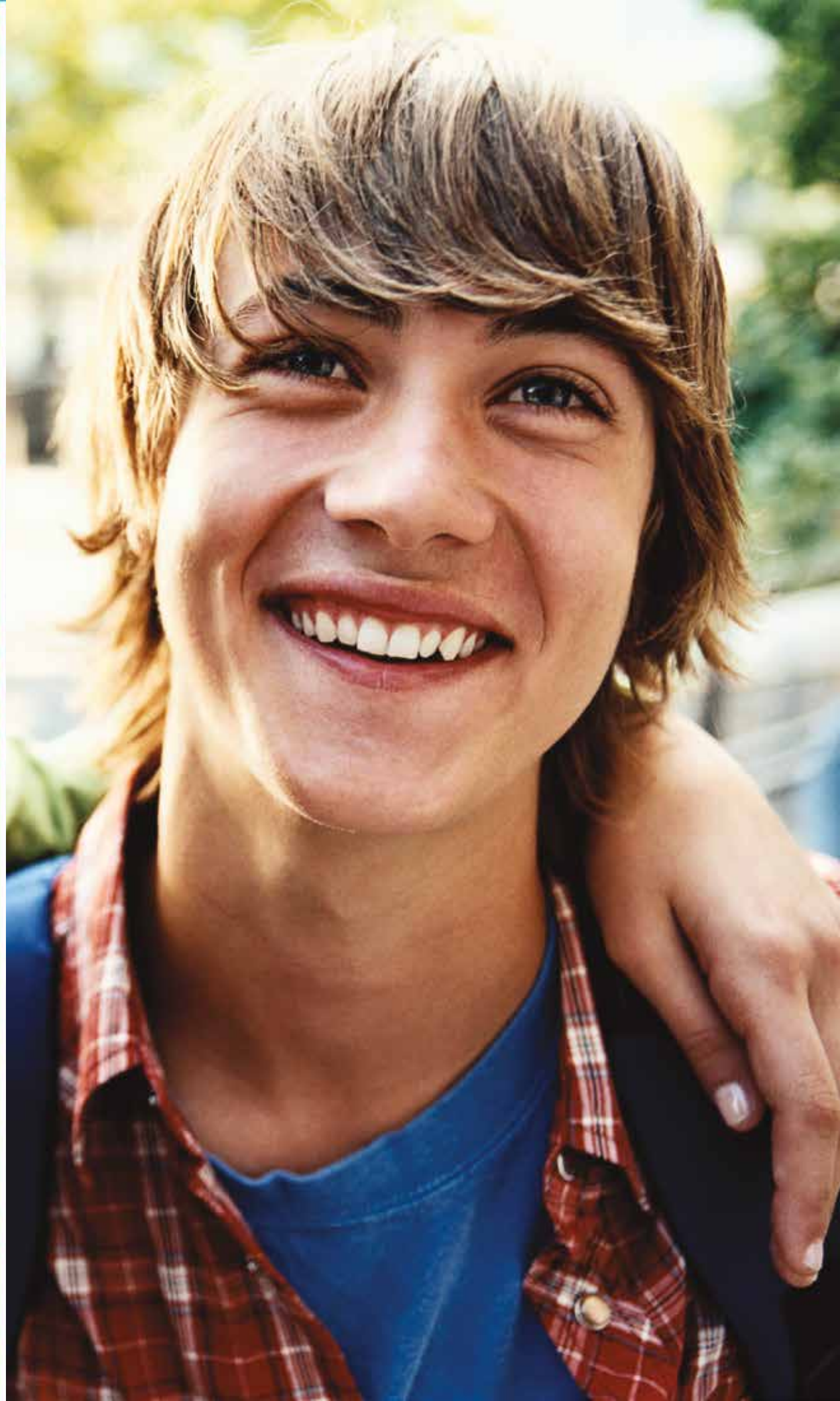


# YOUNG TEEN

GRADES 6 - 8



Radiant Life

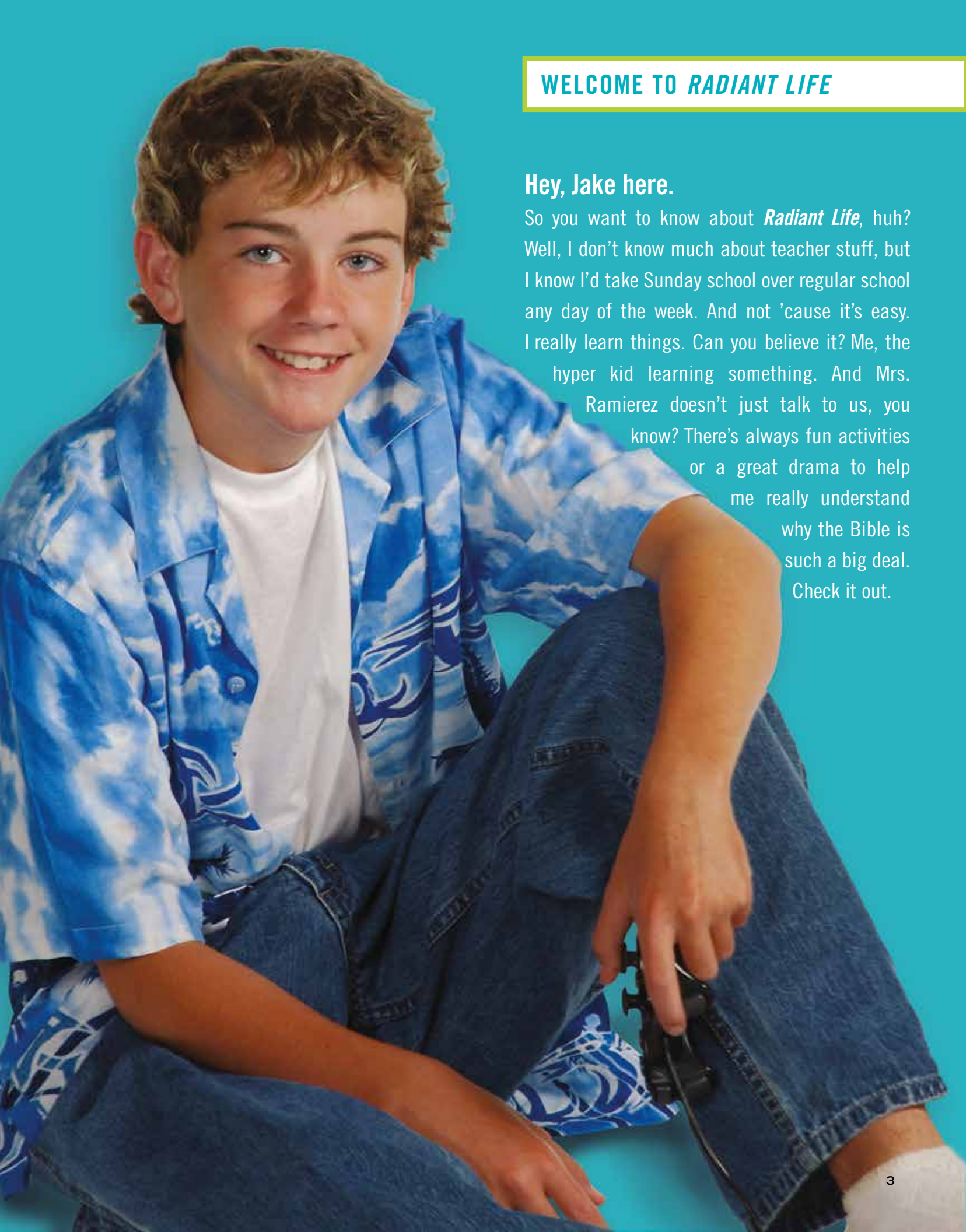


- 3** Welcome to *Radiant Life*
- 4** *Radiant Life* Philosophy
- 5** Who You Teach
- 6** Sample Teacher Guide Lesson
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## WELCOME TO *RADIANT LIFE*

### Hey, Jake here.

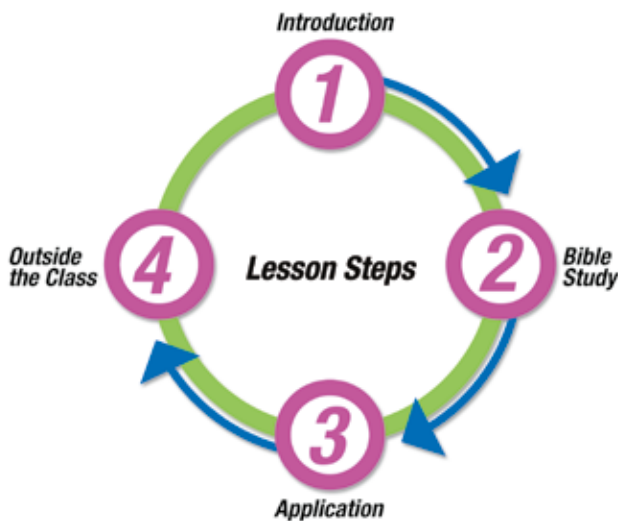
So you want to know about *Radiant Life*, huh? Well, I don't know much about teacher stuff, but I know I'd take Sunday school over regular school any day of the week. And not 'cause it's easy. I really learn things. Can you believe it? Me, the hyper kid learning something. And Mrs. Ramirez doesn't just talk to us, you know? There's always fun activities or a great drama to help me really understand why the Bible is such a big deal. Check it out.

# RADIANT LIFE PHILOSOPHY

You'll know your lessons are successful when two things happen—your students gain Bible knowledge, and they let biblical principles change their lives. With *Young Teen* you'll ...

## ■ SAVE VALUABLE PREP TIME

Time is valuable and you probably don't have a lot to spare. That's why *Young Teen* lessons are easy to use. The clear objectives, lesson overview, and at-a-glance activity options make prep time a snap. Plus, the lesson outline format helps you move quickly and easily through the four lesson steps as you teach. (See illustration.)



## ALWAYS BIBLICALLY SOUND

*Young Teen* lessons are firmly rooted in God's Word—and they always will be! Plus, our unique Pentecostal approach ensures that *Young Teen* curriculum goes beyond the basics, allowing the Holy Spirit to make life-altering transformation.

## ■ ADAPT THE LESSON FOR YOUR CLASSROOM

No one knows your students like you do. That's why every *Young Teen* lesson includes plenty of activities so you can choose the best learning option to fit your schedule and meet your students' learning needs.

## ■ KEEP STUDENTS INVOLVED AND FOCUSED

All your students want to enjoy class time, but how much of the study do they remember? Research\* shows that students learn best in a variety of ways:

- Seeing (visual: 40%)
- Touching (tactual: 15–20%)
- Hearing (auditory: 20–30%)
- Moving (kinesthetic: 15–20%)

You'll find *Young Teen* lesson activities cover each of these learning preferences, so you can include those that appeal to your students' needs.

\* Resource: *Teaching Students to Read Through Their Individual Learning Styles*, Marie Carbo, Rita Dunn, and Kenneth Dunn, Prentice-Hall, 1996, p. 13.

## ■ SEE YOUR STUDENTS' LIVES CHANGED

Your goal is to help your students become more Christlike. Our goal is the same. That's why every *Young Teen* study includes a life-application objective and activities. We want your students to discover that becoming like Jesus runs deeper than avoiding punishment or seeking reward. It's about choosing to do the right thing because they love Jesus and want to follow Him.

## We Believe...

- INSPIRATION OF SCRIPTURE**  
2 Timothy 3:16
- THE ONE TRUE GOD**  
Deuteronomy 6:4

- THE TRINITY**  
Matthew 28:19
- THE DEITY OF CHRIST**  
John 1:1
- SALVATION**  
Titus 3:5–7
- WATER BAPTISM**  
Matthew 28:19

- COMMUNION**  
1 Corinthians 11:22–26
- HOLY SPIRIT BAPTISM**  
Acts 2:4
- SPIRITUAL GIFTS**  
1 Corinthians 12:4–10, 28
- SANCTIFICATION**  
Romans 12:1,2

- CHURCH AS BODY OF CHRIST**  
Ephesians 4:11–16
- MINISTRY**  
Mark 16:15–20
- DIVINE HEALING**  
Isaiah 53:4,5
- THE SECOND COMING OF CHRIST**  
1 Thessalonians 4:16,17

To download the complete *Radiant Life* Theme Chart, visit [www.RadiantLife.org](http://www.RadiantLife.org).

Because every student learns differently, *Young Teen* studies include multiple activity options that target the four basic learning styles. That way, you can tailor your lesson to meet the needs of your students. Here's how your students learn:

## WHO YOU TEACH



### SEEING (visual)

Alison likes to “see” her world. She enjoys colors, contrast, posters, illustrations, and videos, but gets bored when there are no visuals.



### HEARING (auditory)

Stephanie “hears” her world. She responds well to verbal interaction and enjoys being involved in discussion and debate, but becomes bored when she hears information she already knows.



### TOUCHING (tactual)

Wade likes to get in touch with his world. He needs to feel good about new concepts and learns best when he can manipulate objects with his hands.



### MOVING (kinesthetic)

Miguel loves to experience his world. He moves a lot during class and enjoys participating in active illustrations like dramas and hands-on activities.

# SAMPLE TEACHER GUIDE LESSON

*Young Teen* lessons are easy to follow. Large, bold directives at the beginning of each segment walk you through the study at a glance. And our easy-to-follow format will help you keep your place while you teach the lesson.

We include the passages you'll use in class as well as extra verses for additional study or reference, so you won't have to go searching for the Scriptures used in each lesson.

Every lesson is based on a foundational portion of Scripture.

The convenient, at-a-glance **Activities** list will help you make sure you have all your supplies ready.

Scripture taken from the HOLY BIBLE, INTERNATIONAL VERSION ©. NIV® COPYRIGHT © 1973, 1978, 1984 by Biblica, Inc.™ Used by permission. All rights reserved worldwide.

## BIBLE TEXTS

Main texts for class presentation:  
**Proverbs 6:9–11; 10:23; 12:15,16; 14:17; 18:2,7; 20:3; 21:20; 29:11**  
**Ecclesiastes 4:5; 10:1**

## KEY VERSE

**Proverbs 14:9**

Fools mock at making amends for sin, but goodwill is found among the upright (NIV).

Fools make a mock at sin; but among the righteous there is favour (KJV).

## ACTIVITIES

- Foolish Felons**
- Be Advised**
- Can't Say That**
  - Board game: Taboo
- They Said What?**
- Now That's Annoying**
  - Board, chalk/markers
- Keeping Your Cool**
  - *Young Teen RESOURCE* item *Keeping Your Cool*
- Don't Be Foolish**
  - Board, chalk/markers
- Put to the Test**
  - Board, chalk/markers
- Forsaking Foolishness**
- Foolishness or Forgiveness?**

# UNIT 3 >> STUDY 2

## Wise Up

A Fool Ain't Cool

## TEACHER FOCUS

At this stage of their lives, few teens pride themselves on being super-smart. Most would prefer to be perceived as being a little more carefree. Some even relish being known as rebels. But few, if any, want to be considered fools. It's simply not a label people would choose for themselves.

The Bible, though full of grace, is not hesitant to describe fools—people whose behavior is defiant toward God and detrimental to themselves and others. The Book of Proverbs is packed full of wisdom, and points out that a significant part of gaining wisdom simply involves avoiding foolishness.

This week's session deals with five general categories of foolish behavior. These topics by no means cover everything in the realm of foolishness, but they do provide a lot of insight on how to stay out of trouble and make wise choices.

As your students test their independence, as well as their ability to make choices, they will no doubt learn many lessons the hard way—through experiencing the consequences of bad decisions. So be gracious as you teach. Don't come across as condemning anyone personally. We all struggle at times with foolish behavior. In fact, some of the lessons you've learned from experience in these areas might help your students gain greater wisdom in dealing with the same issues in their lives.

## YOUNG TEEN

Use the **Teacher Focus** to familiarize yourself with the lesson and how it relates to your students and you.

Young teens like Jake want to know what's important, why it matters, and how to apply it. Every lesson is structured around these three key objectives to help you meet your students' needs and apply the lesson to their lives.

## What's the Big Idea?

Behaving foolishly leads to destructive consequences.

## Why does it matter?

Foolish behavior defies God and negatively affects the people involved.

## How do I live it?

Ask God to help you recognize and resist the foolishness of arrogant, opinionated, quick-tempered, contentious, and irresponsible behavior.

# INTEREST THEM

### Activity Option: Foolish Felons

- Describe to students the following accounts of "stupid criminal" acts:
- An arsonist was boiled alive when he hid in a large barrel of water in the kitchen of a building that he set on fire.
  - A bank robber was arrested at his home the day after he left his demand for money on the back of his own bank deposit slip.
  - A man gave a convenience clerk a \$20 bill and asked for change. When the clerk opened the register, the man pulled a gun and asked for all the money. Leaving the \$20, he fled with less than \$15 cash.
  - A car was stolen with a cell phone still inside. A police officer called the number and told the man who answered that he had seen an ad in the paper and was interested in buying the car. The two arranged a meeting, at which the officer arrested the thief.
  - Two men tried to rob an ATM using a chain attached to the bumper of their truck. Instead of pulling the front off the machine, they tore their bumper off and left it behind with their license plate attached.

**Explain** that while most of us would claim to be smarter than these criminals, all of us have done stupid things. And although stupid things are not crimes, most carry consequences.

**Ask** students to describe times when they did something they now consider foolish or stupid, and the consequences. Then discuss these questions:

- ? **How would you describe foolishness? Why do people do foolish things?** (Some people think it's fun or impressive. Others act without thinking. Often, people are influenced by others to act foolishly.)
- ? **What can people do to avoid foolish behavior?** (They can think before they speak or act, not worry about what others think, etc.)

**Explain** that the Book of Proverbs is full of wisdom. It often conveys this by describing behaviors that are foolish.

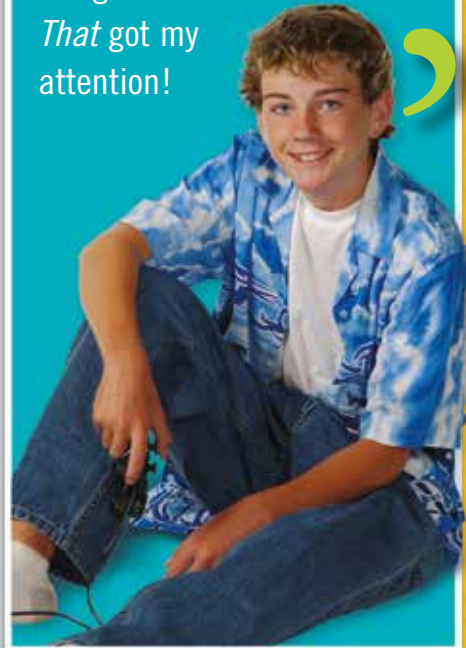
## STUDY OVERVIEW

**Explain** that today's study considers

- what the Book of Proverbs has to say about fools and foolishness,
- several kinds of foolish behaviors and how to avoid them,
- and the consequences of foolishness and the benefits of wisdom.

Attention-grabbing openers capture your students' attention from the beginning of the class.

I was busy talking to Zack when Mrs. Ramirez asked if we'd heard about the guy who got boiled alive. I've done some stupid things—but not like that. *That* got my attention!



**Read** lines give you the biblical framework for the lesson and tell you exactly where to interject the Scripture passages.

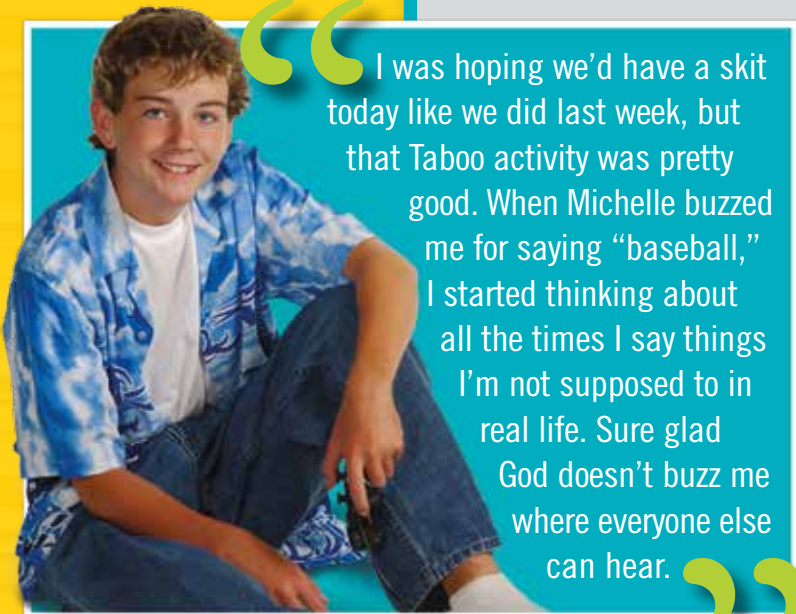
**Explain** paragraphs provide the “meat” or teaching portion of the lesson. This allows you to teach concepts in your own words.

**Background Info** provides general commentary and other useful information for deeper study located in handy sidebars strategically placed next to the lesson.

background INFO >>

**Parental Advice:** Parents or guardians are often the main source of discipline and advice for teens. While some teens may have strained or even abusive relationships at home, God calls them to handle parental relationships with wisdom and grace.

Even good parents are not always right, and yet they are part of a teen’s life by God’s design. As such, parents are worthy of respect. The Bible describes disrespectful, dishonoring, rebellious, or hateful behavior toward parents as foolish. (See Proverbs 10:1; 15:20; 23:22.)



“ I was hoping we’d have a skit today like we did last week, but that Taboo activity was pretty good. When Michelle buzzed me for saying “baseball,” I started thinking about all the times I say things I’m not supposed to in real life. Sure glad God doesn’t buzz me where everyone else can hear. ”

## INFORM THEM

### 1 Take advice or pay the price.

**Read** or have a volunteer read **Proverbs 12:15**.

? **Why would a person refuse to listen to advice? How could that be a problem?** (People tend to think their own opinions are right and may be too arrogant to consider something that might be better.)

**Explain** that if someone is determined to do things his or her own way and won’t listen to good advice, he or she is foolish.

**Activity Option:** Be Advised

➤ Ask students to tell about times when they gave or received advice. These can include times when the advice was taken and other times when the advice was rejected.

? **From what kinds of sources do teens tend to get advice—wanted or unwanted? What issues are involved?**

? **What should we do when we get advice?** (Whether we decide to take the advice or not, we should at least be willing to listen.)

**Explain** that not all advice is going to be correct or beneficial. But we should still be open enough to listen and consider advice from others. Sometimes that advice will help us do things better or avoid problems.

### 2 A belligerent view brings trouble on you.

**Read** or have a volunteer read **Proverbs 18:2,7**.

? **What kinds of things or issues do people—especially teens—have strong opinions about and why?**

? **Is it good or bad to have strong opinions? Explain.** (People with strong beliefs can accomplish much. But when people become adamant with their opinions to the point of driving others away or causing harm, it may be better to rethink opinions, learn to present them in a less offensive manner, or just keep quiet.)

**Activity Option:** Can’t Say That

➤ Bring a board game like Taboo to class. Familiarize yourself with the rules so you can explain them to the class. Form two teams and play one or two rounds. Then, ask these questions:

- **How did it feel to get “buzzed” for saying the wrong thing?**
- **How did you control what you said during the game?**
- **How did you feel when someone else said a wrong word?**

In this game, the consequences of saying the wrong thing was losing a point. What are some consequences of careless speech in real life?

YOUNG TEEN

**Activity** directives provide step-by-step instructions to help you with various interactive options.



**Activity Option:** They Said What?

Ask students to think of times when people from history, politics, the media, etc., spoke carelessly or without thinking. Consider the consequences of their words and whether those consequences were justified or blown out of proportion. Discuss how to avoid careless speech.

**Ask** students to think of times when their words got them in trouble. They don't have to go into detail about what was said, but encourage them to share what they learned from the experience.

? **Why would God want us to be careful about how we present our opinions?** (He wants us to demonstrate humility and dependence on Him. He doesn't want us to bring reproach on the cause of Christ by being prideful or obnoxious.)

### 3 Don't be a fool; keep your cool.

**Activity Option:** Now That's Annoying

Ask students to add suggestions to the following list of things that annoy some people. Write these on the board and take a class poll to determine which act is most annoying to students in your class.

- fingernails on a chalkboard
- grinding teeth
- a dripping faucet
- tapping fingers
- chomping/popping gum
- popping knuckles

These are annoying, but minor issues. But even when dealing with serious matters or very irritating behaviors, it's foolish to be easily angered.

**Read** or have a volunteer read **Proverbs 12:16**.

? **What kinds of things really annoy or upset you and why?** (Encourage students to think of more serious issues than those above.)

? **What do you tend to do when you feel insulted? Why can controlling your temper be difficult at times?**

**Explain** that a foolish person doesn't exercise self-control, and gets annoyed and offended easily. But a wise person overlooks insults.

**Activity Option:** Keeping Your Cool

Read the case studies from the *Young Teen RESOURCE* item *Keeping Your Cool* and answer the questions that follow. Encourage students to discuss how they might feel and act in each of the situations described.

**Read** or have a volunteer read **Proverbs 14:17** and **Proverbs 29:11**.

? **What kinds of negative things can happen to a quick-tempered person?** (Encourage students to tell about times when they regretted losing their temper. What did they learn from the situation?)

? **Why is it wise to exercise self-control? How can we develop it?** (It helps us think before acting so that we can make wise decisions. It gives God the opportunity to reveal what's best. We can gain self-control by exercising greater patience with others and greater trust in God.)

We intentionally include more options than you can use in a normal class period to ensure *Young Teen* resources are adaptable for a wide variety of settings and learning styles.

**MAKE IT WORK FOR YOU:**

Before class read through the options and choose the ones best suited to your students, time constraints, and classroom setting. Remember, anything labeled "option" can be used or left out without impacting the lesson's effectiveness.



The **Resource Item** sidebar lets you know at a glance which activities use items from the *Young Teen Resource Book*.

Questions and key statements are printed in bold and are followed by response hints and commentary that specifically address the issues being raised. Even if your students don't respond, asking the questions will get them thinking on a deeper level. If they don't respond, remember to state the information that follows the questions.

**HELPFUL HINT:** If you don't want to use the questions, simply turn them into statements and summarize the information that follows.



## 4 A fool spends life seeking strife.

**? Have you ever known people who seemed to be looking for trouble or a fight? Why do people sometimes behave this way?** (They may be angry or bitter about something, or simply seeking attention. Some may feel as if they have something to prove.)

**Read** or have a volunteer read **Proverbs 20:3**.

**? Why is it wise and honorable to avoid strife—especially for a Christian?** (It usually demonstrates more intelligence, strength, and boldness to turn from an argument. People are influenced more by Christians' grace and humility than by their ability to argue.)

**Read** or have a volunteer read **Proverbs 10:23**.

**? Why, and in what ways, can evil conduct be appealing?** (It appeals to our defiant human nature, sense of selfishness, independence, greed, and jealousy. Even the Bible admits that sin offers momentary pleasures, but ultimately leads to destruction [Hebrews 11:25].)

**Explain** that many young people delight in doing things that deep down they know are irresponsible or wrong. But the Bible regards this as foolishness and promises that consequences will follow.

## 5 If you snooze, you lose.

**Read** or have a volunteer read **Proverbs 21:20**.

**Explain** that foolish people don't plan ahead. They live for now and don't worry about what they need to have or do in the future.

**? Why can it be easy for people, especially teens, to live for the moment, without regard for the future?** (Younger people have a shorter frame of reference. Ten years is more than half their lifetimes. They want to enjoy life before they have to take on more responsibilities.)

**? How can this be an irresponsible attitude?** (A young person's actions or inactions can have consequences for years to come.)

**? What kinds of things should a young person, especially a Christian, prepare for?** (Older teens must start thinking about their vocation, saving for school, developing responsible living habits, etc.)

**Read** or have a volunteer read **Proverbs 6:9–11** and **Ecclesiastes 4:5**.

**Ask** students what behavior these passages describe.

**Explain** that there is nothing wrong with rest and relaxation, but Scripture warns about laziness because it will lead to ruin.

**? Why is it easy to be lazy? Why is it unwise?** (Laziness keeps people from accomplishing things and reaching their potential. Laziness is also habit-forming and will cost a person much throughout a lifetime.)

YOUNG TEEN

**Discuss** sections give you a topic for group consideration. Your students will take more from the lesson after a lively dialogue on relevant issues.

**Involve Them** gives students the opportunity to see how they can apply biblical principles to everyday situations.

## INVOLVE THEM

**Discuss** today's *YT Student Guide* fictional story about how turning from destructive choices leads to a satisfying relationship with God.

**Activity Option:** Don't Be Foolish

Read **Ecclesiastes 10:1**. Then ask students the following questions:

- **How would you feel if you squeezed out a strip of toothpaste and found a fly in it?**
- **What do you think the writer of Ecclesiastes is saying?**
- **How does foolishness give a person's life a foul smell?**

Write on the board the following words: family, money, relationships, romance, education, time, talents, and friends. Ask students how a person might behave foolishly in each context. Then suggest a wise alternative action for each instance.

**Activity Option:** Put to the Test

Write the following words on the board: arrogant, opinionated, quick-tempered, contentious, and irresponsible. These words sum up the issues dealt with in this session. Take a few moments to discuss what kinds of situations put us to the test in each area. Encourage students to share advice with one another on how to avoid or overcome each of these foolish behaviors.

**Explain** that we all struggle with foolish behavior at times. If left to our own ways, we would naturally reject much of the wisdom God offers us in His Word. But if we trust and learn from Him through experience, He will help us realize the benefits of making wise choices.

## INSPIRE THEM

**The Basic Message:**

- **WHAT:** Behaving foolishly leads to destructive consequences.
- **WHY:** Foolish behavior defies God and negatively affects the people involved.
- **HOW:** Ask God to help you recognize and resist the foolishness of arrogant, opinionated, quick-tempered, contentious, and irresponsible behavior.

**Ministry Activity:** Forsaking Foolishness

Encourage students to consider the issues they struggle with most, and allow them time to pray for God's help in acting wisely in these areas.

**Invitation Option:** Foolishness or Forgiveness?

Proverbs 14:9 says that "fools mock at making amends for sin." They offer no apologies and make no effort to set things right with others. Worse yet, a fool sees no need to get right with God by accepting the amends for sin that He made through His Son Jesus. Provide opportunity for those who have not confessed their sin to God to make Christ the Forgiver of their sins and the Leader of their lives starting today.



Relevant stories in each week's *Young Teen Student Guide* help teens recognize how the lesson objective translates into everyday life.

We'll help you bring the day's study home through summarizing the basic message, reviewing the lesson objectives, and providing ministry time so students apply the principles to their lives. After all, helping your young teens gain Bible knowledge and become more like Christ is what *Sunday school* is all about.

**Ask Yourself:**

1. Do students understand that doing things the Bible regards as foolish will have serious consequences?
2. Can students name several foolish behaviors, such as refusing advice, being stubborn, losing their temper, looking for trouble, and being lazy?
3. Are students more convinced of the benefits of behaving wisely?

teacher HINT >>

The **Ask Yourself** sidebar will help you quickly evaluate how well your students understood the lesson.

# CLASSROOM RESOURCES

The *Young Teen Resource Book* includes worksheets, case studies, skits, and more to enhance your lesson presentation.

**"Abram believed the Lord, and he credited it to him as righteousness."**

—Genesis 15:6 (NIV)



## Failing at Failure

This exercise can help you overcome the mistakes that might be holding you back. Remember, you don't have to show the page to anyone if you don't want to.

In row 1, briefly describe your biggest failure or the disappointment in life. In row 2, name the expectations

that you failed to meet in this situation. In row 3, write the names of the people you failed to row 4, describe the consequences of the failure. In row 5, explain how you feel or are growing to fix your mistakes. In row 6, write how you will ask God to help you.

1. Failure
2. Expectation
3. Person
4. Consequence
5. Rewards
6. Help

Use this sheet as a plan for overcoming some of the failures in your life. Remember that God wants to forgive you and help you. You aren't alone!

## Bible Background

### Unit 1 Study 1

**Psalm 136:1-9**  
136:1-9  
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136:1-9

**Psalm 136:10-19**  
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**Psalm 136:20-26**  
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**Psalm 136:1-9**

1. "I will praise the LORD at all times, for his love endures forever."

2. "Give thanks to the LORD, for he is good, for his love endures forever."

3. "Give thanks to the LORD, for he is good, for his love endures forever."

4. "Give thanks to the LORD, for he is good, for his love endures forever."

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Corresponding with every lesson is a two-sided, reproducible handout for your students. **Bible Background** lists all the Scripture used in the lesson in one convenient place. And **Think.about.it** features case studies, quotes, and interesting facts relating directly to the lesson theme.

**BONUS BUY:** Use this sheet in class and then send it home with every student for additional lesson reinforcement.

**Think about it**  
Today's Study | It's Why We're Here.

**Introduction:**  

 "He will never produce a butterfly by growing wings on a caterpillar." —*Thomas Merton, without of Alas! Words, around at this connection after creating the elastic grain which cannot be crushed by any and carbon. Being transformed into butterflies and frogs with a heavenly Greek metamorphosis.*

**Worship Choice:**  

 As a guide about worship, he understood that the word must be changed. As a musician, he learned that the word means to be changed from within.

**An Examination:**  

 According to Ephesians 10, Reformation the church being marked to find someone they will change or worship.  
 "Again, it is not a thing which is more or less, whether he will be a worshipper or not."

**Conclusion:**  
 "Worship is conversations between God and man, a dialogue that should go on consistently in the life of a Christian."  
 —Bob Sorge

**Metamorphosis vs. Masquerade**

In other words, is that the natural and spiritual reality, the change of the inside the outside and natural appearance of the inside on the outside. This reality is a transforming experience.

As a Christian, have you given God the opportunity to change you? (Psalm 139:14) "For you know that the inside will be changed? All God is about you. And in worship, you are 'told and all that' in you that he about and spend the in prayer."

**What's the Question?**  
 Ask a worshiper how he or she is the only question to ask and the answer? Every man worships—a man's worship? Every woman or what do you worship? Do you do what God the command you to worship him?

**Worship is . . .**

- a dialogue with God that should be present throughout a Christian's life.
- going to God through a variety of activities.
- an alternative response to the self-revelation of God.
- the intention to be received by God.
- the highest point humans can reach in response to the love of God.

**What about this?**

"Hallel, does my hair look all right? Give me that little mirror from your pocket, Oh, hurry, hurry, hurry, hurry!"  
 "Dan, it's a nice hair every week! First, the guy in English, then the model about. Who is it now?"  
 "What do you do to prepare to be in God's presence? Do you spend equal amounts of time on your inside and outside?"

**IDEA FILE:** Create a quarterly contest, like memorizing all 13 Bible verses, giving a unit quiz, or bringing the most visitors to Sunday school, and offer a prize as incentive.

# STUDENT RESOURCES

The **Young Teen Student Guide** gives teens relevant examples of how the lesson principles translate into daily life.

## THIS WEEK: They Want What You've Got

Whether they realize it or not, people \_\_\_\_\_ the life God freely offers.  
People won't find ultimate \_\_\_\_\_ fulfillment, or purpose without Christ, and will be lost eternally without Him.  
Be prepared to \_\_\_\_\_ Christ's message to those who don't know Him but want what He offers.

- 1 Christians' Commission (Matthew 4:19; 28:18-20; Mark 16:15; Romans 10:13-15)
- 2 Non-Christians' Condition (Ephesians 2:1-12; 2 Thessalonians 1:8-10)
- 3 God's Compassion (Matthew 9:36; Mark 10:41; Luke 10:13; John 10:16; 1 Timothy 2:3-6; 2 Peter 3:7)
- 4 People's Desire (1 John 4:19; John 15:10-11; 16:22-23; 20:17)

I can apply this to my life by...

## InterAct with Family & Friends

**Let's Talk:** What do Christians have that a person who isn't a Christian doesn't? What makes Christians different? How can a person determine if another person is a Christian or not?

**Reach Out:** Think of the people in your life that are not Christians, but are open to your testimony. Think of ways you can bring up Jesus in your normal conversations with them.

WHAT DOES ANYBODY NEED TO KNOW?  
©-2018 Young Teen's Student Guide

**A NEW HOME...**  
The encounter was just like hundreds Elmostafa had driven before, but that trip would become incredibly important in the upcoming months.

Fill-in-the-blank note-taking space helps young teens follow along with the lesson. And **InterAct** topics enable them to take their faith to the world by giving them topics to start spiritual conversations with family and friends.

## A NEW HOME...

In a new country seemed to be exactly what Moazedin Elmostafa needed. His former African home in Sudan was plagued with danger. Sudan also didn't offer much opportunity to someone with the spirit of an entrepreneur like Elmostafa. He moved to the United States because of the opportunities people like him have here. He settled in North Carolina with the hope of making enough money to move his wife and three children to the United States. And in about five years Elmostafa raised the money needed to co-found a business with a good friend. They named the business, On Time Taxi. It was this business that landed Elmostafa in the center of controversy.

The young man paid their bill, tipped Elmostafa, and went on their way. The encounter was just like hundreds Elmostafa had driven before, but that trip would become incredibly important in the upcoming months.

After some time, Elmostafa had forgotten about the uneventful night until he received an unexpected call from an attorney. The attorney was representing one of the young men Elmostafa had given a ride to a month before. Elmostafa was unaware that the young man was accused, with two others, of a violent crime on the night Elmostafa had given him a ride. His testimony was important to the case and could help show that the young man was elsewhere, and not involved in the crime.

case, or withhold his information because of fear. To further complicate his decision, Elmostafa was surprisingly arrested for being an unknowing participant in an already settled case that happened years before. He had driven a young woman home in his taxi. The woman had just shoplifted from a department store. Elmostafa believed the revived charges were a scare tactic to keep him from testifying on the Duke student's behalf. At this point he decided that regardless of the consequences, he had to give his testimony for the welfare of the young man. Some called him a hero, but in Elmostafa's mind he only did what was right.

**This is good, and pleases God our Savior, who wants all men to be saved and come to a knowledge of the truth (1 Timothy 2:3-4, NIV).**

**For this is good and acceptable in the sight of God our Savior: Who will have all men to be saved, and come to the knowledge of the truth (1 Timothy 2:3-4, KJV).**

(Take a moment to memorize these verses.)

Just like Elmostafa, our testimony is absolutely vital to the well-being of those who do not yet know the truth. It is a matter of life and death. Sometimes things stand in the way of communicating the truth, but in the end it is up to each person to be determined to testify the truth of Jesus for the good of all.

Elmostafa believed the revived charges were a scare tactic to keep him from testifying on the Duke student's behalf.

Almost two years after founding his growing business, Elmostafa received a late night call for his taxi services. He answered the call and picked up two young college students who used his services to take them to an ATM, a restaurant, and finally to a location on the campus of Duke University.

But Elmostafa had reservations because he had recently applied to become a citizen of the United States. He was worried that his involvement and testimony in the case could somehow keep him from becoming a citizen, and those concerns left him with a choice. He could choose to go forward with his vital testimony for the young man's

## ReAct

### Read:

□ Matthew 28:18-20; Mark 16:15; Romans 10:13-15  
□ Ephesians 2:1,12; 2 Thessalonians 1:8, Matthew 10:8; 1 Timothy 2:3-6; 2 Peter 3:7 □ 1 John 4:19; John 15:10,11; 16:23; 20:26

### Think About It:

- How has becoming a Christian changed the way you look at others that need Jesus?
- How does the Great Commission in Matthew 28:18,20 affect how you live?
- Are you compassionate toward people that need Jesus or do you look at them negatively because they have not accepted Jesus?

### Respond:

- What things can keep a Christian from sharing the message of Jesus?

- What things can keep someone from accepting Jesus and His message?

- What is God's attitude toward people who have not yet accepted or refuse to accept Jesus?

### Act!

- God desires that no one should die without a relationship with Jesus. That includes literally every one. List on a sheet of paper at least three people you will come into contact with this week that you can witness to in some way.
- On a piece of paper write out four or five Bible verses that you believe are important in witnessing. Your Sunday School teacher, youth pastor, or pastor may be able to help you if you have problems. They'll be sure to encourage you every week or two until you have your list completed.

## TAKE FIVE PLUS

Getting teens into God's Word is simple with **Take Five Plus**.<sup>\*</sup> This daily devotional guides them through a life-long habit as they journey through the Bible in a year. Plus, your students will be inspired by art, poetry, and photos created by their peers.

<sup>\*</sup>Published quarterly. Yearly subscriptions available.

Attention-grabbing stories (either true or fictional) illustrate the message of the daily devotional.

### False Freedom

Read Psalm 2:1-6

"Let's party!"

How often have you heard that invitation (and not in reference to your little sister's birthday)? The party lifestyle—wild and carefree, with no thought for the consequences—is promoted in countless ads, TV shows, and movies. Every year thousands of young people use their spring break or their weekends to pursue pleasure in ways that do not honor God or bring His blessing on their lives. In fact, God's guidelines for spiritual, emotional, and physical health seem restrictive to them.

**"Let us break their chains," they say, "and throw off their fetters" (Psalm 2:3).**

Even Christians, during times of temptation, can feel restricted by God's guidelines for holy living. Yet, every "rule" in God's Word is really an invitation to enjoy true freedom. Anyone who believes God's rules can be pushed aside soon discovers that sinful choices bring pain and bondage.

People lured by the "freedom" of a party lifestyle discover too late that their poor choices create lifelong addictions and other life-threatening consequences. Don't fall into that trap. Let God give you the most fulfilling life you can imagine. **How can your friends affect your attitude toward God and His laws?**

**What are some blessings you've discovered in living for God?**

**Today's Thru-The-Bible Theme:** I Believe in Jesus Christ.

**Prayer Emphasis:** Pray honestly about the temptations you face and ask God to give you the strength of character to follow Him.

This short section of Scripture provides the applicational basis of the daily devotional.

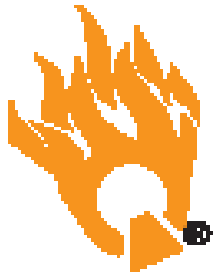
Scripture is applied directly to the student's personal life.

Thought-provoking and introspective questions encourage teens to be doers of God's Word, not just hearers.

Selected Scripture keeps students on track with reading the Bible in one year.

Every devotional gives students a prayer emphasis to teach them the discipline of daily prayer.

# BUILD UP YOUNG LEADERS



## FIRE INSTITUTE

Without a doubt the best resource you'll find anywhere for building student leaders is **FIRE Institute**<sup>®</sup>. Taking student leaders through these four, 8-week sessions will greatly expand their capacity for leadership within your youth ministry.

This intense discipleship program helps students reach a greater degree of commitment in their walk with Christ. FIRE Institute<sup>®</sup> is divided into four areas of study—Foundation, Inspiration, Responsibility, and Evangelism. These four categories (each one an 8-week course) stretch students by taking them through in-depth Bible study, lessons in theology, a class project of their choice, sharing their faith, and Scripture memorization.



## LEADER MANUALS AND KITS

The leader manuals provide all the course materials of the daily and weekly assignments for each category. Kits include a leader manual, student manuals, and a large T-shirt.

Foundation and Inspiration  
Leaders Manual  
02LU0431

Responsibility and Evangelism  
Leaders Manual  
02LU0432

Foundation and Inspiration  
Leaders Kit  
08LU2069

Responsibility and Evangelism  
Leaders Kit  
08LU2070



## STUDENT MANUALS

The student manuals guide students through their eight weekly sessions, providing checklists, assignments, and space for journaling and note-taking.



### FOUNDATION STUDENT MANUAL

This manual concentrates on building a foundation of appropriate student priorities and attitudes when it comes to praying, living, telling, serving, and giving.

02LU0433

### INSPIRATION STUDENT MANUAL

This manual emphasizes inspiration as a discipline to be experienced through prayer and the study and application of God's Word.

02LU0434

### RESPONSIBILITY STUDENT MANUAL

This manual builds students' doctrinal understanding. They will be guided to create a plan outlining how they intend to use their spiritual gifts for future ministry upon graduation from high school.

02LU0435

### EVANGELISM STUDENT MANUAL

This manual emphasizes leading through telling the story of Christ, serving people, and giving graciously toward God's purposes to reach people.

02LU0436