

TRAINING
TO WIN GOD'S WAY!

GOD'S

ALL STAR

Champions



**Youth
Guide**
for VeBS®
2004

God's All-Star Champions™

"Finally, be strong in the Lord and in his mighty power."
— Ephesians 6:10

**A Youth Guide for use with
*God's All-Star Champions™ VeBS®***

Written by Frieda Nossaman

God's All-Star Champions™: Training to Win God's Way

Very exciting Bible School® Curriculum

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God's All-Star Champions™ Youth Guide

For use with *God's All-Star Champions™* VeBS®

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Published by Cook Communications Ministries
4050 Lee Vance View, Colorado Springs, CO 80918-7100
www.cookministries.com

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INTRODUCTION

Being in training . . . what does that really mean?

Teens are always in training. Their parents have them trained to say and do the right things (*regardless of if they really mean them!*). Teachers constantly push the grades, college prep, being ready for the world that awaits them. Friends push and pull in all directions—sometimes in helpful ways, other times in hurtful ways. Regardless of where a teen wants to go, he or she often feels compelled to please everyone and can end up feeling more worn out at the end of the day than “trained and ready to go.”

Then there is the physical training that teens participate in. This can take the form of physical workouts in various sports, academic training, musical achievements, volunteering, etc. The bottom line is that for training to be effective, it has to be something that the person wants and sees a need for. Oftentimes the training is so overwhelming that the focus of why participation began in the first place is forgotten.

Spiritual fitness is another aspect of “training” that often is forgotten. Sunday school may seem like ages ago for many teens; others may not have ever had the benefit of being trained as a young child. Youth groups are exciting ways for teens to learn spiritual things, but at times the Bible can be forgotten in the midst of the fun and games. At *God’s All-Star Champions™* we want to provide your students with practical spiritual training, learned while participating in games and activities that lead back to spiritual truths. As the students think about God’s armor, they will learn practical ways that they can apply it to their lives. Training to win God’s way, as all-star champions is the focus of this youth

VBS. Through this program students will take to heart the theme verse, “Finally, be strong in the Lord and in his mighty power” — Ephesians 6:10, as they learn to put their faith in Jesus and walk rightly with God as He empowers them each day.

Every day you will lead your students in games, discussions, studies, and finally, an applicable challenge. All of these elements have been designed around the Message for each session—the challenge to put on the full armor of God. *God’s All-Star Champions™* Youth Guide uses the Active InReachOut system to assist you in an enjoyable and profitable teaching and learning experience.

What is Active InReachOut?

Active InReachOut is a fun, interactive system based on high-energy games and small group discussion. It challenges students to Reach In and deepen their own commitment to Jesus through personal Bible study and reflection. It is also a way to Reach Out and get them involved in leading their friends to Christ. With the Active InReachOut system, your students will belong and take ownership of their youth ministry as well as take the lead in inviting their friends into a relationship with Christ.

Why It Works

• It’s Student-Led Evangelism

The best thing about the Active InReachOut system is that it mobilizes your greatest resource—your students. And student-led evangelism—one kid at a time—is the key to a successful program. *God’s All-Star Champions™* lets your students take the lead in reaching out to their friends. The way lessons are set up, your students may be the

ones who end up telling their friends about Jesus, based on what you shared. This sense of shared responsibility can carry over to other ministries in your church where your students can make a difference.

- **It's Small Group Relationships**

Church can often mean boredom for your students. But with the Active InReachOut system, your students will play, compete, and discuss in ways other programs never touch. By dividing your students into Extreme Teams (*X-Teams—see next page for more information*) for both the games and session times, your X-Teams will build relationships that are open, accepting, and committed.

- **It's Faith-Building**

Face it, not every student in your ministry was born and raised in church. But you also have several students who seem to know a lot about being a Christian. So what can you do? You can use the Active InReachOut system to engage students of all faith levels. For example, an X-Team of mostly visitors might focus its discussion time on what it means to accept Jesus Christ as Savior and how to have a personal relationship with Him. But an X-Team of core church attendees might focus its discussion time on an Extra Study Option where each team member takes “the next step” in his or her walk with Christ.

A note about the Extra Study Options: Photocopy these resources and give them to your students who are ready to examine some of the deeper issues brought up in the sessions. You can discuss them as a group or the students can use them for personal Bible study at home.

Day Two of *God's All-Star Champions™* is specifically geared around discussion of knowing Jesus as Savior. Take special advantage of this awesome opportunity to invite your students to accept Jesus Christ to be their Lord and Savior right from the start.

How the Sessions Work

There are four steps in each Session:

1) Opener. This is the first activity after the Crazy Comp tournament. It's designed to introduce the message topic and ease the transition from the high-energy games. This first activity will get your students thinking about the impact a life with Jesus can make. A different topic will be covered in each session, but all sessions will tie into how teens can apply spiritual truths to their lives as they train to win God's way.

2) Table Talk. Using reproducible Table Talk resources, your students will start discussing in their X-Teams about topics related to the Message.

3) Message. A creative, engaging way to convey the truth of God's Word in ways students will understand. From personal application to discussion to interactive storytelling, your students will get the Bible. Really get it.

4) Challenge. The final step of the session asks students to let the truth they have learned change their hearts and help them live out their faith with Jesus. More than just a list of do's and don'ts, the Challenge step gives students the opportunity to change from the inside out. It helps them put their faith into action.

What Is an X-Team?

Ideally, each Extreme Team (*X-Team*) is made up of four to six core students and the visitors these students invite. If possible, team members should already be friends or at least know each other. Two things make X-Teams work:

- **The Leader:** The ideal X-Team leader is an adult who has the respect of the students in his or her group, a teachable and committed heart before God, and an ability to help students work through important spiritual decisions. In some cases, spiritually mature students may also make good leaders.

- **Team Identity:** Teams need names, colors, and a place to sit together during the lesson—cafe-style circle tables work best. Encourage X-Team leaders to find creative ways to build team identity. For example, have them wear team colors, make a banner, create a team cheer, decorate team tables uniquely each day, and so on. Award bonus points for every display of team spirit. Visitors will feel “at home” much more quickly when they connect with a team and an identity.

How to Run the “Crazy Comp” Tournament

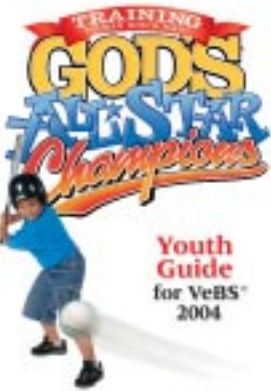
You know that games are one of the most effective ways to introduce teens to your group and set the stage for deeper X-Team relationships. All of the games are written so a number of X-Teams can compete at once. We recommend that you keep track of cumulative team scores and at the end of each round of the Crazy Comp tournament, total the team points and announce team standings. At the end of the week, award an impressive prize package (*for example, movie coupons or gift certificates*) to the team with the most points. Be prepared with consolation prizes for the other teams. But remember, handing out points doesn’t cost you a thing, so be generous! If you award more points, you will have a more exciting contest.

Publicity Flyers

Effective publicity is an important part of any successful outreach program. Consider using the flyers below as bulletin inserts, or for your students to hand out to their friends. Fill in

the bottom section with your church name, date, and phone number. Be creative and have fun!

What are you training for? Your future, college, a successful career, marriage and family?



Life is full of training opportunities for the exciting things that lie ahead. **God's All-Star Champions™** is a training program that can help you get where you need to go. We'll help you answer questions about what the Christian life looks like and equip you to live each day as a successful member of God's team. There will be opportunities to work together with other "teammates," and to learn what it feels like to be geared up and ready to go!

Hope you are ready to get into shape! Fun games, teamwork, and new friends are all a part of this unforgettable training endeavor.

Get movin', we're waiting for you!

Where: _____

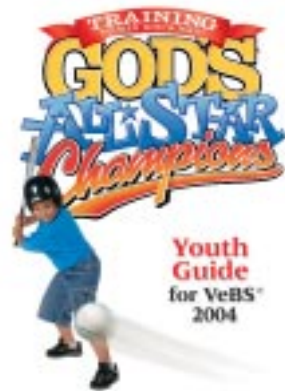
When: _____

For More Information, Call: _____

**Sure you know what to do . . .
but do you know how to do it?**

As a popular saying goes, "Getting there is half the fun!"

God's All-Star Champions™ is a program designed to get you in the "know." In this program we'll help you see how you can. **Friends, games, and fun are a huge part of this program, but most importantly, you'll leave this training camp stronger and ready to put into action the awesome things you've learned.**



For More Information, Call: _____

Where: _____

When: _____

DAY ONE

Shoes are the topic of today's games. Hope you're wearing them!

Shoe Swap

Supplies: Shoes students are wearing

Have each student scan the group for people who are similar in height to them. When you say "go," allow the students to mingle within the group and approach the people who are their height. Have students exchange names first, then have them exchange one shoe! Instruct the students to put the shoe on. Let them mingle again and find another person who is of similar height. Have these students also exchange names and a shoe! After all teens have shoes on that aren't their own (*or are attempting to put the shoes on*), divide them into two teams. Have them run a short race in the borrowed shoes. Award points to the winning team. After the race, have students return the shoes and regroup wearing their own shoes.

Duck, Duck, Shoe

Supplies: One shoe (*preferably a dirty, stinky, one*) per circle of teens

Have each X-Team sit in a circle. Choose one person from each circle to be "it" (*Leave space in the circle for this person.*) Hand the person who is "it," the dirty, stinky, shoe. Have him or her walk slowly around the outside of the circle chanting, "duck . . . duck . . . duck" as he or she taps people on the head. When the person who is "it" taps a person and yells "shoe," he or she must drop the shoe and race to see who will get to the open space first! The tapped person must pick up the shoe and then try to catch the person who is

"it" and tag him or her. The twist: The person with the shoe can toss the shoe to another person in the circle. This person with the shoe can now also help tag the person who is "it," but he or she must have the shoe in hand for it to count. If "it" doesn't make it back to the space, he or she must go again. If "it" makes it back, then the next person is "it."

Three-Legged Race

Supplies: Large burlap sacks or thin ropes to tie the students' legs together

Have X-Teams line up. Have the first two students in line connect their legs together (*using either a burlap sack or rope*). Conduct a three-legged-race between the X-teams. For fun, have students do something crazy halfway to their destination (*like spin around three times or do a push-up while connected*). Award points to the winning team.

Shoe Toss

Supplies: Shoes students are wearing

Have each X-Team member take off both shoes and toss them into a large pile. Then have students line up (*one student behind another*). At the command of "Go get 'em!" the last person in line must run to the first person in line and ask, "What do your shoes look like?" After getting a description, he or she should run to the pile and find both shoes, return to the person to whom they belong, and put the shoes on him or her. (*Only the person getting the shoes can put them on. The person who owns the shoes can't help!*) Conduct this relay until everyone's shoes have been returned and put on their feet. The winner is the team that finishes first.

SHOES EVERYWHERE

SESSION ONE

OPENER Speak Out

Time: 15 minutes

Supplies:

- Shoes students are wearing, paper and pens for each student, a whiteboard with questions supplied below written down on it beforehand

After completing one or more of the Crazy Comp games, have the students come together, sit with their X-Teams, and begin the group time. For this first activity you will want to divide the X-team into two. Explain that the students will compete in a “lace race” against the other group. Completely untie a few pairs of tennis shoes. Have each group form a line (*from front to back; this activity would also work if students sat in circles*). As the race begins, hand the first person in line (*or in the circle*) the lace and the shoe. Have him or her string the lace through one hole and pass the shoe to the next person. The next person strings it through another hole and passes it to the next person. The last people in line (*or in the circle*) can do one step of the final “tie” (*such as making the bow, looping it around, and tying it*). The team that laces and ties the shoe first, wins.

After the opening activity, regroup and say, ***We’re so glad you came to God’s All-Star Champions™ today. During this time of training we are going to learn***

how to apply the Bible to our lives. Together we’ll dig into difficult topics in the things we discuss, the activities we participate in, and even in the games we play. We’ll also learn about some equipment that God has given us to help us live for Him each day.

In this session we’re going to learn about speaking out. All of us have important things to share, but some of us may find that sharing those thoughts and feelings isn’t the easiest thing in the world for us. God has equipped us with armor that can help us speak out. The particular armor we’re going to talk about today is Shoes of the Gospel of Peace. Like a popular sci-fi series slogan, these shoes enable us to go where no man (or woman) has gone before!

The opening game we just played (where we worked together to lace up the shoe) is not that far off from real life. As Christians we often have to work together to get where we need to go. As we also learned in the games we played earlier, it isn’t easy to run when you have someone else’s shoes on. Spiritually, we also need to have the right equipment in order to succeed.

Hand each person a piece of paper and have him or her write down answers to the following questions on the whiteboard.

Q 1. Why do you think some people are shy?

Q 2. Is it better to be too quiet or too loud?

Slip-up The Silent Treatment
Pick-me-up Sharing What You Know Is Good News

SESSION ONE

Q 3. Would you rather be friends with a person who didn't talk much but had profound things to say, or a chatterbox who seemed happy to "yak" as you sat back and listened?

Q 4. How hard is it for you to share your feelings with people you know care about you? How about with perfect strangers?

After each person has finished writing down his or her answers, take some time to discuss what people wrote. Spend the most time on question four and try to delve into the personalities of your group.

Next, ask students to talk about things related to speaking that are hard for them. Some examples to get them started might be: making a speech in front of the class; confessing to a parent about something wrong they did; not passing on gossip they hear; keeping your mouth shut when you want to say something unkind, use profanity, tell crude jokes, etc.

Conclude this opener by explaining that speaking out isn't always easy for us. Whether it is something related to our lives, our family, or spiritual things, there are times when it is absolutely necessary to speak out. God wants us to share the Good News of Jesus with others. For some here, that may be a terrifying proposition. Encourage students by explaining that sharing their faith isn't something they have to do on their own. God has equipped them with spiritual armor to help them do so, the Shoes of the Gospel of Peace, which they will learn more about later on.

Optional Opener

Supplies: Chalkboard, chalk

Draw two lines that intersect on the chalkboard. Ask the students if they have ever been driving or been in a car and had to make a decision about which way to go. Invite students to share their experiences. Ask each student how they knew which way was the correct one. (*Using a map, guessing, feeling like one way was the right way, etc.*) Mention that in life we also can find ourselves at a crossroads. (*Explain that a crossroads in life is a place where a person is forced to make a decision about which way he or she is to go.*) Invite volunteers to share about any crossroads in their lives that they have experienced. Ask students what they learned from those experiences and if they chose the right path or wrong path.

Mention that in today's Bible story we will learn about a man named Philip who found himself at a crossroads. He could have stayed where he was (*a place where he was doing good, sharing about Jesus, and leading many people to Christ*) or he could do as he was told and go out on a deserted road. Philip chose to obey God even though it was a crossroads that likely didn't make much sense at the time.

Mention that God provides us with armor called the Shoes of the Gospel of Peace. Spiritually we may also find ourselves at crossroads. God would have us take the path that includes sharing our faith with others. Although it may seem like this path is the one that is unpopular, it will make all of the difference in the long run if, by following it, others come to faith in Christ.

Slip-up
Pick-me-up

The Silent Treatment
Sharing What You Know Is Good News

SESSION ONE

TABLE TALK Opening Up

Time: 10 minutes

Supplies:

- Copies of Table Talk, "Opening Up" (page 16)
- Pencils

Hand out the "Opening Up" worksheet page and pencils. Allow the students to work in their X-Teams as they go through the questions and discuss them. Remember to let the teens talk and react without the leaders judging their comments. A visiting teenager needs to know his or her opinion will be heard and not instantly rejected.

MESSAGE Go Tell It on the . . . Chariot?

Time: 15 minutes

Supplies:

- Bibles
- "Go Tell It on the . . . Chariot?" discussion-starter worksheet (page 17)
- Pencils

Have students open their Bibles to Acts 8:26-39. Choose a volunteer from each group to read the passage aloud. Invite each person to think for a minute about what Philip may have been thinking when

God sent him out alone on a desert road. Explain that Philip had just made quite an impression on the people in Samaria where he had performed many miracles and led many to Christ. Philip may have wanted to stay with Peter and John who had returned to Jerusalem and were preaching the Gospel in the many Samaritan villages (Acts 8:25). Instead he was sent out alone, away from where all of the "action" was.

Hand out copies of the "Go Tell It on the . . . Chariot?" discussion-starter worksheet and invite teens to work on it. (*In these worksheets students will respond to questions as if they are Philip or the Ethiopian man.*) While the teens are working to finish up, have those that finish their worksheets early talk about a time when they shared the Gospel with someone else. When everyone has finished their worksheets, have the students discuss the worksheet answers together.

Recap the Bible passage by sharing, ***Philip was asked to go it alone. Up until this time he had been with the disciples, in a large group, surrounded by people who shared his beliefs and who had been followers of Jesus. Now Philip was being sent away from his support group and was told to go. No explanation!*** Ask, ***What might Philip have been thinking when he first was walking all alone? (Where am I going? Why is God having me go away from where I've been so successful for Him? What if I get mugged out here all alone? etc.) What do you think he might have thought when***

Slip-up The Silent Treatment
Pick-me-up Sharing What You Know Is Good News

SESSION ONE

he saw this foreigner, the Ethiopian man? (Is this the guy God wanted me to find? Now what do I do? What can this man possibly know about God? etc.)

How do you think Philip might have reacted when he heard the Ethiopian eunuch reading from a passage of Scripture describing Jesus? (Amazed, overwhelmed, awed, thankful to God, etc.)

Next instruct teams to turn to Ephesians 6:10 and have a volunteer read it out loud. **“Finally, be strong in the Lord and in his mighty power.”** Ask, **In what way was Philip strong in the Lord?** (Philip followed God’s orders; he went even though he may not have understood where God was sending him; when he spoke with the Ethiopian eunuch he wasn’t afraid to share with him what God’s Word said about Jesus the promised Messiah.) **How can Philip’s**

example of witnessing be an example for us today? (We can trust when God sends us to a person that he or she is most likely spiritually prepared to hear the Good News. We can follow God’s orders even when they don’t make sense to us. We can be bold in sharing our faith.)

Mention to students that although Philip wasn’t sure why God had sent him, he followed through and saw the end result—a fellow believer in the Lord. This Ethiopian man was able to spread the Gospel in ways that Philip never could because of where this man lived, in a land that had yet to hear about Jesus Christ. Let students know that in the Challenge activity they will have a chance to personally reflect on ways that they also can speak out and spread the Good News of Jesus to others.

Option

Supplies: Bibles, paper, and pens

Have students turn in their Bibles to Isaiah 53. If time permits read the entire chapter. If not, read only verses 7-8. Have the students write down as many prophecies as they can from these verses that are fulfilled through the life and death of Jesus Christ. Mention that this Old Testament passage is one of the most important prophecies fulfilled in the Bible. Jesus’ life and death are explained here in such a way that the things written could not be about anyone else but Him. Explain that this passage is one that can give us assurance as Christians that Jesus is for real. Hundreds of years before His birth, an exact account of His life and death was written down.

Slip-up The Silent Treatment
Pick-me-up Sharing What You Know Is Good News

SESSION ONE

CHALLENGE Good News Is for Sharing

Time: 10 minutes

Supplies:

- Small plastic cones or megaphones (one per student)
- Colorful magic markers or glitter pens

Hand out a small plastic cone or megaphone to each student and have each person write on it one way that they will share their faith in Jesus with another person this week. As students do this, share the following thoughts. *Jesus didn't give us a choice when it comes to sharing the Gospel. He gave us a command that we are to follow. Mark 16:15 says, "He [Jesus] said to them [the disciples], 'Go into all the world and preach the good news to all creation.'"*

How does this verse help us when we want to make excuses about not witnessing to someone? (It is a direct command from Jesus. We can't really argue with what Jesus said we should do.) What benefits can we reap by sharing the Good News with others? (We may see them become Christians and we can know we'll see them in heaven someday. We can know that we planted a seed. We can be assured that we followed Jesus' command.)

Have a student look up and read aloud Romans 10:15. "And how can they preach unless they are sent? As it is written, 'How beautiful are the feet of those who bring good news!' " Ask, "When was the last time you thought of someone's feet as beautiful? Although we might think this verse a bit humorous, it is true that the person who shared the Gospel with us for the first time is probably someone that we still treasure today. Invite students to briefly share about the person who led them to Christ.

After a few students have shared, remind students that they can be like these people, bearers of good news! Life changers! Heaven sent! Everyone needs a Savior, but everyone also needs someone to tell them about Him. Mention that God has given each believer spiritual armor. Read Ephesians 6:13a and 15. "Therefore put on the full armor of God . . . with your feet fitted with the readiness that comes from the gospel of peace." God has given us the power to walk up to someone and share with him or her the Gospel of peace. It isn't a gospel of war, but of peace. It isn't meant to harm them (although it may prick their conscience), but it is meant to help guide them spiritually. Best of all, the Holy Spirit will give us the words to say and lead us as we lead others to Christ! Encourage your students to think of one person with whom they

Slip-up The Silent Treatment
Pick-me-up Sharing What You Know Is Good News

SESSION ONE

can share the Gospel message this week.

Close by having an X-Team leader say a prayer. Have X-Team leaders spend a few minutes at the end of the session talking with teens and answering questions they may have. Remind students that living a life with Jesus is the most important decision they can ever make. Encourage students to take this leap of faith if they haven't already done so.

Note: As you may have noticed, this lesson lends itself perfectly to offering the

students an opportunity to accept Jesus as their Savior. Be sure to give your students a chance to talk with an X-Team leader and pray about this decision during this session. Your students can't lead others to Jesus until they know Him personally.

Extra Study Option: The worksheet "Sharing Your Faith" (*page 18*) would be a helpful handout for those who want to know more about simple ways to witness to others.

Slip-up The Silent Treatment
Pick-me-up Sharing What You Know Is Good News

TABLE TALK WORKSHEET

Opening Up

What is the best environment for you to share openly with someone? Why? *(For example, an overnight at a friend's house; your family dinner table; in the school's guidance counselor's office; hanging out in a friend's basement, etc.)* _____

Who do you confide your secrets, hopes and dreams, and struggles with? *(Write the person's name or who they are, parent, teacher, etc.)* _____

Do you have someone with whom you can share spiritual things? *(Explain who the person is or if you don't have someone like this, express why it might be important to find someone like this.)* _____

Have you ever shared your faith with someone who wasn't a Christian? What happened? *(Explain.)* _____

What kinds of things keep you from eagerly sharing your faith with non-believers that you meet? *(For example, fear of being made fun of; worry about what they might think; uncertainty about the person's spiritual condition; "it never comes up," etc.)* _____

God wants us to share openly with others. That is how He designed and created us. Although He wants us to be witnesses for Him, He also wants us to find other Christians who can encourage us spiritually as well. Do you have people around you that can support you? You need them even if you don't think you do! Find someone here today who can be a listening ear to you.

MESSAGE WORKSHEET

Go Tell It on the . . . Chariot?

Directions: Read through Acts 8:26-39 again. Answer the following questions as if you were either Philip or the Ethiopian man.

Philip

• What were you expecting to find on the desert road? _____

• Did you ever question why God might have sent you to such a desolate place? Explain. _____

• How did you feel when you saw the Ethiopian man reading from the Bible (*the Book of Isaiah*)? Explain. _____

• After you baptized the Ethiopian man and God whisked you away miraculously, did you have assurance that you were in the right place at the right time? Explain. _____

Ethiopian man

• What did you know about the Messiah who was to come? _____

• How did you feel when you realized that God sent someone to share the Good News of salvation with you? _____

• What are you going to do now with your newfound faith? Explain. _____

EXTRA STUDY OPTION

Sharing Your Faith

Directions: Read the following steps and write in your own words what you can do to share your faith.

Step 1: Be a friend! Although there may be times when you are called upon to witness to a complete stranger, God will most often use you to witness to people you already know! In the space below, list a few names of friends that you know aren't believers.

Friends who aren't believers: _____

Step 2: Live a worthy life. It's hard to tell others that they need what you have if you aren't living up to the task. The Bible is clear. It's hard to argue with things God says are wrong. Clean up your life and then you'll have no qualms sharing the Gospel message with others!

What are some things in your life that you need to get right with God before you can be an effective witness for Him? _____

Step 3: Trust God to do the work! You're only the messenger. Although you may feel the weight of the world on your shoulders when you share your faith with a non-believer, keep in mind that you are planting seeds. Others will water. God is the one who will ultimately make this person grow spiritually! (See *1 Corinthians 3:6*.)

Fill in the following prayer with the words that best fit how you feel.

Dear Heavenly Father,

I feel _____ when it comes to witnessing to _____. Please help me to _____ and to _____ the next time I have an opportunity to share You with others. Help me to remember that I am planting seeds as I befriend _____ and tell him/her about _____. Help me to be strong and trust in the Shoes of the Gospel of Peace that you have given me to wear.

In Jesus' Name,

Amen

Extra Study Option: Make photocopies of this Extra Study Option and give it to any student who received salvation today or others who are interested in learning more about salvation. (For more information about the use of Extra Study Options, see page 6.)

DAY TWO

All of today's games have to do with using your head somehow.

Balancing Act

Supplies: Thick paper plates (*one per X-Team*), assortment of fruit (*apples, pears, small melon, bananas, grapes, oranges, etc.*)

Have each X-Team line up (*from front to back*) and conduct a relay race. Hand each person in line a piece of fruit to hold. Hand the first person in line the paper plate. At your command, have the first person run to a designated spot while holding the empty plate on his or her head. When the first person returns, the next person in line will put his or her piece of fruit on the plate. The plate will then be carried on this person's head. Conduct the race while adding the number of pieces of fruit that must be carried. It is OK if the runner holds the plate with his or her hands but if fruit is dropped, that runner must retrieve it and start at the front of the line again. The team that completes the race first wins.

Piñatas with a Twist

Supplies: Piñatas (*one for every two X-Teams*) tied by string to a low object, blindfolds, (*optional*) bat or stick

Fill a Piñata with whatever fun items you can (*candy, coins, pens, gum, chocolates, books, notepads, stickers, music cassettes or CDs, etc.*). (*You can also make piñatas by filling up pillowcases with the fun items and loosely closing the open end with strips of masking tape. If you choose*

to make the piñatas, pad the items with old rags or smaller pillows.) Combine the students from two X-Teams together to lessen the amount of piñatas needed.

When you say, "Go," have the blindfolded teen bang the piñata five times using only his or her head! After five tries have him or her blindfold another team member and continue on. Do this until the piñatas break or students give up! If the piñatas won't come open, have a bat or stick available to "finish" the piñata off! Allow the students to gather as much stuff as they can grab!

A Person, Place, or Thing

Supplies: An alphabet cube that rolls (*or have leaders who aren't playing pick random letters*), paper, pencils or pens, timer or watch with second hand

Have each X-Team play this game among their group. Have one person roll the alphabet cube or have a leader who isn't playing pick a random letter. Distribute paper and pencils or pens. Remind students what the letter is (*a, f, g, etc.*), then give students three minutes to come up with as many people, places, and things that start with that letter. If they can think of two words that start with the letter they will get double points (*for example Ronald Reagan for the letter "R"*). Adjectives, however, don't count (*for example, Cozy Comforter for the letter "C" wouldn't work*). Have a leader judge the words to make sure they fit the rules and are people, places, or things. After the time is up, pick a different letter and

USING YOUR HEAD

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play again. You may want to have individual prizes for team members or compare final tallies with other X-Teams and award points to the team that came up with the most words!

Silly Stories

Supplies: Whiteboard, marker, paper, pencils or pens, writing surface (*clipboard, book, or thick magazine*)

Have each X-Team brainstorm the names of two people, their occupations, a silly situation that they will find themselves in, and a crazy conclusion to their dilemma. Summarize these facts and write them on the whiteboard where the X-Team members can see them.

Have the X-Teams sit in circles. When you say so, hand one person on the team a piece of paper (*on a hard writing surface*) and a pencil or pen. Have him or her write the first sentence to this silly story. After the sentence is completed, have him or her pass the paper to the person on the right. He or she will continue the story. Remind students to include the information that is on the whiteboard. Go all the way around the circle and make sure the last person “ends” the story. Have a volunteer read the story out loud to the X-Team. Choose the funniest stories and share them with the entire group.

USING YOUR HEAD

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OPENER Decision Making

Time: 15 minutes

Supplies:

- Strips of paper
- Pencils or pens

After completing the Crazy Comp tournament games congratulate the group on “using their heads” to complete all of the games! Mention that today’s lesson is about making wise decisions, which also involve using one’s head. Decision making is a skill that is essential for surviving in today’s world.

Hand out index cards and pencils or pens to each student. Give students a few minutes to write down on their card the stupidest thing they have ever done! These can be funny examples, like showing up for a choir concert wearing two different shoes, or more serious things, like sneaking out of the house to go to a forbidden party.

After adequate time has been given, regroup and have volunteers share what they wrote. If students are reluctant to share out loud, collect the cards and have a leader read them in a way that the names will stay anonymous. Before moving on, be sure that leaders share their stupid moments as well. Coming clean and admitting that you aren’t perfect is one way you can reach out to your students. What a great way to

Optional Opener

Supplies: None needed

Have students share (*without naming names*) about a person they have encountered in their lives who was an outcast. Define outcast as a person who didn’t fit in, was teased, was goofy or geeky, didn’t have friends, was unpopular by his or her own doing, or just plain was picked on for no good reason. Mention that this person can be from childhood or a person they have encountered more recently. After students have shared, ask if any of the students intervened on this person’s behalf and helped him or her out. Invite responses. Mention that in today’s Bible story Zacchaeus was an outcast. He wasn’t this way because of his status (*he was actually very rich*), but was this way to some degree because he chose to be. (*He ripped people off without showing any remorse!*) In today’s story Jesus is the one who intervenes on his behalf. Zacchaeus is never the same as a result.

encourage your students to open up to you during this VBS week.

Recap a few of the examples shared. Ask students to pinpoint in each example how poor decision making led to the students, living out a “stupid” moment.

Slip-up Messing Up Big Time
Pick-me-up Doing What’s Right

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If applicable to the story, ask how the student might have been able to turn the situation around had he or she made a wise decision instead.

Reiterate the importance of wise decision making. Mention that God has provided Christians with something called the Helmet of Salvation. As Christians, we are equipped to make wise decisions. Some ways we are equipped include: by having Jesus live in our hearts; by having the Holy Spirit who promises to guide us, and by reading the Bible and gaining direction in our lives. Sometimes making a wise decision means changing our lives around. That was the case in the Bible story of Zacchaeus that we will study today.

TABLE TALK Roleplays

Time: 10 minutes

Supplies:

- Copies of Table Talk, "Decision-Making Roleplays" (from page 25)

Hand out "Decision-Making Roleplays." Allow the students to work together in pairs or small groups as they prepare their skit. Allow time for groups to present to the other students. (For a description of X-Teams and their purpose, see page 7.)

MESSAGE A Changed Life

Time: 15 minutes

Supplies:

- Copies of "Zacchaeus's Profile" (page 26)

Have each group read Luke 19:1-10 and complete the Message worksheet "Zacchaeus's Profile" After your students have finished the worksheet invite them to give feedback or share what they wrote on their worksheets. Begin by saying something like, ***Zacchaeus wasn't that different from unpopular people we meet today. He was likely obnoxious. He also was rich and flaunted it. (If he were a teenager today he might drive to school in a brand-new Hummer and park it next to the junkers in the parking lot just to rub it in.) He also was a thief who didn't seem to have the slightest conscience whatsoever! He probably had reached such a low and had become so lonely that he saw no reason to ever change his ways. Why bother?***

Well, bother Jesus did. He took the time to go out of His way and look up (literally) at Zacchaeus. Jesus knew what kind of a man Zacchaeus was, and even more He knew what other people would think if He associated with Zacchaeus. Yet, Jesus did so anyway! Jesus saw more than who

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Zacchaeus was; He saw what Zacchaeus could become.

Ask students, **What surprises you most about this story?** (Answers will vary but may include: That Jesus would bother to spend time with this man; that the townspeople made such a big deal about Jesus' association with Zacchaeus; that Zacchaeus actually turned around and gave half of what he owned to the poor and paid back four times what he owed to others.) **What wise decisions did Zacchaeus make?** (To seek out Jesus to begin with, to allow Jesus to come to his house, to give half of his wealth to the poor and to repay four times what he owed.) **What do you think Zacchaeus gained by seeking the Lord that day?** (He gained salvation, he found a friend in Jesus, he was relieved of the guilt that may have been plaguing him, although he was a much "poorer" man, he left spiritually richer.)

Mention that Zacchaeus didn't just take salvation at face value, he took it a step further and changed his actions! He went from being a very wealthy man to likely being of average income. The wise decisions he made that day changed his life forever and probably helped to make him more popular with his fellow man as well. The Helmet of Salvation isn't just what we receive when we are saved, it is what we can use in life to make wise decisions and live out our faith.

Have a student look up and read Ephesians 6:10, "Finally, be strong in the

Lord and in his mighty power." Invite students to share how Zacchaeus became strong in the Lord after he believed in Him. Mention that Zacchaeus's actions spoke much louder than his words. We, too, need to put our salvation into practice by making wise decisions that show others we are true believers!

CHALLENGE Calendar Journaling

Time: 10 minutes

Supplies:

- Photocopy (one per student) of this month's dated calendar (large enough so things can be written in on the spaces)
- Pencils or pens
- Stickers (optional)

Explain to students that God has given each believer spiritual armor. Have a volunteer Read Ephesians 6:13 and 17a. "Therefore put on the full armor of God, so that when the day of evil comes, you may be able to stand your ground, and after you have done everything, to stand. Take the helmet of salvation. . . ." Share, **God has equipped us in every way. According to Ephesians 6:13, why do we need to put on this armor?** (For the day of evil that is coming. So we can stand our ground as Christians.) Mention that Satan wants to tempt all Christians

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Pick-me-up**

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and see them fall. It gives him great pleasure to see us mess up. God, on the other hand, doesn't want to see us fall, which is why He has given us spiritual armor. Explain, ***The Helmet of Salvation may be the most important piece of armor because it is a gift that is given to us by Jesus and His finished work on the cross. If we believe that Jesus died for us and rose again, and ask Him to come into our lives, we have been given the Helmet of Salvation. This helmet is also practical because as Christians, we are now able to use it to make wise decisions in life and live according to God's Word.***

Pass out the dated monthly calendar and pencils and pens. Give students a few moments to jot down major events that they have participated in this month or are looking forward to. If students have a birthday this month, be sure to have them note that as well. After students are finished, have them think about spiritual "dates" that occurred or will occur this month. These can be church services attended, youth group meetings, Bible studies, church choir practice, personal devotions, VBS, etc. Next have students think back on this month or look forward to what is in store for them. Tell students to pencil in a star or put a sticker on a date this month that was difficult for them or a future day that they are dreading for some reason. *(They don't have to explain why they noted that date unless they want to.)*

Share, ***God has been with us (or will be with us) all month whether we are aware of His presence or not. As Christians, we carry the Helmet of Salvation with us at all times. As God's children we have access to everything we need to make wise decisions: the Bible, godly friends, parents, and teachers, the Holy Spirit, wise counsel, etc.*** Encourage students to be aware each day of God working and living through them. If there are students who are not Christians, encourage them that today can be the start of a new day on their calendar. Today can be a day when their life is changed forever when they receive the Helmet of Salvation. Close in prayer, asking for God to guide students in their decision making as they follow Him.

Note: *As you may have noticed, this lesson lends itself perfectly to offering the students an opportunity to accept Jesus as their Savior. Be sure to give your students a chance to talk with an X-Team leader and pray about this decision during this session.*

Extra Study Option: The worksheet "God's Wisdom" (page 27) would be a helpful handout for those who want to know more about how they can make wise decisions.

Slip-up Messing Up Big Time
Pick-me-up Doing What's Right

TABLE TALK WORKSHEET

Decision-Making Roleplays

Get into pairs or small groups and choose a roleplay based on decision making that you will perform for the larger group or X-Team.

Roleplay #1

Having to choose whether or not to smoke a cigarette. Peer pressure is involved. Most in the group are already smokers. Person being challenged is not a very strong person but he or she could stand on their own. It's up to you how this roleplay turns out!

Roleplay #2

Teen is grounded because he or she already broke the house rules by taking the car to the mall when parents said they needed the car that day. Now this teen is contemplating lying to his or her parents to attend a basketball game at school but saying there is a study group that is meeting at someone's house. It's up to you how this roleplay turns out!

Roleplay #3

A friend has just shared very confidential news. This friend can't contain himself or herself and wants to pass this news on. It's up to you how this roleplay turns out!

MESSAGE WORKSHEET

Zacchaeus's Profile

Note the profile that we get from reading this passage. In many ways we know more about Zacchaeus than we do about many prominent people of whom much more is written in the Bible. God must have wanted us to really get to know this man and see if he resembles us in any way.

- **Chief tax collector**, (vs. 2) *(As a tax collector for the Romans he had a bad reputation since the system of collecting taxes was open to abuse. As the chief, Zacchaeus was likely responsible for all the taxes of Jericho and had other collectors under him.)*
- **Wealthy** (vs. 2)
- **Short man** (vs. 3)
- **Athletic or somewhat fit** (vs. 4) *(ran ahead, climbed a sycamore-fig tree)*
- **Friendly** (vs. 6) *(welcomed Jesus gladly)*
- **A "sinner"** (vs. 7)
- **Generous** (vs. 8) *(once he realized he had found Jesus)*
- **A cheater or thief** (vs. 8) *(implied in his willingness to repay four times over what was cheated)*
- **Lost, but then saved** (vss. 9-10) *(words of Jesus)*

What parts of Zacchaeus's profile could you list as fitting your profile also? _____

What hope does Zacchaeus's changed life give us as we look at our own lives and the lives of those around us? _____

What is Zacchaeus most often remembered for? _____

Why is that a shame based on the reality of his changed life and legacy that we should remember? _____

EXTRA STUDY OPTION

God's Wisdom

Directions: Read the verses below and answer the questions provided.

Psalm 51:6—"Surely you [God] desire truth in the inner parts; you teach me wisdom in the inmost place."

This verse says that God teaches wisdom. In what areas of your life do you need God's wisdom?

How can you receive God's wisdom?

How can having God's wisdom help you make wise decisions? Explain.

Psalm 111:10—"The fear of the LORD is the beginning of wisdom; all who follow his precepts have good understanding. To him belongs eternal praise."

Describe what you think it means to "fear" God.

In what areas of your life do you desire to have "good understanding"? Explain.

Proverbs 13:10—"Pride only breeds quarrels, but wisdom is found in those who take advice."

Do you enjoy receiving the advice of others? Why or why not?

Why might God have included a verse like this in the Bible? Explain.

Making wise decisions is something we can't do on our own! Take a moment and ask God for His wisdom today. He is more than happy to give it to those who ask!

"If any of you lacks wisdom, he should ask God, who gives generously to all without finding fault, and it will be given to him."—James 1:5

Extra Study Option: Make photocopies of this Extra Study Option and give it to any student who received salvation today or others who are interested in learning more about salvation. (*For more information about the use of Extra Study Options, see page 6.*)

DAY THREE

All of today's games require being careful . . . so watch out!

Tic, Tac, Toss

Supplies: Containers of small breath mints, timer or watch with a second hand

Have each X-Team form two lines and face each other standing at least three feet apart. Give one person in the line a tiny breath mint. When you say so, have teams toss the mint back and forth. Time each team for one minute. During this time the team must continue to toss the mint from one person to the next. When the time is up, the teams that still are tossing and haven't lost their mint win. Award points accordingly. If desired play again and stretch the game to two minutes. *(If mint is dropped, it is OK to continue play but it is likely that too many drops will result in a lost mint.)*

Eggxactly

Supplies: One hard-boiled egg per X-Team, one raw egg to give to an unsuspecting team

Have each X-Team hold hands and form a large circle. Break hands and stand an arm's length apart. Hand each team an egg. Mention that all of the eggs are hard-boiled except for one! When you give the cue, have X-Teams toss the eggs back and forth within their team circle. Play for a few minutes or until you discover the "secret" and messy egg!

Burger Reconstruction

Supplies: One deluxe hamburger (*with all of the fixings, preferably with more than one piece of meat and multiple buns*) from a local fast food chain, two paper plates

Choose two volunteers from among the entire VBS. Mention that volunteers must be very detail-oriented. Invite the other students to gather around to watch. Place the wrapped deluxe burger on a paper plate. Place another paper plate at a nearby destination. Explain that one of the volunteers is going to take the burger apart one piece at a time and reconstruct it on the other plate. The second volunteer is going to be the "memory" person. It is his or her job to remember how the burger was put together in the first place and coach the first volunteer as he or she builds the burger from the ground up! Have fun with this game. In the end, the reconstructed burger should be put back together again, down to its wrapper! That means every pickle, onion, bun, meat, and piece of lettuce must make it to the next plate! Have a leader judge the reconstructed burger and give points to the team's volunteers accordingly! Give bonus points if a spectator wants to eat the reconstructed burger! *(Not likely!)*

Continued on next page.

WATCH OUT!

DAY THREE

Hat Relay

Supplies: Ball caps (*one hat per X-Team*), marshmallows (*five per X-Team*)

Have teams line up relay style. Hand the first person in the line a ball cap flipped over and filled with five marshmallows. Set up a destination (*quite far away*) that team members have to touch before returning again. Have teams race against each other all the while carrying the ball cap filled with marshmallows. Award points to the team that finishes the race first and also keeps all five marshmallows in the cap! (*If a marshmallow falls out or is blown away, that team is disqualified from the race.*)

WATCH OUT!

SESSION THREE

OPENER Breaking Point

Time: 15 minutes

Supplies:

- Carton of raw eggs (*one egg per student*)
- Packing materials: bubble wrap, tissue paper, small cardboard boxes, masking tape, paper towels, etc.
- Prize for winning team members

After completing the Crazy Comp tournament explain to the students that they are going to be given a raw egg and some packing materials. When their egg is all “protected,” it will be dropped from a steep incline to see if it breaks. The

goal is to package the egg securely and prevent it from breaking. Give students the eggs and necessary materials and give them five minutes to prepare their egg for the drop. When students are ready, find a drop zone (*climb a staircase, stand on a stepladder, go to a second story window and open it, etc.*) Have students drop their packaged eggs one at a time. Have a volunteer below unwrap the packages and check the eggs for damage. Award prizes to the students whose eggs aren’t broken.

Regroup and discuss the following questions:

- ***Why do you think some of the eggs broke?*** (*They weren’t packaged properly. They were dropped too hard. They weren’t well protected.*)

Optional Opener

Supplies:

- Index cards with physically dangerous situations written on them (*such as being in a fire or earthquake, being attacked by a crocodile, falling off a cliff, etc.*)—one per student

Prior to conducting the Optional Opener, write physically dangerous situations on the index cards. Hand each team member an index card. Go around the room and have various students read their scenarios aloud. Ask each student to explain what he or she would need to do to protect himself or herself in that particular situation.

Explain that the equipment or steps the students would need to take if they found themselves in these dangerous situations are important to have. ***In life, when we are faced with difficulties or danger we can turn to the armor that God has given us. This armor is called the Breastplate of Righteousness. It is necessary for Christians to use this armor to fight against Satan’s schemes and to be protected in our everyday lives.***

Slip-up Being Afraid All the Time
Pick-me-up Trusting God

SESSION THREE

- *Do you think the eggs that survived this drop would survive a drop if it were 10 feet higher? Explain your reasoning.* Allow various teens to share their hypotheses.

Explain, *The eggs that survived the drop did so because they were well protected from reaching the breaking point. In the Christian life, we also need to be well protected. God has given us spiritual armor called the Breastplate of righteousness to protect us. This piece of armor is what we can cling too when we are surrounded by enemies or difficult circumstances where we'd "break" if we were on our own!*

TABLE TALK Sports Equipment

Time: 10 minutes

Supplies:

- Copies of Table Talk, "Sports Equipment" (page 34), pencils

Hand out "Sports Equipment" and pencils. Allow the students to work in their X-Teams as they go through the various sports and the equipment needed to play them. If time permits gather all groups together and discuss times that students avoided injury by wearing particular equipment.

MESSAGE Trusting in God's Protection

Time: 15 minutes

Supplies:

- Copies of "Fear Itself" (page 35), blindfolds, obstacle course

Prior to beginning the Message session have students pair up. Hand pairs a blindfold and have one of the students blindfold the other one. After one of the students has been blindfolded, have the leaders or volunteers set up a simple obstacle course using chairs, tables, books, benches (if indoors), and cones or other objects (if outdoors). Have each pair of students maneuver around the obstacles. The student who is not blindfolded must not touch the blindfolded student but can guide him or her with words. Have pairs take turns being blindfolded and leading if time permits. Be sure that the guiding student knows that his or her role is to protect the blindfolded student at all cost!

After the obstacle course has been finished, mention that similar to how each blindfolded teen was protected by his guide, God also protects us. Although we can't see God, we can trust that He is there and can read the "verbal cues" that He gives us in the Bible! Explain that in today's story Elisha's servant was actually able to see God's protection. He likely

**Slip-up
Pick-me-up**

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never doubted God again and this story can help us do likewise.

Hand out the worksheet "Fear Itself" and have students complete it prior to reading 2 Kings 6:8-23. After students have read the Bible story (*or a volunteer has read it aloud*), discuss the following questions.

- **Why do you think God allowed Elisha to know the King of Aram's plans?** (*To protect Israel; to renew Elisha and Israel's faith in Him; to give Israel a chance to have compassion on their enemy, etc.*)
- **What do you think ran through the mind of Elisha's servant when he first looked outside and saw Israel surrounded by the enemy?** (*He was afraid. He didn't know what to do.*)
- **Elisha encouraged his servant by saying, "Don't be afraid. . . . Those who are with us are more than those who are with them"** (2 Kings 6:16). **Do you think those words meant much to Elisha's servant based on the circumstances? Explain.**
- **How do you think Elisha's servant felt after his eyes were opened and he physically saw God's hand of protection (hills full of horses and chariots of fire) all around him? Explain.**

Sometimes we feel that we just have to see with our own eyes. We know God is with us; we know He tells us "fear not," but it doesn't mean much when we are freaked out by a situation or afraid of losing a friend or a loved one.

Have a student look up the theme verse found in Ephesians 6:10. "Finally, be strong in the Lord and in his mighty power." Ask volunteers to rephrase that verse in their own words or apply it to a situation. For example, "Trust God even when you have just had an argument with your boyfriend/girlfriend." "Don't be afraid even though the world is a scary place with terrorism and war all around." Spend a few minutes and have students share some of their own fears.

Conclude the Message time by encouraging students that God does have each of us surrounded and He will personally protect us. We need to trust Him even though we don't "see" what is happening all around us. He makes ways for us to escape temptations, and He sends angels to guard our ways (1 Cor. 10:13; Ps. 91:11-12).

CHALLENGE

Letting go of Our Fears

Time: 10 minutes

Supplies:

- Letter paper or stationery, pens, envelopes, postage stamps (*optional*)

Mention that it's popular to be seen as fearless. **TV game shows have people participate in crazy stunts or eat disgusting things to prove that they are above fear. Sporting events become more and more extreme each year with snowboarders doing flips off cliffs**

**Slip-up
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Being Afraid All the Time
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and freebase divers jumping from skyscrapers or mountaintops. Just when you think you've seen it all, someone tries something else just for kicks! These people pretend to have "no fear," but in reality, especially if they aren't Christians, they likely have fear in other areas of their lives that they cover up by participating in such stunts.

Have students think about things in their lives that they fear on an ongoing basis, for example: their home life, witnessing to others, being dumped by their boyfriend/girlfriend or peers, not getting into a good college, struggles with peer pressure, etc.

After students have had a minute to think, pass out pens and letter paper or stationery and encourage students to write themselves a short note about what they've learned today about not being fearful but trusting in God to protect them. Have students sign and date the letter and seal it in the envelope. Have students take the sealed envelope home with them and encourage them to put it somewhere where they'll see it. Have them open it a month from now and read the letter to see if they have faced their fears regarding this issue and trusted in God's protection of them. *(If postage stamps are available, have students address the envelopes to themselves, seal the letter inside, and give it to a leader. Have that leader mail the letters after a month has gone by.)*

Remind students that they can "be strong in the Lord and in his mighty power"—Ephesians 6:10. Mention that God has given them spiritual armor that they can use to tackle their fears, in this case the Breastplate of Righteousness. Encourage students to depend on God and find a good friend with whom they can voice their fears. Let students know that it's OK to be afraid, but ultimately they need to give those fears over to God instead of letting the fears take over their lives. Have a short time of prayer requests and prayer before letting students go.

Hand out the Extra Study Option titled "God's Protection" (page 36) to those teens who are interested in pursuing this subject further.

**Slip-up
Pick-me-up**

Being Afraid All the Time
Trusting God

TABLE TALK WORKSHEET

Sports Equipment

Fill out the equipment needed for each sport.

Skateboarding—equipment needed:

How can this equipment help prevent injury? _____

Football—equipment needed:

How can this equipment help prevent injury? _____

Catcher (for baseball)—equipment needed:

How can this equipment help prevent injury? _____

We wouldn't think of approaching a game like hockey without the proper equipment, yet in our spiritual lives we often come totally unequipped! God's spiritual armor is given to us for a reason—to protect us from injury. The next time you strap on your kneepads to rollerblade or your bicycle helmet before going out, remember that spiritual equipment is important too!

MESSAGE WORKSHEET

Fear Itself

“The only thing we have to fear is fear itself.”—Franklin D. Roosevelt’s first inaugural address

What does the above quote mean to you? Explain.

How can we as Christians overcome fears we have?

What kinds of things are teens afraid of today? List them here.

God is all-powerful. He is the best Protector we can have. Yet sometimes, even as Christians, we are afraid of everything, even fear itself! Today’s Bible story is about a man who wasn’t afraid (*Elisha*) and his servant who was! Read the story found in 2 Kings 6:8-23 to learn more about how we can face our fears today!

EXTRA STUDY OPTION

God's Protection

Who do we need the most protection from? The devil (*also called Satan*)! Read the following verses related to what the Bible says about how we can fight against the devil . . . and win!

Ephesians 4:26—“In your anger do not sin’: Do not let the sun go down while you are still angry, and do not give the devil a foothold.”

How can you apply this verse to your life?

Have you ever gone to bed angry with someone? Explain the situation below and what happened as a result.

What do you think it means to give the devil a “foothold” on your life? Explain.

James 4:7—“Submit yourselves, then, to God. Resist the devil, and he will flee from you.”

What changes might you have to make in your life to “submit” to God?

What are some actual ways you could “flee” from the devil?

Ephesians 6:11—“Put on the full armor of God so that you can take your stand against the devil’s schemes.”

What are some schemes the devil tries to use on teens today? Explain.

How can using God’s armor protect you spiritually and physically from Satan?

1 Peter 5:8—“Be self-controlled and alert. Your enemy the devil prowls around like a roaring lion looking for someone to devour.” Don’t become a spiritual wildebeest! (*Those are those goofy looking animals that always get eaten by the lions on the wildlife channel on TV!*) Satan is out to get you! But take heart, with God’s armor you are sure to win!

Extra Study Option: Make photocopies of this Extra Study Option and give it to any student who received salvation today or others who are interested in learning more about salvation. (*For more information about the use of Extra Study Options, see page 6.*)

DAY FOUR

Knowing how to read well would be helpful for today's games.

Spelling It Out!

Supplies: Soup with alphabet letter noodles (*one can per group*), can openers, spoons (*one per person*), paper towels, large sheet of colored construction paper

Have each X-Team group together. Give each group a can of soup with alphabet letter noodles, a can opener, spoons, paper towels and a large sheet of construction paper. When you say so, have one of the group members open the can and then have team members reach in with their spoons and take letters out and put them on the sheets of paper towels. After most of the letters are out of the can, have team members come up with as many words as they can create and have them spell these words out on the colored construction paper. (*Warn that words chosen must be tasteful.*) After time is up, have a leader come around and count each team's words. Give points to the team with the most words and note a few of the funny or creative words created! Give extra points for sentences!

Been There, Done That!

Supplies: Three papers with the phrases, "Been there, done that" and "Haven't been there and don't want to do that!" or "Haven't been there but would give it a try!" written on them; masking tape (*to stick the papers to a wall or surface*)

Prior to this game come up with about 20 or 30 things that teens may or may not have done in their lifetime. For example: gone water skiing, eaten anchovy pizza, swallowed a goldfish, been on a blind date, driven a car, etc. Have X-Teams mingle, then explain that they are to go and stand next to the sign that best fits their reaction to the things a leader will call out loud! Play as long as you have ideas or until students get bored.

What Animal Am I?

Supplies: Sticky labels, markers

Prior to this game have leaders come up with as many different animals as they can and write the animal names down on individual labels. Place a label on each student's back and explain that they are not to tell others what animal they are. When you give the signal to "go," have students race around and glean clues from others as to what animal they are. The only clues that can be given are silent motions or animal sounds. Once a student guesses what he or she is, have them sit down immediately. Give a silly prize or bonus points to the students who are the slowest at finding out who they are!

Continued on the next page.

READING IS GOOD!

DAY FOUR

Karaoke Time

Supplies: A poster board or flip chart with song lyrics written down on it

Before this game begins have leaders come up with one song or chorus that they all know and that they are sure the students know. *(This might be harder than it seems, but folk songs, children's songs, or very popular song choruses will do.)* Write the words down on a poster board or flip chart *(each X-Team will need a copy of the words)*. Have X-Teams get into their groups and practice singing their song together! Let them know that they will be performing the song for the other groups. Since the song is the same for each group, the groups that are the most creative will win the points! Some ideas might be to lip-sync the song as one person sings it, come up with creative hand or foot motions, sing the song while forming a pyramid, etc! May the most creative team win!

READING IS GOOD!

SESSION FOUR

OPENER Favorite Books

Time: 15 minutes

Supplies:

- Colored construction paper, scissors, old magazines that can be cut apart, tape or glue sticks, markers

After completing the Crazy Comp games have students sit with their X-Teams.

Explain, ***All of the games we played today required reading of some sort! It would have been hard to sing the song if you couldn't read the words and even harder to put together words from noodles if you couldn't spell out the sentences! Although reading is a***

fundamental thing most often learned as a young child, it still opens doors and helps us learn about the world around us today!

Hand each teen a piece of colored construction paper, scissors, old magazines that can be cut apart, tape or glue sticks, and markers. Encourage students to think about their favorite book, these can be books from their childhood, "how-to" books, novels, best-sellers, any book that they love! Give students a few minutes to design a replica of the cover of their favorite book or make a creative cover that best depicts this book. Have students use the materials provided. After students have done this, go around the room and give students a chance to "show off" their

Optional Opener

Supplies: Bibles, Scriptures related to reading God's Word (*provided below*), wrapped chocolates or candies

Ask students to raise their hands if they ever did "Sword Drills" in Sunday school. (*If students are unfamiliar with the drill, explain that whoever looks up the verse first and raises his or her hand wins. Prior to beginning, Bibles must be shut and held high. At your command, students will begin their search.*) Be sure that each student has a Bible. Call out the references related to God's Word (*provided below*) and have students race to see who can find the verse first. Once a student finds it, have him or her read it aloud. For added incentive, award small prizes (*like wrapped chocolates or candies*) to the students who find the verses the fastest. After all of the verses have been looked up and read, invite students to discuss why it is so important to stay in God's Word as a Christian.

Verses to look up: Psalm 119:163; 2 Samuel 22:31; John 17:17; Psalm 119:11; Ephesians 6:17; Psalm 119:9; Colossians 3:16; Psalm 119:105; James 1:22; Psalm 1:2; Psalm 19:7; Psalm 40:8.

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SESSION FOUR

cover creation and explain a little bit about why this book is their favorite!

Regroup and explain. ***Today's lesson has to do with the most important book of all—the Bible. This is the only book that is consistently on the best-seller list, yet one has to wonder if it really is read as much as it is sold! God calls this book the Sword of the Spirit. It is spiritual armor that any one of us can use confidently. All we have to do is pick it up and dive in. Of course it helps if we also do what it says!!***

TABLE TALK

Reflections of a Bookworm

Time: Ten minutes

Supplies:

- Copies of Table Talk, "Reflections of a Bookworm" (page 43), beanbag or small soft item (like a stuffed animal or foam ball)

Hand out copies of "Reflections of a Bookworm." Have students get into their X-Teams and form a large circle. Give students time to answer all of the questions on the worksheet. When students are finished, throw a beanbag or other soft item to each X-Team circle. When a student catches the beanbag, he or she must provide an answer to one of the worksheet answers and share it with the rest of the group. Toss the beanbag until all students have had a chance to

share at least one answer. Remember to let the students talk and react without the leaders judging their comments. Teens need to know their opinions will be heard and not instantly rejected.

MESSAGE

Follow the Leader

Time: 15 minutes

Supplies:

- Bibles, pencils or pens, "Young Leadership" worksheet (page 44)

Have the students complete the worksheet "Young Leadership." After students have finished the Message worksheet, invite them to share about their answers or describe a student leader that they admire. *(This could be someone at their school or youth group, a person on the Student Council or other board of representatives, an athlete, musician, etc.)* After a healthy discussion have students open their Bibles to 2 Chronicles 34–35 and read through the passage on their own. *(Since the chapters are long, you may want to have one group of students read and summarize chapter 34 while having another group read and summarize chapter 35.)* When students have finished, explain: ***Josiah was still a little kid when he became king! At eight years of age he had the weight of the world on his shoulders! If you look at the last few verses of 2 Chronicles 33 you'll see that it wasn't an easy***

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kingdom to inherit! Josiah's father, King Amon was wicked and did evil in the eyes of the Lord. While still a young man, King Amon's very own officials assassinated him. After his death, the people killed the officials who killed King Amon. It was a bloody mess that King Josiah walked into! Yet somehow he ended up fearing God and did what was right in the eyes of the Lord. At around age 16 he sought after what God would have him do in his kingdom. Then when he was around the age of 20 he went into Judah and Jerusalem and removed the idols that were set up there. He had everything broken to pieces and smashed. He refused to let his people worship false Gods. Later we see that he finds the lost Book of the Law and reads it to his people, Israel. Israel now has godly leadership and guidance in the form of the Law. They no longer have a reason to be wayward. They come back fully to worshipping God!

Ask students the following questions related to the passage.

- **Why do you think Josiah turned out to be a godly leader even though his father had not shown him any positive leadership?** (Answers will vary. No answer is provided in Scripture but students could speculate that he may have had a Christian mother, a mentor, or friend who led him to God early in life.) (This would be a good opportunity to share with students that although

they may come from homes where God is not worshiped, they are ultimately in charge of their spiritual condition. This isn't something that they can blame on their home life or misfortune. All people are accountable to God!)

- **When Josiah died, Jeremiah and others wrote laments (words or songs of sadness) for him. To this day, the people of Israel remember Josiah and his acts of devotion for their people. Do you think Josiah could have ever guessed the spiritual legacy he would leave? How can his life motivate us today as we look at how our actions affect people not only today, but generations from today? Explain.** (Answers will vary.)
- **King Josiah made sure that everyone (from the least to the greatest) heard the Book of the Law read once it was found. Why do you think he did this?** (So everyone would have an opportunity to hear God's Word. So no person would have the excuse of ignorance for not following what God says, etc.)
- **How can Josiah's example benefit us today? Explain.** (Answers will vary.)

Share, **Our theme verse from Ephesians 6:10 would be one that Josiah could relate to, "Finally, be strong in the Lord and in his mighty power." King Josiah didn't wimp out, even though he was just a kid. He knew right from wrong and was determined to change the downhill course that Israel was on. We**

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too can be like Josiah. Instead of having to find the Book of the Law, all we have to do is dust it off, read it, and apply it!

CHALLENGE Scripture Exchange

Time: 10 minutes

Supplies:

- Bibles, bookmarks (or paper scraps), index cards, pens

Give each student a Bible, pen, bookmarks, and an index card. Ask students to take a few minutes by themselves and look up in their Bibles three of their favorite verses and use bookmarks to note them. On the index card have students write in a few sentences what each verse means to them today or how they apply these verses in their lives.

Regroup and go around the group inviting various students to share a favorite verse and what they wrote about that verse on their index card. Let as many students share as time permits.

Close by sharing, ***The Bible is a gift to us. In many countries people are tortured for having a Bible. In our country we are free to read and apply the Bible in our lives. It really is a blessing to have this freedom. Something all of us (even your leaders) often take for granted.***

Encourage each student to take additional time this week to be in God's Word. Even though it is hard because we live in a busy culture, 10 minutes a day should be something everyone can attain. Time spent in God's Word is never wasted, but rather multiplied as those concepts are applied in life.

Have students divide into pairs and share how they are going to have devotions this week. (*By going outside and finding a quiet place, by hiding out in their room, waking up earlier than usual, or going to bed later, etc.*)

Hand out the Extra Study Option worksheet "God's Word" (page 45) to students who want to reflect further on ways they can get more from Bible study.

**Slip-up
Pick-me-up**

Shelving God's Word
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TABLE TALK WORKSHEET

Reflections of a Bookworm

Directions: Answer the following questions related to reading.

Q. What was the first book you remember reading? Write the title below.

Q. Would you consider yourself a good reader or not too into reading? Circle one.

Good reader.

Not too into reading.

Q. Would you rather read a magazine or a book? List your favorite magazine to read or a book you finished recently. _____

Q. Is reading the Bible something you do on a regular basis? Why or why not? Explain.

Q. Why do you think it is easier for teenagers to find time for reading what they want to read but not always easy to find time for the Bible? Explain your answer.

Reading is good for you. It develops your mind and is so much better than time spent watching TV! Reading the Bible is even better because you are nurturing your spiritual self! 10 minutes a day is all it takes . . . but it is time well spent!

MESSAGE WORKSHEET

Young Leadership

Would you consider yourself a leader? Why or why not? Explain. _____

List five people (*who are around the same age as you*) that you consider leaders.

1. _____ 2. _____ 3. _____

4. _____ 5. _____

Why do you think these students stand out from the rest? Explain.

What character traits do you look for in a leader? List them here.

Describe a young person who is a leader that you respect. List reasons why people follow this person and characteristics he or she possesses that you would like to have in your life.

There is a saying that goes something like this: *Leaders are made, not born.* What do you think this saying means? Explain it below.

EXTRA STUDY OPTION

God's Word

"Your word is a lamp to my feet and a light for my path."—Psalm 119:105

Describe a time in your life when you had to rely on a flashlight. *(This might have been a sleepover, a camping trip, a storm where power was knocked out, etc.)* What happened when you turned on the light? Did it make you feel safe? Explain.

Describe a "darkness" that is in your life right now. *(This could be a conflict with a friend, an unhappy family situation, sickness, depression, loneliness, etc.)*

How might reading and spending time in God's Word help you shed "light" on this difficult circumstance? Explain.

God has given us His Word because in it is everything we need to navigate the issues of life. Take time this week and in the months ahead to spend time reading the Bible. It will change your life. God promises so!

Extra Study Option: Make photocopies of this Extra Study Option and give it to any student who received salvation today or others who are interested in learning more about salvation. *(For more information about the use of Extra Study Options, see page 6.)*

DAY FIVE

Today's games are just silly fun! There's no denying that.

Potato Chip Drop

Supplies: Individual serving size bags of potato chips (*one bag per team*), large bowls or containers (*one per team*), chairs (*one per team*), one pair of scissors (*optional*)

Have teams form lines from front to back. Set the large bowls or containers on the ground a short distance away from the teams. Open the bags of potato chips and set them down (*on a chair*) in front of the first person on each team. When you say so, have the first member of the team bend down and grab a potato chip out of the bag using only his or her mouth (*no hands allowed!*). Have him or her run to the container and drop the chip into it (*still only using his or her mouth*). Continue this (*relay style*) until the chip bag is about halfway empty. (*At this point, have a leader go around and tear [or cut] the bags completely open so all the chips can be reached.*) The first team to empty the bag of chips into the container wins!

Jelly Jelly Jamboree

Supplies: Large jellybeans (*one bag*), a container or jar (*one per team*)

This game shouldn't take long at all to play. That's the whole point! Divide into X-Teams. Show the teams where their team's "jelly container" is located. Prior to beginning, hand each person on the

X-Team a jellybean! Don't let students eat them yet. When you say, "go," have all the teens on each team suck as hard as they can until the candy coating on their jellybean is completely off. This may take a minute or two. As soon as the coating is completely off, that team member can run to his or her jar and spit the jelly part of the jellybean into it! The first team to collect all of the uncoated jellybeans in their jar first wins! (*The scene may seem chaotic, as teens will be running around in all directions in no particular order.*) A leader may want to check to be sure that all jellybeans deposited are jelly only!

Garbled Gargles

Supplies: Small paper cups filled with water

Have X-Teams compete one team at a time as other teams watch. Have the first X-Team competing form a circle. Instruct them to pick a short song they all know. It can be a commercial jingle, a popular chorus, or kids' song, etc. Have them practice singing it together one time. Hand each team member a cup of water. When you give the signal, have all team members chug a mouthful of water, but not swallow it. They are then to try to gargle the song they just practiced together as a team. Have judges award prize points to the X-Team that "gargles" the song most clearly!

Continued on next page.

SILLY GAMES

DAY FIVE

Taste Test

Supplies: Large table, small paper cups with food items inside (*duplicate food items for each X-Team*), blindfolds (*one per team*)

Have X-Teams form lines. Set up a table in front of the X-Teams and place the paper cups with food items on the tables. Blindfold the first person in each line and have him or her come forward and taste the first food item. Have them guess what the food item is. If the person guesses correctly, he or she scores one point for his or her team. Blindfold the next person and do the same thing with a different food item. Play until all the people on the teams have tasted something. Announce the winning team and award points accordingly.

SILLY GAMES

SESSION FIVE

OPENER True Blue

Time: 15 minutes

Supplies:

- Colored construction paper squares, markers

After completing the Crazy Comp games have students sit with their X-Teams. Explain, ***We've been through a great deal of training together as a group. Hopefully we've all learned something about what it means to be God's all-star champions and train to win God's way. The armor of God has been explored and we've heard about the Gospel of Peace (sharing Good News), the Helmet of Salvation (making wise decisions), the Breastplate of Righteousness (trusting God's protection), and the Sword of the Spirit (using God's Word). Today we're going to learn about the last piece of armor, the Belt of Truth. This is what enables us to tell the truth in all circumstances. It is a necessary tool for life and for following God and doing what's right, no matter how difficult.***

Hand each teen a piece of colored construction paper and markers. Have the students write down something about themselves that is true but possibly isn't something they share often with people. For example, "I act really loud all of the time but I'm really a shy person" or "I am

Optional Opener

Supplies: Pieces of paper, pencils

Have students write down on a piece of paper two short paragraphs. One of the paragraphs must be a true account about something that happened to them. For example, they might tell about the time they fell and chipped a tooth. Another paragraph must be a made-up story. Before the students begin writing, mention that they will have to share these two paragraphs with the group and the group will then try to guess which story is true and which story is made up.

After the students have gone around and shared their true and made-up accounts, mention that sometimes it is hard to tell if someone is telling the truth. ***Today's Bible story involved a lie that got way out of hand! Peter dug himself so deep in his storytelling that he ended up denying his best friend and his Lord and Savior! We'll look further into how Peter slipped up later on.***

having problems at home that are difficult for me to admit." Encourage students by sharing that all of us have weaknesses and that telling the truth about ourselves in this caring environment is one way that we can work together to help each other. Give students time to write down their personal "truth." After students are finished go around the group and call on

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students to share. Be sure that the leaders participate in this activity as well so that everyone is on the same page and is equally vulnerable.

If situations come up that require prayer, take some time during this Opener to do so. Conclude the Opener by sharing that we are all part of God's family. **Telling the truth, although difficult at times, is one way that we can grow closer as Christian brothers and sisters. When we don't tell the truth, we hide behind masks and we don't allow others to help us where we hurt. Today's Bible story is about Peter, who not only didn't tell the truth, but blatantly lied. His actions caused for him a whole world of hurt. We won't have to go through the kind of hurt Peter did if we are truthful in all aspects of our lives. That's the kind of effect that the Belt of Truth can have on our lives!**

TABLE TALK Truth or Dare

Time: 10 minutes

Supplies:

- Copies of Table Talk, "Truth or Dare" (page 52)

Hand out copies of "Truth or Dare." Have students get into their X-Teams and form a large circle. Give students time to read the questions and play the "Truth or Dare" game by following the instructions on their worksheet.

MESSAGE No Denying It

Time: 15 minutes

Supplies:

- Bibles, pencils or pens, "No Denying It!" worksheet (page 53)

Have the students complete the worksheet "No Denying It!" After students have finished the Message worksheet, invite them to share their answers. Afterward, have students open their Bibles to Matthew 26:69-75 and John 21:15-19. Have two different volunteers read the two separate passages aloud. When students have finished, explain: **Peter blew it. He went straight from promising Jesus that he would always be there for Him, to outright denial and lies about even knowing that Jesus existed. Sounds like something we'd never do to a friend . . . but none of us have ever been in quite the situation Peter found himself either. Afraid for his life! Worried about the effect his knowing Jesus might have on his future. Being ridiculed and put on the spot. When you think of it this way, it's easier to see how and why Peter might have stooped so low.**

Ask students, **Have you ever been caught in a lie? What happened?** (Invite volunteers to share.) **Did the lie work? Or were you eventually found out? How did you feel once the lie left your lips? Are there any lies you've told that**

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you still haven't come clean about? Explain why you might want to keep these lies hidden forever.

Next ask students the following questions related to the passage.

- ***Why do you think Peter lied the first time to the servant girl?*** (Answers will vary. He may have thought that this girl was unimportant and that lying to her didn't really matter.)
- ***How did Peter's lies get bigger?***
Explain. (When Peter first lied to the servant girl, he made her look bad by saying that she didn't know what she was talking about. The second accusation by another woman was followed by an oath. Peter even went on to say that he didn't know the man [Jesus]. After the final accusation Peter called down curses on himself and swore that he didn't know Jesus. It was then that he heard the rooster crow.)
- ***Why do you think Peter wept when he heard the rooster crow?*** (Peter realized how far he had gone in denying his Lord. He also may have been overwhelmed at the fact that Jesus was being crucified and he was unable to do anything to stop this terrible thing from happening.)
- ***When Jesus appeared to Peter after His resurrection, why do you think He asked Peter three times if he truly loved Him?*** (He may have wanted to emphasize the fact three times that Peter was to feed His lambs but it also

may be related to how Peter denied Jesus three times only days before.)

Share, ***Our theme verse from Ephesians 6:10, "Finally, be strong in the Lord and in his mighty power," is something that Peter might have been able to lean on when faced with his guilt for denying his Lord. Even though all of us mess up and disgrace ourselves and our loved ones, we have to get back up and keep going! Peter could have just given up after his royal mess-up, but instead he went on to be a disciple of Christ and made a big impact on the world for Him. We also need to be strong in the Lord even when we are caught in lies or fail miserably in some way. God never gives up on us. Just as Jesus forgave Peter and instead gave him a new challenge, we too are forgiven when we confess that we have fallen short.***

CHALLENGE A New Command

Time: 10 minutes

Supplies:

- Large inkpads, white paper, pens or markers

Mention that Jesus gave Peter a new command even after his big mess-up. That command was to feed lambs and care for sheep. These sheep weren't animals or flocks. The words mentioned were in reference to caring for other

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believers and looking after them. Peter probably didn't feel worthy of taking care of others after he had just denied knowing Jesus in His time of need. Yet that was what Jesus wanted Peter to do. And after much thought, Peter followed Jesus and did as He commanded.

We have been given the same command by Jesus to follow Him and to care for other Christian believers. All of us are unique and have needs that are individual. Yet we also are all a part of God's family. We have all been given the same armor of God to use; it has been purposefully given to us for our benefit.

Pass around the inkpads and the pieces of paper. Have students make their own fingerprint on the paper and look at how unique it is. Then have students compare their fingerprints to others in the group.

Close by sharing, ***God wants us to tell the truth. He doesn't give us this command to hurt us, but to save us from hurts that come from lying. "Stand firm then, with the belt of truth buckled around your waist."***
—Ephesians 6:14a.

God has given us the Belt of Truth to help us tackle all of the lies that Satan will throw our way. God also has given us unique traits and personalities that we can use for His glory and similarities that make us a part of His champion team. By working together and training together we can make a lasting difference in this world as God's all-star champions!

Encourage each student to take to heart what he or she has learned so far in VBS. Invite students who have questions related to what it means to have faith in Jesus to stay afterwards and talk to an adult leader.

Hand out the Extra Study Option worksheet "Second Chances" (page 54) to students who want to reflect further on how God is able to work through them.

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TABLE TALK WORKSHEET

Truth or Dare

Directions: Take turns choosing an item from the Truth or the Dare side of the worksheet. (Each person on the X-Team only has to choose to answer or do one of these items listed.) These don't have to be done in the order they appear on the sheet. Complete the worksheet page by doing the Dare or answering the Truth.

Truth

- Tell about your first crush.
- Explain about your most embarrassing moment.
- Share about a person who means a lot to you.
- Tell a story about a family pet.

Dare

- Sing a song that includes the phrase "won't cha be mine" to someone in the group.
- Do 30 jumping jacks while shouting aloud, "I'm in great shape! Can't you tell!"
- Find someone in VBS that you don't know very well and tell him or her a secret about yourself!
- Spin around 22 times, then try to run in a straight line while touching your finger to your nose.

MESSAGE WORKSHEET

No Denying It!

What are your strengths? List them here. _____

What are your weaknesses? List them here. _____

Is lying something you struggle with? Explain. _____

Have you ever worn a mask or pretended to be someone you weren't? What was the situation? Explain. _____

Describe a time in your life that you just wanted to disappear. What was going on? How did you make it out of the situation? Explain. _____

Peter messed up and his weaknesses were magnified as people pointed fingers at him and accused him of many things. It isn't easy being put on the spot, yet it will happen to all of us at some time. Remember, the best thing you can do in a difficult situation is be yourself and stand up for what you believe. It is what Jesus would have you do!

EXTRA STUDY OPTION

Second Chances

Jesus gave Peter a second chance to follow Him. Read the following stories about second chances and see if you can relate to any of the characters.

Noah—God was going to destroy the entire earth because of its wickedness. But then He remembered one person who was righteous, Noah, and gave the entire earth another chance. **Genesis 6:9-22**

David—He covered up his sin of lusting after Bathsheba by having her husband killed in battle! When confronted by the prophet Nathan, David didn't even see his own sin. Yet God used his life after this and said David was a man after His own heart. **2 Samuel 11–12**

Moses—As a young person he committed murder! He then ran away from his life and tried to start over. Yet God had another plan for him. Moses returned to the very life he ran from and ended up leading the Israelites out of slavery and to the promised land. **Exodus 2:11-25; 3:1-10**

Jonah—When God told him to go, he ran the opposite direction. He ended up causing a dangerous storm and was thrown overboard. While stewing in the belly of a giant fish he must have thought he was a goner. Yet God had the fish spit him out and gave him a second chance to go where he was supposed to go. **Jonah 1–3**

Lazarus—You don't get any "dead-er" than this! He was starting to smell and everyone was shocked when Jesus said to roll the stone away. Yet Jesus brought Lazarus back to life again. What do you think Lazarus went on to do with his life? We aren't told, but I'm sure he felt like he had been given a second chance at life, aren't you? **John 11**

What will you do with a second chance? How can you live your life to the fullest knowing that Jesus has forgiven you?

Extra Study Option: Make photocopies of this Extra Study Option and give it to any student who received salvation today or others who are interested in learning more about salvation. (*For more information about the use of Extra Study Options, see page 6.*)