

# Warning Signs



Is it possible to know in advance, before you ever go out with someone, that they are a bad choice for a date? What are some of the warning signs you look for that say, “stay away from this one?” Make a list below and be ready to share your answers with the class.

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## **God’s Input**

I Corinthians 15:33  
Ephesians 6:1-3

# Is This GENEALOGY ACCURATE?

## GROUP PROJECT

### Compare:

#### Matthew 1:

*(7) and to Solomon was born Rehoboam; and to Rehoboam, Abijah; and to Abijah, Asa; (8) and to Asa was born Jehoshaphat; and to Jehoshaphat, Joram; and to Joram, Uzziah; (9) and to Uzziah was born Jotham...*

#### I Chronicles 3:

*(10) Now Solomon's son was Rehoboam, Abijah was his son, Asa his son, Jehoshaphat his son, (11) Joram his son, Ahaziah his son, Joash his son, (12) Amaziah his son, Azariah his son, Jotham his son*

The same genealogy is being recorded in both passages. But, are the two lists the same? Can you find any discrepancies?

If so, how do you account for this? Is the Bible inaccurate? With your group, explore the possibilities and see what you can come up with.

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# DATING PROFILES

Read over each of the dating situations described below. Explain how a Christian would handle each. In each case you should cite a passage from Lesson #4 as part of your answer. After you have given your answers, sit down and talk with your parents about each situation. Ask them how they believe a Christian should handle each. Make note of any differences between your answer and theirs.

## [3] PARENT'S PERSPECTIVE

## [2] YOUR ANSWER

## [1] SITUATIONS



Cindy has waited months for Jeff to ask her out. When he finally did, he asked her to go see a filthy, R-rated movie.

What do you think a Christian should do?

What input did your parents have?

Alex has really been pressuring Amanda to have sex with him. He keeps saying, "If you really loved me, you would do this."

What do you think a Christian should do?

What input did your parents have?

Robby really likes going out with Kaitlyn, even though she is a bit on the wild side. But it seems like she's always pressuring him to do things he knows are wrong.

What do you think a Christian should do?

What input did your parents have?

Rick and Staci were really looking forward to their date. They were going to a great concert and celebrating six months of going out. The only problem was that Staci's church was having a gospel meeting the same night they were planning to go out.

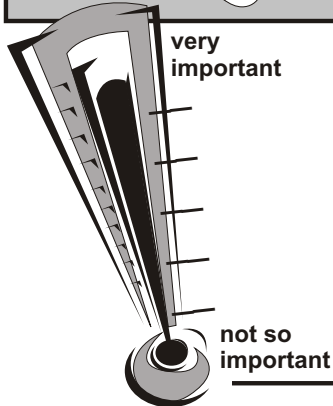
What do you think a Christian should do?

What input did your parents have?

# Tough Choices

about How I Look

## Lesson #6

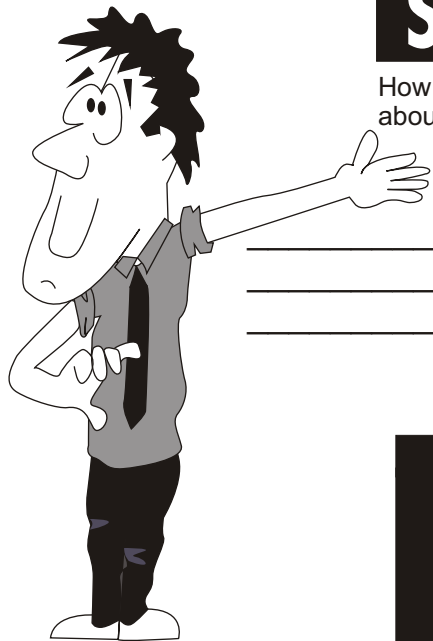


How important is a person's physical appearance? Using the scale to your left, rank the importance you think our world places on how a person looks.



## So...What Can I Do About It?

How much control do we have over our appearance? What are we able to change about the way we look? Make a list below of things we can and cannot change.



Can Change:

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Cannot Change:

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## TRUE / NOT TRUE

People put too much emphasis on physical appearance.

That's True     That's Not True

It's okay for Christian to dress in current styles.

That's True     That's Not True

It's okay to wear clothes that cause people to notice your body and that make you look sexy.

That's True     That's Not True

Only "good looking" people will find friends and have a good time in life.





That's True     That's Not True

God really cares about my physical appearance.

I think so     I think not

### God's Guidance

What does God have to say about how I look? Read each of the passages below. Then, choose one and write a brief essay on what God is saying in this passage about our physical appearance.

-  I Timothy 2:9-10
-  Acts 10:34-35
-  Proverbs 31:30
-  I Samuel 16:7

# What Would A Servant Do?

Imagine yourself in each of the situations described below. Then explain how a person who thinks like a servant (LIKE JESUS) would handle each one.

[1] An announcement is made on Wednesday night that there will be a work day on Saturday to clean up around the building. The elders want everything to be “spruced up” before the gospel meeting begins on Sunday. You already have plans to hang out with some friends on Saturday.

- What would a servant do?
- Explain why:

[2] A comment is made in the church bulletin that some of the elderly members would appreciate visits since they cannot get out much.

- What would a servant do?
- Explain why:

[3] Your Bible class teacher suggests that some of you call one of your class members who has been missing quite a bit. You know you should, but the thought of doing it really scares you.

- What would a servant do?
- Explain why:

## TEAM PROJECT



### What Can I Do?

As we bring this class session to a close, have the teacher divide the group into several teams. Give each one five minutes to think of specific ways that a young person can serve in the kingdom of God. Bonus points for the most specific answers. Compile your ideas into one big list and share them with the class.

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


Phil would get his chance to share the gospel with a friend. Actually, the opportunity would be forced upon him. Amanda, Kyle's girlfriend, was really broken up over his death. She just never seemed to get over it. Phil would talk with her frequently to try to help, but nothing seemed to help.

During one conversation, Amanda asked him how he was coping. "What have you done to cope with this?" she asked. Phil mentioned that his parents had been a big help. Also, some people at church had helped. "I've also been reading my Bible more and praying," he added. "That's really helped me deal with this."

To his surprise, Amanda was curious. "Do you think that could help me?" she asked. "I've never really gone to church much; my parents don't go. But, I believe in God. In fact, since Kyle's accident, I've been thinking a lot more about God and stuff." Phil had never imaged that Amanda would be interested in spiritual things. She had always been a bit on the wild side. Now he could tell she was genuinely curious. "Maybe we could talk about God and the Bible sometime," Phil offered. Amanda quickly suggested they get together the next week. She was really anxious to hear what he had to say. Phil agreed. His first study was scheduled.

It was only after he got home that it dawned on him: what would he say when they studied next week?

Pretend you are in Phil's shoes. You have to prepare for this Bible study with Amanda. What will you say? Using the sheet below, put together a brief presentation of the gospel for her. Outline exactly what you would say when you went for that study. You can draw on our study of the sermons in Acts and the scripture key below for help. For now, keep your presentation brief. Try to hit the main points and provide scripture to back them up. Keep in mind what you know about Amanda and her circumstances as you arrange your thoughts.

 <b>Scripture Key</b>	<h1 style="margin: 0;">My Presentation of the Gospel</h1>
Rom. 3:10, 23	
Rom. 6:23	
Eph. 2:1-10	
John 3:16	
Rom. 5:6-11	
Rom. 3:10, 23	
Mark 16:16	
Acts 2:37-41	
Rom. 10:9-10	
Rom. 6:1-11	
	
John 8:24	
Acts 8:26-39	
Acts 22:16	
	

Note to the teacher: Go over these outlines in class. Help the students fill in missing parts and fine tune their message.

# Research Project

Your assignment is to research the period of:

## ***The Divided Kingdom***

You need to be prepared to report back to the class and explain what was happening during this period of Israelite history.

Here are some sources you can use to find information:

### 1) The Text:

Information about this period is found in I Kings 12 - II Kings 17. You do not need to read every verse of every chapter; but you need to look over this for information about kings and conditions of the times.

### 2) Bible Dictionaries:

You can look up the names of any of the prophets who worked during this period and find information about what was happening during this time.

### 3) Commentaries:

Any commentaries on the prophets should have an introduction that will give you some background information about the times in which he worked.

# ATTENTION TEACHERS: READ THIS FIRST!

## SUGGESTIONS FOR YOUR FIRST CLASS SESSION

### The Challenge To Show Relevance

In teaching this material, one of the great challenges you will face is helping the students see its relevance. They may have a hard time understanding why they must study all of this "doctrinal stuff." Let me suggest an approach in your first class session that may help overcome this problem and show them in a dramatic way why this study is important.

### What To Do In Your First Class

- [1] Do not hand out the workbooks in advance. Just have them show up for that first class session with their Bible.
- [2] Create a series of index cards with different false doctrines typed on each one. Make sure you have enough cards for each student to get one. You may want to choose your topics from the subjects covered in the book (see table of contents). Your index cards should look something like this.

A person is saved at the moment he believes in Jesus. Faith alone saves us.

We can know the exact day Jesus is coming back.

- [3] Begin with prayer, then take one card and hand it to one of your students. Ask them to read the statement on the card and provide a Bible answer to this false doctrine. Insist that they provide Bible verses to back up their answers.
- [4] As students try to give answers, play the role of "devil's advocate" with them. Provide the kind of criticisms of their answers that they might get from people who believe these doctrines. The goal is to help them get a sense of the kinds of questions they will face and whether or not they are ready to answer.
- [5] Devote 30-35 minutes of your class to this part of the lesson, then hand out the workbooks and ask them to answer the questions on page #2.

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# DIRECTIONS

## for my term paper

For the next several weeks, our class work will focus on putting together a term paper. Use the following directions as a guide for your work.

**Objective:** To give an overview of one of the Minor Prophets

**Length:** At least three type-written pages (double spaced)

**Footnotes:** Footnote any source you cite or quote

**Tools:** Make use of the Bible, dictionaries, commentaries, etc., the same books we have been using all along for our research

**Content:** Your paper should answer three questions:

- 1) Who wrote this book? Include all the background you can find on the author. What was special about him?
- 2) What were the times like? Who was king? Was he good or bad? What were the people like (faithful or unfaithful)? What were their sins?
- 3) What was the message? What was the prophet trying to say to the people? It may help to summarize this chapter by chapter. Review our study of Amos.

**Book:** You are free to select any of the minor prophets, with the exception of Amos, since we have already studied this book.

Hosea

Joel

Obadiah

Jonah

Micah

Nahum

Habakkuk

Zephaniah

Haggai

Zechariah

Malachi

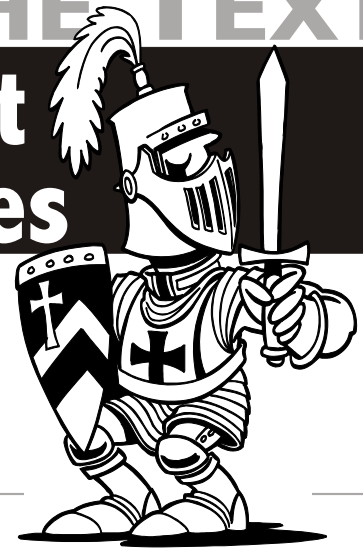
**My choice is:** \_\_\_\_\_

**Reading:** Before going any further, you need to take some time to read over this book at least twice and jot down some of your initial observations.

# TACKLING THE TEXT



## Old Testament Heroes & Zeroes



### SESSION [2]

HERO: *David*



1|0

2|0

3|0

4|0

5|0

4|0

PRE-GAME

Before coming to class, sit down and read:  
I Samuel 17:1-58 . This will help prepare your mind for the work we will do in class.

- I completed my reading before class.
- My lame excuse for not doing my reading is:

\_\_\_\_\_

GAME TIME

- [1] Have the teacher divide the class into several teams.
- [2] One person on each team should read the following passage out loud for the rest of the team: **I Samuel 17:1-58.**
- [3] As that person reads, each team member should mark all of the reasons David should have lost this battle. Also, mark anything you find that would help you explain why David was so confident going into this battle with a much greater enemy.
- [4] When the reading is finished, combine your findings and make one "team" list on the next page.

POST-GAME

- [1] When the teams have completed their work, use the discussion questions on the next page to talk over the story you read and discuss the lists each team made. The teacher may want to construct one "big list" on the board.
- [2] Then, use the questions in the application section to put the principles learned from this story to work in your life. Remember, the information does not help us if we do not know how to use it!

# THE HOT SEAT

## Back To School Scenarios

### Instructions For The Teacher

Place a chair in the middle of the group. If you can paint the chair red, that would be even better. Have one student sit in the chair. Read one of the scenarios below. Ask the student in the "hot seat" to explain SPECIFICALLY how they would respond. Dig into the details. Have them explain exactly what they would do and say in each situation. After the student gives his answer, talk over the scenario with the entire group. Be sure to discuss specific Bible principles and passages that would guide us in this situation. When you are finished, put a new student in the "hot seat" and read the next scenario.

### Discuss

- [1] You are sitting on a bench in front of school about 20 minutes before first period begins. One of your good friends comes running up to you. "I need your help," he says. "I forgot to do the math homework last night. If I don't get it done, I'm going to fail this class. Please let me copy yours. I'll never ask again. I just need to do this once!"

What would you say?

What Bible principles and passages would guide us?

- [2] You are sitting in Biology class while the teacher explains the theory of evolution. "You see," she says, "all of the evidence tells us that man evolved over billions of years from simple, one-celled life forms. Does anyone have any questions?" she asked.

What would you say?

What Bible principles and passages would guide us?

- [3] "If you want to be in this play, you have to be committed to be at every rehearsal," the drama teacher said as she handed out the script. "The last two weeks we will rehearse every night of the week from 6-9 p.m." she continued. "No exceptions. I want everyone to be here." You know that this will interfere with Bible class on Wednesday night.

What would you say?

What Bible principles and passages would guide us?

- [4] You are eating in the lunchroom with a couple of your friends. They start talking about this girl in the lunch line. "She's got a really hot body," one of them said. That comment was followed by some pretty graphic talk about what they would like to do with her.

What would you say?

What Bible principles and passages would guide us?

- [5] You are sitting in the back of the bus with a couple of your friends. At the next stop, a very large girl gets on the bus. She is so big that it's hard for her to get into a seat. Some of your friends start laughing. "Isn't she a pig," one of them says quietly. Another one starts making pig noises.

What would you say?

What Bible principles and passages would guide us?

- [6] A group of your friends are off by themselves laughing about something. "What's so funny?" you ask as you walk up. They hold a pornographic picture that one of them copied off the internet. "Check it out," they say.

What would you say?

What Bible principles and passages would guide us?

- [7] Walking home from school, a couple of your friends start talking about how they got into trouble that day. "The principal gave me in school suspension for three days," one of them said. "He's such a big jerk. I can't believe we have such an idiot running this school. Can you believe he was such a jerk?" your friend asks you.

What would you say?

What Bible principles and passages would guide us?