he reached out his hand and took the knife to slay his son. But the angel of the LORD called out to him from heaven, "Abraham! Abraham!" "Here I am," he replied. "Do not lay a hand on the boy," He said. "Do not do anything to him. Now I know that you fear God, because you have not withheld from Me your son, your only son." Abraham looked up and there in a thicket he saw a ram caught by its horns. He went over and took the ram and sacrificed it as a burnt offering instead of his son.

Genesis 22:10-13

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

Abraham was asked by God to give up his only son. God asked him to give up something that was most precious to him and to sacrifice him on the altar. There are many important lessons in this story that have a practical application to real life. Here are some things to think about this week. Pick one application point below and unpack it with your students.

1. God's blessings are never a replacement for God Himself. God blessed Abraham and Sarah with a son in their old age, Isaac. Even still, God desires to rule and reign in the number one spot in your life. Never confuse worshiping God's blessings with worshiping God Himself. Abraham was tested that day. He was asked to give up his son. God knew what he would do, but perhaps God wanted Abraham to see how deep his love was for Him, and not just His blessings.
2. Abraham was asked by God, and he doesn't wait to take action. Genesis 22:3 says: *Early the next morning Abraham got up and saddled his donkey ...* God asked Abraham to do something, and he took action. He didn't take a week. He didn't pray about it for months. God asked him to do something, and he faithfully does what



KEY WORD:

Sacrifice: forfeiting of something highly valued for the sake of something considered having greater value

KEY THOUGHT:

God provided a sacrifice for Abraham in place of his only son, Isaac. God provided a sacrifice for humanity in sending His one and only Son, Jesus.

he is commanded to do. What in your life are you waiting to take action on that clearly God has commanded you to do? Are you waiting and waiting when you need to be doing? Are there needs around you that you can meet, but you're dragging your feet or waiting for a leader to push you into action?

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 3.2 we learned that God provided a sacrifice for Abraham in place of his only son, Isaac. God provided a sacrifice for humanity in sending His one and only Son, Jesus.

DAY 3

READ: GENESIS 22:1-5

God calls Abraham, by name. Abraham does not hide from God because he trusts Him (James 2:23). God commands Abraham to make a sacrifice and a very personal sacrifice at that. He tells Abraham to sacrifice his one and only son. The next day Abraham got up, cut wood for the offering and packed his donkey.

WORK IT OUT:

Describe a time when you felt like God was asking you to do something for Him. How much time did you take to think about what God was asking you to do? Was it easy or difficult to obey God at the time?

DAY 4

READ: GENESIS 22:6-8

Abraham and Isaac travel up the mountain. Isaac makes an important observation. "Um, Dad ... where is the sacrifice?" Notice what Abraham said: "... God himself will provide the lamb for the burnt offering ..." God has already asked Abraham to offer up his son. However, Abraham expresses faith in God's provision.

WORK IT OUT:

Describe a time when you needed God to show up and provide in a big way. Do you find it hard to trust in things you can't see or touch? Do you find it easy to trust God no matter what the circumstances?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: GENESIS 22:9-14

Abraham loved his son deeply (Genesis 22:2) but he didn't turn away from God's request. He physically bound his son, placed him on the altar, and grabbed the knife. He's getting ready to slaughter his son on an altar. Abraham is completely committed to what God has asked him to do. Then it all stops. God says, "Abraham, Abraham, don't lay a finger on the boy." Whew! God saw that day that Abraham feared (respected) God, and provides a sacrifice in his place.

WORK IT OUT:

What is the one thing you love right now more than anything in the world? Do you ever wonder if God thinks about whether you love that thing more than Him? Would you be willing to part with it if God asked you to? Explain.

DAY 6

READ: GENESIS 22:15-18

After seeing the faith of Abraham, God blessed Abraham for his faithful obedience. He makes a big promise, a covenant, with Abraham. Blessing does not come before obedience anywhere in the Scriptures. Blessing always comes after it.

WORK IT OUT:

Are you currently expecting God to bless you without obeying Him first? Like Abraham, do you think God wants to know if He is the number one thing in your life? Explain.

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

Bring It Up Again!

EVALUATION:

- Prep It —
- Play It —
- Teach It —
- Discuss It —

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

Date	Name	Requests/Events/Contact Info
------	------	------------------------------

LESSON 3.3

MOSES

SECTION 1: PREP IT

LESSON OVERVIEW:

MANY MORE YEARS ARE GOING TO PASS BY. God's covenant with Abraham still stands and even though life is going to take a terrible turn for the Israelites, God never forgets His promises. The Israelites end up in Egypt thanks to a man named Joseph. However, several years and pharaohs have passed, and the Israelites were growing in number. The Egyptians needed to do something with this growing number of people; otherwise they might not be able to control them. They put them to work, forcing them into slave labor to build temples and whatever the Egyptians wanted. The Israelites were bound and worked until their backs broke. They cried out to God to be delivered from the hands of the Egyptians. God heard their cries and never forgot about the promises

LESSON OBJECTIVES:

- The students will know that the Israelites were placed into bondage and slavery by the Egyptians.
- The students will know that the Israelites waited for a deliverer to free them from the bonds of slavery.
- The students will know that God would raise up Moses to free the Israelites from the bondage of Egyptian slavery.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

PRIMARY SCRIPTURE:
EXODUS 6:2-13



Therefore, say to the Israelites: "I am the LORD, and I will bring you out from under the yoke of the Egyptians. I will free you from being slaves to them, and I will redeem you with an outstretched arm and with mighty acts of judgment."

Exodus 6:6



KEY WORD:

Deliverance: the act of being saved from oppression

KEY THOUGHT:

Moses was instrumental in delivering God's people from the bondage of Egyptian slavery. God also sent His Son, Jesus, to deliver us from the bondage of our sin.

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Inner Tube Squeeze (See AwanaYM Game Book, page 55, for materials list and how to play.)

Game 2 — Rock Paper Scissors Tag (See AwanaYM Game Book, page 77, for materials list and how to play.)

Service Project — Slavery Still Lives. Human trafficking is what we call modern-day slavery. Just because you don't see slavery on a daily basis doesn't mean that the practice isn't still going on today. In some cultures, a family lives in a concrete sewer tube that is

purchased on credit from a landlord who requires full payment or for a person to work it off. The cost of the tube is so great that there is no way a person will ever be able to repay, causing him or her to work, enslaved, for the rest of their life. There are also other more horrific forms of slavery in our world. Human sex trafficking is a problem in most countries, including our own. In some countries, it can cost as little as \$70 (U.S.) to free a person from the life of sex slavery. Can your students deliver some people from the bondage of human slavery? Can your students commit to raising funds or awareness for these causes? Jesus came to set us free. How can your students combat modern-day slavery and meet some real needs in the lives of these real people? Search the Web for organizations that fight human trafficking and consider partnering with one of them.

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

•

•

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students were to make a list of the top 10 stickiest items in their home. Use this as a great introduction to your large group teaching and have a demo and invite five to seven students to come up and test your top 10 list. See which items they find to be the stickiest. This could be a lot of fun and a big mess. Then use the visual of the sticky items to be the transition into the teaching on how the Israelites were stuck in the bondage of Egyptian slavery.

YOU PLAN IT - LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



Therefore, say to the Israelites: "I am the LORD, and I will bring you out from under the yoke of the Egyptians. I will free you from being slaves to them, and I will redeem you with an outstretched arm and with mighty acts of judgment."

Exodus 6:6

TEACHING OUTLINE: EXODUS 6:2-13

THE ISRAELITES WERE SLAVES IN EGYPT.

But the Israelites were fruitful and multiplied greatly and became exceedingly numerous, so that the land was filled with them. Then a new king, who did not know about Joseph, came to power in Egypt. "Look," he said to his people, "the Israelites have become much too numerous for us. Come, we must deal shrewdly with them or they will become even more numerous and, if war breaks out, will join our enemies, fight against us and leave the country." So they put slave masters over them to oppress them with forced labor, and they built Pithom and Rameses as store cities for Pharaoh.

Exodus 1:7-11

THE ISRAELITES NEEDED A DELIVERER.

During that long period, the king of Egypt died. The Israelites groaned in their slavery and cried out, and their cry for help because of their slavery went up to God. God heard their groaning and He remembered His covenant with Abraham, with Isaac and with Jacob. So God looked on the Israelites and was concerned about them.

Exodus 2:23-24

GOD USED MOSES TO DELIVER THE ISRAELITES.

And now the cry of the Israelites has reached Me, and I have seen the way the Egyptians are oppressing them. So now, go. I am sending you to Pharaoh to bring My people the Israelites out of Egypt.

Exodus 3:9-10

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

From the day we are born, we are held in the bondage of our sin. Sin makes slaves of us all. Sin desires to be its own master and asks everyone to serve it. Sin captures us and holds us in thick iron chains that weight us down and suffocates the life out of us. We need a deliverer just like the Israelites. For us, it's Jesus. Jesus came to this world to break the bondage of our sins. He came to free us and deliver us from the grip of sin in our lives. He invites us to live free and in truth. Have you accepted His invitation? Have you cried out to God for help as the Israelites did? Do you see your need to be delivered from the grip of sin? Jesus is here and ready to forgive you and deliver you into a new life of freedom. So where are you now? Stuck in the chains of your sin? Or living the true life of freedom found only in Jesus Christ?



KEY WORD:

Deliverance: the act of being saved from oppression

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 3.3 we learned that Moses was instrumental in delivering God's people from the bondage of Egyptian slavery. God also sent His Son, Jesus, to deliver us from the bondage of our sin.

DAY 3

READ: EXODUS 6:2-3

When it comes to the Bible, names are a big deal. In today's world we have job titles to imply importance. However, in biblical times who your father was and whom your father knew and how he was known made all the difference. Names matter a lot and they matter to God. God cares about how His name is represented. It says something about who He is and what He can do.

WORK IT OUT:

Every name has a meaning attached to it. Look up what your name means and write it below (first and last). How would you feel if someone called you by a different name other than your real name? Does what you are called matter? Explain.

DAY 4

READ: EXODUS 6:4-5

Remembering things is an important part of life. Have you ever had a time with your family when you shared stories that began with "Remember when ...?" God is doing that in this passage. He's saying, "Remember when I made that promise to Abraham. Yeah ... I haven't forgotten about that." God keeps His promises (Psalm 145:13).

WORK IT OUT:

Take that same concept of remember when and describe a time when God came through for you. How did He show Himself faithful?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: EXODUS 6:6-7

God says some very comforting things in these verses. He says: ... *I will take you as My own people, and I will be your God ... (v.7)* Those are comforting words to some really broken and hopeless people. When God delivers us He does not just act and then forget us all over again. He stays with us because we are His.

WORK IT OUT:

Can you describe a time when you were hurt and someone came along with an encouraging word? How did you feel after hearing those words? Do you have some people in your life that you can give an encouraging word to? If so, to whom?

DAY 6

READ: EXODUS 6:8

Even when the chips are down, God is still in control. Everything is going according to the plan of God. Nothing, not even pain, bondage, sin, or suffering, can change what God intends or promises to do. God is going to fulfill His promise to Abraham and deliver the Israelites out of bondage and into the Promised Land.

WORK IT OUT:

Do you ever think that the bondage of your sin is more powerful than God's promise to deliver you from it? Do you find yourself holding more tightly to the lies of your sin or to the truth of God? Explain.

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

I Could Care Less

Maybe you have a couple of students who couldn't care less to be in your discussion group. They sit, talk to their friends, and can be more a distraction than a help at times. Find ways of bringing them into the discussion at the beginning rather than ignoring them or just condemning their behavior. It might also be a good idea to spend some time with these students outside of the group to find out what's going on in their lives. This will mean you'll need to go the extra mile with them, but in the end you'll find the reward for the time invested might just make the difference in your relationship. Don't discount the kids that give the impression that they couldn't care less. In the end, they may turn out to be your best students.

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

Lesson 3.4

DAVID

SECTION 1: PREP IT

LESSON OVERVIEW:

AFTER MOSES, THE CHILDREN OF ISRAEL FINALLY MADE IT TO THE PROMISED LAND

after years of wandering in the wilderness following their exodus from Egypt. The Israelites entered into a time when judges ruled, defended, and brought the children of Israel back from the bondage of sin. However, the judges came and went. The people grew tired, restless, and desired to be like all the other nations who had a king to rule over them. God warned them what a king would do to them. God gave them fair warning, yet they still wanted their own way. Samuel, a prophet, anointed a king to rule over them. This king's name was Saul. He was tall, dark, and handsome. He was head and shoulders above everyone else. He started out good, but he didn't finish well.

LESSON OBJECTIVES:

- The students will know that Israel wanted a king to rule over them.
- The students will know that Saul was named king but his rule didn't last.
- The students will know that David was anointed to be king and his throne will be established forever.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

PRIMARY SCRIPTURE:
2 SAMUEL 7:8-16



KEY VERSE:

Of the increase of His government and peace there will be no end. He will reign on David's throne and over His kingdom, establishing and upholding it with justice and righteousness from that time on and forever. The zeal of the LORD Almighty will accomplish this.

Isaiah 9:7

He, like all of us, wanted to do his own thing and go his own way. He didn't want to do things God's way. So because of his disobedience, the kingdom was stripped from him, and he died as a paranoid ruler of his own heart. Despite all of this, God has a plan. He is going to have Samuel anoint another king. Not the one that looks the part, but rather one that is a man after His own heart. God picked a small, ruddy haired shepherd boy, the runt of his family, to be king. God also is going to make an important promise to David. He's going to tell him that his throne will be established forever. Today, right now, Jesus sits on David's throne. Both of Jesus' parents, Mary and Joseph, are from the line and house of David. He has full authority and the right to be seated on David's throne. Jesus' rule and reign will last forever.



KEY WORD:

Kingdom: a state or government having a king or queen as its head

KEY THOUGHT:

David's throne will be established forever. Jesus Christ is the King of Kings who rules and reigns on David's throne.

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Analysis (See AwanaYM Game Book, page 8, for materials list and how to play.)

Game 2 — Cracker Stacker (See AwanaYM Game Book, page 31, for materials list and how to play.)

Service Project — Kings and Queens. Rulers, kings, prime ministers, and Presidents all have important

jobs to do. Challenge your group to make a list of the most influential people in the world today (1 Timothy 2:2). Assign each influential person to a specific calendar date and pray for them on that day. Challenge your students to pray for our rulers and those who influence our lives and culture. Who's praying for our athletes and celebrities? Who's praying for the musicians and artists that impact what this world hears? Have your students be a group that doesn't just pray for itself and the church, but a group that prays for those who are far from God and those who need God's wisdom every day. Spend time as a group praying over issues on a global scale.

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

-
-

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students were to describe, paint, draw, or create an image of the perfect king or queen and list the things (attributes) about that king or queen that would make them great. Use this time of sharing as an advantage in your group. Lead into your large group teaching time by having your students share their creations and observations. Use the findings from all of your students to create the ultimate ruler. Then make another list and see how many of their ruler's attributes are similar to that of Jesus Christ.

YOU PLAN IT - LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



Of the increase of His government and peace there will be no end. He will reign on David's throne and over His kingdom, establishing and upholding it with justice and righteousness from that time on and forever. The zeal of the LORD Almighty will accomplish this.

Isaiah 9:7

TEACHING OUTLINE: 2 SAMUEL 7:8-16

ISRAEL WANTED A KING.

But the people refused to listen to Samuel. "No!" they said. "We want a king over us. Then we will be like all the other nations, with a king to lead us and to go out before us and fight our battles." When Samuel heard all that the people said, he repeated it before the LORD. The LORD answered, "Listen to them and give them a king." Then Samuel said to the men of Israel, "Everyone go back to his town."

1 Samuel 8:19-22

SAUL BECAME KING. (BUT IT DIDN'T LAST.)

"I am grieved that I have made Saul king, because he has turned away from Me and has not carried out My instructions." Samuel was troubled, and he cried out to the LORD all that night.

1 Samuel 15:11

DAVID BECAME KING. (AND HIS THRONE LASTS FOREVER.)

So Samuel took the horn of oil and anointed him in the presence of his brothers, and from that day on the Spirit of the LORD came upon David in power. Samuel then went to Ramah.

1 Samuel 16:13

Of the increase of His government and peace there will be no end. He will reign on David's throne and over His kingdom, establishing and upholding it with justice and righteousness from that time on and forever. The zeal of the LORD Almighty will accomplish this.

Isaiah 9:7

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

What or whom are you currently chasing after? Whom do you bow to? Probably no one. Well not exactly. Everyone bows to someone or something. Many of us have something in our lives that controls us and something that we cannot let go of. In this lesson, we get the advantage of seeing two completely different kings; both are sinners in need of God's grace. But they ruled their kingdoms very differently, and God's Word says that it came down to a matter of the heart. Saul looked the part of the king. He had all the external tools that our society says are needed to be successful, but he didn't finish well. *But the LORD said to Samuel, "Do not consider his appearance or his height, for I have rejected him. The LORD does not look at the things man looks at. Man looks at the outward appearance, but the LORD looks at the heart."* (1 Samuel 16:7). It's the heart that matters most to God. Look throughout the entire Scriptures, and you'll find over and over that if there is one thing that He looks at the most it is the motivations and attitudes of the heart. Saul chooses to follow, worship, and please himself. David wanted the things of God. David's described as a man after God's own heart because he wanted and chased after the things that God wanted. There will never be an end to the throne of David. Right now Jesus sits on David's throne. He rules and reigns and He gave us a glimpse of that eternal rule in the life



KEY WORD:

Kingdom: a state or government having a king or queen as its head

and person of David. David had his faults and family problems, but his desire was for the things of God and lived to serve Him and not just himself.

Reflection Questions:

Who is your life more like? Saul or David?

What matters most — what people see on the outside or the substance of a person on the inside?

When you follow an influential ruler, leader, or person, do you ever consider whom they are chasing after? How does that impact your decision to follow them?

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 3.4 we learned that David's throne will be established forever. Jesus Christ is the King of Kings who rules and reigns on David's throne.

DAY 3

READ: 2 SAMUEL 7:8-9

God is at work in our lives. God is sovereign. That means He's in control of everything that happens to us, good or bad. In David's life God taught him things in the pasture with the sheep to prepare him for a position of power and authority as king over Israel.

WORK IT OUT:

How has God used your past to prepare you for your life right now? How is God using your present circumstances to prepare you for your future?

DAY 4

READ: 2 SAMUEL 7:10-11

God is protective. However, He will not stop anything that will help us become more like His Son, Jesus. That means a hurt or a pain will happen from time to time. Throughout the Scriptures, God desires to bring us back to Himself. He wants us to be safe inside the safety of Himself. He wants us to have a place where we can rest in Him.

WORK IT OUT:

Describe a place where you feel safest. What is it about that place that makes you feel safe? Do you think God's presence is a safe space? Why or why not?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: 2 SAMUEL 7:12-13

God has a plan to continue the line of David's kingdom. In this passage, He promises to do it. God tells great stories. He has a plan for your story as well.

WORK IT OUT:

What is one thing you want to ask God about your life, and why that thing? Do you feel like God's plan is a constant mystery or easy to figure out? Have you ever asked God what His plan is for your life?

DAY 6

READ: 2 SAMUEL 7:13-16

God's kingdom is unlike any kingdom this world has ever seen. It's completely different. Everything about it makes it incomparable to any kind of power, government, or authority we will come in contact with. His rule and reign are based on His love for His people. But most importantly, the kingdom of God will last forever.

WORK IT OUT:

Does it excite you that God's kingdom will never have an end? How so? Who needs to know about this kingdom that will never end this week?

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

[illegible]

Prayer Matters!

Spend some time praying for your discussion group this week. It seems like the most simple thing to do but often it becomes the most overlooked thing to do. Take some time, get alone, and bring the lives of your students before the Father. Start and end your discussion group with prayer. Make prayer at the center of your discussion group time. It's important to work through the questions, but make sure you spend time in prayer and bring the lives of your students before the Father. The investment you make in this important time will have a huge impact on how you relate to your students. You will notice over time how your heart changes a little towards them and will see them more like God sees them.

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

LESSON 3.5

EMMANUEL

SECTION 1: PREP IT

LESSON OVERVIEW:

TIME PASSES BY WITH KINGS LIVING, RULING, AND DYING. From the captivity to several hundred years of silence, the line of David's throne remains intact. God's promises are never broken. David's throne will be established forever, and Jesus Christ has come to rule and reign. God is going to do something that made all the difference in the world. He became one of us. He became human and dwelt with us. He was born in a place where animals slept to two people of very little consequence to anyone else. He came to seek and save the lost. He came to get messy in our lives and to turn our world upside down. Christ has come! He is Emmanuel, God with us. He came with a mission to die for us. He was born to die. His love and passion for us, His creation, is so strong

LESSON OBJECTIVES:

- The students will know that the line of David remained intact throughout history.
- The students will know that Jesus is from the house and line of David.
- The students will know that God became flesh and dwelt among us.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

PRIMARY SCRIPTURE:
JOHN 1:9-17



The Word became flesh and made His dwelling among us. We have seen His glory, the glory of the One and Only, who came from the Father, full of grace and truth. For the law was given through Moses; grace and truth came through Jesus Christ.

John 1:14, 17

that He set aside the majesty of heaven and lived in a backwater town, in an insignificant province of the Roman Empire. Why? So He could be with us. So He could gather His people to Himself. So He could touch and heal the lepers. So He could make the blind see. So He could challenge the spiritual stagnation of religious leaders who sought only to worship themselves. He came to feed spiritually starving people with the very Word of God. He came to climb on our crosses. He came to bleed and die for our sins. He came to take upon Himself the full force of God's wrath for our sins. God with us. He came to give us the greatest gift of all: Himself.



KEY WORD: Emmanuel: God with us

KEY THOUGHT: Jesus became flesh and lived among us.

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Hold the Line (See AwanaYM Game Book, page 48, for materials list and how to play.)

Game 2 — Speed Jenga (See AwanaYM Game Book, page 91, for materials list and how to play.)

Service Project — Christmas. God came to be with us. Christmas is about God coming down to earth and being made flesh to die for us. He gave us the greatest

gift of all: Himself. No matter what time of year it is, gather your students together and plan a Christmas blessing for the missionary families at your church. Have your students contact your missionaries and ask them for their wish lists. Then organize your students and partner with your church family to acquire the wish list items to be shipped to the missionaries. This is a simple service project, but it can have a huge impact in the lives of those who are spreading the gospel of Jesus Christ to the nations. This is a great opportunity to encourage and thank the missionaries for what they do. Your students will also benefit a lot by building relationships with these men and women of God.

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

•

•

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students were to make a list of the top 10 gifts that they have ever received. Then they were asked about what was the best gift they have been given. You can begin your lesson by giving everyone a chance to share their list. You can also go a step further and purchase a small but meaningful gift for everyone in your group to introduce the idea that Christ came to dwell among us and die for us.

YOU PLAN IT - LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



The Word became flesh and made His dwelling among us. We have seen His glory, the glory of the One and Only, who came from the Father, full of grace and truth. For the law was given through Moses; grace and truth came through Jesus Christ.

John 1:14, 17

TEACHING OUTLINE: JOHN 1:9-17

GOD PROTECTED DAVID'S LINE.

See Matthew 1:1-16.

JESUS IS DAVID'S DIRECT DESCENDANT.

And Jacob the father of Joseph, the husband of Mary, of whom was born Jesus, who is called Christ. Thus there were fourteen generations in all from Abraham to David, fourteen from David to the exile to Babylon, and fourteen from the exile to the Christ.

Matthew 1:16-17

GOD BECAME HUMAN AND LIVED AMONG US.

The Word became flesh and made His dwelling among us. We have seen His glory, the glory of the One and Only, who came from the Father, full of grace and truth. For the law was given through Moses; grace and truth came through Jesus Christ.

John 1:14, 17

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

God became one of us. The Creator of the universe and everything in it (including you) is with us. Every single day of your life God is right there with you. God came to this world, and He knows what it means to be tired. He knows what it means to have friends that don't believe in you. He knows what it means to be hungry. He knows what it means to be frustrated with this spiritually apathetic world. He knows how much He loves you. God gave us the greatest gift of all: Himself. What difference does that make in your life, to know that God is with you? Think about these questions.

1. How should I approach every day when I realize that God is with me?
2. Who needs to know that God is with us? Is there anyone in your life right now that needs to know about Emmanuel?
3. Do you believe that God can relate to your circumstances and experiences better than you think? Why?



KEY WORD:

Emmanuel: God with us

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 3.5 we learned that Jesus became flesh and lived among us.

DAY 3

READ: JOHN 1:9

Jesus comes to the world. He's not on vacation. He's not just hanging out and bumping into random people. He is here with a mission. He became flesh and lived among us.

WORK IT OUT:

Have you ever felt like God cannot relate to what you're going through? What aspects of our lives do we tend to keep from God because we think He won't understand?

DAY 4

READ: JOHN 1:10-11

The human race is expert at being clueless at times. Some were looking for the Messiah to be a king, a warrior, a politician, a philosopher, or leader. But we missed it. He came as a servant. He came not to draw attention to Himself, but to the Father. The effects of the wreckage just continued and we were so far removed from Him that we missed Him when He showed up.

WORK IT OUT:

Do you have so much space between you and God that when He shows up in your life you miss Him? Are you looking for God to be what you want Him to be rather than recognizing Him for who He is? Explain.

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: JOHN 1:12-14

God with us. God knows what life is like. He created life. He created you. He lived life and He lives life with you. Every day. He came to get messy with you, to be right there next to you no matter what you're going through. He came to rescue you and to make you part of His family because He loves you more than you'll ever know.

WORK IT OUT:

Can you describe a time when someone (a parent or friend) didn't really seem to understand what you were going through? Explain. Does it comfort you to know that Christ lived a real life with real struggles and real circumstances?

DAY 6

READ: JOHN 1:16

Ever have the day after Christmas blues? It's kind of depressing. The cookies are gone. The tree gets packed up. The presents are all unwrapped. You have to wait 365 more days until next year. When it comes to Jesus, He's not here one moment and then gone the next. He's always with us. Jesus is God's greatest blessing to us. It's a blessing that will never run out or need to be replaced. He is always and forever with us.

WORK IT OUT:

How has Jesus been a blessing to you? Describe the ways that God has changed your life. How have you responded to the blessing of Jesus in your life?

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

FACILITATION HELPS

Be With Them

In what ways are you with your students? Do they just see you at church or at group, and that's it? Give them the opportunity to hang out and experience life with you outside the designated time of group. Jesus took a couple of guys and spent three years doing life with them. Invite your students into your home. Give them the opportunity to see your transformed life. Do stuff — do life with them. Take them places. Find an adventure or project to do and at the same time have your group discussion while you're doing it. Your students need more than a discussion group. They need a place where they can ask questions about life, and they will benefit by watching how you live yours. The disciples had a front row seat to total transformation. Give your students a front row seat as well.

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

LESSON 3.6

THE CHRIST

SECTION 1: PREP IT

LESSON OVERVIEW:

THIS IS PROBABLY THE MOST IMPORTANT LESSON IN THE ENTIRE BOOK. God has made His covenants with Noah, Abraham, Moses, and David. Now He's going to make a new covenant. Jesus Christ came into this world to be Emmanuel, God with us. He is the King who was born to die. But why Jesus? What's so special about Him? He's perfect! That's what's so special. He's God's only Son. The perfection of Christ makes the sacrifice permanent. Remember back in Lesson 2.7 where we talked about the sacrificial system? We learned that without the shedding of blood there can be no forgiveness of sins. The Israelites would give sacrifices to atone for the sins of the nation for an entire year. However, year after year the sacrifices would need to be repeated.

LESSON OBJECTIVES:

- The students will know that Jesus is God's Anointed One.
- The students will know that Jesus is the promised Savior.
- The students will know that Jesus is the perfect sacrifice for our sins.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

PRIMARY SCRIPTURE:
LUKE 23:26-49



KEY VERSE:

For this reason Christ is the Mediator of a new covenant, that those who are called may receive the promised eternal inheritance — now that He has died as a ransom to set them free from the sins committed under the first covenant.

Hebrews 9:15

Christ finished it on the cross. One perfect sacrifice for the sins of humanity. Jesus would suffer and die on a Roman cross. The cross is the perfect instrument of torture and death. God's full wrath was poured out on Him. After suffering for hours nailed to the tree, Christ spoke His final and most important words: *It is finished*. What is finished? Jesus is the Savior of humanity. He is God's perfect sacrifice. He is the Great Deliverer. He is the King of all Kings. He is Emmanuel, God with us. He is the Christ!



KEY WORD: Christ: Anointed One

KEY THOUGHT: Jesus is the Christ, God's Anointed One, who takes away the sins of humanity. He is the promised Savior, the perfect sacrifice for our sins.

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Sweatshirt Chariot Race (See AwanaYM Game Book, page 97, for materials list and how to play.)

Game 2 — Wash Your Hair (See AwanaYM Game Book, page 113, for materials list and how to play.)

Service Project — The Gospel. Jesus Christ came and died for you. He was buried. He rose again three days later. People need to know this good news. One of the

major reasons that students don't frequently share their faith is because they don't get enough practice doing it. It's just not a part of their daily routine. It's a nice thing but too often it stays in the category of something they'll get to eventually. Gather your students together and let them practice sharing the gospel with each other. Train them on how to share the gospel and then schedule a time and find a place where they can share their faith. Take them to a nearby mall or to an outdoor shopping center. Supervise them with leaders, but give them the opportunity to share their faith and share the good news of what Jesus has done for them. Giving them more opportunities to do this now will help lay a foundation and expectation of what they should be doing when they get older.

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

•

•

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students were to purchase a piece of junk from their parents. Have your students share their findings with the group. Share yours (get something really junky) and use it as a introduction into your lesson on how Christ came to this world. He paid the price for our sins. He bought us when we were unlovable and sinful.

YOU PLAN IT - LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



For this reason Christ is the Mediator of a new covenant, that those who are called may receive the promised eternal inheritance – now that He has died as a ransom to set them free from the sins committed under the first covenant.

Hebrews 9:15

TEACHING OUTLINE: LUKE 22:39-23:49

JESUS IS GOD'S ANOINTED ONE.

In the past God spoke to our forefathers through the prophets at many times and in various ways, but in these last days He has spoken to us by His Son, whom He appointed heir of all things, and through whom He made the universe. The Son is the radiance of God's glory and the exact representation of His being, sustaining all things by His powerful word. After He had provided purification for sins, He sat down at the right hand of the Majesty in heaven.

Hebrews 1:1-3

JESUS IS THE PROMISED SAVIOR.

For to us a Child is born, to us a Son is given, and the government will be on His shoulders. And He will be called Wonderful Counselor, Mighty God, Everlasting Father, Prince of Peace.

Isaiah 9:6

JESUS IS THE PERFECT SACRIFICE.

He did not enter by means of the blood of goats and calves; but He entered the Most Holy Place once for all by His own blood, having obtained eternal redemption.

Hebrews 9:12

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

What's your response? Ephesians 2:8-9 says: *For it is by grace you have been saved, through faith — and this not from yourselves, it is the gift of God — not by works, so that no one can boast.* What is your response to Jesus Christ dying for your sins? Will you bow before the King of Kings and trust in Him alone for salvation? Or will you continue to trust yourself and your own devices? Jesus' life on earth was perfect and His blood shed for you in payment was permanent. Will you trust in Him?

Maybe you have trusted in Jesus. This isn't news to you. How's it really going? Are you continuing to trust Him alone, or have you gone back to some old habits? Can you remember your moment of salvation? Does the gospel seem old and stale to you? Does the feeling of knowing that your sins have been paid for just seem like a forgotten memory. If that's you, spend some time alone with God. Find out who your heart is truly running after.

And finally, maybe you're on fire for Jesus Christ. Nothing has changed since that day He found you. Who needs to hear about the good news that the payment for our sins has been paid in full? Make a most wanted list of people who need to hear that good news. Challenge yourself to share Christ with more than just those whom you know. Everyone needs to hear the good news of the gospel. GO!



KEY WORD:

Christ: Anointed One

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 3.6 we learned that Jesus is the Christ, God's Anointed one, who takes away the sins of humanity. He is the promised Savior, the perfect sacrifice for our sins.

DAY 3

READ: ISAIAH 53:2-3

Humanity always likes to follow the hype. We like to follow people and things that look good but we don't take the time to evaluate their substance. Jesus was not about looks and appearances. There was nothing about His appearance that would cause us to pursue Him selfishly.

WORK IT OUT:

Do you ever just follow God because of what He can do for you? Or do you have a relationship with Him that is deeper than what He can do? Explain.

DAY 4

READ: ISAIAH 53:4-6

Christ experienced the full punishment for our sins, a punishment that was meant for us. ... *He took up our infirmities, and carried our sorrows* ... Christ took it all away. All of us have gone astray. Everyone of us have turned away, fallen short (Romans 3:23), and need Jesus.

WORK IT OUT:

Is there any sin in your life that you are holding on to but Christ already died for? How do you feel knowing that Christ takes your sin away?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: ISAIAH 53:7-8

Jesus went to the cross willingly. There is no record of Him struggling to be nailed down, or of trying to talk His way out of the encounters He had with Herod, Pilate, or the priests. He had every intention of fulfilling His mission. His attitude was one of obedience without selfishness.

WORK IT OUT:

Describe a time when you wanted to do the right thing but didn't have a great attitude about it. Does your attitude impact what you do? Explain.

DAY 6

READ: ISAIAH 53:9-11

It was God's plan to send His only Son to die on our behalf. He was completely innocent. He had done nothing wrong. Christ died so that we can have a true and real life. His suffering was not in vain. It had a beautiful purpose: to bring us back to what it was like in the beginning.

WORK IT OUT:

Have you been made right with God by believing in Jesus Christ? Describe what your relationship with Christ is like. Do you walk with God daily? Or do you just continue to bump into Him?

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

SECTION 5: EVALUATE IT

FACILITATION HELP

Get in There

Sometimes a discussion leader can be too passive. Your students will no doubt say some things that are borderline heresy at times. When this happens, you need to jump into the discussion without hurting the courage of your students to offer their opinions. Part of being a good discussion group leader is knowing your stuff. Make sure your understanding on key doctrinal positions is firm before you enter the group. If you don't know something, then seek out your pastor for answers. Otherwise you'll find yourself in a situation where your students might be saying things that are incorrect and you won't have much to redirect their thinking. Make sure you're prepared and ready to jump into the discussion. Don't just sit on the sidelines and read the script.

Sometimes a discussion leader can be too passive. Your students will no doubt say some things that are borderline heresy at times. When this happens, you need to jump into the discussion without hurting the courage of your students to offer their opinions. Part of being a good discussion group leader is knowing your stuff. Make sure your understanding on key doctrinal positions is firm before you enter the group. If you don't know something, then seek out your pastor for answers. Otherwise you'll find yourself in a situation where your students might be saying things that are incorrect and you won't have much to redirect their thinking. Make sure you're prepared and ready to jump into the discussion. Don't just sit on the sidelines and read the script.

EVALUATION:

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

[illegible]

LESSON 3.7

RESURRECTION

SECTION 1: PREP IT

LESSON OVERVIEW:

IF ALL JESUS DID WAS LIVE A GOOD LIFE, TEACH SOME GOOD THINGS, AND DIE AS A RELIGIOUS MARTYR THEN THAT WOULD BE A TRAGIC STORY.

If the resurrection never happened, then all of this Christianity stuff is a waste of time. But it DID happen! Three days later Jesus Christ rose from the dead. After His death, Jesus was laid in a borrowed tomb. A giant stone was rolled in front of the opening to seal the entrance. But the stone was rolled away. Two of Jesus' friends came to put spices on His body. They noticed that the stone was rolled away and were greeted by angels who announced that Jesus isn't dead, but that He is alive! Jesus is alive! This

LESSON OBJECTIVES:

- The students will know that Jesus was laid in a borrowed tomb.
- The students will know that Jesus conquered death and sin when He rose from the grave.
- The students will know that because of the resurrection it is now possible for humanity to be restored back to a right relationship with God.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

PRIMARY SCRIPTURE:
LUKE 24:1-12



For what I received I passed on to you as of first importance: that Christ died for our sins according to the Scriptures, that He was buried, that He was raised on the third day according to the Scriptures.

1 Corinthians 15:3-4



KEY WORD:

Redemption: the purchase back of something that had been lost, by the paying of a ransom

KEY THOUGHT:

Jesus rose victoriously from the grave.

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Shape Up (See AwanaYM Game Book, page 83, for materials list and how to play.)

Game 2 — Taking It to the Bank (See AwanaYM Game Book, page 99, for materials list and how to play.)

Service Project — Time With the Elderly. Have your students make a trip to a home for elderly people.

Have them spend time with them. Play games with them. Encourage your students to really value time spent serving those who are older. Have your students ask them to tell them stories or ask for nuggets of wisdom. Making these investments will help your students see the value in all stages of life and also lift the spirits of those who are aged.

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

•

•

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students were to tell which comeback story they loved the most and why. Share your favorite comeback story.

YOU PLAN IT - LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



For what I received I passed on to you as of first importance: that Christ died for our sins according to the Scriptures, that He was buried, that He was raised on the third day according to the Scriptures.

1 Corinthians 15:3-4

TEACHING OUTLINE: LUKE 24:1-2

JESUS WAS BURIED.

Now there was a man named Joseph, a member of the Council, a good and upright man, who had not consented to their decision and action. He came from the Judean town of Arimathea and he was waiting for the kingdom of God. Going to Pilate, he asked for Jesus' body. Then he took it down, wrapped it in linen cloth and placed it in a tomb cut in the rock, one in which no one had yet been laid.

Luke 23:50-53

JESUS ROSE FROM THE DEAD.

We were therefore buried with Him through baptism into death in order that, just as Christ was raised from the dead through the glory of the Father, we too may live a new life. If we have been united with Him like this in His death, we will certainly also be united with Him in His resurrection. For we know that our old self was crucified with Him so that the body of sin might be done away with, that we should no longer be slaves to sin — because anyone who has died has been freed

from sin. Now if we died with Christ, we believe that we will also live with Him. For we know that since Christ was raised from the dead, He cannot die again; death no longer has mastery over Him. The death He died, He died to sin once for all; but the life He lives, He lives to God. In the same way, count yourselves dead to sin but alive to God in Christ Jesus.

Romans 6:4-11

JESUS WINS! (AND SO DO WE)

Praise be to the God and Father of our Lord Jesus Christ! In His great mercy He has given us new birth into a living hope through the resurrection of Jesus Christ from the dead, and into an inheritance that can never perish, spoil or fade — kept in heaven for you, who through faith are shielded by God's power until the coming of the salvation that is ready to be revealed in the last time.

1 Peter 1:3-5

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

Wow! What an amazing and incredible thing that God has done for us! How can we do anything else but worship Him? As a final application to this lesson, organize a worship time for your students. It could be as big as a band or as simple as a guy on a chair strumming an unplugged guitar. Give your students an opportunity to express their feelings back to God and praise Him for what He has done. Make this time your own. Praise Him! For Jesus, God's Anointed One is not dead, but rather He is ALIVE!



KEY WORD:

Redemption: the purchase back of something that had been lost, by the paying of a ransom

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 3.7 we learned that Jesus rose victoriously from the grave.

DAY 3

READ: JOHN 20:1-7

Jesus is gone. Mary Magdalene runs to Simon Peter and tells him that the tomb is empty. The disciples ran to the tomb. They needed to see the empty tomb for themselves. All the evidence was there. The burial clothes were there. But the most important item was the shroud around Jesus' head that was neatly folded and was separate from everything else.

WORK IT OUT:

Do you believe that resurrection happened? Why or why not? The disciples ran to the tomb to see. Where are you running to find your answers?

DAY 4

READ: JOHN 20:8-10

The other disciple makes his way into the tomb. The Scriptures say that *he saw, and believed*. They still did not understand from Scripture that Jesus had to rise from the dead. There are times in our lives when we don't have all the answers. When it comes to our spiritual lives, we can believe but not completely understand what's happened (John 20:29).

WORK IT OUT:

Does your belief (faith) in God always have to come with complete understanding? What are you willing to accept and believe without God explaining everything for you?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: JOHN 20:11-16

Mary Magdalene was at the tomb of the Lord, crying and filled with sorrow. Then Jesus shows up. Mary does not recognize Him. You see, we have a lot of trouble recognizing Christ when our hearts are fixated on the circumstances around us. Many were so caught up in Jesus' traumatic death and mourning for Him that they missed Him when He rose from the grave.

WORK IT OUT:

Are you more focused on the circumstances around your life rather than what God has promised in His Word? Describe a time when you focused on the truth of God's Word rather than your problems or issues.

DAY 6

READ: JOHN 20:17-18

Mary was holding onto Jesus with everything she had, so much so that Jesus told her to not hold on too tight. Jesus had a mission for Mary. Jesus has a similar mission for you.

WORK IT OUT:

Write out the name of one person who needs to hear the good news of Jesus' death, burial, and resurrection this week. How do you plan to tell them about Jesus this week?

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

SECTION 5: EVALUATE IT

FACILITATION HELPS

I Cannot Find the Time

Your students have overloaded schedules filled with everything under the sun. If some are coming to the group and haven't done the devotions, encourage your group to participate in fasting. Fasting is commonly the practice of going without food for several days in order to center one's thoughts on God, prayer, or a specific spiritual practice that honors God. Your students can also fast from social media, technology, TV, etc., anything that is currently crowding their time. Do this as a group and with your students. If you challenge them to spend more time with God, challenge yourself as well. Having time for God will not just happen. You (and they) must make choices to make that relationship a priority.

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

Date	Name	Requests/Events/Contact Info
------	------	------------------------------

Unit Three: Review // Redemption

PRIMARY SCRIPTURE: GENESIS 6-8,
GENESIS 22; EXODUS 6:2-13;
2 SAMUEL 7:8-16; JOHN 1:9-17;
LUKE 23:26-49; LUKE 24:1-12



Genesis 7:15; Genesis 22:13-14;
Exodus 6:6; Isaiah 9:7;
John 1:14, 17; Hebrews 9:15;
1 Corinthians 15:3-4

SECTION 1: PREP IT

LESSON OVERVIEW:

IN UNIT TWO, EVERYTHING WENT WRONG!

Humanity wrecked the perfect relationship that God had created. How on earth can we get back to like it was before? God has a plan. In the person of Noah, we saw that God saved a small remnant of people from a global flood as His judgment for humanity's sin and wickedness. In Abraham, we saw the one man that God would use to bless all the nations of the earth. God asked him to offer his only son as a sacrifice. Abraham faithfully obeyed and God stopped him from killing his son, Isaac, and provided a sacrifice for him. God provided His one and only Son as the final sacrifice for our sins. In Moses, God used this man to bring His people out of the bondage of sin. God used Jesus' death to deliver us from the bondage and slavery of our sin.

LESSON OBJECTIVES:

- The students will review the previous seven lessons.
- The students will review the key verses, thoughts, and words of the previous seven lessons.
- The students will summarize the previous seven lessons into a complete thought.

In David, we saw a glimpse of what the rule and reign of Christ will be like. David's throne will last forever, and Christ now sits on David's throne. Then something huge happened. God came to dwell with us. He came to be Emmanuel, God with us. He was born to die. Christ died for our sins on the cross. The full weight of God's wrath was poured out on Him. It could only be Jesus because He is perfect, which means the payment for our sins will be permanent. In His death ... *it is finished*. Then the best part of the story happens. Jesus isn't dead like all other religious leaders in history. He is alive! He rose from the grave three days later, conquering sin and death. Jesus has redeemed us. He bought us back! Jesus has won!



KEY WORDS: Saved, Sacrifice, Deliverance, Kingdom, Emmanuel, Christ, Redemption

KEY THOUGHTS: (See Teach It Section)

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-



SECTION 2: PLAY IT (INTERACTION)

Over the past seven of weeks your students have experienced several different interactions. Look through your Evaluate It section and see if there was one particular interaction or game that they really enjoyed playing and play it again. If there was a service project that made a huge impact, take the following time and debrief from it. Have your students share their experiences and give testimonies to how it impacted them.

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

-
-

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Over the past several weeks your students have learned a lot about humanity's fall. They have learned some new key words and memorized some familiar and new verses. Have your students begin this review lesson with how this unit has impacted them. If your group is more drawn to the fine arts, then put all seven lessons into a skit or drama where they can tell the story of all seven lessons mashed together.

YOU PLAN IT - LARGE GROUP TEACHING

Introduction:



SECTION 3: TEACH IT (LARGE GROUP)

LESSON 3.1

Key Verse: *Pairs of all creatures that have the breath of life in them came to Noah and entered the ark (Genesis 7:15).*

Key Word: Saved: rescued from danger or death

Key Thought: In Lesson 3.1 we learned that Noah built an ark, designed by God, as the only way to save humanity. Likewise, Jesus is the only way to be saved.

LESSON 3.2

Key Verses: *Abraham looked up and there in a thicket he saw a ram caught by its horns. He went over and took the ram and sacrificed it as a burnt offering instead of his son. So Abraham called that place The LORD Will Provide. And to this day it is said, "On the mountain of the LORD it will be provided." (Genesis 22:13-14)*

Key Word: Sacrifice: forfeiting of something highly valued for the sake of something considered having greater value

Key Thought: In Lesson 3.2 we learned that God provided a sacrifice for Abraham in place of his only son, Isaac. God provided a sacrifice for humanity in sending His one and only Son, Jesus.

LESSON 3.3

Key Verse: *Therefore, say to the Israelites: "I am the LORD, and I will bring you out from under the yoke of the Egyptians. I will free you from being slaves to them, and I will redeem you with an outstretched arm and with mighty acts of judgment." (Exodus 6:6)*

Key Word: Deliverance: the act of being saved from oppression

Key Thought: In Lesson 3.3 we learned that Moses was instrumental in delivering God's people from the bondage of Egyptian slavery. God also sent His Son, Jesus, to deliver us from the bondage of our sin.

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: TEACH IT (LARGE GROUP)

LESSON 3.4

Key Verse: *Of the increase of His government and peace there will be no end. He will reign on David's throne and over His kingdom, establishing and upholding it with justice and righteousness from that time on and forever. The zeal of the LORD Almighty will accomplish this. (Isaiah 9:7)*

Key Word: Kingdom: a state or government having a king or queen as its head

Key Thought: In Lesson 3.4 we learned that David's throne will be established forever. Jesus Christ is the King of Kings who rules and reigns on David's throne

LESSON 3.5

Key Verses: *The Word became flesh and made His dwelling among us. We have seen His glory, the glory of the One and Only, who came from the Father, full of grace and truth. For the law was given through Moses; grace and truth came through Jesus Christ. (John 1:14, 17)*

Key Word: Emmanuel: God with us

Key Thought: In Lesson 3.5 we learned that Jesus became flesh and dwelt among us.

LESSON 3.6

Key Verse: *For this reason Christ is the Mediator of a new covenant, that those who are called may receive the promised eternal inheritance — now that He has died as a ransom to set them free from the sins committed under the first covenant. (Hebrews 9:15)*

Key Word: Christ: Anointed One

Key Thought: In Lesson 3.6 we learned that Jesus is the Christ, God's anointed one, who takes away the sins of humanity. He is the promised Savior, the perfect sacrifice for our sins.

LESSON 3.7

Key Verses: *For what I received I passed on to you as of first importance: that Christ died for our sins according to the Scriptures, that He was buried, that He was raised on the third day according to the Scriptures. (1 Corinthians 15: 3-4)*

Key Word: Redemption: the purchase back of something that had been lost, by the paying of a ransom

Key Thought: In Lesson 3.7 we learned that Jesus rose victoriously from the grave.

NOTES:

SECTION 4: DISCUSS IT (SMALL GROUP)

GETTING STARTED:

- What thing or concept stuck with you the most over the past seven weeks?
- Why does that one thing or concept matter to you most?

WEEK 1

READ: GENESIS 7:15

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- Why is it important to know that God closed the door to the ark? What significance does that fact have?

WEEK 2

READ: GENESIS 22:13-14

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- How is Abraham and Isaac's story similar to that of God the Father and Jesus Christ?

WEEK 3

READ: EXODUS 6:6

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- How did Jesus deliver us from our sins?

SECTION 4: DISCUSS IT (SMALL GROUP)

WEEK 4

READ: ISAIAH 9:7

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- Why is it important that Jesus sits on David's throne? What's the significance of that fact?

WEEK 5

READ: JOHN 1:14, 17

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- What difference does it make that God came to live with us?

WEEK 6

READ: HEBREWS 9:15

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- Why did Jesus have to die? Why couldn't it have been anyone?

WEEK 7

READ: 1 CORINTHIANS 15:3-4

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- Do you believe in the resurrection? Why is it so important?

[illegible]

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

LESSON 4.1

THE ASCENSION

SECTION 1: PREP IT

LESSON OVERVIEW:

JESUS HAS RISEN FROM THE DEAD! CAN YOU IMAGINE THE EXCITEMENT OF THE DISCIPLES?

Their best friend, rabbi, and Savior is alive. This is such a time of rejoicing for them. However, things are about to get interesting. The entire world is about to get turned upside down. Jesus has a job for the disciples to do. Jesus also has things that He needs to do Himself. He's going to prepare a place for us. As for the disciples, He needs them to share this good news with the entire world. Jesus has been so much to them. He has been their mentor. The disciples have lived through so much with Jesus. They have spent time with Him, and now it's their time to take the ministry of Christ to the world. Jesus is going to leave them. This moment, called the ascension, has to be

LESSON OBJECTIVES:

- The students will know that Jesus left His disciples behind.
- The students will know that Jesus ascended into heaven and is with the Father.
- The students will know that Jesus will return.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-
-

PRIMARY SCRIPTURE:
ACTS 1:6-12



KEY VERSE:

After He said this, He was taken up before their very eyes, and a cloud hid Him from their sight.

Acts 1:9



KEY WORD: Ascension: a rising up

KEY THOUGHT: Jesus rose into heaven and temporarily left the disciples with a mission to share the gospel with the world.

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — In the News (See AwanaYM Game Book, page 56, for materials list and how to play.)

Game 2 — Rope Round Up (See AwanaYM Game Book, page 79, for materials list and how to play.)

Service Project — You Have to Serve Someone! Maybe your group already does this, in which case, that's awesome! Do your students get to serve the younger clubs? Maybe you already have student leaders who do and that's great. If you don't, encourage your

students to begin shadowing and watching a few adult leaders on a regular basis. Give them opportunities to serve those younger than them. They can be a great asset to your leader base. The disciples just didn't go to school with Jesus. Although Jesus taught them many things, they also had the experience of being with Jesus. They watched Jesus every day. They saw with their own eyes what Jesus did and didn't do. They saw how He spoke, ate, slept, etc. Give your students the opportunity of being around those who serve others with the intent that they are learning how to assist and possibly take over those responsibilities one day.

For more information on how to use and interact with student leaders, check out our free downloadable e-book: *Awana Student Leaders: Who They Are, What They Do, How They Can Energize Your Ministry*.

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

-
-

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students were to tell a story describing their favorite teacher and how the last day of school was when they left knowing that they might never see him or her again. If it is at all possible, invite a teacher or mentor that has had a major impact on your life and have him or her share with the students about the importance of a mentor/teacher in their lives. This will give the students a window into your world while also encouraging them to seek out mentors themselves.

YOU PLAN IT - LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



KEY VERSE:

After He said this, He was taken up before their very eyes, and a cloud hid Him from their sight.

Acts 1:9

TEACHING OUTLINE: ACTS 1:6-12

JESUS SENDS HIS DISCIPLES INTO THE WORLD.

Then the eleven disciples went to Galilee, to the mountain where Jesus had told them to go. When they saw Him, they worshiped Him; but some doubted. Then Jesus came to them and said, "All authority in heaven and on earth has been given to Me. 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 28:16-20

JESUS ASCENDED INTO HEAVEN.

After the Lord Jesus had spoken to them, He was taken up into heaven and He sat at the right hand of God.

Mark 16:19

After He said this, He was taken up before their very eyes, and a cloud hid Him from their sight.

Acts 1:9

JESUS WILL COME BACK!

They were looking intently up into the sky as He was going, when suddenly two men dressed in white stood beside them. "Men of Galilee," they said, "why do you stand here looking into the sky? This same Jesus, who has been taken from you into heaven, will come back in the same way you have seen Him go into heaven."

Acts 1:10-11

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

Do something! Christ has gone to prepare a place for us, but He also gave us a job to do until He returns. As He sent out the disciples, He sends us out as well. We are to go to the nations and teach them everything that Jesus has commanded. We are also to baptize them. What are you currently doing to reach the nations for Christ? There are many ways you can get involved in bringing the gospel to the nations. Here are some ways you can get involved right now!

- **Prayer** — You can be praying for the missionaries that your church supports. Prayer is important. Those in the field need our constant prayers as they take the gospel to unreached peoples. They also experience a variety of unexpected events that can be brought before the Father. Be a prayer warrior for your local church and those taking the gospel to the nations.
- **Financial** — You can help raise support for missionaries. Many missionaries have to raise support in order for them to continue to do the work that God has for them to do. You can partner with them by helping them raise their funds. You can contribute funds that you collect yourself. You can have a yard sale with all the funds going towards missionaries. You can go without your favorite coffee or snack for an entire month. There are plenty of ways you can help raise funds so that God's work continues on.
- **Go!** — You can go yourself. Pray about God sending you to the mission field. Think about your summer coming up and how you can use the weeks you are off from school



KEY WORD:

Ascension: a rising up

and go partner with a missionary. Get a taste for what it is like serving the Lord in the mission field. Many missionaries welcome teams during the summer to help them in a variety of ways. Challenge yourself that before you graduate high school you will spend several weeks in the mission field.

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)

**KEY THOUGHT:**

In Lesson 4.1 we learned that Jesus rose into heaven and temporarily left the disciples with a mission to share the gospel with the world.

DAY 3**READ: ACTS 1:6-7**

The disciples' question probably seemed like the next logical step. Jesus had died for our sins and rose from the dead. What could stop Him from starting heaven on earth right then? Jesus' answer reminds the disciples that this plan is not for them to decide. This is God's plan and He will do everything according to His time (Acts 3:21).

WORK IT OUT:

Have you ever gotten tired of waiting for God to do something you wanted? Describe a time that you prayed for something, and God didn't answer the way that you hoped.

DAY 4**READ: ACTS 1:8**

Jesus' last words to the disciples were that they had a mission and they would receive power from the Holy Spirit to accomplish the mission. They were to be witnesses for Jesus. A witness is a person who tells a story about what they have experienced. Like these disciples, we are called to tell the stories about what God has done.

WORK IT OUT:

Whom do you find it harder to share your faith with: those close to you or those whom you rarely see? Why do you think that is? What do you think would happen if you asked God to help you share your faith?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: ACTS 1:9-11

Jesus finished talking to His disciples and then He was taken up by the Father to heaven. Jesus promised to return. The angels said that He will return the same way that He left. Jesus never makes a promise that He cannot keep. He will be back. Guaranteed.

WORK IT OUT:

If you were the disciples, would you have felt comfort or concern when the angels said these things? How do you feel awaiting His return?

DAY 6

READ: ACTS 1:12

Ready ... set ... go! The mission begins. The entire world is about to be turned upside down by the ministry of the apostles. The good news of the gospel is about to completely alter the landscape of the world. It will touch and interact with every facet of life. Nothing and no one will be the same.

WORK IT OUT:

How do you feel at the start of a big project? Excited? Nervous? Explain.

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

FACILITATION HELP

Be Mindful of Your Influence

Luke 6:40 says: *A student is not above his teacher, but everyone who is fully trained will be like his teacher.* Your students will become like you. If you spend enough time with your students, you will begin to rub off on them. Your influence will leave an impression, much like your foot leaves an impression in concrete. When it dries, the impression is very permanent. What impression are you leaving on your students? How are they becoming like you as you follow Christ? Do you spend the majority of the time getting them to like the old you, rather than the transformed you? Be mindful of your influence and its effect. These students are very malleable. The things you say and do have a lasting impact on them.

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

SECTION 1: PREP IT

LESSON OVERVIEW:

WHEN WE THINK ABOUT CHURCH, MOST OF US THINK ABOUT A BUILDING. We think about the place we go on Sundays. Probably if you were to ask your students the first thing that comes to mind when you say the word *church*, most of them would think of a physical structure. However, the Scriptures tell us that the Church is not the building. The Church is something so much more than a reference to a man-made building. The Church is the embodiment of the kingdom of God in the world right now. The Church is the coming soon trailer teaser to what is going to be here forever once Christ returns. How the Church functions and behaves is important. Jesus shared what those who are part of the kingdom of God would be like in the Sermon on the Mount.

LESSON OBJECTIVES:

- The students will know that the Church is called to be the embodiment of the kingdom of God in the world.
- The students will know that the Church is to be a faithful witness.
- The students will know that the Church functions as a community.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-

PRIMARY SCRIPTURE:
ACTS 2:40-47



KEY VERSE:

They devoted themselves to the apostles' teaching and to the fellowship, to the breaking of bread and to prayer.

Acts 2:42

Jesus talks about the Beatitudes. These Beatitudes are like the passport for a citizen of the kingdom of God. When you go through customs at the airport, you hand them a document that is your national representation to the people of that specific country you want to enter. How you conduct yourself and all the responsibilities of being a citizen of your country are represented in that document. In the same way, the Beatitudes are how the Church is supposed to represent itself to the world. While Jesus makes no mention of the specific word *church* in the Sermon on the Mount, the expectations and responsibilities for those in the kingdom of God are expressed well enough. As the Church, we are to be God faithful witness, giving testimony to the truth of God's Word passed down through the ages. The Church is supposed to be a community that shares with one another, meets needs, and cares for those around them. The Church is to be the opposite of selfish in the world today.



KEY WORDS:

The Church: the whole body of professing believers in Jesus Christ throughout the world

KEY THOUGHT:

God established the Church to be His representation of the kingdom of God here on earth.

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Pillow Flight (See AwanaYM Game Book, page 71, for materials list and how to play.)

Game 2 — Silent Scramble (See AwanaYM Game Book, page 85, for materials list and how to play.)

Service Project — Who Has an Actual Need? — Your students will come from a variety of backgrounds. It's easy to go out and meet the needs of someone you

don't know or just met. It's especially easy when you are using someone else's stuff to meet those needs. Make it a regular practice in your group to voice needs. Maybe someone in your group needs help with homework and another student is good at that particular subject. We spend too much time assuming that everyone is fine or that other people's problems are not our problems. However, that's just not how the early church functioned. Make it a regular practice to find ways for your students to use their gifting to meet needs in each other's lives. Challenge them to do this and lead the way. You'll be building a mind-set for them that will make a lasting impact as they grow in the Church.

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

-
-

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students were to list their top five reasons for going to church. Make a top five list on the screen or PowerPoint®. Have your students share their lists with each other. Make a master list of their reasons and then compare it to the master list of the Acts 2 reasons for the church gathering together. What is different? What is the same?

YOU PLAN IT - LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



They devoted themselves to the apostles' teaching and to the fellowship, to the breaking of bread and to prayer.

Acts 2:42

TEACHING OUTLINE: ACTS 2:40-47

THE CHURCH SHOULD EMBODY THE KINGDOM OF GOD.

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

We are therefore Christ's ambassadors, as though God were making His appeal through us. We implore you on Christ's behalf: Be reconciled to God.

2 Corinthians 5:20

THE CHURCH SHOULD FAITHFULLY PROCLAIM THE GOSPEL.

... And you will be My witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth.

Acts 1:8

THE CHURCH SHOULD FUNCTION AS A BIBLICAL COMMUNITY.

They devoted themselves to the apostles' teaching and to the fellowship, to the breaking of bread and to prayer.

Acts 2:42

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

How are you at being the Church? What does your group spend the majority of its time doing? How does your church compare to the Acts 2 church? Sometimes it's easy to become distracted by all the things going on in the world and church. Calendars can fill up fast with plenty of events and fun activities. Fellowship with each other is important. The early church fellowshiped with each other. They ate meals and prayed with one another, but there was something else interesting about them. They were not a closed group. They invited others to join them. They didn't just find their own exclusive pocket of the world and form an organization. They helped everyone who was in need. Here are some questions to ask your students and yourself.

1. How is your group similar to the Acts 2 church?
How is it different?
2. Do we spend the majority of our time focused on ourselves or others?
3. Do the things we do have an immediate blessing for us or do we seek to bless others first?
4. Is our group a place where anyone can come and feel welcome?
5. How do we go out of our way to invite and welcome others into our group?



KEY WORDS:

The Church: the whole body of professing believers in Jesus Christ throughout the world

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)

**KEY THOUGHT:**

In Lesson 4.2 we learned that God established the Church to be His representation of the Kingdom of God here on earth.

DAY 3**READ: ACTS 2:40-41**

Three thousand people put their faith in Jesus on Pentecost, thus beginning the Church. Talk about growth! Wow. Three thousand people is A LOT in one day. The Church was off to a great start. The preaching of the Word of God is powerful.

WORK IT OUT:

Do you believe God can use your words to reach others with the gospel? Who around you needs to hear the truth of the gospel?

DAY 4**READ: ACTS 2:42, 46**

The first church heard the apostles' teaching, the teachings of Jesus from His most intimate followers. We have been hearing those teachings ever since. You will never stop learning. You might not like it at times, but you are learning every single day of your life. God wants us to know what He has revealed about Himself in His Word (2 Timothy 3:16-17).

WORK IT OUT:

How would your faith be different without the apostles' teaching (the Scripture)? How would your faith be different without your teachers' and leaders' help? Explain.

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: ACTS 2:43-46

The early believers shared everything. They became the model of community in the purest sense. They looked out for others' interests. They held nothing back from one another. They were known for being unselfish, giving freely and cheerfully. They prayed together, ate together, and worshipped together. It's the kind of group you see together and feel the love between them. They represented what the kingdom of God was like.

WORK IT OUT:

What are some of the things you share with your fellow believers? Do you pray with them? Eat with them? How is the fellowship of believers different than a group of friends who don't share a faith in Christ?

DAY 6

READ: ACTS 2:47

The Church was not built on human effort but God's power. HE added to their number. HE blessed them. HE takes care of HIS Church. This is why the Church will never fail. Humanity is just a steward of it. God is in control of HIS Church.

WORK IT OUT:

How often do you pray for your church? For your church leaders? Make a list of the church leaders you will commit to pray for and start praying.

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

FACILITATION HELP

Meal Time

Food and tables have always had an amazing effect on people. Gather some students around a table with some good food and you're going to have some engagement. The early church gathered together to eat with each other. Change things up in your group. Rather than sitting in your normal configuration change the setting to be a table. It could be a kitchen table or a table at a restaurant or local eatery. Make sure there is enough food on the table and invite your students to bring something to share as well. You'll be amazed at how food and tables bring people together. Sitting alone in a chair is nothing compared to having a place at the table. Make space at the table for your students as well as extra space for new friends.

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]



Lesson 4.3 Saul of Tarsus

SECTION 1: PREP IT

LESSON OVERVIEW:

THE BEGINNING OF THE CHURCH AGE WAS NOT ALL SUNSHINE AND RAINBOWS. Christianity's beginnings were very difficult and many in the Church faced persecution for their beliefs. The Church grew rapidly but also had the constant fear of attack, as many did not welcome the belief that Jesus is God's anointed one. One man in particular was hunting down Christians. His name was Saul. He was the poster-boy and the up-and-comer for the Jewish community. He was trained by the best. He refers to himself as a *Hebrew of Hebrews* (Philippians 3:5). Saul had it made and was off to a great start in order to secure his status among the religious leaders of the day. However, one day changed everything for him. Saul was traveling along the road to Damascus when

LESSON OBJECTIVES:

- The students will know that Saul of Tarsus persecuted Christians.
- The students will know that Saul had a transformation moment on the road to Damascus.
- The students will know that Jesus changed Saul to Paul.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-

PRIMARY SCRIPTURE:
ACTS 9:1-22



KEY VERSE:

Immediately, something like scales fell from Saul's eyes, and he could see again. He got up and was baptized.

Acts 9:18

Jesus stopped Saul dead in his tracks. Saul was blinded by an amazing light for three days. Jesus confronted Saul and the two had an encounter that would change Saul's life forever. Jesus challenged Saul's practices of persecution toward the followers of Christ. Saul's eyes were opened and Saul became Paul. His encounter was so transformational that his name changed. He is no longer Saul. Saul has stepped into the light with Christ and he is now Paul. Jesus changed Saul's direction that day. He gave Him a new name and a new purpose. Saul received his sight back and that was just the beginning. His journey henceforth will rock the world. God brought Saul out of the darkness and into the light. God sees our entire picture from beginning to end. He knows how our story is written because He wrote it. Paul would go and bring others out of the darkness and wreckage of sin and into the light and truth of the gospel of Jesus Christ.



KEY WORD:

Conversion: a complete change of belief and person

KEY THOUGHT:

Christ gives us new eyes to see. Paul had an encounter with Christ on the road to Damascus that would change his entire life.

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Don't Lose Your Marbles (See AwanaYM Game Book, page 36, for materials list and how to play.)

Game 2 — Candy Race (See AwanaYM Game Book, page 25, for materials list and how to play.)

Service Project — Serve Them All. Most likely your church is not the only church in your community. There are probably at a minimum one or two others.

Now they might not do the same things you do or even believe the same things you do. But they do have needs and there are opportunities for your students to serve them. Contact some of the local churches in your area and see if there are any ways for your students to meet their needs. There is also the possibility of your churches coming together to do a service project. See if there is any way your groups can partner together to serve more people. You could even contact a gathering of a different faith as well. Don't just look to serve other churches, but look for ways to serve those of a completely different faith than yours.

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

•

•

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students were to answer a couple of questions to help frame in their testimony. They were to answer:

1. *What was your life like before coming to know Christ?*
2. *What was your experience like of inviting Christ into your life?*
3. *What has your life been like since coming to know Christ?*

Share with your students your answers to these questions and give them time to share as well.

YOU PLAN IT - LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



Immediately, something like scales fell from Saul's eyes, and he could see again. He got up and was baptized.

Acts 9:18

TEACHING OUTLINE: ACTS 9:1-22

SAUL PERSECUTED CHRISTIANS.

But Saul began to destroy the church. Going from house to house, he dragged off men and women and put them in prison.

Acts 8:3

Meanwhile, Saul was still breathing out murderous threats against the Lord's disciples. He went to the high priest and asked him for letters to the synagogues in Damascus, so that if he found any there who belonged to the Way, whether men or women, he might take them as prisoners to Jerusalem.

Acts 9:1-2

SAUL ENCOUNTERED JESUS.

As he neared Damascus on his journey, suddenly a light from heaven flashed around him. He fell to the ground and heard a voice say to him, "Saul, Saul, why do you persecute me?" "Who are you, Lord?" Saul asked. "I am Jesus, whom you are persecuting," He replied.

Acts 9:3-5

JESUS GAVE SAUL A NEW MISSION.

But the Lord said to Ananias, "Go! This man is My chosen instrument to carry My name before the Gentiles and their kings and before the people of Israel."

Acts 9:15

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

Your story is powerful. The story of how you came to know Jesus can have a powerful impact on your friends. Have you ever sat down and thought about your story (i.e., your testimony)? For some, you might consider your conversion experience to be quiet. Many times we tend to think that a conversion story is only powerful if the person was saved out of a long-term addiction or some form of deep, dark sin. However, for the rest of us, our conversions tend to be more quiet. Maybe you were saved in VBS or on your bed when you were 5 years old as your mom and dad led you to Christ. However you see your experience, you need to know that no matter how quiet or how desperate your conversion experience was it can be used in powerful ways. Here are some questions to think about and act upon this week.

1. Write out your story! Practice it and rehearse it. Who needs to hear your story?
2. Praise! Have you ever stopped to praise God for what He has done to bring you back to Himself?



KEY WORD:

Conversion: a complete change of belief and person

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 4:3 we learned that Christ gives us new eyes to see. Paul had an encounter with Christ on the road to Damascus that would change his entire life.

DAY 3

READ: ACTS 9:1-3

Saul hated the Church and everything it stood for. His life's mission was to destroy the Church, but then he was overcome by the light of Christ. He couldn't deny his own eyes (or lack thereof). Neither can we. When the light of Christ comes into our own lives it exposes everything fully. We cannot hide from it. Every inch of our humanity is laid open and exposed before God.

WORK IT OUT:

Do you remember a time in your life without Christ? Do you remember the first time that you saw the truth of the gospel clearly? Describe your experience.

DAY 4

READ: ACTS 9:4-7

Saul hears the voice of God. When God gives Saul a command, Saul obeys. God's voice changes everything. When God speaks, stuff happens.

WORK IT OUT:

What passage of God's Word has impacted you the most? How did it impact you? Why?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: ACTS 9:8-9

After God blinded him, Saul spent three days in the dark without food or water (sounds a little like Jonah). Sometimes God uses dark times, hard times, to reveal our sin to us.

WORK IT OUT:

Has God ever used something bad in your life to show you your sin? What lesson did you learn?

DAY 6

READ: ACTS 9:17-22

After Ananias prayed for him, Saul received his sight. He began seeing his life and work more clearly. God gave him new eyes. He gives us new eyes as well. The change in Saul was evident to everyone.

WORK IT OUT:

How has your view of the world changed since you put your faith and trust in Jesus? What do you see more clearly? Explain.

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

ALREADY, BUT NOT YET

LESSON 44

SECTION 1: PREP IT

LESSON OVERVIEW:

IN THE LAST LESSON WE MET PAUL AND LEARNED A LITTLE ABOUT HIS CONVERSION AND STORY. Paul is a great example to use in this next lesson because he received salvation but didn't have everything figured out. After his encounter on the road to Damascus he was changed, but even Paul's life was about continued growth. He had received the fullness of salvation in Christ's blood paying the price for his sin. However, at the same time, he began a journey to become more and more like Jesus Christ. Your students, many of them, have received the gift of eternal life through Jesus' death on the cross. But you and their parents can attest that there is still work to be done in their lives. There is

LESSON OBJECTIVES:

- The students will know that God declares sinners not guilty but righteous on the basis of the death of Jesus as payment for their sin.
- The students will know that the process of spiritual growth that occurs as believers give control of their lives to the Holy Spirit is called sanctification.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-

PRIMARY SCRIPTURE:
PHILIPPIANS 3:8-14



KEY VERSE:

Not that I have already obtained all this, or have already been made perfect, but I press on to take hold of that for which Christ Jesus took hold of me.

Philippians 3:12



KEY WORDS:

Justification: God declaring sinners not guilty but righteous on the basis of the death of Jesus as payment for their sin

Sanctification: the process of spiritual growth that occurs as believers give control of their lives to the Holy Spirit

KEY THOUGHT:

We are saved from our sins and God declares us righteous. However, becoming more like Jesus is a process.

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Books of the Bible Race (See AwanaYM Game Book, page 21, for materials list and how to play.)

Game 2 — En Fuego (See AwanaYM Game Book, page 37, for materials list and how to play.)

Service Project — Bigger Than You Imagined. Most of the time our attempts to serve others land in areas

that are safe, calculated, and planned out to the final moment. What can you group of students do that really needs to lean fully on God for it to happen? Can your group think of anything bold and big that would require a step of faith to complete? Gather your students together to commit to pray for whom God could be sending you to serve. Expand your reach beyond your local community to meet some need, or partner with missionaries in another part of the world. Take a step of faith not just with the little things, but create an experience where your students can learn what it means to trust God for the big things that are beyond their abilities.

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

•

•

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students were to use their space and draw what they thought a journey with God would be like and to answer the question. What would it be like to take a trip with God? Begin your time of teaching by telling a story of a time when you went on a trip. Was it smooth sailing the entire way? Where there bumps in the road to get there?

YOU PLAN IT - LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



KEY VERSE:

Not that I have already obtained all this, or have already been made perfect, but I press on to take hold of that for which Christ Jesus took hold of me.

Philippians 3:12

TEACHING OUTLINE: PHILIPPIANS 3:8-14

CHRIST SAVES US.

For it is by grace you have been saved, through faith — and this not from yourselves, it is the gift of God — not by works, so that no one can boast.

Ephesians 2:8-9

CHRIST DESIRES FOR US TO BECOME LIKE HIM.

It is God's will that you should be sanctified ...

1 Thessalonians 4:3

CHRIST DECLARES US RIGHTEOUS.

Therefore, since we have been justified through faith, we have peace with God through our Lord Jesus Christ, through whom we have gained access by faith into this grace in which we now stand. And we rejoice in the hope of the glory of God.

Romans 5:1-2

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

Seeds and Trees — Gather your students together and show them two examples. In your first example show them a pot with soil in it and a seed laid beneath the soil. This pot is an example of their faith right now. It's present. All the potential in the world to become a tree is like their faith. Their faith is present, but it's not matured yet. There is room to grow just like there is room for the seed to grow. In another pot, place a plant or sapling that is growing. Ask your students the following:

1. Did anything help/cause this plant to grow?
2. What would I need to do to kill this plant?
3. Are there any similarities between you and the plant?
4. What are your optimum conditions to grow in Christ?
5. How many of you are still content just being a seed?
6. Can you see any growth in your life while looking back a year ago?

Keep both pots in a place where the students can see them. Charge the students to take care of them, to water them and help them grow. Constantly bring up the discussion of how their faith is growing and how they are becoming more like Jesus Christ.



KEY WORDS:

Justification: God declaring sinners not guilty but righteous on the basis of the death of Jesus as payment for their sin

Sanctification: the process of spiritual growth that occurs as believers give control of their lives to the Holy Spirit

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 4.4 we learned that we are saved from our sins and God declares us righteous. However, becoming more like Jesus is a process.

DAY 3

READ: PHILIPPIANS 3:8

Without Jesus, everything - our past accomplishments, successes, money, power, education, etc. - is worthless. Even our own "good" works don't get us anywhere. Instead we are considered righteous because of what Jesus did on the cross. Our righteousness is found in Him. There is nothing we can attain or do to earn our right standing with God.

WORK IT OUT:

Could you ever work hard enough to be right with God? Why or why not?

DAY 4

READ: PHILIPPIANS 3:10-11

Even though Christ has rescued us, we are not perfect yet. The ongoing process of becoming more like Jesus is called *sanctification*. This process will only be complete when we meet Him face-to-face.

WORK IT OUT:

How have you become more like Jesus since you first became a Christian? What are some ways that you think you can become more like Him in the next year?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: PHILIPPIANS 3:12

Paul said that he was not perfect, that he had not already attained perfection. For us perfection is not an unreachable standard; it is the process of becoming like Jesus. We are not there yet so we still sin. But sin is not in control of us. Jesus is in charge now.

WORK IT OUT:

Make a list of ways that you are not perfect. Now make a list of prayer requests using the same list as before. How does your life change when you put Jesus in charge?

DAY 6

READ: PHILIPPIANS 3:13-14

If we're going to press on to become like Christ, we will have to let go of the past, both our successes and our failures. Neither of these should hold us back from becoming all that God called us to be. Stay focused on the prize!

WORK IT OUT:

What holds you back from becoming like Jesus? Your successes? Or your failures? Explain.

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

FACILITATION HELP

Ask Them!

Ask your students questions directly (e.g., So ... Amy ..., what do you think?). Asking someone by name will help to direct the question. It's important for students to be engaged in the discussion. Often we throw out questions hoping that someone will latch on to them and give an answer. Sometimes you're just going to need to ask them directly. Be careful with this. Don't directly ask a student a question because you know their life experience will speak directly to it. These students are sensitive so make sure you ask direct questions in a general sense. You don't want to place any of your students in an awkward position by asking a question that might be too sensitive for them to answers.

FACILITATION HELP

Ask Them!

Ask your students questions directly (e.g., So ... Amy ..., what do you think?). Asking someone by name will help to direct the question. It's important for students to be engaged in the discussion. Often we throw out questions hoping that someone will latch on to them and give an answer. Sometimes you're just going to need to ask them directly. Be careful with this. Don't directly ask a student a question because you know their life experience will speak directly to it. These students are sensitive so make sure you ask direct questions in a general sense. You don't want to place any of your students in an awkward position by asking a question that might be too sensitive for them to answers.

FACILITATION HELP

Ask Them!

Ask your students questions directly (e.g., So ... Amy ..., what do you think?). Asking someone by name will help to direct the question. It's important for students to be engaged in the discussion. Often we throw out questions hoping that someone will latch on to them and give an answer. Sometimes you're just going to need to ask them directly. Be careful with this. Don't directly ask a student a question because you know their life experience will speak directly to it. These students are sensitive so make sure you ask direct questions in a general sense. You don't want to place any of your students in an awkward position by asking a question that might be too sensitive for them to answers.

EVALUATION:

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- ## EVALUATION:
- What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.
- **Prep It —**
 - **Play It —**
 - **Teach It —**
 - **Discuss It —**

FOLLOW UP:

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

HE'S COMING BACK!

SECTION 1: PREP IT

LESSON OVERVIEW:

JESUS IS COMING BACK! He didn't leave earth forever when He ascended to be with the Father. Jesus will return, but we don't know when His return will happen. Only the Father knows the precise time of His return. While not knowing the timing of His return might frustrate some, it's also time for all believers to prepare for His return. When family comes over to celebrate a holiday or simply come over for a visit, preparations need to be made. As believers, we need to be preparing for the return of our Lord in the same way we prepare for family to visit. The return of Christ will happen in the blink of an eye. Christ will return to rapture His Church. There won't be any time to get ready. Christ will

LESSON OBJECTIVES:

- The students will know that Jesus Christ is coming back.
- The students will know that only the Father knows when His return will occur.
- The students will know that all believers must be ready for Christ's return.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-

PRIMARY SCRIPTURE:
1 THESSALONIANS 4:13-5:11



KEY VERSES:

For the Lord Himself will come down from heaven, with a loud command, with the voice of the archangel and with the trumpet call of God, and the dead in Christ will rise first. After that, we who are still alive and are left will be caught up together with them in the clouds to meet the Lord in the air. And so we will be with the Lord forever.

1 Thessalonians 4:16-17



KEY WORD:

Rapture: the return of Christ for believers

KEY THOUGHT:

Jesus is coming back!

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Bowling Ball Hockey (See AwanaYM Game Book, page 22, for materials list and how to play.)

Game 2 — Hoop Marathon (See AwanaYM Game Book, page 50, for materials list and how to play.)

Service Project — Service Ninjas. Here is a fun service project idea for your group that will combine the

joy of service and the elements of fun that a game would produce. Locate several service opportunities in your church or outside your church. Assign these service opportunities to your students or have them pick them. There's one catch. Your students must complete the service project without anyone finding out they did it. Hence, the ninja aspect of this project. It's a blessing to be able to serve someone without them knowing about it. Also, it gives you a teachable moment with your students. Share with them that service doesn't always need recognition. See how many of your students can complete their service projects without getting caught!

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

-
-

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students were to draw a picture about a time that they had to wait for someone they loved. Begin the lesson by sharing your picture and tell a story along with it.

YOU PLAN IT - LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



For the Lord Himself will come down from heaven, with a loud command, with the voice of the archangel and with the trumpet call of God, and the dead in Christ will rise first. After that, we who are still alive and are left will be caught up together with them in the clouds to meet the Lord in the air. And so we will be with the Lord forever.

1 Thessalonians 4:16-17

TEACHING OUTLINE: THESSALONIANS 4:13-5:11

JESUS WILL RETURN!

For the Lord Himself will come down from heaven, with a loud command, with the voice of the archangel and with the trumpet call of God, and the dead in Christ will rise first. After that, we who are still alive and are left will be caught up together with them in the clouds to meet the Lord in the air. And so we will be with the Lord forever.

1 Thessalonians 4:16-17

WE MUST BE READY.

In a flash, in the twinkling of an eye, at the last trumpet. For the trumpet will sound, the dead will be raised imperishable, and we will be changed.

1 Corinthians 15:52

ONLY GOD KNOWS THE TIME.

No one knows about that day or hour, not even the angels in heaven, nor the Son, but only the Father.

Matthew 24:36

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

Get ready! Jesus is coming back! His return is imminent, which means that it's going to happen soon. Jesus is coming back and He's coming for His Church. Here are some questions for your group to think about.

1. If you knew Jesus would come tomorrow, would you be ready?
2. Are there any opportunities to share the gospel that you keep putting off? Sometimes we think we'll have all the time in the world, but do we?
3. What do you need to do in your life to prepare for the return of Christ?



KEY WORD:

Rapture: the return of Christ for believers

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)

**KEY THOUGHT:**

In Lesson 4.5 we learned that Jesus is coming back!

DAY 3

READ: 1 THESSALONIANS 4:16

Jesus is coming back! He will return. His story is not over. Actually, there is no end to His story. He still has a lot to do. When close family and friends come home we anticipate their return. We clean house, straighten rooms, and clean up for their return. We want to put our best foot forward and make a great impression. Why? Because we love them.

WORK IT OUT:

Are you excited for Jesus' return? Scared? Indifferent? Why or why not?

DAY 4

READ: 1 THESSALONIANS 4:13-15

When He returns, those who have died trusting Christ will rise first. No, we are not talking about zombies here. Zombies have no purpose in their false resurrection. They are an abomination to everything the resurrection is supposed to be about. In the true resurrection of the dead, Christians will come back to life to see their Savior return. Their hope will be fulfilled. We do not have to worry if we die before He comes back. It will just mean that we get to see Him first.

WORK IT OUT:

What do you think it will be like to see these formerly dead Christians rise to meet their Lord? Whom do you want to see on that day? Why?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: 1 THESSALONIANS 4:17-18

When He comes, Jesus will take us to be with Him forever. Not for a little while. Forever. This is happily ever after. It does not end. The curtain will not close and the screen will not go dark.

WORK IT OUT:

How would you describe happily ever after? What if forever with Jesus was better than that?

DAY 6

READ: 1 THESSALONIANS 5:1-6

Jesus is going to come when we least expect it. He won't mail us an invitation. He won't give us a phone call. He won't send us a text. He is just going to show up. So we must be ready. Every day of our lives must be spent in preparation for the King's return. Our attitude should be one of patient waiting.

WORK IT OUT:

Are you ready for the King to return right now? How is Jesus' return impacting the way you live? Should it? Why or why not?

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

FACILITATION HELP

Thumbs or Phones In!

If your students bring technology with them to group, it can make a discussion difficult at times. Back in the day, students would whisper between each other or pass a note to disrupt a group. Now, they just text. Texting is the new whisper in the group. If your group brings their phones or iPods® to group, have them stack them in the center of the table with them on silent or vibrate. Some of your students might use them for their Bible so to eliminate them altogether would not be wise. If your group doesn't have a lot of students who bring technology, have them put their thumbs in the middle of the table to start. Why? When students have their hands in their pockets they are less likely to be engaged in a discussion. Open and extended hands is a welcoming gesture that will help your students engage.

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

Lesson 4.6

REWARDS

SECTION 1: PREP IT

LESSON OVERVIEW:

THE APOSTLE PAUL SAYS TO THE CHURCH IN EPHESUS: I URGE YOU TO LIVE A LIFE WORTHY OF THE CALLING ... As believers, we need to be living our day-to-day lives in a way that brings glory to God. Our time here on earth is limited. Every single day we chase or run after someone or something. It's like we are running a race. Paul often used language in Scripture to describe the believer as running a race like an athlete. An athlete enters a race to win the race. As believers, our race here on earth will have an end. At the end of our lives we will be evaluated by Jesus for our actions here on earth. The things we have done that are acceptable and eternal

LESSON OBJECTIVES:

- The students will know that every believer should be living their life in pursuit of Christ.
- The students will know that believers will receive rewards and be held accountable for the things they do.
- The students will know that nonbelievers, Satan, and his angels will be judged and thrown in the lake of fire, forever separated from God.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-

PRIMARY SCRIPTURE:
2 CORINTHIANS 5:10,
ROMANS 14:10,
REVELATION 3:11-12

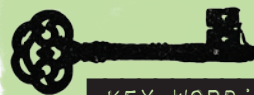


KEY VERSE:

For we must all appear before the judgment seat of Christ, that each one may receive what is due him for the things done while in the body, whether good or bad.

2 Corinthians 5:10

will last forever. We will receive rewards that we will lay at the feet of Jesus. The actions we do that are unacceptable will not last and will be burned up. Believers need to *live a life ... worthy of the calling* because Jesus is watching us and evaluating us. He wants our choices and actions to bring glory to Him and last forever. For those who don't believe, they will be judged because they trusted in themselves. They, along with Satan and his angels, will be cast into the lake of fire, forever separated from God. What we do and our decisions matter. They have eternal value and implications attached to them. Our works don't save us, but God cares about the things we do here on earth.



KEY WORD: Bema: a victor's platform

KEY THOUGHT: We will be rewarded and held accountable for the things we do.

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Sweatshirt Chariot Race (See AwanaYM Game Book, page 97, for materials list and how to play.)

Game 2 — Wash Your Hair (See AwanaYM Game Book, page 113, for materials list and how to play.)

Service Project — Let's Go Play! A hospital is not a fun place to be, especially if you're a kid. People constantly wake you up to draw blood and run tests. You spend a lot of time alone and often confined to a bed.

It's just a crummy place to be. Sometimes these kids cannot even leave their rooms. They need someone to come in and not only cheer them up and lift their spirits, but also give them hope. Have your students come up with a craft, drama, or something that will lift the spirits of children in a hospital nearby. Make contact with the appropriate person at the hospital and arrange for your students to go and spend time hanging out, doing crafts, or just bringing joy and hope to these children and their families. This might be a hard service for some of your students so make sure you prepare them ahead of time for the things they might see and experience. One of the coolest things we get to do as believers is bring hope and joy to everyone we meet.

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

•

•

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students were to describe a moment where they won a competition or contest and stood on the victor's platform. Begin your lesson by holding an awards ceremony of your own. This is a great time of year to recognize your students for things they have done. Also, some of your students might have been going above and beyond for some of their service projects. Spend a few moments beginning your lesson by recognizing each student for something unique that they have done. Have fun with this!

YOU PLAN IT - LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



KEY VERSE:

For we must all appear before the judgment seat of Christ, that each one may receive what is due him for the things done while in the body, whether good or bad.

2 Corinthians 5:10

TEACHING OUTLINE: 2 CORINTHIANS 5:10; ROMANS 4:10;
REVELATION 3:11-12

RUN AFTER CHRIST.

Therefore, since we are surrounded by such a great cloud of witnesses, let us throw off everything that hinders and the sin that so easily entangles, and let us run with perseverance the race marked out for us. Let us fix our eyes on Jesus, the author and perfecter of our faith, who for the joy set before Him endured the cross, scorning its shame, and sat down at the right hand of the throne of God.

Hebrews 12:1-2

WIN THE PRIZE.

Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize.

1 Corinthians 9:24

DON'T FALL SHORT.

Do not be amazed at this, for a time is coming when all who are in their graves will hear His voice and come out — those who have done good will rise to live, and those who have done evil will rise to be condemned.

John 5:28-29

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

The victor's platform — Gather some used-up cardboard for your students. These can be old moving boxes that are chopped up. Arrange in your space a victor's platform. Pass out the cardboard to your students. Have them spend some time thinking of one or two things they are currently doing or want to do with their life that will be those acceptable gifts that will withstand the fire in the end. Have them write those thoughts down on the cardboard. (I.e., I want to reach people with the gospel, I want to make an impact in my community, I want to be a man or woman known for following God.) One at a time, have them walk up on the platform, possibly to some music, and have them share their sign with the group. Make this a big deal. Use it as a time to encourage your students to walk down paths and make choices in their lives that will last for eternity. Help them begin to think of all the things that should last and not burn away on that day.



KEY WORD:

Bema: a victor's platform

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 4.6 we learned that we will be rewarded and held accountable for the things we do.

DAY 3

READ: EPHESIANS 4:1

How we live our lives as believers is important. Paul encourages the Ephesians to walk worthy of their calling. As believers, our works, the things we do, will be evaluated by our Lord Jesus Christ, not for salvation but for obedience.

WORK IT OUT:

Is your life as a follower of Christ something that others should aspire towards? How do you walk worthy of your calling? What things do you do every day that God would find acceptable and unacceptable?

DAY 4

READ: 1 CORINTHIANS 9:24

Everyone is running towards something. We all chase after someone or something in our lives. Paul says that in a race everyone runs to obtain a prize. He challenges us to run with the intent to win.

WORK IT OUT:

What or whom are you currently chasing or running after in your life? When it comes to your life, are you running with the intent to finish well, or are you satisfied with just getting by?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: MATTHEW 6:19

The most valuable treasure is the kind that lasts forever. Temporary achievements come but don't last. The decisions and choices we make each day will have a temporary or eternal significance attached to them and our choices and decisions matter.

WORK IT OUT:

Where would you say that a majority of your treasure lies? Do you spend more time and energy acquiring earthly things that will not last, or eternal things? Which do you think Christ would be more pleased with?

DAY 6

READ: REVELATION 22:12

What you say or do matters. Everything you say or do for your whole life is in plain view of God. You are being watched and everything you do will be evaluated. You are accountable to God.

WORK IT OUT:

How would your life change because you know God is watching you all the time? What would you stop doing? What would you start doing?

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

SECTION 5: EVALUATE IT

FACILITATION HELP

Location Change

Sometimes it helps for your group to have a change of scenery. Change things up by taking your group outside or change the room where your group meets for a couple of weeks. It helps when we get into routines to have some type of change that keeps things fresh and interesting. You can also have your group meet at a local restaurant or ice cream shop for a night. Your students will enjoy this, but make sure that the event itself doesn't overtake the purpose of meeting. Just because you change the location doesn't mean you divert from accomplishing your discussion.

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

NEW HEAVEN NEW EARTH

LESSON 4.7

SECTION 1: PREP IT

LESSON OVERVIEW:

HAPPILY EVER AFTER. Many people don't believe in such a thing, but it's going to happen. In the end, God will set everything right. Christ has conquered sin and death forever. There will be no tears, no pain, and no more death. We will be with God forever. God is going to create a new heaven and a new earth. Everything will be like it was before in the garden. Life will be better than anything we could ever imagine. There won't need to be any kings or rulers, because in God's kingdom Christ's perfect dominion and rule will last forever. Everything will be perfect because we will be with God.

LESSON OBJECTIVES:

- The students will know that God will create a new heaven and a new earth.
- The students will know that life will be better than anything we could ever imagine.
- The students will know that we will all live happily ever after.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

-
-

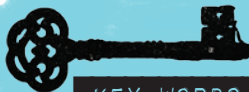
PRIMARY SCRIPTURE: REVELATION 21-22:5



KEY VERSES:

And I heard a loud voice from the throne saying, "Now the dwelling of God is with men, and He will live with them. They will be His people, and God Himself will be with them and be their God. He will wipe every tear from their eyes. There will be no more death or mourning or crying or pain, for the old order of things has passed away."

Revelation 21:3-4



KEY WORDS:

God's kingdom: the eternal and perfect rule and dominion of Jesus Christ forever

KEY THOUGHT:

God will create a new heaven and a new earth. Believers will spend eternity with Him and live happily ever after.

SECTION 2: PLAY IT (INTERACTION)

Use the following space to plan and prepare for your game time. The top of the page has games and ideas that have been preselected to correspond with the lesson content. Use the bottom half of the page to plan your own games. You know your students. You know what will work best.

Game 1 — Flickerball (See AwanaYM Game Book, page 42, for materials list and how to play.)

Game 2 — Cracker Stacker (See AwanaYM Game Book, page 31, for materials list and how to play.)

Service Project — Graveyard Cleanup. Gather your students together and find a local cemetery that

needs some help cleaning up the grounds. Your students can mow, weed gravesites, or even decorate them with flowers. While you're doing this have your students look at the gravestones. Have them notice the names of people on them. Everyone here will spend eternity somewhere. This life does not last forever. Everyone will die. Everyone will be ushered into eternity and spend it somewhere. This could be a great way to serve others in the community but also be a lead in for some interesting discussions about the future.

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

•

•

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Earlier this week your students were to draw a picture of what they think heaven looks like from their perspective. Share yours with them. Maybe begin your large group teaching with making a list of everyone's thoughts about what heaven will be like.

YOU PLAN IT - LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)



KEY VERSES:

And I heard a loud voice from the throne saying, "Now the dwelling of God is with men, and He will live with them. They will be His people, and God Himself will be with them and be their God. He will wipe every tear from their eyes. There will be no more death or mourning or crying or pain, for the old order of things has passed away."

Revelation 21:3-4

TEACHING OUTLINE: REVELATION 21-22:5

GOD WILL CREATE A NEW HEAVEN AND NEW EARTH.

Then I saw a new heaven and a new earth, for the first heaven and the first earth had passed away, and there was no longer any sea. I saw the Holy City, the new Jerusalem, coming down out of heaven from God, prepared as a bride beautifully dressed for her husband. And I hear a loud voice from the throne saying, "Now the dwelling of God is with men, and He will live with them. They will be His people, and God Himself will be with them and be their God."

Revelation 21:1-3

LIFE WITH GOD WILL BE AWESOME!

And I heard a loud voice from the throne saying, "Now the dwelling of God is with men, and He will live with them. They will be His people, and God Himself will be with them and be their God."

Revelation 21:3

WE ALL (BELIEVERS) LIVE HAPPILY EVER AFTER!

He will wipe every tear from their eyes. There will be no more death or mourning or crying or pain, for the old order of things has passed away.

Revelation 21:4

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

APPLICATION

Make a Memory — You and your students have been on a trek this year. You have made your way through 32 lessons. Spend the final moments of this year and this book by making a memory. It can be in the form of something physical that they can take with them. Have your students make a memory book or have them put together a slide show of their favorite moments throughout the year. You could pair this time with an end of the year celebration. You could have a discussion time as well. Ask your students the following:

1. What is one key thought that really made an impact on you this year?
2. What should you do with the lessons you learned this year?



KEY WORDS:

God's Kingdom: the eternal and perfect rule and dominion of Jesus Christ forever

YOUR APPLICATION:

SECTION 4: DISCUSS IT (SMALL GROUP)



KEY THOUGHT:

In Lesson 4.7 we learned that God will create a new heaven and a new earth. Believers will spend eternity with Him and live happily ever after.

DAY 3

READ: REVELATION 21:1-4

Our God, who made everything out of nothing, is going to make everything new. As believers in Christ we will get to see it! We will be present there with God forever. No more separation. No more loneliness. We will always be together. The stain of sin will no longer taint the bond we have with Him.

WORK IT OUT:

What part of being with God forever are you most looking forward to? What do you think God wants to spend an eternity doing together?

DAY 4

READ: REVELATION 21:6-7

We will be part of God's family. We will be with Him and He will be our God. We will inherit all the good things of God.

WORK IT OUT:

Describe the best time you have ever had with your family. How will heaven be better than this?

SECTION 4: DISCUSS IT (SMALL GROUP)

DAY 5

READ: REVELATION 21:9-21

Even if you've seen some pretty amazing cities in our world, you haven't seen anything like this one. God's city is going to be the best place ever! Why? Jesus is there. There are no lights or neon to draw us in ... Christ and Christ alone will light up this city.

WORK IT OUT:

What is your favorite city in the world? How could the city of God be better than your favorite city?

DAY 6

READ: REVELATION 21:22-22:5

We only know beginnings and ends. We know a world of start and finish. Our brains hurt trying to think about forever. God's glory will never run out. It will never expire. His glory will go on and on and on.

WORK IT OUT:

What is it about God's glory that you're looking forward to the most? Does the idea of forever scare you or bring you joy?

DAY 7

WHAT IS ONE TRUTH THAT YOU LEARNED THIS WEEK? WHAT ARE YOU GOING TO DO ABOUT IT?

FACILITATION HELP

Wrap It Up

You made it to the end! It's time for a party. Take time to celebrate at the end of the year as a discussion group. As the leader, this is an opportunity to speak into the lives of your students. Tell them how much you've seen them grow. Tell them how proud you are of them. You could even use this time as an opportunity to talk about next year and set some goals and dreams. Whatever you do, use this time to reflect on all that God has done in the lives of your students throughout this year. Give God the glory and the credit for all that He has done.

You made it to the end! It's time for a party. Take time to celebrate at the end of the year as a discussion group. As the leader, this is an opportunity to speak into the lives of your students. Tell them how much you've seen them grow. Tell them how proud you are of them. You could even use this time as an opportunity to talk about next year and set some goals and dreams. Whatever you do, use this time to reflect on all that God has done in the lives of your students throughout this year. Give God the glory and the credit for all that He has done.

EVALUATION:

What went well ... what didn't go so well? Record how the night went and spend some time as a leadership team discussing this on a regular basis. Continual evaluation helps to refine what you do and continues to help make this the best night of your students' week.

- Prep It —
- Play It —
- Teach It —
- Discuss It —

FOLLOW UP:

Sometimes it's hard to remember all the prayer requests and things going on in the lives of students. Use this space to record prayer requests, students' contact information, meeting times and information. Or use it for your students to copy down when their next game or concert will be.

[illegible]

Unit Four: Review // Consummation

SECTION 1: PREP IT

LESSON OVERVIEW:

GOD IS GOING TO BRING EVERYTHING TO COMPLETION. Jesus is going to leave and set His disciples loose on the world to share and spread the gospel. Jesus is also going to establish His Church to be His representation here on earth. In order to reach the Gentiles, Jesus is going to change the life of Saul. An encounter he has with Him on the road to Damascus will change everything. With the entire world being turned upside down, we learned that our faith is something that we already have but is also something that still needs to grow and mature. We need to live life worthy of the calling and make sure our walk before God is pleasing because He's coming back! No one knows the timing of His return,

LESSON OBJECTIVES:

- The students will review the previous seven lessons.
- The students will review the key verses, thoughts, and words of the previous seven lessons.
- The students will summarize the previous seven lessons into a complete thought.

YOUR OBJECTIVES:

You know your students. Following the lesson, what learning objectives do you want to accomplish tonight?

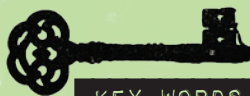
-
-
-

PRIMARY SCRIPTURE: ACTS 1:6-12;
ACTS 2:40-47; ACTS 9:1-22;
PHILIPPIANS 3:8-14;
1 THESSALONIANS 4:13-5:11;
2 CORINTHIANS 5:10; ROMANS 14:10;
REVELATION 3:11-12; REVELATION 21-22:5



*Acts 1:9; Acts 2:42; Acts 9:18; Philippians 3:12;
1 Thessalonians 4:16-17; 2 Corinthians 5:10;
Revelation 21:3-4*

but we do know that He will return. As believers, we will be with Him and He will evaluate our lives. In the end, God will judge those who have trusted in themselves, and Satan, along with his angels. He will cast them into the lake of fire where they will be separated from God forever. God will create a new heaven and a new earth where we will be with Him and life will be better than we could ever imagine. There will be no more death or pain! No more tears. All believers will live happily ever after with God.



KEY WORDS: Ascension, The Church, Conversion, Justification, Sanctification, Rapture, Bema, God's Kingdom

KEY THOUGHTS: (See Teach It Section)

SECTION 2: PLAY IT (INTERACTION)

Over the past seven weeks your students have experienced several different interactions. Look through your Evaluate It sections and see if there was one particular interaction or game that they really enjoyed playing and play it again. If there was a service project that made a huge impact, take the following time and debrief from it. Have your students share their experiences and give testimonies to how it impacted them.

YOU PLAN IT - WHAT ARE YOU GOING TO DO TONIGHT?

TRANSITION:

How are you going to get them from sweaty and messy to ready to learn and engage God's Word?

IDEAS —

- Video Clip —
- Skit —
- Mixer —
- Worship —

ANNOUNCEMENTS:

What one or two important things do the students need to know before they leave tonight?

NO MORE THAN TWO!!!

-
-

SECTION 3: TEACH IT (LARGE GROUP)

LARGE GROUP TEACHING

Introduction — Over the past several weeks your students have learned a lot about the consummation. They have learned some new key words and memorized some familiar and new verses. Have your students begin this review lesson with how this unit has impacted them. If your group is more drawn to the fine arts, then put all seven lessons into a skit or drama where they can tell the story of all seven lessons mashed together.

YOU PLAN IT - LARGE GROUP TEACHING

Introduction:

SECTION 3: TEACH IT (LARGE GROUP)

LESSON 4.1

Key Verse: *After He said this, He was taken up before their very eyes, and a cloud hid Him from their sight. (Acts 1:9)*

Key Word: Ascension: a rising up

Key Thought: In Lesson 4.1 we learned that Jesus rose into heaven and temporarily left the disciples with a mission to share the gospel with the world.

LESSON 4.2

Key Verse: *They devoted themselves to the apostles' teaching and to the fellowship, to the breaking of bread and to prayer. (Acts 2:42)*

Key Word: The Church: the whole body of professing believers in Jesus Christ throughout the world

Key Thought: In Lesson 4.2 we learned that God established the Church to be His representation of the kingdom of God here on earth.

LESSON 4.3

Key Verse: *Immediately, something like scales fell from Saul's eyes, and he could see again. He got up and was baptized. (Acts 9:18)*

Key Word: Conversion: a complete change of belief and person

Key Thought: In Lesson 4.3 we learned that Christ gives us new eyes to see. Paul had an encounter with Christ on the road to Damascus that would change his entire life.

LESSON 4.4

Key Verse: *Not that I have already obtained all this, or have already been made perfect, but I press on to take hold of that for which Christ Jesus took hold of me. (Philippians 3:12)*

Key Words: Justification: God declaring sinners not guilty but righteous on the basis of the death of Jesus as payment for their sin

Sanctification: the process of spiritual growth that occurs as believers give control of their lives to the Holy Spirit

YOUR TEACHING OUTLINE:

-
-
-

SECTION 3: APPLY IT (LARGE GROUP)

Key Thought: In Lesson 4.4 we learned that we are saved from our sins and God declares us righteous. However, becoming more like Jesus is a process.

LESSON 4.5

Key Verses: *For the Lord Himself will come down from heaven, with a loud command, with the voice of the archangel and with the trumpet call of God, and the dead in Christ will rise first. After that, we who are still alive and are left will be caught up together with them in the clouds to meet the Lord in the air. And so we will be with the Lord forever. (1 Thessalonians 4:16-17)*

Key Word: Rapture: the return of Christ for believers

Key Thought: In Lesson 4.5 we learned that Jesus is coming back!

LESSON 4.6

Key Verse: *For we must all appear before the judgment seat of Christ, that each one may receive what is due him for the things done while in the body, whether good or bad. (2 Corinthians 5:10)*

Key Word: Bema: a victor's platform

Key Thought: In Lesson 4.6 we learned that we will be rewarded and held accountable for the things we do.

LESSON 4.7

Key Verses: *And I heard a loud voice from the throne saying, "Now the dwelling of God is with men, and He will live with them. They will be His people, and God Himself will be with them and be their God. He will wipe every tear from their eyes. There will be no more death or mourning or crying or pain, for the old order of things has passed away." (Revelation 21:3-4)*

Key Word: God's kingdom: the eternal and perfect rule and dominion of Jesus Christ forever

Key Thought: In Lesson 4.7 we learned that God will create a new heaven and a new earth. Believers will spend eternity with Him and live happily ever after.

NOTES:

SECTION 4: DISCUSS IT (SMALL GROUP)

GETTING STARTED:

- What thing or concept stuck with you the most over the past seven weeks?
- Why does that one thing or concept matter to you most?

WEEK 1

READ: ACTS 1:9

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- How are you proclaiming the gospel like Jesus charged the disciples to do?

WEEK 2

READ: ACTS 2:42

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- Why is the Church important? What is a church supposed to do?

WEEK 3

READ: ACTS 9:18

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- How did you come to know Jesus Christ? Are you telling others your story and God's story?

SECTION 4: DISCUSS IT (SMALL GROUP)

WEEK 4

READ: PHILIPPIANS 3:12

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- In what ways does your faith continue to grow?

WEEK 5

READ: 1 THESSALONIANS 4:16-17

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- How are you preparing for Christ's return?

WEEK 6

READ: 2 CORINTHIANS 5:10

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- What is the bema seat? What will we do with the rewards we receive?

WEEK 7

READ: REVELATION 21:3-4

WORK IT OUT:

- Describe the most important thing that you learned from this lesson.
- When it comes to the new heaven and the new earth, what are you looking forward to the most?



SECTION 5: EVALUATE IT

EVALUATION:

- **Prep It —**

- **Teach It —**

FOLLOW UP:

[illegible]