

Family Time

Spiritual Family
Time Activities
for Teens

Activities

for
Teens

**Tried
&
True**



Kirk Weaver



Bible
Activities
and Object
Lessons
for Families
with Teens



Tried and True

KIRK WEAVER

To Jim Weidmann, who introduced me to the priceless joy and peace that comes from providing intentional spiritual training in the home. To my family—Kelly, Madison, and McKinley—who have embraced Family Time as a core value in our life together. And, to our unborn grandchildren and great-grandchildren, may you learn, live, and teach Jesus as our personal Savior and eternal hope.

God’s greatest gift to Family Time Training in the past seven years has been Mike and Ann Miller. They saw more in me and more in Family Time Training than I ever thought possible. God has blessed them with a vision for the family. Thousands of families are stronger and thousands of children will know Christ because Mike and Ann were willing to be led by Christ.

—Kirk Weaver



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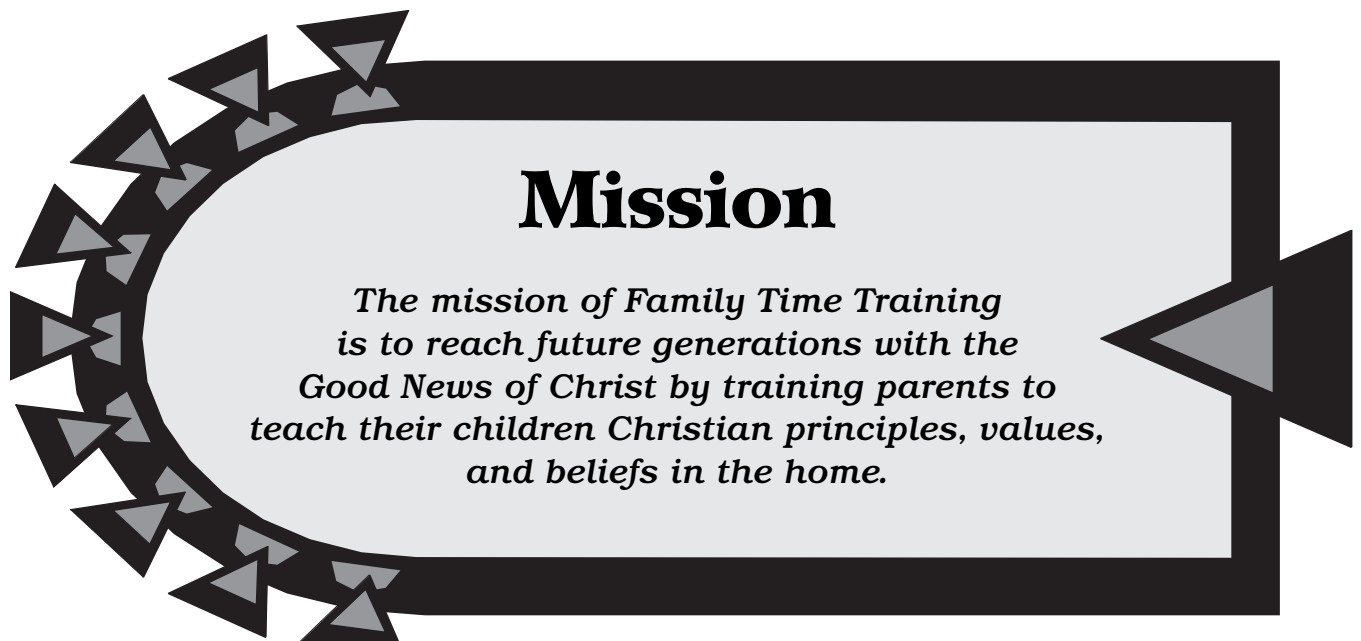
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Vision Statement

Imagine a child who responds to the needs of others and is eager to give and share.

Imagine a child who has learned to say “no” to busyness. A child who will take time to slow down and who understands the necessity of Sabbath rest.

Imagine a child who has been trained to seek truth.

Imagine a child who lives accountable to an unseen but always present God.

Imagine a child whose best friend is Jesus.

Imagine a child who is more eager to learn about the teachings of Jesus than to watch television or play sports.

Imagine a child with an eternal perspective, a child who invests more time giving and serving than accumulating and being entertained.

Imagine hundreds and thousands, a whole generation, of children growing up to live and teach the example of Christ.

In Deuteronomy 6:7 God presents his plan for passing on a godly heritage to our children. At Family Time Training our vision is to see future generations living for Christ. First, parents are to be the primary spiritual teachers in the lives of children. Second, spiritual training is to take place 24 hours a day, seven days a week. Family Time Training is just a tool, but it is a tool God can use in your family to accomplish his vision.

Foreword

“I believe most parents who are Christian want to teach their children the faith, they just don’t know how. The church is important support but primary spiritual teaching must happen in the home, otherwise, it’s not going to happen.”

—R.C. Sproul, theologian

Family Time is the “how to” tool parents can use to teach their children the faith at home. The organization Family Time Training equips parents with fun and exciting activities designed to teach children Christian principles, values, and beliefs.

Family Time Training was formed in response to a spiritual crisis that threatens to undermine the foundation of today’s families. For generations, Christian parents have abdicated to the church their God-given role as the primary spiritual leaders for their children. The church is expected to build within the lives of children a strong spiritual foundation in just one or two hours per week. God designed spiritual training to take place 24 hours a day, seven days a week, with the parents providing primary leadership and the church providing important support. For the sake of our children we must return proactive spiritual training to the home.

Family Time Training works with churches, schools, and spiritually-based groups to teach parents how to provide home-based spiritual training. Training is provided through sermons, classes, and weekend seminars. Families receive direct support through a website (www.famtime.com), activity books, and quarterly mailings.

—Kirk Weaver

Introduction

Not long ago, my wife Kelly and I were talking with Madison on her bed in her room. She was upset with the kids at school. Some were picking on an unpopular student, playing a cruel game Madi chose not to play, and it left her separated from her girlfriends. With tears flowing down her face, Madi said, “I’m trying to be like the beans in Dad’s story.”

Madi was referring to a Family Time lesson. The activity is built around three pots of boiling water, with the water representing adversity. We drop a carrot into the first pot, an egg into the second, and coffee beans into the third. What choices will we make in response to the adversity we face in our lives? Do we get soft like the carrot the way Peter did when he denied Christ? Does the adversity make us hard like the egg and Pharaoh’s heart? Or like the coffee beans, which can represent the example of Paul, do we influence and change the environment around us? Madi was applying a lesson that we’d taught more than four months earlier.

As a parent, you’ve had moments like this. You know what they’re worth.

Family Time activities are simple, fun object lessons intended to teach children about life in God’s world. This is a book of ideas for structured teaching times that will carry forward and open doors for informal learning moments. At first it may feel a little clumsy to create the structured time, to boil carrots and eggs and coffee beans. But the moments when your child actively chooses the godly path will fuel your love and your relationship like nothing else in the world.

“Here’s the game,” I told the four children, my son, daughter, and two neighborhood friends. They were standing at the bottom of the stairs, wide-eyed and eager for the Family Time activity. Standing at the top of the stairs, I said, “I represent Jesus in heaven. More than anything I want you up here with me, but, you can’t use the stairs and you can’t use the handrails.”

They knew there was a trick, something to learn. But what? How would they get from the bottom of the stairs to the top without touching the stairs or the railing? My daughter ran to get a laundry basket, turned it upside down, stood on top and reached up only to find she was still more than fifteen steps from the top.

It was my son, Mac, the youngest of the four, who figured out the solution. "I got it! Dad, please come down and get me," his face beaming, because he had solved the riddle. I descended the stairs.

"Will you carry me to the top?" he asked. "Of course!" I responded. After carrying all four children piggyback style to the second floor, I said, "That's how you get to heaven. You can't do it on your own. Only through Jesus can you get there." A powerful lesson presented in the language of children that they still remember to this day.

Deuteronomy 6:5-9 says:

"Love the LORD your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be upon your hearts. Impress them on your children."

How?

"Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the doorframes of your houses and on your gates."

How will we shape our children? What mark will we leave upon them? Is it possible that we can launch them into the world stronger, purer, more trusting of God than we were? Is it possible that we can reshape our families and our family interactions around the joy of loving God with all that is within us?

I believe it is possible. That's what this book is for.

The 's of Effective Family Times

A **Attention Span:** The rule of thumb for attention span is one minute for each year of age. A three-year-old may have a three-minute attention span. Break up your Family Time into three-minute increments. With variety, you gain additional attention span. For example:

3 minutes	Sing or play your Family Time theme song
2 minutes	Pray
3 minutes	Tell the story
3 minutes	Demonstrate the object lesson
3 minutes	Let the child repeat the object lesson
3 minutes	Retell the story
2 minutes	Practice memorization
2 minutes	Close in prayer

21 minutes Total Family Time

B **Be Prepared to Say “I Don’t Know”:** Your children WILL ask you a question that you cannot answer. Promise to find the answer and get back to them within 24 hours. You can call a pastor or search the Internet for more information.

C **Call it Family Time:** When your children grow up you want them to have fond, lasting memories of Family Time. When referring to your times of formal spiritual training, say “Family Time” often. In the same way your children will remember going to school and church or playing sports and music, they will remember times of spiritual training called “Family Time.”

D **Drama Queens and Kings:** Kids love to put on plays. Pick a Bible Story, assign the roles from Director to Diva—everyone gets in on the act. Don’t forget to assign a videographer so you can watch it later.

E ▶ **Encourage Guessing:** Answering a question involves risk. Your child's answer may be right or wrong. Praise him when he guesses at an answer. If he gives the wrong answer say, "Great guess! The answer is..." and give him the correct information. This will keep him participating. If you say, "No, that's wrong," children may eventually stop talking.

F ▶ **Fixed or Flexible:** It's great and admirable to have Family Time the same night every week. However, it may not be practical for your family. Be willing to move the night if needed. The important thing is to have at least one Family Time each week.

G ▶ **Give it to God:** God commands parents and grandparents to be spiritual teachers with their children (Deuteronomy 6:7; Deuteronomy 4:9, Psalm 78:5). Trust that God will equip you to fulfill his plan. As you prepare, and before you begin your Family Time each week, pray and ask the Holy Spirit to lead you and clearly communicate the message to your children.

H ▶ **Hold the Distractions:** When sitting at the table, remove the centerpiece, pencils, paper...anything that can distract a child. A random paper clip left on a table can lead to a possession battle that will ruin the atmosphere for Family Time. Also, when using materials like balloons, string, etc., don't bring them out until you're ready to use them.

I ▶ **Involve Kids in the Preparations:** Whenever possible, especially as kids get a little older, involve kids in the lesson preparations. Preparation can be as much fun as doing the activity and certainly increases ownership. Kids will enjoy making an obstacle course, building a tent with sheets, or mixing a big batch of cornstarch.

J ▶ **Just Do It!:** Don't wait another day to get started!

K ▶ **Kitchen Table:** Start your Family Time at the kitchen table even if you are only going to be there for a few minutes. Chairs provide natural boundaries that will help children focus as you explain what will happen during the Family Time.

L ▶ Listen to the Holy Spirit: Be prepared to modify or change the discussion if the Spirit moves the conversation in a different direction.

M ▶ Make a Picture: Coloring a picture to reinforce a Bible Story can be an excellent teaching technique. While the family is coloring, great conversation about the lesson can take place.

N ▶ Not a Spectator Sport: Participate with your children in the game or activity. By participating, you show your kids that you value Family Time.

O ▶ Oh Boy! If you're feeling frustrated or if family members have a negative attitude—reschedule. Keep it positive.

P ▶ Play it Again, Sam: For younger children, put the lesson into a one sentence phrase like: "Noah had faith in God." Or, "Be content with what God sent." The same night at bedtime, remind children of the main point. The following morning ask them what they remember from Family Time the night before.

Q ▶ Quitting isn't an Option: Commit to once a week and do your best not to take a week off. Continue to do Family Time during the summer months. If you stop, your kids will sense a lack of commitment to Family Time on your part.

R ▶ Repetition isn't the Same as Redundant: Younger children learn best through repetition. In the same way they will watch a video over and over, they may want to repeat fun Family Time activities. Be prepared to repeat the activity, asking the children to explain what the different elements represent. Consider repeating with neighborhood children; your children will learn even more when they teach others.

S ▶ Simple Structure: Younger children benefit from a structured time together. Consider following the Family Time Format each week.

T ▶ To Be or Not to Be Silly: Model for your children that it's okay to be dramatic, silly, and have fun. Kids love it when their parents are playful.

U ▶ Unique Locations: Have a church service in a crawl space to represent the early church under persecution. Hold your Family Time outside at a neighborhood park. Repeat fun activities when visiting relatives on vacation. Tell the story of Zacchaeus while sitting in a tree house. Changing the setting of your Family Time can be fun.

V ▶ Variety: Using a video clip can be an excellent way to teach a lesson. However, using video clips three weeks in a row becomes predictable and is less effective. Mix up the format and tools you use in your weekly Family Time (coloring, video clips, a snack tied to the lesson, etc.).

W ▶ Watch Out for Unrealistic Expectations: Family Time is seldom a disappointment to children. However, parents may sometimes feel like the lesson did not go as well as they had hoped. Often this disappointment is directly related to the parent's expectations. Keep in mind that kids learn valuable things over time. You don't have to get something fantastic out of each Family Time. Be prepared to learn right along with your kids.

X ▶ Xpect a Future: One day your children will grow up and start families of their own. As your children raise your grandchildren they will be equipped with positive memories and effective tools to pass along the faith of their fathers.

Y ▶ Y? Y? Y? Questions are cool. Frederick Beuchner says, "If you want big answers then ask small questions." "What did you learn at Sunday School?" is a big question. "Who did you sit next to at Sunday School?" is a smaller question that can lead to more discussion.

Z ▶ Zees ees Fun! Remember the most important things you can do: take your time, engage your child, and have fun together. A silly accent never hurts either!

Family Time Format

The “Family Time Format” is a simple structure that families can use when leading a Family Time activity. You may want to tweak and modify the structure to meet the needs of your family.

Younger children benefit from using the same format from week to week. They may want to repeat the activity again and again. Remember, repetition is how young children learn. Be sure to call your time together “Family Time.” When your kids are grown, you want them to look back and be able to identify times of formal spiritual training in the same way they can identify school, sports, and church.

Families of older children may want to make the lesson less formal. For example, you may not have a “Family Time Theme Song.” Instead, you can invite your teens to share a favorite song. Ask them why they like the song. Is it the beat, the singer, the words?

Meet Weekly:

The goal is to lead a weekly Family Time in your home. Try to designate and reserve the same time each week, recognizing that on occasion you will need the flexibility to schedule around conflicts.

No Fuss Dinner:

Plan a simple dinner so that everyone in the family can participate. You don’t want one parent spending a lot of time fixing the meal and another parent spending a lot of time cleaning up. Minimize dinner preparation and clean-up by using paper plates and paper cups. Just by looking at how the table is set, children will know it’s Family Time night. You may want to use leftovers or order in dinner. Keep it simple.

Discuss the Previous Family Time:

During dinner talk about what the family did last week during Family Time. Challenge the children to try and remember the activity and message. Talk about the

highlights and use this time to reinforce the message and its potential application during the past week.

You'll be surprised to learn that children will remember back two weeks, three weeks, maybe more.

Family Time Theme Song:

Pick your own family "theme song." Since this is for your spiritual training time, consider songs that talk about faith, family, relationships, and love.

Play this song after dinner and just before the evening lesson and activity. Younger children like to create a dance or hand motions to go with the song. This song signals that Family Time is here while building excitement and anticipation.

SONG IDEAS:

"The Family Prayer Song (As For Me and My House)"

by Maranatha

"Creed" by Rich Mullins

Prayer:

Open the Family Time with prayer. Children and parents can take turns. Teach the children to pray about a wide variety of topics, joys, and concerns.

Message:

Decide in advance and practice the activity you will use. Communicate clearly the main principle or value being taught through the lesson.

Object Lesson:

Each Family Time has an object lesson or activity that reinforces and helps children remember the main message.

Memorize:

Repeat the short, rhyming phrase included with the lesson. The rhyme is designed to help children remember the lesson.



Prayer:

Close the time together with a prayer. Tie the prayer to the lesson. Try different methods of prayer such as holding hands and praying, pray from oldest to youngest, or say “popcorn” prayers (one- or two-word prayers about a specific topic).

Plan Ahead for Next Week:

Many lessons require that you gather specific objects or purchase items from the store. Look ahead to next week’s Family Time activity to make sure you have all the necessary ingredients.



Lesson 1:

BE THE ONE



TEACHING GOAL: Communicating gratefulness and appreciation is an important part of the Christian life.

1. Play theme song
2. Pray
3. Lesson and discussion
4. Memorize: **Be the one; to honor God's Son.**
5. Close in prayer



SCRIPTURE: Luke 17:12-19 “As he was going into a village, ten men who had leprosy met him. They stood at a distance and called out in a loud voice, ‘Jesus, Master, have pity on us!’ When he saw them, he said, ‘Go, show yourselves to the priests.’ And as they went, they were cleansed. One of them, when he saw he was healed, came back, praising God in a loud voice. He threw himself at Jesus’ feet and thanked him—and he was a Samaritan. Jesus asked, ‘Were not all ten cleansed? Where are the other nine? Was no one found to return and give praise to God except this foreigner?’ Then he said to him, ‘Rise and go; your faith has made you well.’”



MATERIALS: Crisp dollar bill for each person
Access to the Internet
www.biblicalparenting.org/moneyring.asp



IN ADVANCE: Practice making a ring from a dollar bill. Have a sample to show the family.

Words that are written in **bold** are when you, the parent, are speaking. Feel free to use your own words.



A Big Idea

Ask a volunteer to read Luke 17:12-19. Highlight the following: **What is leprosy? Leprosy is a very serious disease that kills and discolors the skin. People with leprosy can lose arms, legs, and other parts of their bodies. Some forms of leprosy are contagious. Why did Jesus tell them to show themselves to the priests? The law in that day required someone who was cured of leprosy to go to the priest. The priest would pronounce whether or not the person was cured. Who are the Samaritans? Jesus was born into a Jewish family and the Jewish culture. In general, Jews did not like Samaritans. Jews thought the Samaritans were lower class and unclean. There are several stories in the Bible where Jesus reached out to Samaritans. This confused the Jewish people, but Jesus wanted to communicate that he cares about everyone. In this story Jesus wanted to point out that it was the Samaritan who did what was right by coming back to say “thank you.”**

B Activity

Jesus is teaching us that it’s important to say “thank you.” Read verses 17-19 again. **Was the “thank you” for Jesus or for someone else?** Listen to answers. **When we say “thank you” we’re honoring the person and at the same time giving praise to God.**

We need to practice saying “thank you.” To help us remember, we’re going to make a special ring just like this one. Show them the ring you made earlier. **Just like the Samaritan was the one out of ten who came back to say “thank you,” we are going to “be the one” and say “thank you” when someone does something nice for us.**

Follow the directions at www.biblicalparenting.org/moneyring.asp and help each participant make a ring. Point out that the “1” on the ring is a reminder for each of us to be the one.

While you are making the rings, make a list of times at school, home, and with friends when you can say “thank you.” **For the next 24 hours we’re going to look for opportunities to say “thank you.” Each person should say “thank you” at least ten times. Please don’t make fun of the game or try and draw attention to yourself by saying “thank you,” just look for real opportunities to express your appreciation and say a simple “thank you.”** Make a list.



Application

Encourage each family member to wear their “1” ring for the next 24 hours. Remind them several times in the morning, after school, and in the evening about the task. At the end of the 24 hour period have each participant share stories about when they said “thank you.”



Lesson 2: WALKING BILLBOARDS

By Sue Summers



TEACHING GOAL: We need to remember that what we wear communicates a message about who we are.

1. Play theme song
2. Pray
3. Review last lesson
4. Lesson and discussion
5. Memorize: **Be sure the messages on you; are excellent, noble, and true.**
6. Close in prayer



SCRIPTURE: Romans 12:2 “Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind.”

Philippians 4:8 “Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.”



MATERIALS: Ask everyone to wear a favorite T-shirt with a printed logo or message.

Words that are written in **bold** are when you, the parent, are speaking. Feel free to use your own words.

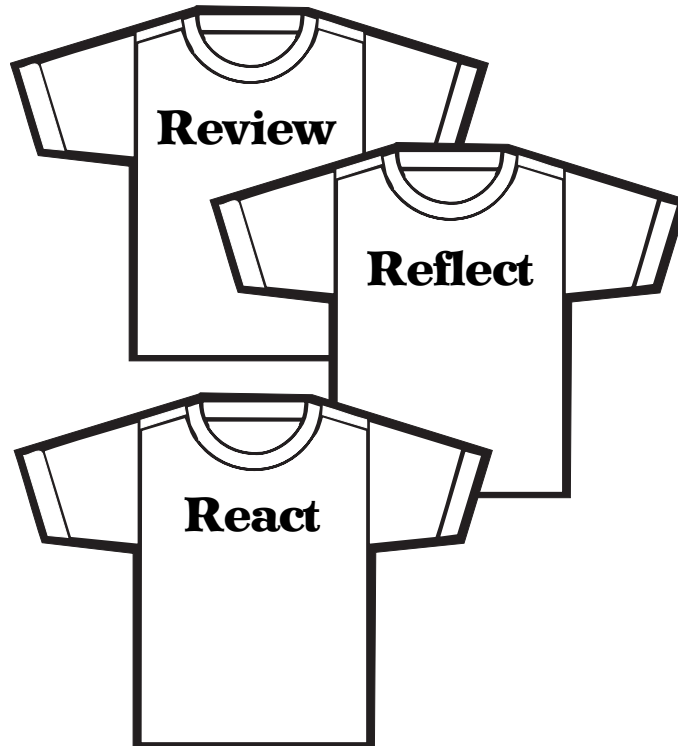


Big Idea

Thank you for wearing a favorite T-shirt with a printed message. Often, when we buy or pick out a new shirt we put a lot of time into choosing just the right one that communicates a special message. When we choose to wear a shirt with a message we become walking billboards. People will assume things about us by the logos and messages on our clothes.

B Activity

We are going to evaluate the shirts we are wearing using a process called the “3 Rs.” The “3 Rs” stand for: **Review, Reflect, and React.**



Let's begin with **Review**. “Review” means to present the facts you see, not opinions. Starting with the first person on my right, take a couple of minutes and tell us why you like your shirt and why you like the message. Listen to each person share.

Now let's **Reflect** on the message. “Reflect” means to give your opinion. Share your opinion on each of the following three questions:

1. What do you think others believe about you by reading the message?
2. Is the message related to what you believe as a Christian?
3. Read Philippians 4:8. Is the message on the shirt: true, noble, right, pure, lovely, admirable, excellent, or praiseworthy?

Lesson 2

Now let's "React" to the shirt's messages. "React" is more than an opinion. You are making a personal value statement about whether you believe the ad is worthy, Christian, offensive, well-done, etc. Take turns reacting to the following five questions:

1. Say something positive about someone else's shirt.
2. Our interests change. Have you ever stopped wearing a shirt because you no longer like the message or logo?
3. What does this T-shirt say about our culture?
4. Have you seen T-shirt messages at school that you like?
5. Have you seen T-shirt messages that are bad?

OPTIONAL ACTIVITY: Plan to have a snack at the local food court or restaurant. Talk about the messages and logos that you see on shirts, hats, and jackets. Encourage everyone to look for bumper stickers on the way to and from getting a snack. Talk about the messages on the bumper stickers.

Application

The clothes we wear make an important statement about what we believe. Furthermore, the billboard you wear perpetuates an idea by advertising it to others. Many times we're attracted to particular kinds of shirts or clothes because we can identify with their message. Usually that's okay. But sometimes a rebellious or selfish part of us is attracted to a particular message. In those times we need to be particularly careful to ask ourselves what message we're portraying to others.



Lesson 3:

CHRIST THE RULER



TEACHING GOAL: Jesus Christ, the Son of God, is the truth and the way to God the Father.

1. Play theme song
2. Pray
3. Review last lesson
4. Lesson and discussion
5. Memorize: **Christ tells us what to do; he confirms what is true.**
6. Close in prayer



SCRIPTURE: John 14:6 “Jesus answered, ‘I am the way and the truth and the life. No one comes to the Father except through me.’”

John 8:31-32 “Jesus said, ‘If you hold to my teaching, you are really my disciples. Then you will know the truth, and the truth will set you free.’”

John 7:16-17 “Jesus answered, ‘My teaching is not my own. It comes from him who sent me. If anyone chooses to do God’s will, he will find out whether my teaching comes from God or whether I speak on my own.’”

John 3:5 “Jesus answered, ‘I tell you the truth, no one can enter the kingdom of God unless he is born of water and the Spirit.’”



MATERIALS: Ruler provided with this activity
 Cardboard
 Glue or tape, scissors
 One or more of your own rulers
 Pen or pencil, paper

OPTION: You can purchase 6-inch rulers for each participant. Write “Jesus” on the back and let each person keep one when they complete the activity.



IN ADVANCE: Glue or tape cardboard to the back of the ruler templates provided with this activity. Cut out a ruler for each participant.

Words that are written in **bold** are when you, the parent, are speaking. Feel free to use your own words.



Big Idea

This lesson is designed to help teens evaluate the standard of Christianity as a true standard. All other standards that people use result in a distorted view of life.



Activity

Give each participant a piece of paper, a pencil, and the ruler provided with this activity. **I am going to give you directions to draw an image on your piece of paper. Be careful to follow the directions exactly.**

- 1. Draw a triangle. Make each side 6 inches long.**
- 2. Draw a square with 2-inch sides inside the triangle.**
- 3. Draw a cross inside the square using a 2-inch vertical line and 1-inch horizontal line.**

Double-check your work and make sure you followed the directions correctly.

Does your triangle have three sides each six inches long? Is there a 2-inch square inside the triangle? Is there a 2-inch vertical and 1-inch horizontal cross inside the square?

I know you all did your best and you think you drew the image correctly but your drawings are wrong. If you followed the directions correctly, how could you be wrong? Listen to answers.

Pull out the correct ruler and measure their images. Then compare the correct ruler with their rulers. **Your image is wrong because the ruler you used had the wrong measurements.**

There are many different religions in the world. Can you name some of the different religions? Christianity. Islam. Buddhism. Hinduism. Taoism. **All these religions claim to be the truth. Listen to what Jesus says in the Bible.** Ask someone to read John 14:6. **Jesus says he is the only way to heaven, but other religions do not believe Jesus is the only way to heaven. Can both Christianity and these other religions be true? If Christianity is true, then the others are wrong. If Islam or the others are true, then Christianity is wrong.**

How can you really know Jesus is the Son of God and Christianity is true? Invite someone to read John 8:31-32. **Jesus says if we follow his teachings (serving, honesty, giving, caring) then we will know what is true.**

The word “lemon” is used to describe a car that breaks down all the time and does not run well. If you go to a car dealer to buy a car they will not say,

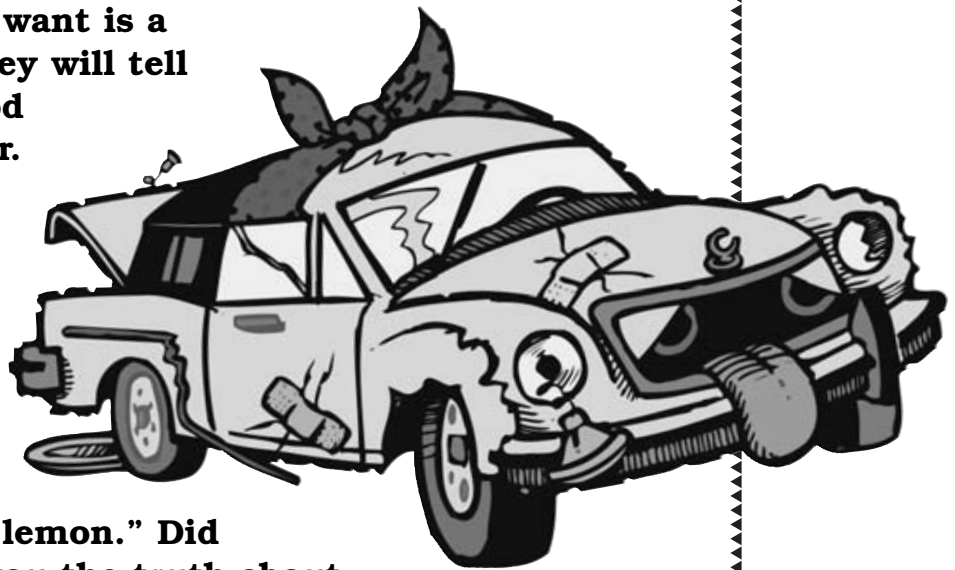
“That used car you want is a lemon.” Instead, they will tell you all kinds of good things about the car.

“It runs great and has never had any problems, etc.” But

if you buy the car, and within a few weeks you have mechanical problems, then

you’ll know it is a “lemon.” Did the car dealer tell you the truth about

the car? No. How do you know? You’ve experienced the car having mechanical problems.



Lesson 3

Jesus is saying that if we live like Christians and follow his teachings, then we will know if what he says is true. We will know if living like Jesus brings peace, assurance, and blessing.

Ask someone to read John 7:16-17. Do what God teaches us to do in the Bible. Then Jesus says we will know in our hearts if he is the Son of God or a false god.



Application

Just like we drew the wrong images because we used the wrong ruler, other religions make wrong claims because they are based on false gods, not the one true God.

As Christians we are blessed to have the right ruler by which we measure life. When we live life according to God's standard, we receive blessing and the reality of living for Christ rings true.

INACCURATE RULERS

0 _____

1 _____

2 _____

3 _____

4 _____

5 _____

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Lesson 4:

BIBLE NAMES AND PLACES



TEACHING GOAL: Bible facts support the truth of God's Word.

1. Play theme song
2. Pray
3. Review last lesson
4. Lesson and discussion
5. Memorize: **When we dig up a clue; we find the Bible to be true.**
6. Close in prayer



SCRIPTURE: Jeremiah 1:1-3 “The words of Jeremiah son of Hilkiah, one of the priests at Anathoth in the territory of Benjamin. The word of the LORD came to him in the thirteenth year of the reign of Josiah son of Amon king of Judah, and through the reign of Jehoiakim son of Josiah king of Judah, down to the fifth month of the eleventh year of Zedekiah son of Josiah king of Judah, when the people of Jerusalem went into exile.”



MATERIALS: You'll want to use Internet access to help with this lesson.

Words that are written in **bold** are when you, the parent, are speaking. Feel free to use your own words.



Big Idea

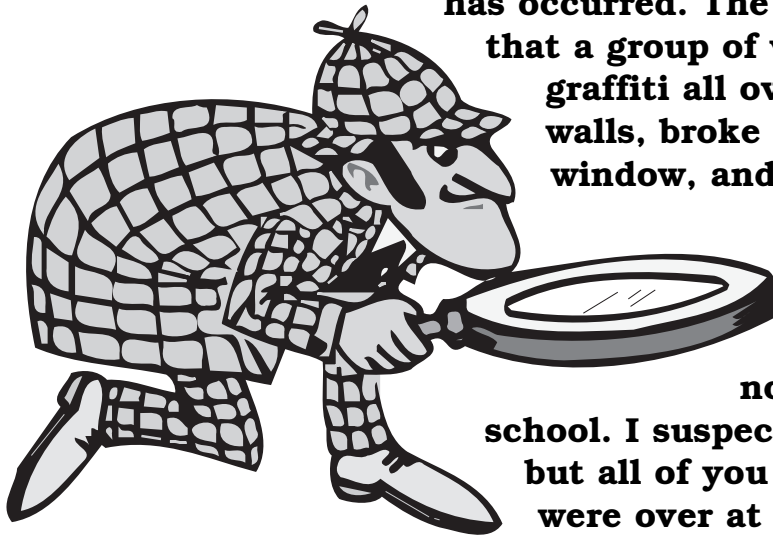
The Bible is an old book. Some people question whether such an old book could be relevant and true today. The Bible isn't just like any other book. It's the Word of God. That means that it is just as true today as it was hundreds of years ago. It's interesting to see modern science and technology discover new truths, but each new discovery is either consistent with the Bible or just confirms the Bible's authenticity.

B Activity

ROLE PLAY

You will need one adult leader to play the detective, and everyone else will be suspects. **The police department has special officers who are called “detectives.” What does a detective do? Try to solve a crime. One technique used by detectives to solve crimes is to compare information from witnesses and suspects.**

I am going to be the detective and you are going to be suspects in a crime. We are going to pretend that a crime has occurred. The evidence shows that a group of vandals wrote graffiti all over the school walls, broke in through a window, and stole books out of a classroom.



I caught all of you together not far from the school. I suspected your group, but all of you said that you were over at a friend's house. Now I'm going to

interview you, one at a time, to see if your story is true. If your story—that you were at a friend's house—is true, then you will be innocent. If your story is not true, then you will be accused of the crime.

Separate the group from your meeting room and bring in each member of the group one at a time. Do not let each member influence the answers of others in the group. Ask them the following questions:

- 1. What is the name of your friend whose house you were at during the time of the crime?**
- 2. You mentioned at the time I caught you that you were playing a game at your friend's house. What game were you playing?**

3. **The crime occurred at 7:10 p.m. What time did you arrive at your friend's house and what time did you leave?**
4. **What color is your friend's house and is it a two-story or one-story house?**

After everyone has a turn, compare the answers and point out the differences. **When people give conflicting or wrong answers, then the truth of their story is questioned and they are considered suspects. You would be suspects for the crime at the school.**

Did you know that there are special "detectives" that question what is written in the Bible to see if it is true? They are called archeologists. What do archeologists do? They dig up old cities and materials that have been buried over time. Many of the Old Testament sites have been buried. Why do they dig up these old cities? To compare what the Bible says with what they find. This is one way that we know what the Bible says is true.

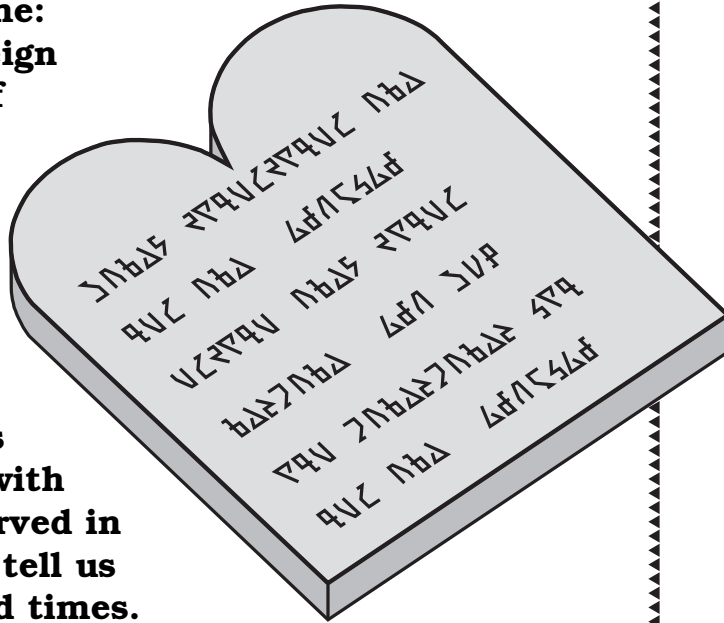
I'm going to read part of the Bible written by Jeremiah, a prophet of God. What I'm going to read was written more than 2,500 years ago. Think about that, more than 2,500 years ago people believed and followed God just like we do today.

Read Jeremiah 1:1-3. (It's okay to stumble over some of the names. Invite the children to help you pronounce the difficult names.) **"The words of Jeremiah son of Hilkiah, one of the priests at Anathoth in the territory of Benjamin. The word of the LORD came to him in the thirteenth year of the reign of Josiah son of Amon king of Judah, and through the reign of Jehoiakim son of Josiah king of Judah, down to the fifth month of the eleventh year of Zedekiah son of Josiah king of Judah, when the people of Jerusalem went into exile."**

Look at all the facts listed in this one section of the Bible. Six people are mentioned: Jeremiah, Hilkiah,

Josiah, Amon, Jehoiakim, and Zedekiah. Four places are mentioned: Anathoth, Benjamin, Judah, and Jerusalem. It even mentions the time: thirteenth year of the reign of Josiah, fifth month of the eleventh year of Zedekiah.

This is the type of evidence—names, places, and dates—that Bible detectives, archeologists, use to confirm that the Bible is true. They dig up walls with writings and pictures carved in the bricks. The writings tell us about people, places, and times.



How do you know the Bible is true? One answer is that Bible detectives—archeologists—dig up evidence that agrees with what the Bible says.

OPTIONAL: Explore the Internet and see what pictures you can find on archeology.

SITES:

www.christiananswers.net/archaeology/home.html

www.bibarch.com/Photogallery/gallery.html

www.mustardseed.net

Application

From time to time you will hear people challenge the validity of the Bible. Sometimes scholars question the scriptures as being unreasonable or they can't find historical evidence to support some of the Bible's claims. Over and over again scientists have raised questions about the Bible, only to find that it stands the test of historical and scientific accuracy. Don't let people fool you into thinking that the Bible has lost its place of authority. Not only is it accurate, but it is powerful to change people's lives.



Lesson 5:

ADVERSITY



TEACHING GOAL: Hard times can make us stronger and give us more faith when we choose to handle the situation correctly.

1. Play theme song
2. Pray
3. Review last lesson
4. Lesson and discussion
5. Memorize: **When facing adversity; God's way is best for me.**
6. Close in prayer



SCRIPTURE: Genesis 37 and 39-45 Story of Joseph

Genesis 50:20 "You intended to harm me, but God intended it for good to accomplish what is now being done, the saving of many lives."

Psalms 34:18-19 "The LORD is close to the broken-hearted and saves those who are crushed in spirit. A righteous man may have many troubles, but the LORD delivers him from them all."

1 Peter 5:10 "And the God of all grace, who called you to his eternal glory in Christ, after you have suffered a little while, will himself restore you and make you strong, firm, and steadfast."



MATERIALS: Stove

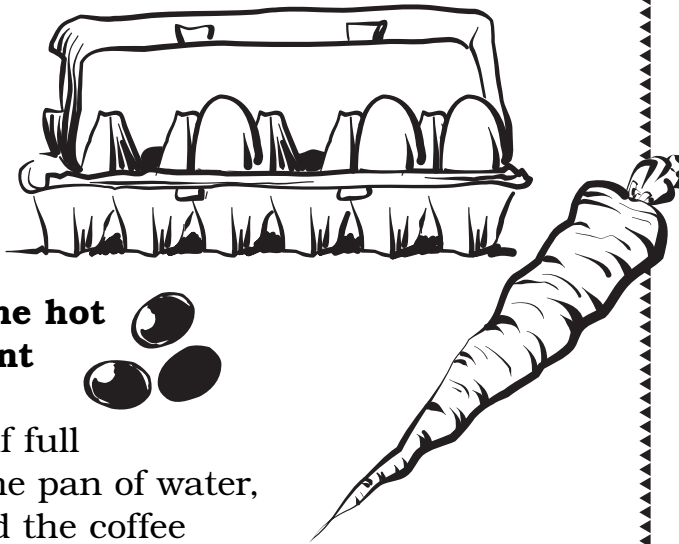
- 3 saucepans half full with water
- 2 raw carrots
- 2 raw eggs
- Enough coffee beans to cover the bottom of the pan
- 4 empty bowls or cups

Words that are written in **bold** are when you, the parent, are speaking. Feel free to use your own words.

A Big Idea

Before starting our discussion, we are going to put three different food items in hot water to see how they react. The hot water is going to represent tough times. Fill three

regular size saucepans half full of water. Put a carrot in one pan of water, an egg in another pan, and the coffee beans in the third pan. Turn each burner on high and let the water boil about 20 minutes.



Do you know what “adversity” means? It means misfortune, distress, misery, or suffering. **Have you ever faced adversity? Has anyone ever treated you unfairly or said things about you that hurt your feelings or weren’t true?** Allow teens to tell you about their own hurts. You may want to mention one of your own to help get them started.

B Activity

In your own words tell the story of Joseph. Discuss the times of adversity he faced:

His brothers hated him

His brothers sold him into slavery

He was wrongly imprisoned because of Potiphar’s wife

He was forgotten in prison after interpreting the

cupbearer’s dreams

Lesson 5

Joseph had many reasons to give up. Instead he trusted God and made the most of each situation he faced. He spent years and years in situations that were tough, but he remained faithful and never gave up. God remained faithful, and he blessed Joseph tremendously later in his life. God had a plan in which he wanted Joseph to be a part. He could have fulfilled his plan through anyone, but since Joseph remained faithful, Joseph received the blessings in the end.

If 20 minutes has not yet passed, continue the discussion, using this time to show how God has been faithful to your family through different circumstances. After 20 minutes, check the food in each pan of water.

Let's check our food to see what's happened to each of them after sitting in the boiling water. Put the carrot in a bowl, the egg in a separate bowl, and spoon out the coffee into a cup. Also spoon out the coffee beans in a separate cup or bowl. **Feel the carrot. How does it feel?** It is now soft. Break a fresh carrot to compare the difference. **Peel the shell from the egg and tell me how it has changed since it's been boiled.** It has become hard. Break an uncooked egg and compare. **The coffee has changed too, but in a different way.** Put the coffee beans beside the cup of liquid.

The carrot started out strong but after going through adversity, it became soft, weak, and lost its strength. The egg had a strong exterior protecting its weak, fragile insides but after going through adversity, it became hardened.

Look at the coffee beans. The beans also went through the adversity of being boiled in hot water. Instead of changing from being strong to becoming soft and losing strength as the carrot did, or from fragile to becoming hardened as the egg did, the coffee bean changed the environment (the water) around it in a positive way. The water is now a special drink that can be enjoyed by many.

Can you think of Bible stories where the characters become soft like the carrot, hard like the egg, or influence those around them like the coffee beans?

Solomon's faith became soft when he allowed power, possessions, and pleasure to become more important in his life than God. Pharaoh was hardened to the faith despite all the miracles performed by Moses and Aaron. Esther's faith had an impact on all those around her. Paul's faith had an impact on the guards in prison.

Application

How will you respond to adversity? When you face hard times will you lose your strength and become weak? Will you be like the egg that looks the same on the outside but is now hardened on the inside? Or will you stay strong? The hotter the water, the more impact the coffee has on the water. Will you change what is around you to make yourself better? Will you trust God to work out the tough times and make you stronger in the process?

Read Psalm 34:18-19 and 1 Peter 5:10. **God promised that he would be there for us. Let times of adversity help you to grow stronger and make your faith grow.**



Lesson 6:

FEAR FACTOR

By Steve Mummert



TEACHING GOAL: Don't let fear overcome your ability to do what God asks you to do. God will help you through.

1. Play theme song
2. Pray
3. Review last lesson
4. Lesson and discussion
5. Memorize: **Do not fear; Christ is near!**
6. Close in prayer



SCRIPTURE: Joshua 1:9 “Have I not commanded you? Be strong and courageous. Do not be terrified; do not be discouraged, for the LORD your God will be with you wherever you go.”

Colossians 3:15 “Let the peace of Christ rule in your hearts.”



MATERIALS: 3 different types of food that kids won't like to eat—such as cooked spinach, raw tofu, mayonnaise
5-gallon bucket of water
5 hand towels
Bag of ice



IN ADVANCE: Set up the six stunts in different areas of the house or yard. Do not let the kids see the stunts before Family Time begins. Put the ice in a 5-gallon bucket of water.

Words that are written in **bold** are when you, the parent, are speaking. Feel free to use your own words.

A Big Idea

Moses died and God had picked Joshua to be the leader. As the new leader, Joshua was commanded to lead the Israelites into a new land. Joshua expected there to be battles and wars with the people currently in the land. God said to Joshua, “Have I not commanded you? Be strong and courageous. Do not be terrified; do not be discouraged, for the LORD your God will be with you wherever you go.” (Joshua 1:9) Did God say, “Don’t be afraid, Joshua, because nothing bad will happen to you?” No, God said he would go with Joshua.

Being a Christian does not mean we avoid all bad experiences. We still get hurt, have accidents, and get in trouble. The difference is that during those difficult times we can have peace that comes from Jesus being with us. Listen to what the Apostle Paul tells Christians in the city of Colosse, “Let the peace of Christ rule in your hearts.” (Colossians 3:15)

What does it mean to “let the peace of Christ rule in your heart”? Listen to answers. Does it mean that we will never be afraid? Listen. I’m still afraid sometimes. But now, when I get afraid, I focus on trusting God and pray for Christ’s peace. It helps!



B Activity

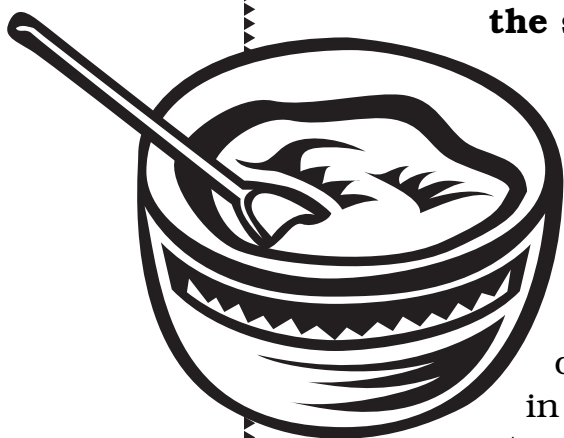
We are going to play a game called “Fear Factor.” You can trust me. I am not going to ask you to do anything that will harm you, and you can choose not to do any of the stunts. Do you trust me? Listen and respond to concerns. You will be asked to do a series of stunts, and you can score points for stunts that are completed successfully.

STUNT #1: Each contestant must eat a cube of raw tofu in one minute. You will receive ten points if you eat the tofu in 60 seconds but none if you spit it out or do not swallow.

STUNT #2: To increase the suspense, keep other teens away so each does not see the activity before his turn. One at a time, each child will stand with their back to you. You will be looking at the back of his or her head. For taller and older teens you can add extra catchers. Instruct the child to cross his or her arms in front and fall backwards. You will catch them before they hit the ground. **You will earn ten points if you complete this stunt successfully. You must fall straight back, trusting me to catch you. If you bend your legs or move your feet during the fall, then you will not get the ten points.**

STUNT #3: Each contestant must eat $\frac{1}{4}$ cup of cold spinach in 60 seconds. You will receive ten points if you eat the spinach in one minute but none if you spit it out or do not swallow.

STUNT #4: Each contestant must take off their shoes and socks and place both feet into the 5-gallon bucket of water for one minute. If you accomplish the stunt you receive ten points.



STUNT #5: Each contestant must eat a heaping teaspoon of mayonnaise in 30 seconds. If you accomplish the stunt you receive ten points.

STUNT #6: Designate a start/finish line. Lay out five hand towels strategically in the yard in hard-to-reach places such as in a bush, over a tree limb, on a fence, etc. You might want to consider a time “handicap” for different age children. **The contestant who picks up the five towels and returns to the finish line in the fastest time will earn 10 points.** Use a watch to time runners.

Add up the points for all the stunts and declare a winner. Give a small prize or extra treat to the winner. Give each person a treat for participating. While you are eating your treats, ask the following questions:

Did you try something you have never done before or would never think of doing? Was the fear greater than the actual experience of doing the stunt?

Application

Sometimes the fear of an unknown experience is scarier than the actual experience. The experiences of the game were not all pleasant, but you could trust that they wouldn't hurt you. In the same way, all the experiences of life will not be pleasant, but we can trust that God will always be with us and that we can ask for the peace of Christ to help us through difficult times.



Lesson 7:

EXCITING CHRISTIANS



TEACHING GOAL: Being a Christian can be the most exciting thing in life.

1. Play theme song
2. Pray
3. Review last lesson
4. Lesson and discussion
5. Memorize: **I want friends to see Jesus in me.**
6. Close in prayer



SCRIPTURE: 2 Samuel 6:14-15 “David, wearing a linen ephod, danced before the LORD with all his might, while he and the entire house of Israel brought up the ark of the LORD with shouts and the sound of trumpets.”

Matthew 14:13-14, 19 “The crowds followed him on foot from the towns. When Jesus landed and saw a large crowd, he had compassion on them and healed their sick.... Taking the five loaves and the two fish and looking up to heaven, he gave thanks and broke the loaves. Then he gave them to the disciples, and the disciples gave them to the people.”



MATERIALS: 2-liter bottle of diet cola
1 packet of Mentos candy
Paper and pen
Music CD

Words that are written in **bold** are when you, the parent, are speaking. Feel free to use your own words.

A Big Idea

Let's talk about times when we've been really excited: great days, great times, great people, and great places. Give each person an opportunity to share a memory for each topic in the following list. Write down the answers to THINGS THAT EXCITE US:

Most Exciting Song

Most Exciting Movie or TV Show

Most Exciting Book

Most Exciting Activity with a Family Member

Most Exciting Sports Memory

Most Exciting Experience from School

Most Exciting (Bizarre) Food You Have Eaten

Most Exciting Memory You Want to Share

Being a Christian can be, and needs to be, the most exciting thing in our life! However, most people don't think of being a Christian as being exciting. Most people have a hard time naming Christians that they know who live an exciting Christian life.

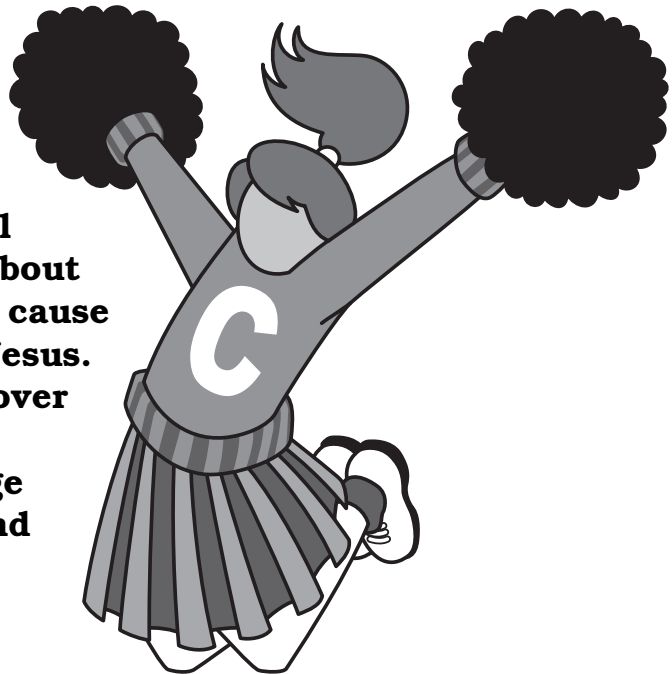
In the Old Testament the Lord's presence was symbolized by the ark of the covenant. The ark was a fancy box that the people carried with them from place to place. David, the shepherd boy who became king and killed Goliath, had the ark stolen from him during a war. He was sad and discouraged until the day they found the ark and brought it back. This was exciting because the ark meant that God had returned! He was with them again. Listen to what King David and the people did when the ark was returned:

“David, wearing a linen ephod (kind of like one-piece long underwear), danced before the LORD with all his might, while he and the entire house of Israel brought up the ark of the LORD with shouts and the sound of trumpets.”
(2 Samuel 6:14-15)

Play an upbeat song. **Let me see you dance with all your might. And while you dance we'll shout!** Give everyone an opportunity to dance with all their might.

Have you ever seen someone this excited about being a Christian or worshipping God? Unfortunately, we have sometimes taken the excitement out of being Christians. In fact, in many cases it is hard to tell if someone is a Christian or not a Christian by the way they live and behave.

WE NEED TO BE EXCITING CHRISTIANS. Why? Because exciting is different and that will cause people to ask about the difference. It will cause people to ask about Jesus. In the Bible we hear over and over how people followed Jesus in large numbers. Being around Jesus was exciting. Listen to this story from Matthew:



“The crowds followed him on foot from the towns. When Jesus landed and saw a large crowd, he had compassion on them and healed their sick.... Taking the five loaves and the two fish and looking up to heaven, he gave thanks and broke the loaves. Then he gave them to the disciples, and the disciples gave them to the people.”
(Matthew 14:13-14, 19)

We may not be able to heal people or break bread until we feed 5,000 but when we give our best to Jesus, that can create excitement for others to see.

Here are examples of people who gave their best to Jesus in a way that was exciting and attracted people to ask about Jesus.

- 1. Phil Vischer was a college student who loved making cartoons. Phil committed to use his excitement for cartoons to tell others about Jesus and created the Veggie Tales videos. These videos are loved and watched by Christians and non-Christians alike. They cause people to think and ask about God's Bible stories.**
- 2. There was a family that liked amusement parks and roller coasters. They committed their excitement for family entertainment to Jesus and created "Silver Dollar City" in Branson, Missouri. At Silver Dollar City amusement theme park, families will hear Christian music playing, there is a Chapel that holds services, visitors interact with staff who are trained to serve and care, and the stores do not sell immodest or inappropriate clothes, books, or toys.**
- 3. Some Christian athletes who score important touchdowns or hit big home runs will give God the credit for their talents during interviews. Mitch Webster who played baseball for the Indians, Cubs, and Dodgers would sign baseball cards for fans and then write a verse next to his signature: Colossians 3:23 "Whatever you do, work at it with all your heart, as working for the Lord."**
- 4. Chick-fil-A restaurants make tasty food that people want to eat. They close on Sundays to honor God, and give out character-building toys in their kids' meals.**

Provide other examples of Christians whom people want to be around and who tell people about Jesus.

Let's look at our list of "Things that Excite Us" and no matter how bizarre it may sound, think of some ways we could use these exciting ideas to give honor to God and encourage people to ask about Jesus.

B Activity

DO THIS ACTIVITY OUTSIDE. Lots of soda will spill, so you may want to capture it in a plastic bucket or be prepared to hose down the area.

The bottle represents us. The soda represents the Christian gifts, passions, and excitement that God has placed inside each one of us. When we keep our faith inside, it is hard to tell the difference between a Christian and a non-Christian. The world needs people who are excited about Jesus and who will take the passions that God gives them and use them to advance the faith.



Here are eight Mentos candies that I am going to drop in the soda.

Make a paper tube by rolling up a piece of paper. Open the soda and drop the Mentos into the soda. You want all eight Mentos to slide down the tube quickly into the soda. Then, **MOVE BACK OR YOU WILL GET WET!**

C Application

This was an exciting activity. We came up with some exciting memories and exciting ideas. Let's close and pray that God will show us how we can continue to live as exciting Christians.



Lesson 8:

PETER WALKS ON WATER



TEACHING GOAL: Knowing the Bible and doing what it says is one way to keep our eyes on Jesus.

1. Play theme song
2. Pray
3. Review last lesson
4. Lesson and discussion
5. Memorize: **Keep Jesus in your sight; by doing what is right.**
6. Close in prayer



SCRIPTURE: Matthew 14:22-33 The story of Jesus and Peter walking on the water.



MATERIALS: List of biblical and non-biblical statements (included)
 8 boxes of cornstarch (16 oz. boxes)
 19 cups of water
 Sturdy wooden spoon
 Tub or container—at least 18" x 12"
 (ice chest works well)

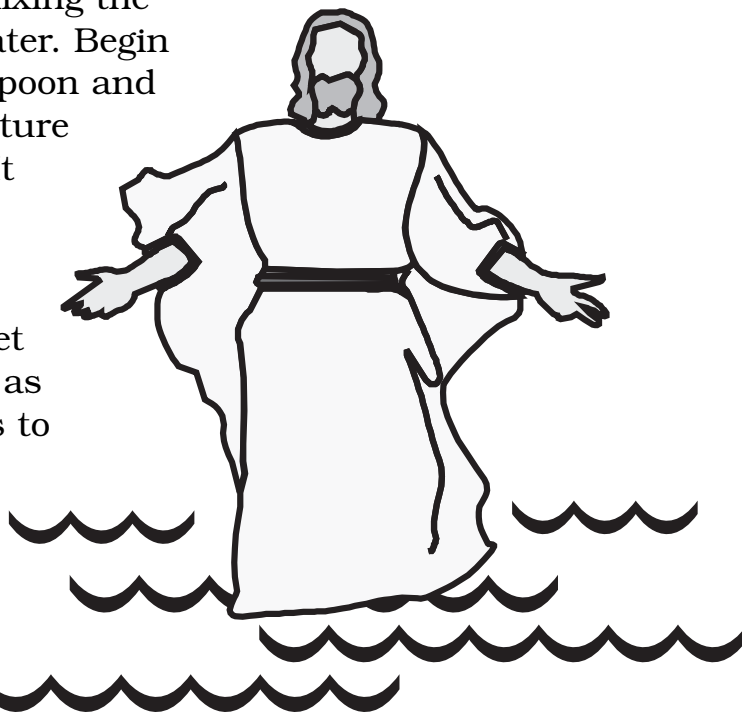
MIXING DIRECTIONS: Mix the cornstarch and water by adding the cornstarch one box at a time to approximately $\frac{3}{4}$ of the water, allowing it to dissolve before adding more. Continue mixing the cornstarch and water together saving some cornstarch in case you end up with too much water in the mixture. You want a consistency similar to brownie batter. You will be able to slap the top of the mixture without water splashing, and the mixture will be flexible and move like liver. You want the mixture to be four or more inches deep. The larger the container and the deeper the mixture, the more cornstarch you'll need. Just keep the same ratio of cornstarch to water.

Words that are written in **bold** are when you, the parent, are speaking. Feel free to use your own words.

A Big Idea

(This activity can be messy. You may want to do it outside, in a garage, basement, or on top of a drop cloth.) **Who can tell me the story of Jesus walking on the water?** Give teens an opportunity to share what they know about the story. Briefly put the story from Matthew 14:22 into your own words. **We are going to do a special activity where each one of you will get an opportunity to walk on water like Peter and also sink like Peter. First I need your help making a special mixture that will represent the water.**

Teens will enjoy mixing the cornstarch and water. Begin with the wooden spoon and then work the mixture with your hands. It has an odd feeling to it, never quite feeling like it is mixing together. Let them take as long as they want. It helps to allow the cornstarch and water mixture to set for about ten minutes.



While they're mixing, tell them in detail the story of Jesus and Peter walking on the water. Ask questions:

How do you think Peter felt walking on the water? Why do you think Jesus decided to approach the disciples by walking on the water in a storm? Why did Peter start to sink?

Peter lacked faith and took his eyes off Jesus.

Like Peter we need to keep our eyes on Jesus. What can we do today to keep our eyes on Jesus? Pray, go to church, know the Bible. **One way we can keep our eyes on**

Jesus—do what Jesus says—is to know the Bible. In the Bible God tells us how to live, behave, and how to make wise choices.

What does it mean to sink? Listen to their answers. **Peter sank in the water. Today, we need to keep from sinking into the culture.** In other words: **Sinking means not doing what Jesus would have us do.**

Finish this discussion as you finish mixing the water and cornstarch.

B Activity

One at a time you will step into the tub. Immediately start “walking.” If you walk you will not sink. I am going to read a list of comments. Some are from the Bible and some are not. Use the list at the end of this activity. **You have to tell me if what I read is from the Bible or not. If you miss—say that it is from the Bible when it isn’t or say that it isn’t from the Bible and it is—then you have to stop walking and sink. If you get five right then you can step out without sinking. Remember, we are learning that one way to keep our eyes on Jesus is to know and do what the Bible says.**

(It’s easiest to dispose of the mixture outside with a hose.)

C Application

Trusting God and keeping our eyes on Jesus keeps us spiritually afloat. When we start trusting in ourselves or becoming distracted by the world then we start to sink. One good way to help us continue to keep Christ in our minds and hearts is to read, memorize, and meditate on God’s Word.

To see Dr. Scott Turansky and Joanne Miller testing this activity go to www.biblicalparenting.org/walkonwater.asp.

BIBLICAL AND NON-BIBLICAL STATEMENTS FOR FAMILY TIME TRAINING

Biblical statements in **bold**, non-biblical statements in *italics*

“It is written: ‘Man does not live on bread alone, but on every word that comes from the mouth of God.’” —Matthew 4:4

**“Do not test the LORD your God.”
—Deuteronomy 6:16**

The Holy Spirit and our conscience are the same.

“Trust in the LORD with all your heart and lean not on your own understanding.” —Proverbs 3:5

The older you are, the wiser you are.

The greatest commandment is this: do not steal.

**“Repent, for the kingdom of heaven is near.”
—Matthew 4:17**

**“‘Come, follow me,’ Jesus said, ‘and I will make you fishers of men.’”
—Matthew 4:19**

“Blessed are the poor in spirit, for theirs is the kingdom of heaven.” —Matthew 5:3

Blessed are the wealthy because they can do great things for God.

God helps those who help themselves.

“Do not store up for yourselves treasures on earth. But store up for yourselves treasures in heaven.” —Matthew 6:19-20

“Ask and it will be given to you; seek and you will find; knock and the door will be opened to you.” —Matthew 7:7

All who believe in Jesus will become wealthy.

Sunday is the day to worship God.

Being sick is punishment for sin.

“It is not the healthy who need a doctor, but the sick.” —Matthew 9:12

Some Christians know the time when Jesus will return.

It is wrong to be angry.

We can be just like God.

All who do good deeds will have eternal life.

“Love your enemies and pray for those who persecute you.” —Matthew 5:44

There are many ways to heaven.

Most people live to be 80 years old so we will have time later to choose a religion.

“Father, forgive them, for they do not know what they are doing.” —Luke 23:34

“I have prayed for you that your faith may not fail.” —Luke 22:32

**“Children, obey your parents in the Lord.”
—Ephesians 6:1**



Lesson 9:

GREAT COMMISSION



TEACHING GOAL: Christians are called to share the good news of Christ at home, in the community, and around the world.

1. Play theme song
2. Pray
3. Review last lesson
4. Lesson and discussion
5. Memorize: **Tell everybody everywhere you go; about the Lord Jesus so that they will know.**
6. Close in prayer



SCRIPTURE: Acts 1:8 “You will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth.”



MATERIALS: Target (included with this activity)
Pen for each person

Words that are written in **bold** are when you, the parent, are speaking. Feel free to use your own words.



Big Idea

Do you know what the Great Commission is? After Jesus was raised from the dead and right before he went back through the clouds to heaven, he gave those who believe in him the Great Commission.

Jesus told his disciples to tell others about him in Jerusalem, and in all Judea and Samaria, and to the ends of the earth.

Jerusalem is the city or neighborhood where they lived. Let's use the name of our city or neighborhood. Say the city name. Judea was the region or state where they lived.

Samaria was a state next to Judea. Let's use the name of our state and the United States to represent Judea and Samaria. Say your state name and the United States. To the ends of the earth still means everyone in the world. So we can say "around the world."

Jesus would say to us, "I want you to tell others about me in city, and in all state and the United States, and around the world." This is our great commission!

B Activity

Another way to view the Great Commission is to look at our relationships. Jerusalem can represent "our closest relationships." For example, family members and close friends. "Judea and Samaria" can represent people we know but they aren't our closest friends. And "ends of the earth" can represent people we don't know.

The Great Commission can be said as, "Tell your closest friends, others that you know, and even people you haven't met about Jesus."

Give a copy of the "Tell others about Jesus" target to each person. This target has three circles. Inside the center circle we are going to write names of our family members and closest friends. Inside the second circle we are going to write names of people we know but they are not our closest friends. Inside the larger outside circle we will write the names of ten countries or other states where we know about missionaries and Christian workers who are involved in telling others about Jesus.

Do this activity one circle at a time. While everyone is filling in the inside circle with names of family members and friends, talk about different ways we can tell them about Jesus. Listed on the next page are some questions to encourage discussion:

QUESTIONS AND COMMENTS FOR FILLING IN THE CENTER CIRCLE:

Do your best friends know that you are a Christian?

Are family members reminded of Jesus when they see the way you behave toward others and the things you do? What could you do more and what could you do less?

Can you give an example of a conversation with your friends about Jesus in the last week, month, or year?

Is there a friend that you would like to invite to church, youth group, or Family Time?

QUESTIONS AND COMMENTS FOR FILLING IN THE MIDDLE CIRCLE:

Not everyone can be a close friend. That doesn't mean that our other friends aren't important, they are. Write down other friends you know from school, church, the neighborhood, and other clubs or activities.

Have you had a conversation with these friends about Jesus in the last week, month, or year?

Is it harder or easier to talk with these friends about Jesus? Why?

Is there anyone in this circle whom you might invite to church or Family Time?

QUESTIONS AND COMMENTS FOR FILLING IN THE OUTSIDE CIRCLE:

How can we tell people we don't even know about Jesus? Missionaries, Christian organizations.

Do we currently support missionaries or organizations that tell others, people we don't even know, about Jesus?

Lesson 9

How can we get to know people in the outside circle so that they can become a part of our middle circle?

This week we are going to pray and ask God to give us an opportunity to talk with a friend about Jesus. You don't need to force the conversation. Just ask God to let you know when the time is right to talk with someone you know about Jesus.

A fun way to talk about Jesus with your friends is to tell them about a Family Time. Explain what you did in the Family Time activity and the lesson you learned. Tell them that Family Time is something you do at home to learn more about Jesus and being a Christian.

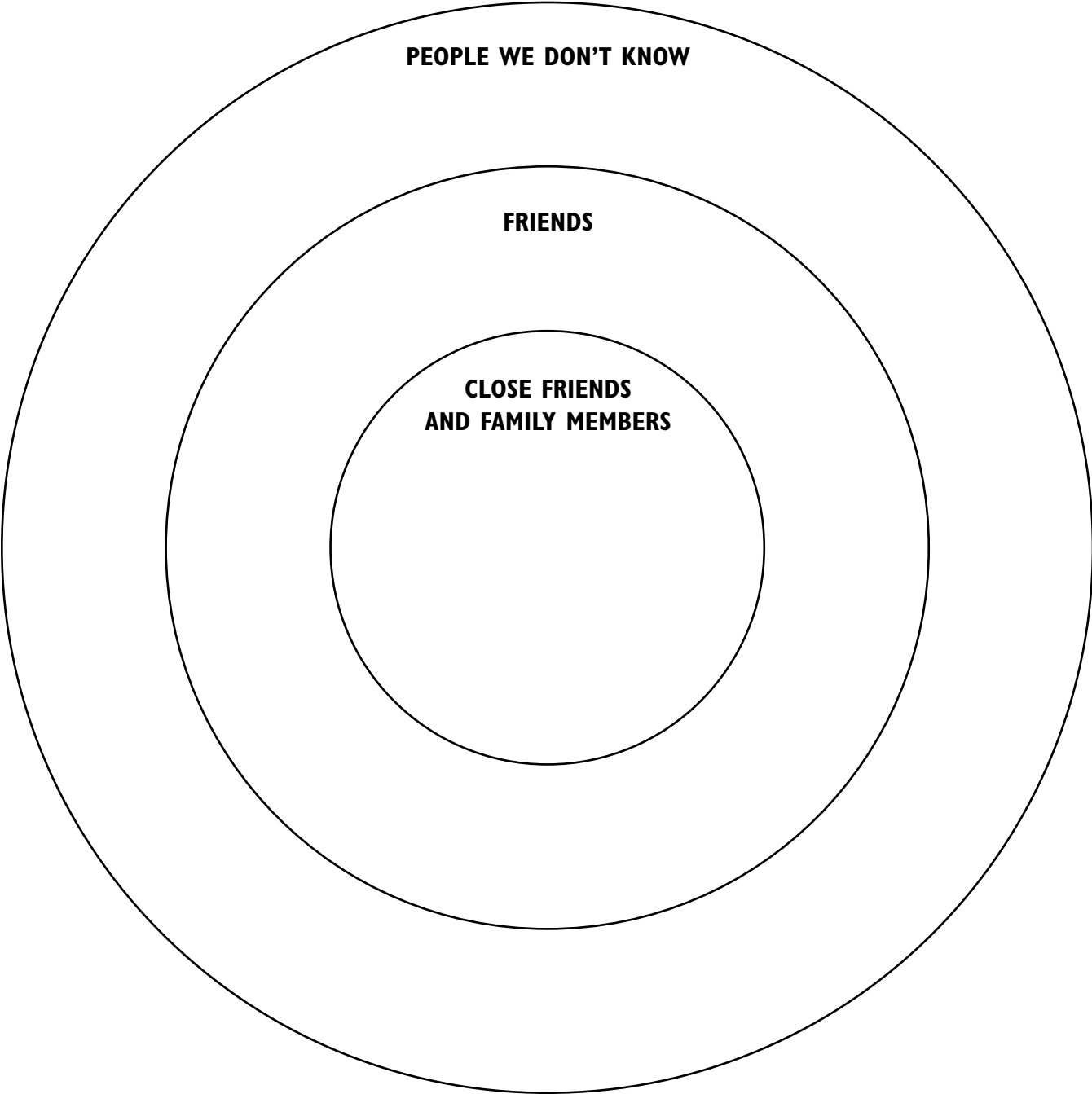
Another fun way to talk about Jesus is to tell your friends about church or youth group and what you learned this week. Then ask them if they go to church. You might find that your friends go to church and you didn't even know it!

Application

God has called us to spread the news about who he is and what he has done. That means we share about him with people right around us, as well as think about ways to get that message out to people we don't even know.

TELL OTHERS ABOUT JESUS TARGET

Photocopy this page for each person.





Lesson 10:

THE FIRE OF THE HOLY SPIRIT



TEACHING GOAL: The Holy Spirit draws us to God.

1. Play theme song
2. Pray
3. Review last lesson
4. Lesson and discussion
5. Memorize: **To God we will gladly go;
when the Holy Spirit's fire we know.**
6. Close in prayer



SCRIPTURE: Acts 2:1-4 “When the day of Pentecost came, they were all together in one place. Suddenly a sound like the blowing of a violent wind came from heaven and filled the whole house where they were sitting. They saw what seemed to be tongues of fire that separated and came to rest on each of them. All of them were filled with the Holy Spirit and began to speak in other tongues as the Spirit enabled them.”

Philippians 2:12-13 “Continue to work out your salvation with fear and trembling, for it is God who works in you to will and to act according to his good purpose.”

Romans 7:14-15 “We know that the law is spiritual; but I am unspiritual, sold as a slave to sin. I do not understand what I do. For what I want to do I do not do, but what I hate I do.”

John 14:26 “But the Counselor, the Holy Spirit, whom the Father will send in my name, will teach you all things and will remind you of everything I have said to you.”

James 5:14 “Is any one of you sick? He should call the elders of the church to pray over him and anoint him with oil in the name of the Lord.”



MATERIALS: Glass bottle (The right size is critical—a 16 oz. “Arizona Tea” or “Snapple” bottle works great.)
 Medium egg, hard-boiled and peeled
 5 wooden kitchen matches
 Cooking oil

Words that are written in **bold** are when you, the parent, are speaking. Feel free to use your own words.

A Big Idea

It's our nature, each one of us, to do bad things like **lying, stealing, or making fun of others who are different**. Give examples of times when the children were young and took someone's toy even before they knew about stealing, or they lied to get out of trouble even before they knew about lying.



When Jesus went back to heaven, he said that God was sending a special teacher, the Holy Spirit, who would be with us always and help us **make right choices even when it's not easy to do**.

Whatever situation we are in, we need to ask the Holy Spirit to guide us and help us **make right choices**. Share an example of when you asked the Holy Spirit for help. Do the teens have examples of asking the Holy Spirit for help?



B Activity

As you cover the egg with oil, talk with the teens about how anointing with oil is used when people are sick. **In a way, we are sick when we are away from God, and the oil in this lesson reminds us of the power of the Holy Spirit that helps us to be healthy by getting back with God.**

The inside of the bottle represents being in relationship with God and doing his will. The hard-boiled egg

represents us. Set the egg on top of the bottle opening. **The egg doesn't want to go into the bottle. The apostle Paul talked about this situation in the book of Romans when he said, "I know what I'm suppose to do," be in relationship with God by doing his will—the inside of the bottle. "But I don't do it," this represents wanting our own way, that's the egg outside the bottle.**

When Jesus went back to heaven, God knew we were going to face the challenges of sin in our lives. He sent the Holy Spirit to live inside of us. One of the jobs of the Holy Spirit is to draw us into relationship with God. It says in Philippians 2:12-13, "Continue to work out your salvation with fear and trembling, for it is God who works in you to will and to act according to his good purpose." The Holy Spirit is working inside of us to help us make good choices. The matches represent the Holy Spirit.

Remove the egg, strike five wooden matches at the same time to create more flame. Before you drop the matches into the bottle, allow them to burn for a second or two to make sure they are burning well. Drop the lit matches into the bottle. Immediately put the egg back on top, pointed end of the egg into the opening. The flame will burn the oxygen, creating a vacuum and draw the egg into the bottle.

Application

Doing the right thing may seem unattractive at times. In fact, when people sin they are always attracted to something else instead of serving and obeying God. The reality is that obeying God is always the best choice. It may not feel good at the time, but obedience sometimes requires faith that doing right is the best.

God knew that this would be the case, so he gave us the Holy Spirit to help prompt us to do what's right. When we listen to the Holy Spirit we find ourselves moving closer to God.



Lesson 11:

WRITE A PSALM



TEACHING GOAL: Psalms are a way to express our emotions to God.

1. Play theme song
2. Pray
3. Review last lesson
4. Lesson and discussion
5. Memorize: **Whether angry, sad, or calm; I can write God a psalm.**
6. Close in prayer



SCRIPTURE: The Book of Psalms.



MATERIALS: Paper and pencil for each person

Words that are written in **bold** are when you, the parent, are speaking. Feel free to use your own words.



Big Idea

Which is the longest book in the Bible? Psalms. **What does the word “Psalms” mean?** Songs of praises. **Who is the best-known author of the Psalms?** David. **Can you name other authors?** Solomon, Asaph, Sons of Korah, Moses.

Psalms is written in poetic form, which is a different literary form than most of the other books in the Bible. The Psalms record feelings, emotions, and human experiences. They also talk about the character of God, creation, and worship. Ask participants to take turns looking up several of the following Psalms. Ask them to identify the feeling, emotion, or other topic of the Psalm:

Lesson 11

Psalm 8:1-4	What does this Psalm say about God?
Psalm 13:1-2	How is David feeling as he writes this Psalm?
Psalm 22:1-2	What emotion is David expressing?
Psalm 23:1-6	How is David feeling as he writes this Psalm?
Psalm 27:1-3	How is David feeling as he writes this Psalm?
Psalm 29:3-5	What does this Psalm tell us about God?
Psalm 32:1-5	What is David encouraging the reader to do?
Psalm 33:1-3	What is David encouraging the reader to do?
Psalm 38:1-4	What does this Psalm tell us about God?
Psalm 87:1-7	This Psalm talks about God's passion for a city. What city?
Psalm 89:20-29	This Psalm is about a person. Who?
Psalm 136	How many times does it say, "His love endures forever"?

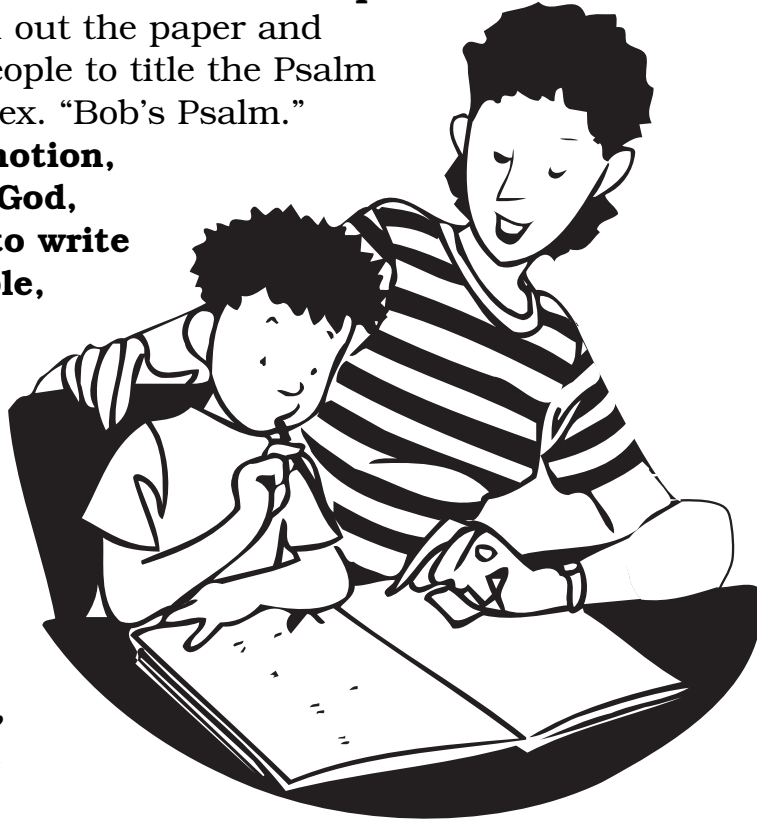
Psalms often use the repetition of a word or phrase.

Many of the Psalms have a heading. The heading may include the author's name and a recommended instrument, or a tune to use when singing the song. Psalm 4 is to be sung with "stringed instruments." Psalm 45 is to be sung to the tune of "Lilies."

B Activity

You will have ten minutes to write your own Psalm. You may want to build it around a repetitive phrase. Hand out the paper and pencils and ask people to title the Psalm using their name, ex. "Bob's Psalm."

Pick a feeling, emotion, characteristic of God, place, or person to write about. For example, you could write about one of the following: anger, joy, disappointment, happiness, God's holiness, God's power, God's creativity, your love for someone, or your love for a place.



Read each participant's psalm.

C Application

Psalms are expressions of creativity to God or about God. God loves it when we share our hearts with him. Creative poetry, music, or art for the Lord are special gifts of ourselves to him.



Lesson 12:

EASTER: PASSOVER CELEBRATION



TEACHING GOAL: The Passover celebration has significance to our lives today.

1. Play theme song
2. Pray
3. Review last lesson
4. Lesson and discussion
5. Memorize: **The Passover helps us remember; God's protection yesterday, today, and forever.**
6. Close in prayer



SCRIPTURE: Exodus 12:3-13 "Tell the whole community of Israel that on the tenth day of this month each man is to take a lamb...take some of the blood and put it on the sides and tops of the doorframes of the houses.... On that same night I will pass through Egypt and strike down every firstborn.... The blood will be a sign for you on the houses where you are; and when I see the blood, I will pass over you. No destructive plague will touch you when I strike Egypt."

Matthew 26:17-20 "Where do you want us to make preparations for you to eat the Passover?''Go into the city to a certain man and tell him, "...I am going to celebrate the Passover with my disciples at your house."... When evening came, Jesus was reclining at the table with the Twelve."



MATERIALS: Matzo crackers, grape juice, candles and stands, matches
Paper plates and cups, napkin, basin of warm water and towel



IN ADVANCE: Set a table for the number of people who will be participating in the Passover Family Time celebration.

Words that are written in **bold** are when you, the parent, are speaking. Feel free to use your own words.

A Big Idea

We are going to celebrate the Passover. Does anyone know what the Passover is? Put the story of the original Passover in Exodus 12 into your own words. **We celebrate the Passover to remember how God protected the Israelites before he delivered them from slavery in Egypt.**

B Activity

Each year the people of Israel celebrated the Passover, remembering how God protected them from the angel of death. Did you know that Jesus celebrated the Passover too? Put the story of Jesus at the Passover from Matthew 26 into your own words. **The night before he was crucified on the cross, Jesus celebrated the Passover with his friends, the disciples.**

We are going to have an abbreviated Passover celebration, using symbols that remind us of what God did for the people of Israel in Egypt and what God did through Jesus in the New Testament. Every Jew views the Passover as symbolic, with each element reminding of something important. As Christians we also see new meaning in the same elements. Those new reminders are noted as you participate in this Passover.

1. Each female lights a candle. **In the Old Testament, the lighting of the candles signaled the start of the Festival of Unleavened Bread, an eight-day party.**

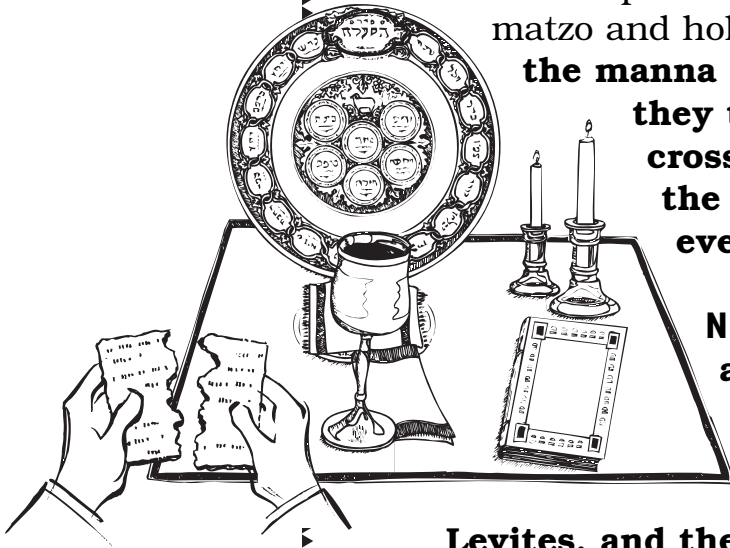
NEW SIGNIFICANCE: As the candles are lit, we remember that the true light, Jesus, led the Passover on the night he was betrayed.

2. Washing the hands. **Ancient regulation requires that hands must be washed before dipping food into any liquid. It reminded people of the importance of purification and coming to God in a clean manner.**

Lesson 12

NEW SIGNIFICANCE: During the Last Supper, it may have been at this time that Jesus set aside his garment, took the basin, and washed the disciples' feet. This story is recorded in John 13:4-5.

3. Hold up the matzo. A parent takes three pieces of matzo and holds them up. **The matzo symbolizes the manna that God provided the Israelites as they traveled through the desert after crossing the Red Sea and before entering the Promised Land. God provides for us every day.**



NEW SIGNIFICANCE: Many Jews today are unsure why there are three pieces of matzo. Some say because of Abraham, Isaac, and Jacob.

Others say for the priests, the Levites, and the congregation. Because of what happens next, the three pieces of matzo appear to represent the Father, the Son, and the Holy Spirit.

4. Breaking the middle matzo. **The broken matzo represents the suffering the people experienced in Egypt.**

NEW SIGNIFICANCE: The broken matzo also represents the suffering that Jesus the Messiah experienced for us. Break the middle matzo. Put the broken piece in a napkin and hide it. Later, teens will go find the missing matzo.

5. The toast. Pour each person a cup of grape juice. **In the Old Testament, the toast was to remember God's promise to redeem them. Redeem means to pay a price. A lamb was sacrificed so that blood could be put over the door to save the life of the oldest child.**

NEW SIGNIFICANCE: In the New Testament, we remember that Jesus' dying on the cross was

the price to redeem us from sin. Jesus took a cup at his last Passover and said, “This cup is my blood, shed for you, for the forgiveness of sin.” Make a toast like, “Praise God.”

6. Prayers of thanks and love. **In the Old Testament, God sent Moses to deliver the Israelites from Egypt to Canaan, the Promised Land.**

NEW SIGNIFICANCE: In the New Testament, God sent his son Jesus to deliver us from our sins so we can live forever in the Promised Land, heaven. Everyone offers a simple one-line prayer thanking God for Jesus, Easter, heaven, etc.

7. Finding the matzo. **It’s now time to look for the matzo.** When the teens find the matzo, they can eat it or turn it in for a special treat. Parents may give them a hint, and if necessary additional hints, until they find the matzo.

NEW SIGNIFICANCE: After Jesus became our Passover lamb and was crucified for us, he was buried. But he didn’t stay in the grave. He rose again. He came back to life and ascended into heaven. He is now preparing a place for us so that we will see him again someday.

Application

The Passover is a special event because it symbolizes the protection and faithfulness of God to Moses and the Israelites. But it has much more significance than that. When Jesus came to earth he was crucified on the Passover weekend. He became our Passover Lamb. We are grateful to him for his special gift so that we can have fellowship with God.



Lesson 13:

CHRISTMAS QUIZ



TEACHING GOAL: Sometimes the truth about Christmas gets confused by Christmas traditions.

1. Play theme song
2. Pray
3. Review last lesson
4. Lesson and discussion
5. Memorize: **Christmas traditions are old; but the Bible truths are gold.**
6. Close in prayer



SCRIPTURE: Luke 1-2 and Matthew 1-2

MATERIALS: Copy of the quiz for each participant
Copy of the answer sheet for the leader

Words that are written in **bold** are when you, the parent, are speaking. Feel free to use your own words.



Big Idea

We are going to take a fun “True” and “False” quiz. The fun quiz will teach us what the Bible says about Christmas. Give each person a copy of the quiz. Leader, read each question out loud and give a few seconds for participants to answer.

After everyone is finished with the quiz, have each teen check the answers.

Over the years a lot of traditions have been added to what the Bible says about the birth of Jesus. It’s important to check to see what the Bible says about the faith so we can separate what we know is true from what is tradition.

CHRISTMAS QUIZ

LUKE 1-2, MATTHEW 1-2

Mark each statement as “True” if the information is in the Bible and “False” if the information is not in the Bible.

	TRUE	FALSE
1. Mary was a virgin when she gave birth to Jesus.	_____	_____
2. An angel appeared to Mary and told her about the birth.	_____	_____
3. An angel appeared to Joseph and told him about the birth.	_____	_____
4. John the Baptist is related to Jesus.	_____	_____
5. A census was the reason Joseph and Mary traveled from Nazareth to Bethlehem where Jesus was born.	_____	_____
6. Mary rode a donkey from Nazareth to Bethlehem.	_____	_____
7. The innkeeper told Joseph there was no room.	_____	_____
8. Mary gave birth to Jesus the day after arriving in Bethlehem.	_____	_____
9. An angel appeared to the shepherds to announce Jesus’ birth.	_____	_____
10. A host of angels appeared in the sky with the shepherds, singing.	_____	_____
11. The shepherds went to the manger to see Jesus.	_____	_____
12. Kings came to the manger to worship Jesus.	_____	_____
13. Three wise men came to the manger to worship Jesus.	_____	_____
14. Angels appeared at the manger to worship Jesus.	_____	_____

Lesson 13

	TRUE	FALSE
15. Wise men brought gifts of gold, frankincense, and myrrh.	_____	_____
16. Jesus was born in a stable.	_____	_____
17. Jesus was circumcised on the eighth day according to the Law of Moses.	_____	_____
18. Mary and Joseph traveled from Bethlehem to Jerusalem to present Jesus to the Lord at the temple.	_____	_____
19. Joseph, Mary, and Jesus fled to Egypt to get away from Herod.	_____	_____
20. Jesus grew up as a young boy in Nazareth.	_____	_____
21. Jesus was born on December 25.	_____	_____

LEADER ANSWER SHEET

LUKE 1-2, MATTHEW 1-2

- | | TRUE | FALSE |
|---|-------|-------|
| 1. Mary was a virgin when she gave birth to Jesus.
<i>Luke 1:34-35</i> | __T__ | _____ |
| 2. An angel appeared to Mary and told her about the birth.
<i>Luke 1:26-31</i> | __T__ | _____ |
| 3. An angel appeared to Joseph and told him about the birth.
<i>Matthew 1:20</i> | __T__ | _____ |
| 4. John the Baptist is related to Jesus.
<i>Luke 1:36, 57, 60</i> | __T__ | _____ |
| 5. A census was the reason Joseph and Mary traveled from Nazareth to Bethlehem where Jesus was born.
<i>Luke 2:1-5</i> | __T__ | _____ |
| 6. Mary rode a donkey from Nazareth to Bethlehem.
<i>The Bible does not mention how they traveled.</i> | _____ | __F__ |
| 7. The innkeeper told Joseph there was no room.
<i>The Bible does not mention an innkeeper. Luke 2:7</i> | _____ | __F__ |
| 8. Mary gave birth to Jesus the day after arriving in Bethlehem.
<i>“While they were there, the time came for the baby to be born,” Luke 2:6.</i>
<i>Most likely they were there for days or weeks.</i> | _____ | __F__ |
| 9. An angel appeared to the shepherds to announce Jesus’ birth.
<i>Luke 2:8-9</i> | __T__ | _____ |
| 10. A host of angels appeared in the sky with the shepherds, singing.
<i>The Bible uses the word for “praising,” does not use “singing.”</i> | _____ | __F__ |

Lesson 13

- | | TRUE | FALSE |
|---|---------------|---------------|
| 11. The shepherds went to the manger to see Jesus.
<i>Luke 2:16</i> | <u> T </u> | <u> </u> |
| 12. Kings came to the manger to worship Jesus.
<i>The Bible does not mention a visit by kings.</i> | <u> </u> | <u> F </u> |
| 13. Three wise men came to the manger to worship Jesus.
<i>Wise men did visit but the Bible does not say how many.</i> | <u> </u> | <u> F </u> |
| 14. Angels appeared at the manger to worship Jesus.
<i>The Bible does not mention angels at the manger.</i> | <u> </u> | <u> F </u> |
| 15. Wise men brought gifts of gold, frankincense, and myrrh.
<i>Matthew 2:11</i> | <u> T </u> | <u> </u> |
| 16. Jesus was born in a stable.
<i>The Bible does not mention a stable, cave, or other structure.</i> | <u> </u> | <u> F </u> |
| 17. Jesus was circumcised on the eighth day according to the Law of Moses.
<i>Luke 2:21-22</i> | <u> T </u> | <u> </u> |
| 18. Mary and Joseph traveled from Bethlehem to Jerusalem to present Jesus to the Lord at the temple.
<i>Luke 2:22</i> | <u> T </u> | <u> </u> |
| 19. Joseph, Mary, and Jesus fled to Egypt to get away from Herod.
<i>Matthew 2:13</i> | <u> T </u> | <u> </u> |
| 20. Jesus grew up as a young boy in Nazareth.
<i>Matthew 2:23</i> | <u> T </u> | <u> </u> |
| 21. Jesus was born on December 25.
<i>The Bible does not say. Scholars suggest September since that is the time of year shepherds would have been in the fields.</i> | <u> </u> | <u> F </u> |



Lesson 14:

LAST WORDS



TEACHING GOAL: The words we say are important, they could have lasting impact.

1. Play theme song
2. Pray
3. Review last lesson
4. Lesson and discussion
5. Memorize: **The most important words I can say; are “Jesus matters in every way.”**
6. Close in prayer



SCRIPTURE: Deuteronomy 32:46-47 “He [Moses] said to them, ‘Take to heart all the words I have solemnly declared to you this day, so that you may command your children to obey carefully all the words of this law. They are not just idle words for you—they are your life. By them you will live long in the land you are crossing the Jordan to possess.’”

Luke 24:50-51 “When he had led them out to the vicinity of Bethany, he lifted up his hands and blessed them. While he was blessing them, he left them and was taken up into heaven.”

Matthew 28:18-20 “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.’”



MATERIALS: Paper and pen for each person

Words that are written in **bold** are when you, the parent, are speaking. Feel free to use your own words.

A **Big Idea**

In January 2006 there was a tragic mining accident in West Virginia that killed eleven miners. They were trapped in a mine two miles underground and lived for ten hours before they ran out of air.

In the last hours, one of the miners, Martin Toler, 51, wrote the following message: “Tell all—I see them on the other side. It wasn’t bad. I just went to sleep. I love you.”

In 1902 there was another mining disaster at the Coal Creek Mine in Tennessee. Almost 300 miners were killed. Here are the last words of Jacob Vowell, who died with his 14-year-old son, Elbert: “The bad air is closing in on us fast. Dear Ellen, I leave you in bad condition, but set your trust in the Lord to help you raise my little children. Little Elbert said he had trusted in the Lord and said for you all to meet him in heaven. Horace, Elbert said for you to wear his shoes and clothing. Bury me and Elbert in the same grave by little Eddie. Goodbye Ellen, Lillie, Minnie, Jimmie, Horace. Oh God, for one more breath. Ellen, remember me as long as you live. Goodbye darling.”

The Bible includes the last words of people like Moses and Jesus.

Listen to the last words of Moses as he said goodbye to his beloved Israelites. Invite a volunteer to read Deuteronomy 32:46-47.

Listen to the last words of Jesus before he ascended into heaven. Invite a volunteer to read Luke 24:50-51 and Matthew 28:18-20.

What stands out as you read these last words from the miners and from the Bible? Listen to their answers. They take their words seriously. They want to provide comfort and direction. Point out what are the most important things in life: God, love, seeing loved ones in heaven, raising children to follow God, telling others about Jesus.

B Activity

Imagine that you have just ten minutes to live and only enough ink in your pen to write 25 words. Think carefully about what you are going to write before you start. If you cross out a word, that counts as one of your 25. The time begins now!

Each person share what they wrote with the family.

C Application

Thinking about our final words can be a helpful motivation to live well today. I hope that you will think of ways to express your love and gratefulness to others. The reality is that none of us knows when we will take our last breath.



Lesson 15:

GENDER DIFFERENCES



TEACHING GOAL: It's important to talk about relationships between guys and girls.

1. Play theme song
2. Pray
3. Review last lesson
4. Lesson and discussion
5. Memorize: **Guy and girl differences are fun; when God is honored as number one.**
6. Close in prayer



SCRIPTURE: Genesis 1:27 “So God created man in his own image, in the image of God he created him; male and female he created them.”

Galatians 3:28 “There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.”

1 Peter 3:7 “Husbands, in the same way be considerate as you live with your wives, and treat them with respect as the weaker partner and as heirs with you of the gracious gift of life, so that nothing will hinder your prayers.”

Proverbs 5:7-14 “Now then, my sons, listen to me; do not turn aside from what I say. Keep to a path far from her, do not go near the door of her house, lest you give your best strength to others and your years to one who is cruel, lest strangers feast on your wealth and your toil enrich another man's house. At the end of your life you will groan, when your flesh and body are spent. You will say, ‘How I hated discipline! How my heart spurned correction! I would not obey my teachers or listen to my instructors. I have come to the brink of utter ruin in the midst of the whole assembly.’”



MATERIALS: A kitchen or dining room chair

Words that are written in **bold** are when you, the parent, are speaking. Feel free to use your own words.

A Big Idea

Use this as an opportunity to dialogue with your teens about guy/girl relationships. If you have multiple children or different genders, you may not be able to go as deep as you might individually. Use this time, however, to openly discuss common differences between guys and girls and allow your kids to share and be part of the dialogue. Your comfort with this subject can go a long way to keep the lines of communication open.



B Activity

Do you think that guys can do everything as well as girls? Do you think that girls can do everything as well as boys? What are some differences between guys and girls? Not all girls are the same nor are boys all the same, but generally speaking people usually characterize differences between boys and girls. Of course there are physical differences, but some of the differences are emotional and relational as well. Read Genesis 1:27. **Did God make only males in his image?** No, God made man (or mankind or humanity) in his image, both male and female. Read Galatians 3:28. **What do you think God is trying to communicate in this verse?** That before God we are all equal. There is no difference in value. We are all equally valuable.

Lesson 15

Read 1 Peter 3:7. **What do you think God means by “weaker partner?”** It could be translated “delicate vase,” not a sign of weakness in a negative sense. The idea in this passage is that the husband should treat his wife with honor and care. **The reality is that guys and girls are different. Different doesn’t mean better. It just means different.**

We’re going to try a little experiment. You have to follow the instructions to make this work. Everyone should do this activity with shoes on. One at a time have each person in your family do the experiment. Most of the time girls can do it and guys can’t, although you don’t have to reveal this in advance.

INSTRUCTIONS: Face a wall with your right toes touching the wall where it meets the floor. Put the left toe behind and touching the heel of the right foot, and then bring the right foot behind the left foot, heel to toe. Put the left foot next to the right foot, feet together. So now you are standing, facing the wall, the distance of two of your feet from the wall. Now place a chair turned sideways between you and the wall. Keeping your feet together, legs straight and back straight, bend at the waist and rest your head on the wall so that your back is parallel to the floor. Pick up the chair with two hands so it is off the ground. Can you hold the chair and stand up at the same time without bending your legs? (Most girls can and most guys can’t.)

Why did it work or not work? Why do you think it’s usually easier for girls than guys to stand up? It generally works because guys’ shoe sizes are often larger than girls and girls’ hips are usually larger, giving them more ability to stand up. It doesn’t always work, which illustrates that we are talking about generalities and there are always exceptions to the rules. Although most guys are stronger and can run faster than girls, there are some girls that are stronger than some guys.

What are some other differences between guys and girls? Girls are often more sensitive and nurturing, and communi-

cate better in relationships. Guys are often objective, attack problems, and talk less. Take time to talk about other perceived differences.

These differences are part of what makes guys and girls attracted to each other. The differences aren't bad. They are just different. In fact, most girls and guys find the differences attractive. It's part of how God designed us so that we would want to get married eventually and find a lifelong partner.

One of the dangers of guy/girl relationships is that many engage in sexual intimacy before they are married. They rob their relationship of the special benefits God designed to take place in marriage. Read Proverbs 5:7-14. **This passage is talking about a prostitute and a guy, but the truth is still relevant even for a guy and a girl who get involved sexually outside of God's design.**

Application

Take time and discuss with teens some of the differences they see between guys and girls beyond just the physical. **Recognizing that not all guys or all girls fit into a category, what differences do you see in the way they relate?**

What do you think would be good rules to have in relationships between guys and girls to help them stay within the God-given boundaries? Early curfews, no exclusive relationships, going out in groups, not being at a friend's house without a responsible adult are a few ideas. **External rules are helpful, but the best rules are the internal rules people establish for themselves. Although parents set rules for kids to help them, it's best if teens also develop rules that they choose to live by because of the benefits of obeying God.**



Lesson 16:

LYING IS DANGEROUS



TEACHING GOAL: When we begin to lie, the truth becomes less and less clear.

1. Play theme song
2. Pray
3. Review last lesson
4. Lesson and discussion
5. Memorize: **Lying may be the fast way out; but then I lose the benefit of the doubt.**
6. Close in prayer



SCRIPTURE: Acts 5:1-11 Ananias and Sapphira lie to God

Proverbs 6:16-19 “There are six things the LORD hates, seven that are detestable to him: haughty eyes, a lying tongue, hands that shed innocent blood, a heart that devises wicked schemes, feet that are quick to rush into evil, a false witness who pours out lies and a man who stirs up dissension among brothers.”



MATERIALS: 3 buckets of water, one hot, one room-temperature, and one ice-cold

Words that are written in **bold** are when you, the parent, are speaking. Feel free to use your own words.



Big Idea

Lying can become a habit, a very bad habit that hurts you and others. If you tell the same lie over and over, even you can start believing the lie is true. Lying can become a lifestyle of irresponsibility, fear of being caught, and unhappiness.

Everyone has times when they don't share the truth with others. For example, you may not tell your best friend that you don't like her haircut. You keep that information

private. Or you may have a mean thought toward someone that you don't share with others. Those private parts aren't necessarily wrong. We all have them. But when you say, "I like your haircut," or you start some gossip about the person you felt mean toward, then you've made a mistake.

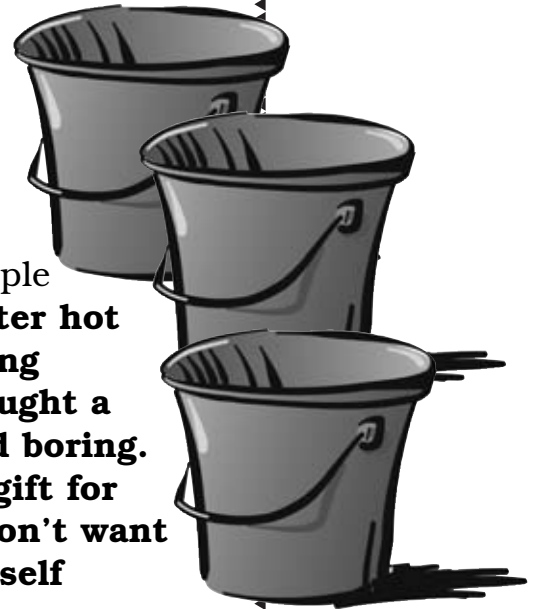
Lying is using words or other forms of communication to deceive someone and intentionally get them to believe something that isn't true. It's not only wrong. It's also dangerous.

B Activity

Put three buckets of water on the table, with the room-temperature water in the middle. Allow people to touch the room-temperature water. **Is this water hot or cold?** It's medium. **Let's imagine the following statement is true, "I went to the store and bought a video game that turned out to be too easy and boring. Now I don't have money to buy my brother a gift for his birthday."** Because I'm embarrassed and don't want others to know I selfishly spent money on myself instead of my brother, I make up a lie and say, "I lost the money." When my parents ask about my brother's birthday, I hide the video game and tell them that I lost the money. Eventually, I start saying to myself, "In a way, I really did lose the money. I wasted it on a game that is kind of like losing the money. I don't have to tell people the whole story. Now I've talked myself into believing the story isn't a lie.

It's not the truth. It's a lie because I am intending to deceive people into thinking that I lost it. When people use the word lost, it implies that they misplaced it somewhere and can't find it. I'm using words and trying to make those words have a different meaning in my head than they have for my friend and for my parents.

Put one of your hands in the hot water and the other hand in the ice-cold water and leave them there for 30



seconds. Now put the hand from the cold water into the room-temperature water. How does it feel? Hot like the hand in the hot water. **The truth is that the two buckets are not the same temperature. One is colder. In the same way rationalization may make a lie feel like the truth but it is not. In fact, it is dangerous. For swimmers, feeling warm and staying in cold water too long can do damage to the body. The cold water starts to suck heat out of the body leading to hypothermia. Rationalizing a lie damages your reputations. You become less trustworthy, people start to assume you are lying even when you tell the truth and you lack integrity and believability.**

Tell the story of Ananias and Sapphira in your own words or read the story from the Bible. **Why do you think Ananias and Sapphira lied?** They wanted to appear better than they were. They wanted others to think they were spiritual. **How do you think they justified the lie in their minds?** Maybe they said, we made this amount of money, which was true, but it wasn't the whole amount. Maybe they said, "No one will ever know," or "It's not that important for people to know the truth." **What was the consequence?** They were killed.

Most of the time we don't die for telling a lie, but it does hurt relationships and it damages a person's integrity.

Application

One of the gifts people give each other is called "the benefit of the doubt." That means that if we meet someone and hear them say something, then we believe them unless we know something different.

When a person lies, then they lose the benefit of the doubt. That means that people are always wondering if this person is telling the truth this time, or is there some way they are misusing words to deceive. The only way to regain the treasure of the benefit of the doubt is by rebuilding trust. It takes a long time to regain the benefit of the doubt again, sometimes even years.

Be careful about lying. It's dangerous.



Lesson 17:

WILL IT FLOAT?



TEACHING GOAL: It is better to influence our surroundings than to be influenced by them.

1. Play theme song
2. Pray
3. Review last lesson
4. Lesson and discussion
5. Memorize: **Be an example when you are young; in faith, purity, and your tongue.**
6. Close in prayer



SCRIPTURE: 1 Timothy 4:12 “Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity.”



MATERIALS: Large bucket of water
Gather ten items from around the house that might or might not float. Try to find five that will float and five that will not.

Words that are written in **bold** are when you, the parent, are speaking. Feel free to use your own words.



Big Idea

It’s important for teens to set high standards for themselves and be world changers. In this lesson you will share a vision for that. And this vision doesn’t originate with you. It comes straight out of the Bible. You as a parent, however, are the delivery person God uses to pass on the message. So, be excited yourself and be creative in your approach. Who knows? This may be more than just a Family Time. This may be a pivotal event in the life of your teen.

How old do you think you have to be to bring change about in the world? Let teens answer. Maybe it's not age, but some might believe attending college or having money is the key. **Today we're going to look at the difference between being influencers or being influenced by the world.**

B Activity

Let's open our Bibles to 1 Timothy 4:12. God wants us to be one thing in five ways. What is that one thing?

Examples. **What are the five ways?** Speech, love, life, faith, and purity.

We're going to play a game called "Will it float?" Here's how we play it. I have ten items here and we're going to guess which ones will float and which ones won't, and then we're going to drop them into the water. Take each item one at a time. Hold it up. Let people hold it, and then everyone has to cast their vote. **Will it float?** Then drop the item into the water and see who was right. Keep a tally, if you'd like, to increase the suspense and competition.

Now, let's ask the question, "Will we float?" What do I mean by that? I mean that when we get out there into the world, in the neighborhood, in class, on our own, will we have what it takes to stay above water in life?

What are some ways that we can be examples to others in these five areas? Brainstorm with teens ways that we can be examples to others.

SPEECH: Others gossip, we don't. Others use foul language, we won't, etc.

LOVE: Others may be mean, we show compassion. Others put down, we care.

LIFE: Others make life choices like smoking, drinking, getting involved in sex. We take a stand that says our life is different.

FAITH: Others believe that faith is weak and should be kept private. We refuse to be controlled by those beliefs because we know that faith is a sign of strength and we are willing to share it.

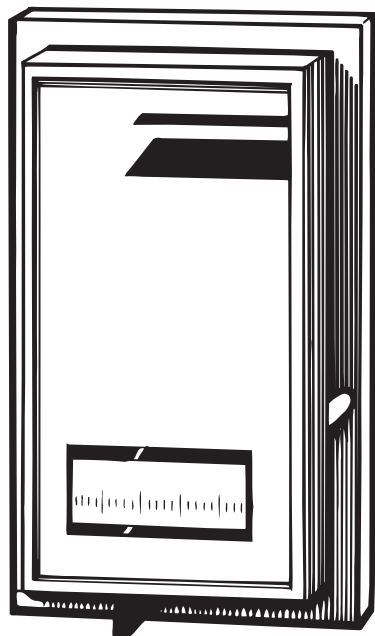
PURITY: Others use sex, foul language, and other poor choices. We value purity because of its long-term benefits.

Will we float? That's a good question. It has to do with whether or not we can be examples to others as the Bible instructs in this verse.

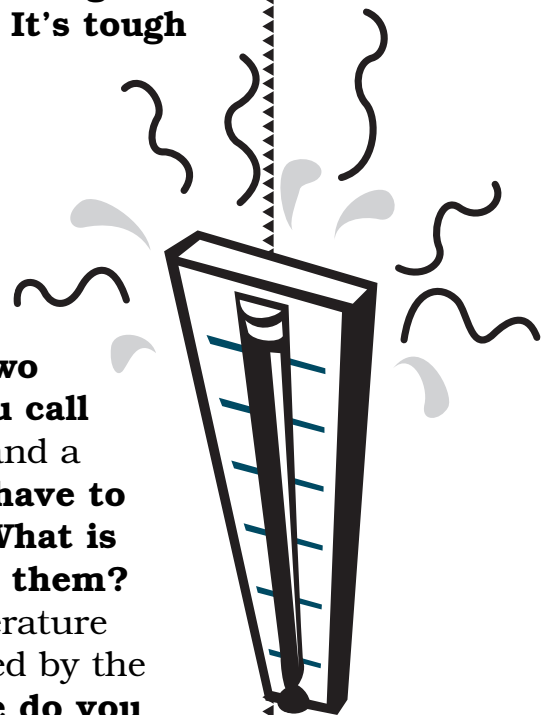
Now go back to the beginning of this verse. Is the Bible just talking about older people? No, the verse is for teens. Those who are willing to take a stand for what's right when they're young will shine above the rest. It's tough but it's the best way.

Application

Show the thermometer and the thermostat illustrations on this page. **There are two kinds of people in the world represented by these two**



things. What would you call these? A thermometer and a thermostat. **They both have to do with temperature. What is the difference between them?** One regulates the temperature and the other is regulated by the temperature. **Which one do you think it's better to be like?** It's better to be a thermostat because you are influencing your world instead of allowing it to control you. **Remember, thermostats can change the world, thermometers only react to it.**





Lesson 18:

PROVERBS



TEACHING GOAL: Proverbs are wise guidelines, not always absolute rules.

1. Play theme song
2. Pray
3. Review last lesson
4. Lesson and discussion
5. Memorize: **Proverbs are warning signs and wise guidelines.**
6. Close in prayer



SCRIPTURE: Proverbs 26:4-5 “Do not answer a fool according to his folly, or you will be like him yourself. Answer a fool according to his folly, or he will be wise in his own eyes.”

Proverbs 1:28 “Then they will call to me but I will not answer; they will look for me but will not find me.”

Proverbs 8:17 “I love those who love me, and those who seek me find me.”



MATERIALS: Pen and paper for each person

Words that are written in **bold** are when you, the parent, are speaking. Feel free to use your own words.



Big Idea

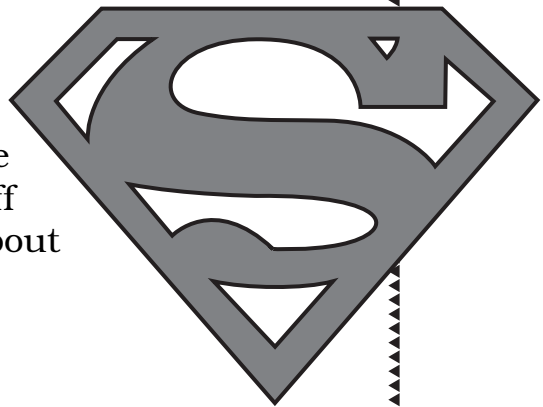
If I say, “**Do not get involved in his folly!**” what does “**folly**” mean? Listen to answers. Foolishness. Lack of understanding or sense. Foolish idea or action. **One example of folly is a person who takes spray paint and writes a bad word on a school wall. That is harmful folly. Another example of folly is a person who has never run a race before but claims they can run faster than anyone on the school track team. This is silly folly.**

We are going to read two verses from the Bible about “folly.” These verses are surprising. Ask someone to read Proverbs 26:4-5. **The first verse says not to talk to a fool about his folly and the very next verse says to talk to a fool about his folly. Which one is true?**

The purpose of this Family Time is to learn the difference between proverbs and commandments. The Bible includes both proverbs and commandments. Commandments are always true. God commands us “not to worship idols.” There is no situation where it is okay to worship idols.

Proverbs are guidelines, rules that are useful in general. The verses about folly are guidelines. So there are times when it is useful to talk to a fool about his folly, and times when it is not useful to talk to a fool about his folly. Can you think of an example which the first verse is right? The second verse is right? Listen to answers.

If a ten-year-old boy sees a nineteen-year-old boy with a baseball bat about to break a mailbox, that is a time to tell his parents and not talk to a fool about his folly. If a younger brother watches the Superman movie and thinks he can fly off the roof, that is a time to talk to a fool about his folly.



B Activity

On June 17, 2005, an eleven-year-old boy named Brennan Hawkins became lost in the woods in Utah while camping with a Boy Scout troop. It took rescue teams five days and four nights to find Brennan BECAUSE he was following two very important rules his parents taught him.

RULE #1: Stay on the trail if you're lost in the woods.

RULE #2: Don't talk to strangers.

Although Brennan was lost and all alone, whenever he heard anyone on the trail—people who were strangers—he would get off the trail and hide to avoid them. For five days and four nights, Brennan hid from the very people who were trying to rescue him! In this situation, his parents' rules would have been better as guidelines. Like Proverbs, these guidelines work in many but not all situations.

Each person take a piece of paper and write down rules we have in our family. Can you think of a time when it might not be good to follow the rule? Families are encouraged to add their own rules to the list.



1. DO NOT USE THE PHONE WITHOUT PERMISSION.

What should your children do if they are home alone with one parent and the parent falls down and is unresponsive?

2. DO NOT TALK TO STRANGERS.

What should your child do if he is lost in a mall?

OPTION: Pick out several verses from the Book of Proverbs. Ask the teens if these are guidelines or absolute rules. If it is a guideline, then ask if they can think of a situation when it might be better not to follow the guideline.

1:7 “The fear of the LORD is the beginning of knowledge.”

1:28 “Then they will call to me (God) but I will not answer.”

3:1-2 “Keep my commands in your heart, for they will prolong your life many years.”

3:3 “Let love and faithfulness never leave you.”

3:9-10 “Honor the LORD with your wealth, with the firstfruits of all your crops; then your barns will be filled to overflowing.”

4:23 “Above all else, guard your heart, for it is the wellspring of life.”

14:31 “He who oppresses the poor shows contempt for their Maker, but whoever is kind to the needy honors God.”

22:1 “A good name is more desirable than great riches.”

22:2 “Rich and poor have this in common: The LORD is the Maker of them all.”

22:6 “Train a child in the way he should go, and when he is old he will not turn from it.”



Application

Rules and proverbs are designed to help us be successful in life. Think of one rule and one guideline that you have in your family and talk about how that helps make family life better. You may think about rules and guidelines having to do with sharing, the bathroom, eating food, the way we talk, etc.



Lesson 19:

DIFFERENT VIEWS



TEACHING GOAL: The gospels sometimes contain different information but are still consistent.

1. Play theme song
2. Pray
3. Review last lesson
4. Lesson and discussion
5. Memorize: **Different gospel views; about Jesus give us clues.**
6. Close in prayer



SCRIPTURE:

Matthew 26

Mark 14

Luke 22-24

John 12-20



MATERIALS: Tray with about 10 small items on it
Towel or cloth to cover tray
Watch with a second hand
Paper and pencil for each person
2 like coins (quarters work well)



IN ADVANCE: This lesson is best done with another family or two. In advance tell others about your Family Time experience and invite them to join in with you for an evening. Not only will your friends enjoy having Family Time, but they may catch a vision for having their own regular Family Times too.

Words that are written in **bold** are when you, the parent, are speaking. Feel free to use your own words.



Big Idea

We have four gospels each with a similar message about Christ's life, but each tells that story a little differently.

Some people get hung up on the idea that the differing details mean that the Bible is inconsistent. Rather, the differences reveal God's work in the lives of different people who are reporting about the same Jesus they experienced.

B Activity

Ahead of time, place several different items (around ten) on a tray and cover the tray with a towel. Do not let anyone know what is on the tray until you remove the towel.

I have several (do not tell how many) **different items on this tray. When I take the towel off, I want you to look at the tray for 30 seconds.** Tell them that they are to try to remember as many items as possible. Remove the towel and let the group look at tray for 30 seconds, then re-cover the tray and move it out of sight. Give each person in the group a sheet of paper and a pencil. **Now you will have 60 seconds to write down as many items as you can remember. No sharing answers and when time is up, all pencils must be put down. Ready, go!**



Use the timer to count off 60 seconds. Then have everyone stop and put their pencils down.

Reveal the tray again and compare answers. **What items did everyone get? What item did everyone forget? Was there something special that made those items stand out?** Size, color, location. **In what order did you list the items? We all saw the same things but remembered them differently.**

The first four books of the New Testament are called the Gospels, and they all tell the story of the life of Jesus but each tell it a little bit differently. Have both you and a friend or sibling ever seen the exact same incident and yet described it totally differently? Yes. It should not surprise us that four people watching or hearing about the life of Jesus would remember some of the same events and highlight some different events.

Let's look at the disciples' different perspectives in just one specific time, the final days of Christ.

1. When Matthew tells about Judas agreeing to take money to betray Jesus, he includes in his story the amount of money that Judas took—30 pieces of silver.

Matthew 26:15 says Judas received 30 silver coins from the chief priests to betray Jesus.

Mark 14:11 says Judas was promised money by the chief priests to betray Jesus.

Luke 22:5 says the chief priests agreed to give Judas money to betray Jesus.

John does not mention this at all.

The interesting part of this story is that Matthew was a tax collector. What do tax collectors do? Collect money for the government. Since Matthew's life had focused so much on money, doesn't it make sense that he would mention the amount of money?

2. John writes more detail about the people around Jesus during his last days.

Matthew 26:7 says that a woman poured very expensive perfume on Jesus' head.

Mark 14:3 also says that a woman poured very expensive perfume on Jesus' head.

Luke does not mention it at all.

John 12:3 says that Lazarus, Martha, and Mary were there and that it was Mary who poured the perfume on his feet. Then she wiped his feet with her hair.

John was one of Jesus' closest friends and disciples. He gave more detail about the last days than any other gospel writer did. Since he was closer to Jesus, he was also more acquainted with his friends and would be more inclined to mention them by name. While the other two gospels mentioned the event of pouring the perfume, John gives more detail and notices that their friend Mary used her own hair to wipe the feet of Jesus as she poured it on his feet as well.

- 3. Only Mark mentions a young man in the garden of Gethsemane who loses his clothes.**

Matthew, Luke, and John do not mention this event.

Mark 14:51-52 While Jesus is being arrested and everyone is fleeing, a young man wearing a linen cloth garment was seized and as he fled away he left behind his garment and ran away naked.

Perhaps the other writers didn't see or hear about this, or they were too concerned about the arrest to notice this young man. Some say this young man could have been Mark himself but he was too embarrassed to say so. Perhaps it was a friend of his, which made his memory more vivid. Whatever the reason, he especially remembered this and included it when none of the other writers of the gospels did.

- 4. Look at what Luke, a doctor, adds about the arrest of Jesus. At the time of the arrest, the ear of a servant of the high priest was cut off.**

Matthew 26:51 says that one of Jesus' companions cut off the ear with his sword.

Lesson 19

Mark 14:47 says one of those standing near drew his sword and cut off the ear.

Luke 22:49-50 says one of Jesus' followers struck with his sword and cut off the ear and Jesus healed the ear.

John 18:10 gives more detail and names Peter as the one who drew the sword and cut off the right ear of the servant named Malchus.

Since Luke was a doctor, he would be more likely to notice that the ear was restored and mention it in the gospel while the others left that part out.

Without letting the kids see the items, lay a quarter on opposite ends of a table, one "heads" and the other "tails." Have two adult volunteers look at the coins and describe them without calling it a quarter. Were the descriptions different? Each person was looking at a quarter.

Both saw some of the same things but each saw something different as well. How is this like what the writers of the gospels saw?



C Application

Even though each gospel author gives a different perspective of some of the events, all four of them give the same account of Judas betraying Jesus in the garden, the arrest, crucifixion, death, and resurrection of Christ.

The message of the gospels is important. Each one communicates to people the importance of following Jesus and the tremendous sacrifice he paid on the cross for us.

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12: God Uses Our Abilities	Exodus 31:3, Exodus 31:1-11
13: Family Mentors	Deuteronomy 4:9, 2 Timothy 1:5, Esther 2:7
14: Eternity	Romans 6:22, Galatians 6:8
15: Forgiven Sins Disappear	Psalm 103:12, Romans 5:8, Colossians 2:13-14, Romans 3:23, Romans 6:23
16: Don't Schedule Jesus Out	Luke 10:38-42
17: Added Value	Luke 15:11-32, 1 Peter 2:9
18: Prayer Cube	Matthew 6:9-13, Ephesians 6:18
19: God's Direction For Our Lives	2 Timothy 3:16-17
20: Hitting the Target	Psalm 119:9-11, Romans 8:26-27, 1 Peter 2:21-22

Wiggles, Giggles, & Popcorn (PRESCHOOLERS)

1: Noah's Ark	Genesis 6:14-16
2: Moses	Exodus 2:3
3: Ruth	Book of Ruth
4: Priscilla and Aquila—The Gift of Hospitality	Acts 18:1-2, 1 Corinthians 16:19, 1 Peter 4:9

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5: Soak It Up!	Psalm 1:2-3, Galatians 5:22-23
6: Spiritual Growth	Philippians 1:6, 1 Peter 2:2
7: Messages to God	Deuteronomy 26:15
8: A Room in Heaven	John 14:2-4
9: Wide and Narrow Roads	Matthew 7:13-14, Luke 10:30-35
10: Lost Sheep Hide-and-Seek	Luke 15:4-7
11: Dancing David and Merry Miriam	Psalm 149:3-4, Psalm 150:4, Ecclesiastes 3:4, Lamentations 5:15, 2 Samuel 6:14-15, Exodus 15:20, Psalm 30:11
12: Messenger Angels	Luke 2:10, Luke 1:13, Hebrews 13:2, Genesis 16:10, Genesis 22:11-12, Exodus 23:20, Judges 6, Acts 10:4-6
13: Little Things Become God Things	Matthew 17:24-27
14: Light in the Darkness	Matthew 5:14-16, John 1:4-5, Acts 26:17-18, Galatians 5:22-23
15: A Strong Tower	Proverbs 18:10
16: Honor Volleyball	1 Peter 2:17, Romans 12:10
17: Let Jesus Help	Luke 5:4-11, John 21:3-8, Philippians 4:13
18: The Early Church	Acts 8:1-3
19: Birthday Cake for Jesus	Luke 2:11
20: Traveling Nativity	Luke 2, Matthew 2
21: Easter: Story Eggs	Luke 19:24
22: Halloween: Pumpkin Parable	Romans 3:23, Revelation 3:20, John 1:29, Philippians 2:12-13, Matthew 5:16, 2 Corinthians 4:6, John 5:35
23: Prayer Wall	Ephesians 6:18, Ephesians 2:20
24: Overflow of the Heart	Matthew 6:22-23, Matthew 12:34-35
25: The Throne	Revelation 12:7-9, Genesis 3:1-5, Exodus 32:1-10, Psalm 11:4, Revelation 3:21

Bubbles, Balloons, & Chocolate (PRESCHOOLERS)

1: Lazarus	John 11:1-44
2: Friends	Exodus 17:8-13
3: Fishers of Men	Matthew 4:18-22, Acts 3:11-26, Matthew 28:16-20
4: Invisible and Powerful	John 6:46, Romans 1:20
5: Ezekiel	Ezekiel 2 and 3, Ezekiel 3:1-3
6: Cross and Tomb	Matthew 27-28, Luke 24
7: Dorcas Helping Others	1 Corinthians 13:4, Acts 9:36-42
8: David and Goliath	1 Samuel 17
9: Ark of the Covenant	Exodus 25:10-22, Deuteronomy 10:1-5, Joshua 3:14-17, 1 Samuel 6:1-16, 1 Kings 8:1-13, Revelation 11:19
10: Angels are Powerful	Joshua 5:14, Luke 2:9-10, Luke 1:29-30, Luke 1:11-13
11: Daniel in the Lions' Den	Daniel 6
12: Cain	Genesis 4:1-15, James 4:7-8a
13: Builders	Genesis 11:3-4, Nehemiah 2:12, Nehemiah 2:20, Nehemiah 4:6, Nehemiah 6:15-16
14: Bubbles and Balloons	Ecclesiastes 2:10-11, Ecclesiastes 1:14, Matthew 6:19-21, Matthew 19:21, Matthew 5:44, Matthew 5:3-10, Matthew 10:30
15: Sin—Missing the Target	Romans 3:23-24
16: Samson	Judges 13-16
17: Lot and Abraham	Genesis 11:27 to Genesis 19, Genesis 13:10-13, Genesis 13:18
18: The Oatmeal Plague	Numbers 14:1-38, Numbers 13 and 14, Philippians 2:14
19: Shine the Light of Jesus	John 1:9, Matthew 5:16
20: Good and Bad Words	Proverbs 12:18, Proverbs 25:18, Proverbs 15:4, 1 Thessalonians 5:11
21: The Expanding Egg	Acts 7:58, 8:1-3, 9:1-22
22: Easter Calendar	Luke 19:28 to 24:12
23: A Shepherd Knows His Sheep	John 10:3-14
24: The Manger	Luke 2:7, Matthew 1-2, Luke 2
25: Excess Baggage	Hebrews 12:1-2, Colossians 3:8, 1 Peter 2:1

Tried and True (TEENS)

1: Be The One	Luke 17:12-19
2: Walking Billboards	Romans 12:2, Philippians 4:8
3: Christ The Ruler	John 14:6, John 8:31-32, John 7:16-17, John 3:5
4: Bible Names and Places	Jeremiah 1:1-3
5: Adversity	Genesis 37 and 39-45, Genesis 50:20, Psalm 34:18-19, 1 Peter 5:10
6: Fear Factor	Joshua 1:9, Colossians 3:15
7: Exciting Christians	2 Samuel 6:14-15, Matthew 14:13-14, 19
8: Peter Walks on Water	Matthew 14:22-33
9: Great Commission	Acts 1:8
10: The Fire of the Holy Spirit	Acts 2:1-4, Philippians 2:12-13, Romans 7:14-15, John 14:26, James 5:14
11: Write a Psalm	The Book of Psalms
12: Easter: Passover Celebration	Exodus 12:3-13, Matthew 26:17-20
13: Christmas Quiz	Luke 1-2, Matthew 1-2
14: Last Words	Deuteronomy 32:46-47, Luke 24:50-51, Matthew 28:18-20
15: Gender Differences	Genesis 1:27, Galatians 3:28, 1 Peter 3:7, Proverbs 5:7-14
16: Lying is Dangerous	Acts 5:1-11, Proverbs 6:16-19
17: Will It Float?	1 Timothy 4:12
18: Proverbs	Proverbs 26:4-5, Proverbs 1:28, Proverbs 8:17
19: Different Views	Matthew 26, Mark 14, Luke 22-24, John 12-20



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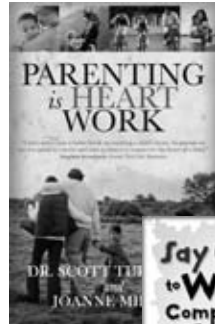
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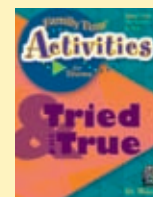
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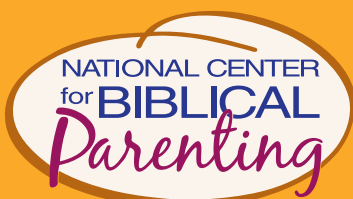
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AUTHOR: Kirk Weaver is the founder and director of Family Time Training and has labored long and hard to develop a system that makes parents appear creative and cool in the eyes of their own kids. Kirk has written and published hundreds of **Family Time** lessons, all of which are designed so that parents can follow the directions and cook up fun activities.



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